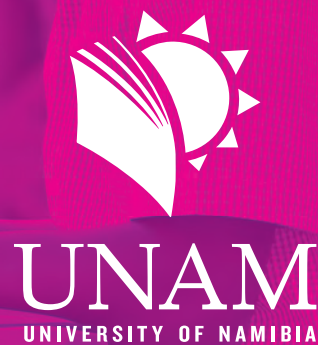




**CENTRE FOR OPEN,
DISTANCE AND E-LEARNING**

Prospectus 2016



UNIVERSITY OF NAMIBIA
CENTRE FOR OPEN, DISTANCE AND E-LEARNING
PROSPECTUS 2016

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University of Namibia, Windhoek

NOTE

This Prospectus is only valid for 2016 as regulations and syllabi may be amended for 2017. The general regulations and further information appear in the General Information and Regulation Prospectus.

Although the information contained in this Prospectus has been compiled as accurately as possible, it is possible that errors and omissions have inadvertently occurred, for which we apologise in advance. The University reserves the right to amend any regulation or stipulation without notice. The information is correct up to 30 October 2015.

The fact that particulars of a specific course or programme have been included in this Prospectus does not necessarily mean that the course or programme will be offered in 2016.

This Prospectus must be read in conjunction with the *General Information and Regulations Prospectus 2016*.

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ACADEMIC CALENDAR

11	January	University opens
18	January	Registration for students starts (Ends 29 February)
21	January	Academic staff resumes office duties
22	January	Last day for appeals (Regular, supplementary/special examinations – November 2015)
29	January	Last day for application of retention of continuous assessment mark and promotion examinations
29	January	Last day for applications for exemptions
1	February	Late registration starts (Ends 3 February)
5	February	Last day for approval of exemptions
5	February	Last day for approval of retention of continuous assessment mark
5	February	Last day for approval of course(s) and qualification changes
21	February	Orientation of all Project Work
4	March	Last day to cancel with 100% credit – First semester & double courses
7	March	General Orientation of first year distance students
14	March	Due date first assessment: First semester and double modules
14	March	Agenda closes: CES Board of Studies
22	March	Vacation school starts all CES certificate, diploma and degree programmes, except teacher educaprogrammes (Ends 24 March)
22	March	CES tests (Ends 24 March)
24	March	Due date second assignment: First semester modules
26	March	CES Board of Studies (9:00)
29	April	Last day to change examination centres at regional centres (First Semester examinations)
15	April	Last day to cancel with 50% credit – First semester courses
18	April	Last date to resubmit failed first semester assignments
18	April	Final test for students who missed vacation school tests
25	April	CES Practical vacation school start (Ends 29 April)
30	April	Last day to re-submit assignments (first semester modules)
6	May	Last day to cancel First semester courses
10	May	Regular examinations: First semester commence (Ends 1 June)
3	June	Last day to cancel with 50% credit – Double courses
8	June	Agenda closes: CES Board of Studies
13	June	Supplementary and special examinations commence (Ends 17 June)
20	June	CES Board of Studies (9:00)
20	June	Winter school starts (Ends 8 July)
27	June	Mid-year Recess (Ends 1 July)
18	July	Due date second assignment: Double modules
11	July	Start of rectifications of second semester and courses registered at the beginning of the year (Ends 15 July)
22	July	Last day for appeals: First semester courses (Regular and supplementary - first semester examinations)
29	July	Due date first assignment: Second semester modules
5	August	Last day to cancel with 100% credit for second semester courses
19	August	Last day to submit outstanding documentation
24	August	Last day to cancel with 50% credit for second semester courses
22	August	Vacation school starts: All certificate programmes, diploma programmes and degrees (Ends 25 August)
22	August	CES Tests start (End 25 August)
29	August	Due date second assignment: Second semester modules
12	September	Due date third assignment: Double modules
23	September	Last day to cancel second semester courses, double courses and enrolment
26	September	Last day to change examination centres at regional centres – November examination
30	September	Last day to re-submit assignments (second semester, double modules)
30	September	Final test for students who missed vacation school tests
3	October	CES Science practical sessions start (Ends 7 October)
18	October	Regular examinations: Second semester and Double Courses (Ends 11 November)
21	November	Supplementary and special examinations commence: Second semester and double courses (Ends 25 Nov)

PERSONNEL

Director's Office

Director	Dr CM Beukes-Amiss, BA, HED Sec (UNAM), MSc (Robert Gordon, Scotland), PhD (CiE) (UP)
Deputy Director: Open and Distance Learning	(Vacant)
Deputy Director: eLearning	(Vacant)
Secretary	Ms I Dieterich

Student Support

Windhoek Campus:

Senior Lecturer	Dr H Nekongo-Nielsen: B Sc St. Paul's College (VA), M Sc Long Island University (NY), Ph. D. (UWC)
Lecturer	Ms MM Niitembu: BETD (OCE), Adv Cert in Edu (Vista), B Ed (hons) (UJ) M Ed (Rhodes).
Lecturer	Dr N Mbukusa: BA, PGCE (AU USA); B.Phil. Ed. (TTELT) (Exeter), MA (Univ. of London), Ph D (Dist. Ed) (UNISA)
Lecturer	Ms E Tjiramba: HED (Sec), B Ed (UNAM), M Ed (Pacific Lutheran University, Seattle, Washington)
Lecturer	Ms C Kaereho: DAED, B Ed, M Ed Adult Educ (UNAM)
Assistant Lecturer	Mr JN Ndimwedi: BA, HDE (UWC). B Ed (UNAM)
Assistant Lecturer	Mr A Visagie: BSc, Higher Dipl. in Educ. (PG) (UWC), Adv. Dipl. in Educ. (UNAM)

Oshakati Campus:

Senior Lecturer	Dr R M Shikongo: RN, Rm, Rt, Cn, R Na, B Curr(UNISA); B Curr Prox; Prax Hons (UNAM); M Ed PHC (Manchester); PhD (Information Studies) UNAM
Lecturer	Mr L Josua: B Ed, M Ed (UNAM)

Materials Development & Instructional Design

Windhoek Campus:

Lecturer:	Ms A Lewin: BA, HED, BA Hons (UNAM), MA (Univ. of London)
Lecturer	Mr G Murangi: BA, BA Hons, HED (PG) (UNAM); MA (NEGST Nairobi), Post-graduate Diploma in Distance Education (Univ. of London)
Lecturer	Mr J Shilongo: BGS (Simon Fraser Univ), MA DE (IGNOU)
Lecturer	Mr I Uiseb: HED, B Ed (UNAM), M Ed (UNISA)
Lecturer	Ms S Joseph: BA, HDE, (UWC); Masters Africa Studies, Masters Gender Studies (UF)

eLearning

Senior Lecturer:	Dr CM Beukes-Amiss, BA, HED Sec (UNAM), MSc (Robert Gordon, Scotland), PhD (CiE) (UP)
Coordinator: Video Conferencing	Johannes Nambili
Coordinator: Instructional Design	Anna-Marie Schaller-Nangolo
Coordinator: Digital Media	Andre Joubert
Client/Lecturer Support Officer	Ilena Peter
Project Manager	Anneliese Groenewald
Learning Management System Administrator	Gerhold Kooper
Videographer	Alfons Kahuikee
Instructional Designer	Japhet Kazavanga

Administrative Staff

Windhoek Campus:

Assistant Registrar	Ms CM Slabbert
Administrative Co-coordinator	Ms WA Davies
Senior Distance Education Officers	(Vacant)
	Ms N Mutenda

Distance Education Officers
Ms S Gaes
(Vacant)
Ms E Scheepers
Ms E Xoagus

Senior Stores and Dispatch Officer
Dispatch Officer
Administrative Officer
General Assistant
Mr U Tjiho
Mr T Roos
Ms A Murere
Ms A Cloete

Oshakati Campus:

Administrative Co-ordinator
Distance Education Officer
Distance Education Officer
Stores and Dispatch Officer:
Ms AF Felix
Ms H litula
Mr W Iindjembe
Ms L Amadhila

UNAM Regional Centres:

Regional Administration and Student Support Officers:

Eenhana
Gobabis
Khorixas
Opuwo
Otjiwarongo
Rundu
Swakopmund
Tsumeb
(Vacant)
Ms L Siebert
Ms E Bedeker
Mr T Nguazireko
Ms R du Preez
Mr I Mundumbu
Ms M Engelbrecht
(Vacant)

Distance Education Officers:
Katima Mulilo
Keetmanshoop
Mr O Haludilu
(Vacant)

Clerical Assistants:

Eenhana
Gobabis
Otjiwarongo
Rundu
Swakopmund
Tsumeb
Ms N Hauwanga
Mr A Mulokoshi
Ms T Mukwendje
Ms RM Ihemba
Ms IA Khoeses
Mr T Simon

Welcome

Welcome to the Centre for Open, Distance and e-Learning (CODEL). The Centre for Open, Distance and eLearning, previously known as the Centre for External Studies, was set up as part of the new University of Namibia (UNAM) in August 1992, with the introduction of eLearning in 2014. It grew out of the Department of Distance Teaching of the former Academy and was combined with the Centre for e-Learning in 2015. The University of Namibia created the centre as an academic centre of UNAM in order to ensure greater access to higher education and equity for students with various educational backgrounds. Twenty one years after its creation, the centre continues to develop approaches that help students become independent and lifelong learners.

While studying with other open and distance education institutions in the region may be attractive, CODEL at the University of Namibia will provide you with the best facilities, approaches and methods that support independent, flexible and easy access to learning, assisting you in achieving your personal goals. We will also provide you with learning materials, academic support and technologies that meet each programme's individual needs.

Furthermore, we recognise the contribution that graduates make to society and we therefore endeavour to provide a wide range of study programmes to our students. We also recognise that your work and family are important to you and have therefore decided to bring higher education right to your doorsteps. We, at the centre, hope that this prospectus will provide you with the information you need to select the right programme and make informed decisions about your personal and professional career goals.

Studying at the Centre for External Studies

Visionary, the Centre for Open, Distance and e-Learning strives to become the leading open, distance and eLearning Centre in the country and beyond by enabling people to achieve their full potential through accessible, innovative and flexible learning, blended with eLearning using the flipped classroom and other innovative concepts and approaches. Its mission is to provide accessible quality higher education and to create opportunities for professional development to adult members of the community by providing open and flexible learning through distance and continuing education programmes.

CODEL caters for the educational needs of people who, for a variety of reasons, cannot come full-time to any of the University campuses to further their studies. The Centre operates through three departments: the Department of Materials Development and Instructional Design, the Department of Student Support, and the Department of e-Learning. In fulfilling their duties all the departments are supported by the Student Administration Unit. Moreover, the three departments collaborate with internal faculties of the University and outside partners in offering formal and non-formal programmes to external students by means of distance, open and eLearning methods. In addition, CODEL manages the ten University regional centres to support its programmes and students.

Furthermore, the University of Namibia recognised that successful learning through open and distance learning (ODL) requires collaboration with other ODL institutions in the country. As a result, CODEL is a partner in the Namibian Open Learning Network Trust (NOLNet), a publicly funded trust not for gain, charged with the responsibility of supporting open and distance-learning centres scattered throughout Namibia. As a partner in the NOLNet Trust CODEL students can make use of facilities at all NOLNet centres. Remember that all UNAM regional centres are part of the NOLNet centres' network system. A list of the UNAM regional centres is available under General Information on page 5 of this prospectus, and they could provide you with a list of all the NOLNet centres.

Method of Instruction

All CODEL programmes are offered by open and distance learning (ODL) mode. Open and distance learning is a unique method of study in the sense that instruction and learning take place with the instructor and the students in different places for most of the time. Different media are used for teaching distance education students. The main medium of instruction at CES is through the printed materials, which are occasionally supplemented by weekend tutorials, 1 – 2 weeks contact sessions, audio, audio-visual, video conferencing and telephone tutorials. The centre will soon add some blended approaches. This means that the centre will be focusing on a more student centred and individualised approaches to online learning by enhancing the quality of learning experiences using the blended approach (recorded videos, audios, use of Learning Management System, graphics, animations, etc.) With ODL teaching methods, it is possible for CODEL students to study when and where they wish throughout the country. For practical courses, practical activities are arranged at different times of the year at the convenience of students and lecturers.

In order to make it easier for students to digest study materials, each programme is divided into courses and each course is divided into units with activities for the students to be able to assess their own understanding of the course. Supplementary reading is recommended

in the form of a reader that will be supplied with the study material or a prescribed textbook that should be bought by the student or borrowed from the library. Where courses are accompanied by recorded or online materials, these are supplied to students.

Study Materials

Study materials are usually supplied to the students during registration when they pay their fees. Students must pay for any material that is re-issued. Students are responsible for purchasing any prescribed textbooks for their courses. Full particulars concerning the prescribed textbooks are contained in the course materials. In those programmes that will be supplemented by online learning, students are provided with links and login instructions to access their study materials. Books are prescribed for most courses and must be ordered directly from the distributors. Students are strongly advised to order their books from the Campus Bookstore in Windhoek or other bookshops in good time to prevent unnecessary delays and disappointments. Students are also reminded that some textbooks might be available at the University Centres for reference purposes. Students should consult with the University Regional Officers concerning prescribed textbooks for their courses. Students are reminded that the Centre for Open, Distance and eLearning does not sell prescribed books and cannot order these textbooks on behalf of the students.

Library Services

The University of Namibia provides excellent library services to all its students, whether fulltime or distance education students. The University's library services are available throughout the country, at the University regional centres. It should however be noted that there are only limited stocks of library books available from University Centres. Nonetheless, library services are available free of charge to all registered students of the University of Namibia upon presentation of their current student card, and students will also have easy access to online study materials using the CODEL Learning Management System - Moodle. The library will lend recommended books and other supplementary reading materials to students. Students can also use computer facilities available at the regional centres and or any other campus libraries for study purposes. Students must note that prescribed textbooks in the library can only be used as reference materials and many can only be borrowed on a short-term basis. Students who do not return library material on loan on the due date will not receive their examination results until all outstanding library material has been returned to the University Library, NOLNet centres or to the University Regional Centre from which it was borrowed.

Student Support Services

The Centre for Open, Distance and e-Learning is aware of the difficult circumstances under which many of its students have to study. It therefore provides assistance through effective academic support, enabling students to successfully complete their studies. In providing academic support, CODEL recruits competent tutors who provide tutorials and marking of assignments. Each tutor is assigned to a course to help the students with any problems they may experience during their studies. Students are encouraged to consult tutors or their programme Student Support Coordinators for any problems they have in a particular course. At the beginning of each year, students are provided with a list of all tutors' telephone numbers as well as the times that tutors are available for support. Students are advised to make use of this service.

To supplement the use of study materials by students, the Department of Student Support arranges contact sessions in the form of 1-2 week long and/or weekend tutorials at various centres/campuses from time to time. These face-to-face contact sessions between students and tutors are arranged in order to give students the opportunity to ask questions about any difficulties they have with their studies and to get guidance. Contact sessions are offered for programmes as scheduled in the CODEL Calendar. On an annual basis, notices of all contact sessions for each study programme are provided to students through the Regional Administrative and Student Support Officers at University Centres across the country. Students are strongly advised and encouraged to find out the dates of such sessions and make every effort to attend all contact sessions arranged for their courses. Contact sessions are a valuable opportunity for students to talk to tutors and be assisted in their courses, as well as talk to other students doing similar courses and experiencing similar problems with the purpose of forming study groups in their area of residence and/or work. During these contact sessions special attention is given to discussing problems and providing information on how to tackle assignments, projects or practical activities and exercises, as well as on preparing for examinations. In addition to all these pre-arranged contact sessions, students are encouraged to consult their tutors, personnel in the Department Student Support, regional staff at the UNAM Centres, or the Administrative Co-ordinators regarding any problems they might have with their studies.

My UNAM portal

CODEL recommends that all students should regularly access "My UNAM Portal" on the UNAM website at the following link: www.unam.edu.na Students should be able to get more information on the portal. Under the academic link you will be able to access a proof of registration, progress reports, and additional notes per course and access Moodle. You can also view your financial statement and examination timetable. An additional link has been created for the centre (CODEL) to give you access to additional information with regard to assignments, due dates, vacation school timetables, contact details of tutors and tutor markers. You will also be able to submit your assignments electronically via the portal. **All students should also activate their UNAM email address. Please contact the Computer centre for activation. The email address is your student number @students.unam.na**

GENERAL INFORMATION

Programmes

The centre offers the following programmes:

Degrees:	Bachelor of Accounting (Honours) Bachelor of Business Administration (Honours) Bachelor of Education (Adult Education) (Honours)* Bachelor in Education (Lifelong Learning and Community Education) (Year 1 to 3 only) Bachelor of Education (Honours) (Pre- and Lower Primary) Bachelor of Education (Honours) (Secondary Education) Bachelor of Education (Honours) (Upper Primary)
Postgraduate Diplomas:	Postgraduate Diploma in Nursing Science (Health Service Management/Nursing Education)
Diplomas:	Advanced Diploma in Educational Management and Leadership Advanced Diploma in Secondary Education (Biology/English/Mathematics/Physical Science) Advanced Diploma in Secondary Education (Professional Training) Diploma in Adult Education and Community Development* Diploma in Entrepreneurship and New Venture Management Diploma in Labour and Employment Studies Diploma in Lifelong Learning and Community Education Diploma in HIV/AIDS Management and Counselling Diploma in Local Government Studies Diploma in Public Relations Higher Diploma in Accounting and Auditing
Certificates:	Certificate in Accounting and Auditing Certificate in HIV/AIDS Counselling Certificate in Management and Taxation

* NO NEW INTAKE IN 2016

Enquiries

All enquiries can be directed to the Centre for External Studies at the University Campus in Windhoek or you can contact the nearest University Centre or Campus in your region. Generally, the offices of the Centre for External Studies at the Main campus in Windhoek are open from Monday to Friday from 07:30 to 13:00 and from 14:00 to 16:30, but the opening hours may differ from centre to centre. Please refer to individual centres for the correct opening hours.

Written enquiries

For more information and details about the Centre for External Studies and its programmes, please contact:

The Administrative Co-ordinator
Centre for External Studies
University of Namibia
Private Bag 13245
Windhoek
Namibia

The Administrative Co-ordinator
Centre for External Studies
University of Namibia Oshakati Campus
P O Box 2654
Oshakati
Namibia

E-mail: wdavies@unam.na or afelix@unam.na or ces@unam.na

Website: <http://www.unam.edu.na>

Always provide the following particulars in your correspondence:

- Student number and/or identity number
- Initials and surname
- Programme

Telephonic enquiries

General enquiries in connection with registrations, exemptions and cancellations:

Telephone: (061) 206 3609 or (065) 223 2268 or (061) 206 3177 - Student Information
Fax: (061) 206 3617

Enquiries in connection with study material:

Telephone: Windhoek – 061-206 3080 / 2064535 or Oshakati – 065-223 2274
Fax: Windhoek – 061-206 3617

Enquiries in connection with examinations:

Telephone: Windhoek – 061-206 3256 or 206 3520 or 206 3087 or 206 3084 or 206 3899 or 206 3715
Oshakati – 065 -2232263
Fax: Windhoek – 061-206 3639
Oshakati – 065 -2232276

Enquiries in connection with financial matters: (Available hours: Monday – Friday 09:00 to 13:00 and 14:00 to 16:00)

Telephone: Windhoek – 061-206 3191
Oshakati – 065 -2232273
Fax: Windhoek – 061-206 3704
Oshakati – 065 -2232283

Face-to-Face enquiries

You can visit the Centre for External Studies in Windhoek at the University Campus for all enquiries.

Location: F- Block (Old Library), Windhoek Campus

People living in the vicinity of the University Regional Centres or Campuses can also visit their nearest centre/campus. The regional staff at the Centre/Campus will be able to provide you with more information on the University and the Centre for External Studies.

The following are contact details for UNAM Centres:

Eenhana	Office 9, Eenhana Community Centre Kaxumba Kandola Street, Eenhana P O Box 13415 Telephone (065) 263244 Fax (065) 263246
<i>Opening hours:</i>	Monday to Friday from 07:30 to 18:00
Gobabis	Old Mutual Building, Gobabis P O Box 1183 Telephone (062) 562268 Fax (062) 562289
<i>Opening hours:</i>	Monday to Friday from 07:30 to 18:00
Katima Mulilo	Katima Mulilo campus Ngoma Winela Road Private Bag 1096 Katima Mulilo Telephone (066) 2626021 Fax (066) 2626051
<i>Opening hours:</i>	Monday to Friday from 07:30 to 13:00 and from 14:00 to 16:30
Keetmanshoop	Southern Campus Keetmanshoop P O Box 1727 Telephone (063) 2202022 Fax (063) 222211
<i>Opening hours:</i>	Monday to Friday from 07:30 to 13:00 and from 14:00 to 16:30

Khorixas	Community Learning and Development Centre, Khorixas P O Box 108 Telephone & Fax (067) 331028
<i>Opening hours:</i>	07:30 to 13:00 (Monday, Wednesday, Friday) 14:00 to 16:30 (Tuesday, Thursday)
Opuwo	Opuwo Teachers Resource Centre P O Box 302 Opuwo Telephone (065) 277006 Fax (065) 277005
<i>Opening hours:</i>	Monday to Friday from 07:30 to 16:30
Oshakati Campus	Oshakati Campus Eliander Mwatale Street P O Box 2654 Telephone (065) 223 2000 of 223 2268 / 223 2269 /2232205 Fax (065) 223 2271/223 2283
<i>Opening hours:</i>	Monday to Friday from 07:30 to 13:00 and from 14:00 to 16:30
Otjiwarongo	1st floor Brumme Hotel 25 Hage Geingob Street, Otjiwarongo P O Box 558 Telephone (067) 302213 Fax (067) 303675 / 0886526479
<i>Opening hours:</i>	Monday to Friday from 07:30 to 18:00
Rundu	CES – Rundu Campus P O Box 88, Rundu Switchboard – (066) 268 6000 Telephone & Fax (066) 2686078/2686081 - 2686076 (fax)
<i>Opening hours:</i>	Monday to Friday from 07:30 to 18:00
Swakopmund	Klimas Building, Swakopmund P O Box 65 Telephone (064) 404343 Fax (064) 405261
<i>Opening hours:</i>	Monday to Friday from 07:30 to 18:00
Tsumeb	Cnr of Sam Nujoma Drive & Pendukeni Ivula Ithana Avenue, Nr 541 P O Box 1084, Tsumeb Telephone & Fax (067) 220288
<i>Opening hours:</i>	Monday to Friday from 07:30 to 18:00

REGULATIONS

Admission

Application forms are available at the Centre for External Studies on the first floor of the Old Library at the main campus in Windhoek, or from Student Records on the ground floor of the Administrative Building. Application forms are also available at all University of Namibia Regional Centres and the UNAM Campuses. Staff will advise you on the necessary requirements to submit a complete application.

Entry requirements

Students are admitted to the University of Namibia either through direct entry or the mature age entry scheme. In addition, different programmes have different entry requirements. Please refer to the specific programmes of your interest in this Prospectus.

Direct entry:

To register for a degree, a candidate must hold a valid NSSSC Certificate or any other relevant qualification. English is a compulsory subject and should normally be obtained at NSSC (English as a second language) grade C or better, or a grade D or better at NSSC (English as a first language) level.

A candidate should obtain a minimum of 25 points on the University of Namibia Evaluation Scale. The University takes the following into consideration when computing your score.

- The score is calculated by adding together the points of your five best subjects
- English is counted as one of the five subjects

The University will consider other school leaving certificates, after evaluation of these certificates. Mature people with experience, but without a formal school qualification may seek entry through the Mature Age Entry Scheme.

UNAM Evaluation Scale:

POINTS	NSSC		CAMBRIDGE		SENIOR CERTIFICATE		GCE	
	H	O	HIGCSE	IGCSE	HG	SG	A-level	O-level
10							A	
9	1 80-100		1 80-100		A 80-100		B	
8	2 65-79	A* 90-100	2 65-79	A* 90-100	B 70-79		C	
7	3 50-64	A 80-90	3 50-64	A 80-90	C 60-69	A 80-100	D	A
6	4 35-49	B 70-79	4 35-49	B 70-79	D 50-59	B 70-79	E	B
5		C 60-69		C 60-69	E 40-49	C 60-69	N/O/ Subsidiary	C
4		D 50-59		D 50-59	F 33.3-39	D 50-59		D
3		E 40-49		E 40-49		E 40-49		E
2		F 30-39		F 30-39		F 33.3-39		F
1		G 20-29		G 20-29				G

Mature Age Entry Scheme:

The University of Namibia has introduced the mature age entry scheme to allow mature applicants with experience, but without the necessary formal school qualification, the opportunity to enrol at UNAM for undergraduate programmes. In order to qualify for entry through the mature age scheme, you need to sit for the mature age entry scheme test and you have to be 25 years old or turn 25 before the first of January of the year in which you want to start your studies. You also need to have completed at least your junior secondary education, in other words, Grade 10 or Standard 8. Finally, you need to have normally at least 5 years work experience relating to the field in which you are seeking entry, for example, 5 years teaching experience if you wish to register for the Bachelor of Education degree. The Mature Age Entry Test consists of three papers testing the candidates' language, general knowledge and numerical abilities. The institution may also request candidates to attend an oral interview before the final selection is made. The date for the mature age test will be announced in the local media.

Registration

A person who wishes to register as a student at the University of Namibia should complete the official registration form for a particular year, sign it, and pay the prescribed fees. Such a person must also provide documentary proof that all admission requirements have been met for the study course for which a student wishes to register. Failure to produce documentation may result in students being refused registration and forfeiting their tuition fees in accordance with the stipulation on refunds upon discontinuance of studies as set out in the Fees Prospectus. The University may set a final registration date for a specific academic year after which a student may no longer register. The Centre for External Studies may refuse any application for registration if the student's completed registration form, the prescribed fees and/or the required documentary proof do not reach the Centre by 3 February 2016. Registration starts on 18 January 2016, and online registration is available for senior students and first year students who have met all conditions for registration and paid the prescribe registration deposit.

The following original documents must be handed in together with the student's application for registration:

- original certificate as required in the admission requirements for a particular programme
- original Namibian identity document
- original marriage certificate (if applicable)

A student who was previously registered at another tertiary institution and did not obtain a degree, diploma or certificate at the end of his/her last year of registration, must submit a satisfactory certificate of conduct and an original academic record issued by the Registrar of the previous institution before the end of July 2016. Failure to do so may result in the cancellation of your registration in accordance with the stipulation on refunds upon discontinuance of studies as set out in the Fees Prospectus.

Registration periods

Registration(s) of first year students takes place in January before the start of the new academic year, and in February for senior students. The University Senate has approved a minimum and maximum study period for programmes. The minimum and maximum periods are as follows:

1 year programme	Minimum 1 year	Maximum 3 years
2 year programme	Minimum 2 years	Maximum 4 years
3 year programme	Minimum 3 years	Maximum 6 years
4 year programme	Minimum 4 years	Maximum 8 years

Re-registration

Students who exceed the maximum period approved per programme without completing it need approval from the CES Board of Studies and Senate in order to re-register. In cases where re-registration is granted, it will be done only on conditions as determined by the University. Students who exceed the maximum period approved per course without completing it need to register again for the course and pay the prescribed fees.

Note: *Only students who have paid all their prescribed fees will be allowed to sit for the examinations and permitted to re-register.*

Concurrent Registration

Except with the special permission of Senate, a student may not register at another tertiary institution during the same academic year. Students who wish to enrol concurrently for full-time and CES courses should obtain written permission from the relevant department before registering through their faculty for the distance courses.

Changing Registration and Cancellations

Students who wish to change or cancel their studies at the University must complete the prescribed form. Remember that cancellation could only be made once the cancellation form has been properly filled in and submitted to CES. (See the form for **Addition/Cancellation of Courses or Programmes** at the back of this Prospectus.) You could also use the UNAM Portal to cancel courses. Students are also referred to the section in the Prospectus in connection with refunds upon discontinuance of studies. Note that the closing dates for course

and qualification changes are 5 February 2016. Students can rectify second semester courses registered during the registration period from 11 July 2015 up to 15 July 2016. The closing date for applications for course exemptions is 5 February 2016.

Students should note the following dates for refunds after cancellations:

	First Semester courses	Double courses	Second Semester Courses
(100% refund)	4 March 2016	4 March 2016	5 August 2016
(50% refund)	15 April 2016	3 June 2016	24 August 2016
(No refund)	From 16 April 2016	From 4 June 2016	From 25 August 2016

In the case of a change of address, students are requested to complete the form for the change of address and/or examination centre (See the form for **Notification of Change of Address and/or Examination Centre** in the back of this Prospectus.) Students should note that the last date for changing of their examination centre is 29 April 2016 for the June examination, and 16 September 2016 for the November 2015 examinations.

Assessment

CES assessment procedures are provided in two parts; continuous assessment in the form of assignments and/or tests and the final examinations.

Assignments/Tests

Each course provided to students has to be assessed in the form of assignments and/or tests. Marks gained for assignments and/or tests form part of the final assessment for the course. Assignments are also a vital form of tutoring and teaching through the feedback received from tutors on an individual basis. Since assignments received from students are used as a teaching tool, marker-tutors are therefore advised to give the necessary advice and encouragement in the form of comments on the assignment on how students may improve and make progress towards being successful in their courses. In addition, personnel of the Department of Student Support will moderate marked assignments to ensure uniformity and quality of the assessment process. Tests will take place during the vacation school. Students who missed tests during the vacation school due to medical reasons could sit for the missed test as scheduled on the CES Calendar. No special arrangements will be allowed for students who did not sit for the tests as scheduled and on the date as provided in the assignment letter.

Test dates:

Tests are scheduled as follows for 2016:

	First semester:	Second semester:
First Test date:	22 – 24 March	22 – 25 August
Test for students who missed tests	18 April	30 September

Submission of assignments

It is very important for students to complete and submit a clean and clear assignment for marking. Please ensure that when you typed your assignment, that you numbered in the correct order and the student must ensure that this has been done correctly before you stapled it together inside the assignment cover. Students should use the self-addressed envelopes (addressed to the Centre for External Studies) for the submission assignments. You could also submit your assignment via the UNAM Portal. Students should not email assignments - neither to tutors, nor student support coordinators nor distance education officers

Note:

Students should submit all assignments for registered courses on or before the given due date on the assignment letter. Students should adhere to due dates for handing in of assignments if they wish to be admitted to the next examination.

Students who are unable to submit assignments on the due date should apply for late submission of assignments on the prescribed form. Only applications based on personal illness, injury or serious illness or death of a close relative immediately preceding the assignment due date will be considered after the assignment due date, provided that a medical or death certificate specifying the nature and duration of the illness, injury or death is attached. In the case of other circumstances that may justify late submission of assignments, students should apply for extension before the closing date of the assignment and submit supporting documentation. **Students, who received approval to submit assignments late, should attach a copy of the permission granted to their assignments and handed it in at their nearest UNAM regional centres or in the assignment box at CES within two weeks after the original due date.**

Due dates for submitting assignments:

	First semester courses:	Second semester courses:	Double courses:
First Assignment:	14 March	29 July	14 March
Second Assignment:	29 March	29 August	18 July
Third Assignment:			12 September

Students should note that assignments received after these due dates will not be included in the calculation of the continuous assessment mark. The continuous assessment (CA) and the examination mark will determine your final mark for the course. For record keeping and to ensure that assignments reach CES in good time, students should submit their completed assignments to the Centre for External Studies through the University regional centres and/or campuses, or submit their assignment via the UNAM portal. The link is provided on the portal and will import all the required information such as your student number, name, course name and code as well as the assignment number. Students should ensure that they submit the assignment under the correct assignment number. CES will not accept assignments submitted under the wrong assignment number. **Assignments should never be submitted to individual tutors or other staff members.** CES will not accept assignments submitted under the wrong assignment number. **CES will not accept assignments submitted after the due date on the portal. Students are also discouraged from using the Post Office system for submitting their assignments because of the delay in delivering**

Completion of assignment covers

In order for an assignment to be marked and marks to be entered correctly on the computer, students should fill in all the requested information and personal particulars on the assignment cover, i.e. the course code, the name of the student, the student number, and their address. Incorrect or incomplete information will delay the marking of an assignment or may even prevent it from being accepted for marking. All typed assignments should be submitted with an assignment cover and assignments submitted electronically via the portal will automatically be provided with the requested information.

Note: Students should please provide their cell phone number on the assignment cover to provide a quicker turn-around time for marked assignments and to enable the centre to inform students when they should re-submit an assignment.

Returning of assignments:

CES strives to ensure that marked assignments are returned to students in less than six weeks after the due date of the assignment. Students' marked assignments will only be returned to them if students have entered the correct addresses on the assignment cover and cell phone numbers appear clearly and correct on assignment covers **CES will not return assignments to students if the postal address does not appear on the assignment.**

Re-submission of assignments:

CES' policy makes provision for re-submission of failed assignments. An assignment may be re-submitted by a student who obtained a mark of less than 40% in a particular assignment or less than 50% in a project or practical work where the continuous assessment mark contributes 100% towards the final mark, provided that the student pays the prescribed re-submission fee of N\$80.00. Please note that the maximum mark a student can obtain for a re-submitted assignment is only 55%.

Final due dates for re-submitting assignments:

	First semester courses	Second semester courses	Double courses:
First Assignment:	18 April	30 September	18 April
Second Assignment:	18 April	30 September	30 September
Third Assignment:			30 September

NOTE: No late submission will be allowed and students are not allowed to resubmit assignments on the UNAM Portal.

Examinations

Examination system

The University of Namibia has regular examinations that will take place in June for first semester courses and in November for second semester and double courses. Students who obtain a marginal fail (45 – 49%) in their final mark can sit for a supplementary examination in a period immediately following the regular examinations, subject to the institution's subminimum rule of 40% examination mark. Students who are unable to write a paper during the regular examination due to ill health, death in the family, or other unforeseen circumstances must complete the relevant application form and present a valid medical certificate, signed by a medical practitioner, or any other relevant documentation to the Head of Department not later than three days after the relevant examination date. Candidates who are unable to write an examination paper on account of being scheduled to write more than 2 consecutive examinations sessions, must present their examination timetable to the Head of Department and complete the relevant application form not later than seven days prior to the start of the examination period. A Head of Department may approve a special examination on recommendation of the lecturer(s)

involved to take place during the supplementary examinations period as scheduled annually by the Calendar and Timetable Committee. No supplementary or special examinations will be allowed on a special examination.

A student who qualifies for a supplementary examination in a course consisting of more than one paper may be allowed to re-write the failed paper(s) only. A student will not be allowed to sit for more than three supplementary examinations in any given examination period. The student will obtain a maximum final mark of 50% in a supplementary examination. A student who has sat for a regular examination may not afterwards apply for a special examination due to any circumstances.

The calculation of the final mark would be as specified by faculty or university regulations. Students who write examination with a low continuous assessment mark will find it very difficult to obtain a pass in their final mark.

The Centre for External Studies recommends that you submit assignments according to the due dates provided for assignments to ensure that your continuous assessment mark is processed in time before the start of the examinations.

Examination arrangements

An examination timetable will be available on the UNAM Portal. Students are also requested to contact their regional centres a week before the start of the examinations if their timetables are not available on the portal. The timetable will contain a list of courses with a corresponding list of final examination dates as well as your examination centre and the time of the examination. The duration of every paper will also be indicated on the examination timetable. The timetable will also provide you with the supplementary examination dates.

Students will only be permitted to an examination venue if they have settle their accounts, have with them their identity documents, their student card or proof of registration in addition to the examination timetable and the admission letter. Students are responsible for ensuring that they attend the correct examination session and receive the correct examination paper. Your student number serves as an examination number and must be written on all examination answer scripts. Candidates and invigilators will be notified of any special arrangements in advance. No smoking or cell phones will be allowed in the examination room.

It is the responsibility of the student to notify the Centre for External Studies of any changes in his/her postal address and examination centres. Students are encouraged to check with CES two months before examinations whether their postal addresses and examination centres are correct. Students should also inform CES if they have changed examination centres as their examinations papers will always be sent to the centre provided by the students. Failure to do so could result in the unavailability of a specific examination paper at a particular centre for which the University would not be held responsible.

Note: Students should note that the last date for changing of their examination centre is 29 April for the June examination, and 16 September for the November examination.

Examination Centres

Students are informed that the University of Namibia will only establish an examination centre in an area if at least five students from that area register in a particular year. The University reserves the right to approve or reject any application for the establishment of an examination centre in a particular area.

Examination Results

The examination results will normally be announced two weeks after completion of the examination period. The University reserves the right to withhold results of students with outstanding library books or who have not settled their accounts in full.

Students who have, in their opinion, met all the requirements for a specific qualification and have not received confirmation thereof by the end of February should contact the Administrative Coordinators at the Centre for External Studies, at the main campus in Windhoek. The student must provide the Centre for External Studies with all the required documentation for certification as soon as possible after their final examinations and ensure that all outstanding fees are paid.

Fees

The University Council levies tuition fees per course as approved for a particular year. (See the Information, **Regulations and Fees Prospectus** for 2016 for the approved fees.)

Payment of Fees

Students will pay the prescribed fees for each course or programme for which they enrol and should settle their account for first semester courses by 30 June 2016, and all outstanding debt by 15 October 2016. These fees and registration will stay valid for the approved registration period for the course. If a student failed a course, they have to register again for the course and pay the prescribed fees.

Students who pay in full for all courses enrolled for at registration will receive a discount as approved by the Office of the Bursar for 2016. (See the Information, **Regulations and Fees Prospectus** for 2016 for the approved fees). Students can also make a direct bank deposit into the UNAM Student Deposit account. The bank details are as follow:

University of Namibia
First National Bank Windhoek
Account number: 62246793451
Branch code: 281872
Swift Code: FIRNNANX.

On enrolment, students should pay the minimum deposit approved by Council. Such students will receive their study material for their registered courses. Cancellation of courses during the 100% refund period will only be effected on return of all issued study material.

Failure to Pay

Only students who have paid all their prescribed fees will be permitted to re-register.

FACULTY OF ECONOMICS AND MANAGEMENT SCIENCES
CERTIFICATE IN ACCOUNTING AND AUDITING
12CAAU

Introduction

The programme seeks to provide a foundation for students intending to pursue a career in accounting and auditing. The certificate provides an interface between theory and current practices.

Aim

The main aim of the programme is to provide an opportunity for those who otherwise do not qualify for admission into diploma programmes in the fields of accounting, auditing and other related fields.

Programme overview

The programme is a one-year certificate, but we recommend that students should complete it over a two-year period on distance. The certificate offers 11 courses. Five courses will be offered in the first semester and five courses in the second semester. This programme is designed for those who want to pursue their career in accounting, auditing and related fields or who are already in employment having job responsibilities that include accounting, auditing or other related areas.

Admission requirements

These admission requirements should be read in conjunction with the General admission requirements in the General Information and Regulations Prospectus.

To register for the certificate:

- A candidate should be in possession of a grade 12 certificate, with a minimum of 17 points in five subjects on the UNAM point scale including English with at least an E symbol,
- Admission could also be considered for persons who qualify through the Mature Age Entry Scheme upon successful completion of the relevant examinations as set out in the General Information and Regulations Prospectus.

The Centre, in consultation with the Faculty of Economics and Management Science reserves the right to interview students before admission.

Assessment and promotion requirements

Course assessment is based on continuous assessment by means of a tutor-marked assignment, tests and a written examination at the end of each course. To complete a course successfully you should obtain a minimum mark of at least 40% in the examination, and a final mark of at least 50%. The final mark is calculated according to a ratio of 50% continuous assessment mark and 50% examination mark. You need to obtain at least 40% in your continuous assessment mark to be admitted to the examination. The continuous assessment will consist of tests and an assignment. The tests constitute 80% of the continuous assessment marks. A subminimum of 40% applies must be obtained in the continuous assessment as well as the examinations.

Articulation

Successful completion of the certificate allows entry into the Higher Diploma in Accounting and Auditing. After successful completion of the certificate, students may be exempted from Computer Literacy and Contemporary Social Issues courses on a case by case basis. The Higher Diploma in Accounting and Auditing is available on distance in 2013.

The Curriculum

Code	Course	NQF level	Credits
	Semester One		
AAT1411	Introduction to Audit Theory and Process	4	16
CLC3509	Computer Literacy	5	8
AFA1411	Introduction to Financial Accounting A	4	16

	Semester Two		
AGA1412	Introduction to Government Accounting and Auditing	4	16
AIS1412	Introduction to Computerized Accounting	4	16
AFA1412	Introduction to Financial Accounting B	4	16
	First and Second Semester		
ABS1400	Introduction to Mathematics	4	16
CSI3580	Contemporary Social Issues	5	8
CEC1310	English Communication for Certificate Purposes	3	32

The Syllabi

Unam Core:

Computer Literacy	CLC3509
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NQF level: 5 **Credits:** 8 **Course assessment:** CA 100%

Prerequisites: None

Course 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. Spread sheet: 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.

Contemporary Social Issues	CSI3580
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NQF: 5 **Credits:** 8 **Course Assessment:** Continuous assessment – 100%

Prerequisite: None

Course Content:

This course encourages behavioural change among UNAM students. It offers an integrative and inter-disciplinary basis for the six broad themes on teaching and learning strategies; norms, rules and contact; citizenship, democracy and common good; ethics and responsible leadership; health and human sexuality; environment and sustainability as well as stressing the interconnectedness of such issues/themes. The course shall empower students to responsible behavioural changes and to transform high risk behaviour to the common good and responsible citizenship, including broadening the student's scope and understanding of the environment and sustainability of the ecosystem services and how humans influence these. Therefore, critical transformative theory will under gird the content of the course. After completion students shall be empowered and be prepared to enjoy productive, meaningful careers and lives that benefit a society that increasingly resembles a global community. Flexible modes of assessment may be harnessed and may be combined with in-situ visits to appropriate sites.

English Communication for Certificate Purposes	CEC1310
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NQF Level: 3 **Credits:** 32 **Course assessment:** CA 60% Examination 40% - 1 x 3 hour paper

Prerequisites: None

Course Content:

This module attempts to assist students to improve language proficiency regarding: reading comprehension, writing, speaking, listening and referencing skills in order for them to utilise English language at work or in study. Students are required to complete assignments and

tests designed for the module. The main aim of the module is to communicate in English language. The course content included the following: Referencing skills: Dictionary work; Speaking; Writing: Sentences, Paragraphs; Vocabulary; Summarizing; The essay; Referencing, i.e. plagiarism and In-text citations; Letter writing; Curriculum Vitae / resume; Reading; Listening; and Grammar.

Other syllabi:

Introduction to Audit Theory and Process	AAT1411
NQF Level: 4 Credits: 16	Course assessment: CA 50% Examination 50% - 1 x 2 hour paper
Prerequisites: None	
Course Content:	
This includes the nature of auditing, the regulatory framework of auditing, auditing standards and principles of auditing, planning of new and subsequent audits, accounting and internal control systems and internal auditing.	
Introduction of Computerize Accounting	AIS1412
NQF Level: 4 Credits: 16	Course assessment: CA 50% Examination 50% - 1 x 2 hour paper
Prerequisites: None	
Course Content:	
Basic conceptual foundation of Accounting information system, Hardware: inputs, processing and output devices, Software: Application Software, Data Recording and ethics in recording and keeping accounting data, Productivity and computerized systems, recording business transactions and preparing various reports.	
Introduction to Financial Accounting A	AFA1411
NQF Level: 4 Credits: 16	Course assessment: CA 50% Examination 50% - 1 x 2 hour paper
Prerequisites: None	
Course Content:	
The detailed contents are as follows: Introduction to accounting, Purpose and function of accounting, Scope of Accounting, The Accounting equation and the elements of financial statements, The basic principles of accounting, Recording in the various journals, Posting to the General Ledger, Compiling the Trial Balance, Adjustments, Post adjustments trial balance, Preparation of financial statements.	
Introduction to Financial Accounting B	AFA1412
NQF Level: 3 Credits: 16	Course assessment: CA 50% Examination 50% - 1 x 3 hour paper
Prerequisites: None	
Course Content:	
The detailed contents are as follows: Accounting for current and non-current assets, Accounting for current and non-current liabilities, Preparation of bank reconciliation statement, Methods and procedures for recording depreciation, Methods and procedures for valuing and recording inventory, Prepare financial statements from incomplete records and rectification of errors.	
Introduction to Government Accounting and Auditing	AGA1412
NQF Level: 4 Credits: 16	Course assessment: CA 50% Examination 50% - 1 x 2 hour paper
Prerequisites: None	
Course Content:	
The nature of government accounting and financial reporting, the relationship between financial and government accounting, the legal framework of government accounting, constitutional requirements, the State Finance Act, treasury instructions, capital vs. fund accounting, cash accounting, modified cash basis of accounting, accrual accounting budgetary accounting and the vote system, vote and ledger accounting, vote heads, accounting for expenditure, forward planning, the general ledger, subsidiary ledgers, reconciliation between them. The legal framework of government auditing (article 127 (2)) of the Namibian Constitution and Section 27 (1) of the State Finance Act 1991 (Act 31 of 1991), requirement of tabling the audit report (SFA Section 27 (4)), the role of parliament in government audit, procedures of preparation for an audit: a comparison of government and private sector, auditing principles, setting up audit procedures for government, the instructions from the Auditor-General, the scope of the Auditor-General's report compared to the scope of private sector audit reports.	

Introduction to Mathematics**ABS1400****NQF Level:** 4 **Credits:** 16**Course assessment:** CA 50% Examination 50% - 1 x 2 hour paper**Prerequisites:** None**Course Content:**

The detailed contents are as follows:

Set operations, simple linear functions and equations, simple differentiation, matrix algebra, number system, basic arithmetic, interest calculations.

CERTIFICATE IN MANAGEMENT AND TAXATION 12CMAT

Introduction

The programme seeks to provide a foundation for students intending to pursue a career in taxation and management. The certificate provides an interface between theory and current practices.

Aim

The main aim of the program is to provide an opportunity for those who otherwise do not qualify for admission into diploma programs in the fields of taxation, management and other related fields.

Programme overview

The programme is a one-year certificate, but we recommend that students should complete it over a two-year period on distance. The certificate offers 9 courses. Two semester courses will be offered in the first semester and three semester courses in the second semester. Three courses will be offered over the first and second semester period.

This programme is designed for those who want to pursue their career in accounting, auditing and tax related fields or who are already in employment having job responsibilities that include tax administration, management or other related areas.

Admission requirements

These admission requirements should be read in conjunction with the General admission requirements in the General Information and Regulations Prospectus.

To register for the certificate:

- A candidate should be in possession of a grade 12 certificate, with a minimum of 17 points in five subjects on the UNAM point scale including English with at least an E symbol,
- Admission could also be considered for persons who qualify through the Mature Age Entry Scheme upon successful completion of the relevant examinations as set out in the General Information and Regulations Prospectus.

The Centre, in consultation with the Faculty of Economics and Management Science reserves the right to interview students before admission.

Assessment and promotion requirements

Course assessment is based on continuous assessment by means of a tutor-marked assignment, tests and a written examination at the end of each course. To complete a course successfully you should obtain a minimum mark of at least 40% in the examination, and a final mark of at least 50%. The final mark is calculated according to a ratio of 50% continuous assessment mark and 50% examination mark. You need to obtain at least 40% in your continuous assessment mark to be admitted to the examination. The continuous assessment will consist of tests and an assignment. The tests constitute 80% of the continuous assessment marks. A subminimum of 40% applies must be obtained in the continuous assessment as well as the examinations.

Articulation

Successful completion of the certificate allows entry into the Higher Diploma in Accounting and Auditing. After successful completion of the certificate, students may be exempted from Computer Literacy and Contemporary Social Issues courses on a case by case basis. The Higher Diploma in Accounting and Auditing is not available on distance for 2012.

Curriculum

Code	Course	NQF level	Credits
	Semester One		
AFA1411	Introduction to Financial Accounting A	4	16
AMA1411	Management	4	16
CLC3509	Computer Literacy	5	8

Semester Two			
AFA1412	Introduction to Financial Accounting B	4	16
ATA1412	Introduction to Taxation	4	16
AIS1412	Introduction to Computerized Accounting	4	16
First and Second Semester (Double course)			
ABS1400	Introduction to Mathematics	4	16
CSI3580	Contemporary Social Issues	5	8
CEC1310	English Communication for Certificate Purposes	3	32

The Syllabi

Unam Core:

Computer Literacy	CLC3509
NQF level: 5 Credits: 8	Course assessment: CA 100%
Prerequisites: None	
Course 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. Spread sheet: 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.	
Contemporary Social Issues	CSI3580
NQF: 5 Credits: 8	Course Assessment: Continuous assessment – 100%
Prerequisite: None	
Course Content:	
This course encourages behavioural change among UNAM students. It offers an integrative and inter-disciplinary basis for the six brad themes on teaching and learning strategies; norms, rules and contact; citizenship, democracy and common good; ethics and responsible leadership; health and human sexuality; environment and sustainability as well as stressing the interconnectedness of such issues/themes. The course shall empower students to responsible behavioural changes and to transform high risk behaviour to the common good and responsible citizenship, including broadening the student's scope and understanding of the environment and sustainability of the ecosystem services and how humans influence these. Therefore, critical transformative theory will under gird the content of the course. After completion students shall be empowered and be prepared to enjoy productive, meaningful careers and lives that benefit a society that increasingly resembles a global community. Flexible modes of assessment may be harnessed and may be combined with in-situ visits to appropriate sites.	
English Communication for Certificate Purposes	CEC1310
NQF Level: 3 Credits: 32	Course assessment: CA 60% Examination 40% - 1 x 3 hour paper
Prerequisites: None	
Course Content:	
This module attempts to assist students to improve language proficiency regarding: reading comprehension, writing, speaking, listening and referencing skills in order for them to utilise English language at work or in study. Students are required to complete assignments and	

tests designed for the module. The main aim of the module is to communicate in English language. The course content included the following: Referencing skills: Dictionary work; Speaking; Writing: Sentences, Paragraphs; Vocabulary; Summarizing; The essay; Referencing, i.e. plagiarism and In-text citations; Letter writing; Curriculum Vitae / resume; Reading; Listening; and Grammar.

All other syllabi:

Introduction of Computerize Accounting	AIS1412
NQF Level: 4 Credits: 16	Course assessment: CA 50% Examination 50% - 1 x 2 hour paper
Prerequisites: None	
Course Content:	
Basic conceptual foundation of Accounting information system, Hardware: inputs, processing and output devices, Software: Application Software, Data Recording and ethics in recording and keeping accounting data, Productivity and computerized systems, recording business transactions and preparing various reports.	
Introduction to Financial Accounting A	AFA1411
NQF Level: 4 Credits: 16	Course assessment: CA 50% Examination 50% - 1 x 2 hour paper
Prerequisites: None	
Course Content:	
The detailed contents are as follows: Introduction to accounting, Purpose and function of accounting, Scope of Accounting, The Accounting equation and the elements of financial statements, The basic principles of accounting, Recording in the various journals, Posting to the General Ledger, Compiling the Trial Balance, Adjustments, Post adjustments trial balance, Preparation of financial statements.	
Introduction to Financial Accounting B	AFA1412
NQF Level: 3 Credits: 16	Course assessment: CA 50% Examination 50% - 1 x 3 hour paper
Prerequisites: None	
Course Content:	
The detailed contents are as follows: Accounting for current and non-current assets, Accounting for current and non-current liabilities, Preparation of bank reconciliation statement, Methods and procedures for recording depreciation, Methods and procedures for valuing and recording inventory, Prepare financial statements from incomplete records and rectification of errors.	
Introduction to Mathematics	ABS1400
NQF Level: 4 Credits: 16	Course assessment: CA 50% Examination 50% - 1 x 2 hour paper
Prerequisites: None	
Course Content:	
The detailed contents are as follows: Set operations, simple linear functions and equations, simple differentiation, matrix algebra, number system, basic arithmetic, interest calculations.	
Introduction to taxation	ATA1412
NQF Level: 4 Credits: 16	Course assessment: CA 50% Examination 50% - 1 x 2 hour paper
Prerequisites: None	
Course Content:	
Introduction to the Income Tax Act No 24 of 1981, source or residence principles on which a tax system may be based: analysis of all the income of the taxpayer in order to determine what constitutes gross income, true source and deemed source, capital and revenue nature of income, specific inclusions, calculating normal tax payable, identification of exempt income, establishing the general and special deductions to calculate taxable income, determining the taxable income of individuals, general and specific deductions allowed for individuals, fringe benefits, tax evasion and avoidance, other types of tax: VAT (value added tax), customs and excise, assessment rates, land tax, petroleum tax, transfer duty, stamp duty, airport tax.	

Management**AMA1411****NQF Level:** 4 **Credits:** 16**Course assessment:** CA 50% Examination 50% - 1 x 3 hour paper**Prerequisites:** None**Course Content:**

The detailed contents are as follows: Introduction to management and principles of management, managing change and innovation, decision making, leading, organizing, controlling and evaluating, and introduction to functional areas of management i.e. finance, marketing, operations and human resources

DIPLOMA IN ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT 12DNVM

Aim

The purpose of this qualification is to provide the aspiring entrepreneur the relevant knowledge on how to go about setting up a new venture. The Diploma in Entrepreneurship and New Venture Management will equip students with relevant practical and theoretical knowledge on how to successfully set up and run a new venture. Holders of this qualification will be able to understand innovation and creativity, *distinguish* between the different typologies of new ventures, analyse risk involved in setting up a new venture, understand the legal requirements of new ventures, evaluate resource requirements and design and formulate a feasible business plan.

Programme Overview

The Diploma in Entrepreneurship and New Venture Management is a two year diploma that is offered over a minimum period of two years and a maximum period of four year through external studies. The programme must be followed as stipulated, and the Faculty reserves the right to amend the curriculum at any time for academic and professional reasons.

Admission Requirements

Only those candidates who hold a valid NSSC or any other equivalent qualification will be allowed to register for the programme. Other requirements include at least a D grade in English, and a minimum of 22 points on the UNAM Evaluation point Scale. The faculty reserves the right to interview candidates before admission. Admission could also be considered for persons who qualify through the Mature Age Entry Scheme upon successful completion of relevant examinations set out in the General Regulations. A special application form is provided for that purpose. Students who completed the Certificate in Mid-level Management will be allowed to enter this diploma.

Exemptions

The candidates who successfully complete the programme will be exempted from selected first year degree courses offered in the Faculty of Economics and Management Sciences. A student who has completed only one year of the programme **will not** be admitted into any degree programme offered by the Faculty. Students who wish to proceed with any other programme in the faculty will have to conform to the entry requirement of that respective department.

Assessment and Promotion Requirements

Continuous assessment in the form of tests, tutor-marked assignments and industry projects will contribute 50% to the final mark. Courses will be examined with a two hour paper at the end of each semester. The examination mark will contribute 50% to the final mark. The student must obtain at least 50% in the examination to pass, irrespective of the continuous assessment mark.

Academic Advancement Rules

A student must pass a minimum of 6 courses (equivalent to 96 credits) of which at least three courses (48 credits) must be faculty courses in order to be admitted into the second year of study. A student can enrol for a maximum of 128 credits per year.

Minimum Requirements for Re-admission

In order to be readmitted into the faculty for a particular year of registrations, a student must have passed at least the equivalent of two courses (32 credits) in the first year of registration, 4 courses (64 credits) in the second year of registration, and all first year courses (128 credits) at the end of the third year of registration.

Curriculum

The curriculum for the diploma comprises of one (1) Double course thirteen (13) full and two (2) half courses that facilitates accrual of 256 credits upon completion of the programme.

Code	Course	Credits	NQA level	Pre-/Co-requisite Code	Pre-/Co-requisite Course
	Semester 1 and 2				
LEG2410	English for General Communication	32	4		
CSI3580	Contemporary Social Issues	8	5		
Year 1	Semester 1				
ABM2411	Basic Mathematics	16	4		
MEM2471	Basic of Entrepreneurial Mind	16	4		
CLC3509	Computer Literacy	8	5		
MEO2471	New Venture Creation 1A	16	4		
	Semester 2				
MEO2472	New Venture Creation 1B	16	4		
MPV2432	Planning the Venture 1	16	4		
Year 2	Semester 1				
EMI3571	Basic Micro Economics	16	5		
MEL2571	The Entrepreneurial Leader and Team	16	5		
MPV2531	Planning the Venture 2	16	5		
MVM2571	New Venture Management 1A	16	5		

	Semester 2				
EMA3572	Basic Macro Economics	16	5		
MCE2512	Contemporary Issues in Entrepreneurship	16	5		
MVM2572	New Venture Management 1B	16	5		
MPP3572	Principles of Management	16	5		

Syllabi

UNAM Core:

Computer Literacy	CLC3509
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NQF level: 5 **Credits:** 8 **Course assessment:** CA 100%

Prerequisites: None

Course 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. Spread sheet: 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.

Contemporary Social Issues	CSI3580
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NQF: 5 **Credits:** 8 **Course Assessment:** Continuous assessment – 100%

Prerequisite: None

Course Content:

This course encourages behavioural change among UNAM students. It offers an integrative and inter-disciplinary basis for the six broad themes on teaching and learning strategies; norms, rules and contact; citizenship, democracy and common good; ethics and responsible leadership; health and human sexuality; environment and sustainability as well as stressing the interconnectedness of such issues/themes. The course shall empower students to responsible behavioural changes and to transform high risk behaviour to the common good and responsible citizenship, including broadening the student's scope and understanding of the environment and sustainability of the ecosystem services and how humans influence these. Therefore, critical transformative theory will under gird the content of the course. After completion students shall be empowered and be prepared to enjoy productive, meaningful careers and lives that benefit a society that increasingly resembles a global community. Flexible modes of assessment may be harnessed and may be combined with in-situ visits to appropriate sites.

English for General Communication	LEG2410
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NQA level: 4 **Credits:** 32 **Course assessment:** CA (60%) Examination (40%) - 1x3 hours paper

Prerequisites: None

Course Content:

The course covers: Text analysis; Text mapping; Reading techniques, i.e. skimming and scanning; Word-attack skills; Purposes of reading; Identifying main and supporting sentences; Identifying the purpose of written texts; Different kinds of written texts: journals, letters and essays; Summarizing; Usage of simple, compound and complex sentences; Cohesive devices; Different tenses; Active and passive voice; Direct and indirect speech; Conversational skills; Presentation skills; Listening and note-taking; Listening strategies; Role and purpose of listening; Listening for general information; Listening for specific information and Identifying main points.

All other syllabi:

Basic Macroeconomics		EMA3572
NQA level: 5	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1 x 3 hour paper
Prerequisites: None		
Course Content:		
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.		
Basic Microeconomics		EMI3571
NQA level: 5	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1 x 3 hour paper
Prerequisites: None		
Course Content:		
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 is aimed at introducing students to key concepts used in microeconomics and facilitates a basic understanding of the economic phenomena. The course is designed to help students understand that society's economic choices often involve tradeoffs between efficiency and equity serves as preparation students for further study of the disciplines within the economics field. Course content includes: an introduction to microeconomics, demand and supply, market structures, Factor markets and introduction to international trade.		
Basics of Entrepreneurship		MEM2471
NQA level: 4	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None	Continuous assessment: 2 tests (80%) 1 industry based assignment (20%)	
Course Content:		
This course will cover - Entrepreneurship flattens the world – two noble prizes recognize entrepreneurship, entrepreneurship and micro-phenomenon; Entrepreneurship: fourth years as a transformational force; four entrepreneurial transformations that are changing the world; Entrepreneurship as the new management paradigm; Entrepreneurship as the new non-for-profit and philanthropy management paradigm; Entrepreneurship as the new education paradigm; the energy creation effect; Entrepreneurship- innovation, prosperity and philanthropy.		
Basic Mathematics		ABM2411
NQA level: 4	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	Continuous assessment: 2 tests and 1 assignment (20%)	
Course Content:		
Number systems, Roman, Decimal, Binary, Four basic operations on whole numbers, Integers and Fractions; Powers and roots, rates, ratios and percentage calculations; Measurements – Length, time, temperature, mass and capacity; Mensuration – areas and volumes		
Contemporary Issues in Entrepreneurship		MCI2512
NQA level: 5	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None	Continuous assessment: 2 tests (80%) 1 industry based assignment (20%)	
Course Content:		
This course will cover: Legal aspects – Establishment of venture, registration of the venture, name of the venture, registering a trade mark, publicizing the business venture, partnerships, close corporations, companies, Revenue Services, Contracts, Personnel contracts with regards to entrepreneurship and new venture management; Reasons for business failure- internal and external reasons for failure; business ethics and social responsibility; managing growth; customer career		

New Venture Creation 1A			MEO2471
NQA level: 4	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper	
Prerequisites: None		Continuous assessment: 2 tests (80%) 1 industry based assignment (20%)	
Course Content:			
This course will cover – The entrepreneurial Process – the classic entrepreneurship – start- up, Entrepreneurship- beyond start – up; Entrepreneurship paradoxes; the high potential venture, clean commerce; seeing opportunity through a sustainable lens. The opportunity; grading, shaping, recognizing and seizing			
New Venture Creation 1B			MEO2472
NQA level: 4	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper	
Prerequisites: None		Continuous assessment: 2 tests (80%) 1 industry based assignment (20%)	
Course Content:			
This course will cover – what is social entrepreneurship; type's social entrepreneurship, hybrid models social entrepreneurship, the Timmons Model of interpreted for social entrepreneurship; the importance of the Brain Trust in Social Entrepreneurship.			
New Venture Management 1A			MVM2571
NQA level: 5	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper	
Prerequisites: None		Continuous assessment: 2 tests (80%) 1 industry based assignment (20%)	
Course Content:			
This course will introduce students to: the process of strategic management; entrepreneurial management and the formulation, implementation and evaluation of plans; human resource function of managers in new ventures; the financial function of managers in new ventures; the marketing function; the purchasing function; the manufacturing function; and the administration function.			
New Venture Management 1B			MVM2572
NQA level: 5	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper	
Prerequisites: None		Continuous assessment: 2 tests (80%) 1 industry based assignment (20%)	
Course Content:			
This course will cover: Motivation – motivation as part of leading, motivating methods, managing individual motivation; Stages of control – requirements for effective control, the control process; Leadership – the importance of leadership for the entrepreneur.			
Planning the Venture 1			MPV2432
NQA level: 4	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper	
Prerequisites: None		Continuous assessment: 2 tests (80%) 1 industry based assignment (20%)	
Course Content:			
The students will cover aspects such as: the business plan- preparing a business plan, aspects covered in the business plan, international business plan, a pro-forma business plan; Basic financial planning – basic financial concept; accounting, financial statements, the use of financial statements; financial plan – the financial planning, setting prices and break and the break even analysis, financial capital requirements			
Planning the Venture 2			MPV2531
NQA level: 5	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper	
Prerequisites: None		Continuous assessment: 2 tests (80%) 1 industry based assignment (20%)	
Course Content:			
This course will cover - The budgeting process- reasons for budgeting, the budgeting process, the three pro-forma statements used in the budgeting process; the marketing plan – conduct market analysis, market research, forecasting sales, the marketing strategy, the pricing strategy, sales strategy, service strategy, advertising and promotion strategies, the distribution strategies and a pro-forma marketing plan; Operational plan – conducting operational planning, the operational cycle, the location, the facilities, the employees required, administration, the strategy and plans, manufacturing, retail, and services processes, the layout, a pro-forma operational plan			
Principles of Management			MPP3572
NQA level: 5	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper	
Prerequisites: None		Continuous assessment: 2 tests (80%) 1 industry based assignment (20%)	
Course Content:			

This course will introduce students to: the process of strategic management; entrepreneurial management and the formulation, implementation and evaluation of plans; human resource function of managers in new ventures; the financial function of managers in new ventures; the marketing function; the purchasing function; the manufacturing function; and the administration function.

The Entrepreneurial Leader and the Team

MEL2571

NQA level: 5 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Prerequisites: None **Continuous assessment:** 2 tests (80%) 1 industry based assignment (20%)

Course Content:

This course will cover – The Entrepreneurial leader – the importance of the team; stages of growth; managing for rapid growth: Entrepreneurial Culture – what entrepreneurial leader need to know; competencies and skills; skills in building entrepreneurial culture, helping, coaching, and conflict management, teamwork and influence; Forming and building teams, rewards and incentives.

DIPLOMA IN LOCAL GOVERNMENT STUDIES

12DLGS

Aim

The Diploma in Local Government aims to provide overall support to the decentralization and democratization effort, particularly at the level of the local state in Namibia. The Diploma support local authorities capacity building in a focused manner by offering largely tailor made and demand oriented academic programmes. It also provides students with an understanding of the legal framework that regulates local governance in Namibia. The diploma enables students to understand how the relationship between national and sub-national governments can lead to the goal of achieving local sustainable development. It also aims to increase the interest of the students at higher educational institutions in local government by providing a separate Diploma in Local Government for those who pass the required study courses.

Programme Overview

The Diploma in Local Government is a two year diploma that is offered over a minimum period of two years and a maximum period of four year through external studies. The programme must be followed as stipulated, and the Faculty reserves the right to amend the curriculum at any time for academic and professional reasons.

Admission Requirements

Only those candidates who hold a valid NSSC or any other equivalent qualification will be allowed to register for the programme. Other requirements include at least a D grade in English, and a minimum of 22 points on the UNAM Evaluation point Scale. The faculty reserves the right to interview candidates before admission. Admission could also be considered for persons who qualify through the Mature Age Entry Scheme upon successful completion of relevant examinations set out in the General Regulations. A special application form is provided for that purpose. Furthermore, applicants in possession of a Certificate in Local Government offered by NAMCOL will be admitted to the programme and course exemption will be granted at the discretion of the department concerned.

Exemptions

Students who have completed the Certificate in Local Government offered by NAMCOL will be admitted to the programme and course exemption will be granted at the discretion of the department concerned.

The candidates who successfully complete the programme will be exempted from selected first year courses offered in the Faculty of Economics and Management Sciences. A student who has completed only one year of the programme **will not** be admitted into any degree programme offered by the Faculty. This qualification serves as an entry point to the Bachelor of Public Management. Students who wish to proceed with any other programme in the faculty will have to conform to the entry requirement of that respective department.

Assessment and Promotion Requirements

Course assessment is based on continuous assessment by means of tutor-marked assignments and/or tests, and a written examination at the end of the course. To be admitted to the examination you should obtain a minimum of 40% continuous assessment mark. The tests will constitute 80% of the continuous assessment mark. To complete a course successfully you should obtain a minimum mark of at least 40% in the examination, and a final mark of at least 50%. The final mark is calculated according to a ratio of 50% continuous assessment mark to 50% examination mark.

Academic Advancement Rules

A student must pass not less than 6 courses (equivalent to 96 credits) prescribed for the first year of the curriculum in order to advance to the second year. A student must also pass all pre-requisite courses before registering for courses that require pre-requisites.

NOTE: A student will not be allowed to register for more than 9 courses in a particular year of registration.

Minimum Requirements for Re-admission

A student will not be re-admitted into the Faculty if s/he has not passed at least:

- 40 credits of which at least 16 credits should be non-core, at the end of the first year of study
- 88 credits at the end of the second year of study
- 152 credits by the end of the third year of registration

Implementation Strategy

The revised new curriculum will phase in gradually so that current students can graduate on the old curriculum with the second year of the new curriculum to be implemented in 2013. Students who failed courses that are phasing out should register for the equivalent course in the new curriculum.

Code	Course	Code	Equivalent Course
EPG2471	Principles of Economics for Local Government	EMI3571	Basic Micro Economics
PHM2571	Human Resource Management	MPP3579	Principals of Management
PLF2571	Legal Framework	PAP2572	Politics and Administration
PSM2572	Local Government Strategic Management		No equivalent – student should complete the old course
PLD2472	Local Governance		No equivalent – student will be exempted

Curriculum

The curriculum for the Diploma in Local Government Studies comprises of ONE (1) Double course FOURTEEN (14) Full and TWO (2) Half Courses that facilitate accrual of 272 Credits upon completion of the programme.

Code	Course	Credits	NQA level	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester 1				
PLG2471	Introduction to Local Government	16	4		
EMI3571	Basic Micro Economics	16	5		
PNS2471	Basic Numeracy and Statistics	16	4		
CLC3509	Computer Literacy	8	5		
	Semester 2				
PFG2472	Local Government Accounting I	16	4		
PGF2472	Local Government Finance and Budgeting	16	4		

EMA3572	Basic Macro Economics	16	5	CEMI3571	Basic Micro Economics (Co-req)
	Semester 1 and 2				
LEG2410	English for General Communication	32	4		
CSI3580	Contemporary Social Issues	8	5		
Year 2	Semester 1				
PPF2571	Local Government Policy Formulation & Evaluation	16	5		
PGA2571	Local Government Accounting II	16	5	CPFG2472	Local Government Accounting I
PLA2571	Local Sustainable Development	16	5		
PMM2571	Project Development and Management	16	5		
	Semester 2				
PAP2572	Politics and Administration	16	5		
PLD2572	Local Government Auditing Theory	16	5		
PCP2572	Urban Planning and Infrastructure Issues	16	5		
MPP3572	Principles of Management	16	5		

Syllabi

Unam Core:

Computer Literacy	CLC3509
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NQF level: 5 **Credits:** 8

Course assessment: CA 100%

Prerequisites: None

Course 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. Spread sheet: 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.

Contemporary Social Issues	CSI3580
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NQF: 5 **Credits:** 8 **Course Assessment:** Continuous assessment – 100%

Prerequisite: None

Course Content:

This course encourages behavioural change among UNAM students. It offers an integrative and inter-disciplinary basis for the six broad themes on teaching and learning strategies; norms, rules and contact; citizenship, democracy and common good; ethics and responsible leadership; health and human sexuality; environment and sustainability as well as stressing the interconnectedness of such issues/themes. The course shall empower students to responsible behavioural changes and to transform high risk behaviour to the common good and responsible citizenship, including broadening the student's scope and understanding of the environment and sustainability of the ecosystem services and how humans influence these. Therefore, critical transformative theory will under gird the content of the course. After completion students shall be empowered and be prepared to enjoy productive, meaningful careers and lives that benefit a society that increasingly resembles a global community. Flexible modes of assessment may be harnessed and may be combined with in-situ visits to appropriate sites.

English for General Communication	LEG2410
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NQA level: 4 **Credits:** 32 **Course assessment:** CA (60%) Examination (40%) - 1x3 hours paper

Prerequisites: None

Course Content:

The course covers: Text analysis; Text mapping; Reading techniques, i.e. skimming and scanning; Word-attack skills; Purposes of reading; Identifying main and supporting sentences; Identifying the purpose of written texts; Different kinds of written texts: journals, letters and essays; Summarizing; Usage of simple, compound and complex sentences; Cohesive devices; Different tenses; Active and passive voice; Direct and indirect speech; Conversational skills; Presentation skills; Listening and note-taking; Listening strategies; Role and purpose of listening; Listening for general information; Listening for specific information and Identifying main points.

All other syllabi:

Basic Macroeconomics	EMA3572
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NQA level: 5 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Prerequisites: None

Course Content:

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.

Basic Microeconomics	EMI3571
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NQA level: 5 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Prerequisites: None

Course Content:

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 is aimed at introducing students to key concepts used in microeconomics and facilitates a basic understanding of the economic phenomena. The course is designed to help students understand that society's economic choices often involve tradeoffs between efficiency and equity serves as preparation students for further study of the disciplines within the economics field. Course content includes: an introduction to microeconomics, demand and supply, market structures, Factor markets and introduction to international trade.

Basic Numeracy and Statistics	PNS2471
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NQA Level: 4 **Credits:** 16 **Course Assessment:** CA (50%) Examination (50%) – 1x2 hour paper

Prerequisites: None

Course Content:

The focus of this course is on basic mathematics and statistics. The focus includes algebra, geometry, transformation, graphs (linear/non-linear) compound interest, approximations, equations, statistics and probability theories.

Introduction to Local Government	PLG 2471
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NQA Level: 4 Credits: 16	Course Assessment: CA (50%) Examination (50%) – 1x2 hour paper
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Prerequisites: None

Course Content:

This introductory course investigates the genesis and philosophical ideas that underpins political decentralization. The meaning of concepts such as de-concentration, devolution and decentralization and its relationship to local government in Namibia are also explored. The course further introduces students to the legal aspects of local government. In particular, Constitutional provisions, Regional and Local government Acts and the Traditional Authorities Act is examined. The power relations between central and sub-national governments in Namibia are also interrogated.

Local Government Accounting I	PFG 2472
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NQA Level: 4 Credits: 16	Course Assessment: CA (50%) Examination (50%) – 1x2 hour paper
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Prerequisites: None

Course Content:

This course offers a broad academic knowledge on the Local Government accounting administration and control. It also deals with the cost and management accounting applicable to the activities of local governments, mainly focusing on internal reporting and management decision making. It also probes the tenets of financial planning and reporting requirements of local government accounts.

Local Government Accounting II	CPGA2571
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NQA Level: 5 Credits: 16	Course Assessment: CA (50%) Examination (50%) – 1x2 hour paper
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Prerequisites: Local Government Accounting I – CPFG2472

Course Content:

This Course deals with the standardization of local government financial statements developed over the years, the objectives attached to the statements and how the published annual financial statements of local authorities are compiled and what the contents of these statements entail. The other key areas dwelt on in this course are why certain financial statements are prepared for internal purposes only and the purpose of each.

Local Government Auditing Theory	PLD2572
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NQA Level: 5 Credits: 16	Course Assessment: CA (50%) Examination (50%) – 1x2 hour paper
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Prerequisites: None

Course Content:

The course seeks to provide descriptive study of auditing theory and practice at Local Government level. To that end, it focuses on auditing systems and practices. These include measurement of performance used to assess and verify value for money in local government. It also seeks to enhance students' understanding of the accountability of municipalities and counties. Additionally, the course takes cognisance of the fact that practices in auditing and accounting grew out of new management paradigms in the public sector with the object to achieve accountability, effectiveness, and efficiency.

Local Government Finance and Budgeting	PGF2472
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NQA Level: 4 Credits: 16	Course Assessment: CA (50%) Examination (50%) – 1x2 hour paper
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Prerequisites: None

Course Content:

The course introduces students to the concepts of public finance by focusing on local government finance, linking costs incurred and services delivered. It also explores aspects of budgeting, sources of revenue, and monitoring and controls systems in local government. Additionally, it discusses the role of councillors in financial management.

Local Government Policy Formulation and Evaluation	PPF2571
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NQA Level: 5 Credits: 16	Course Assessment: CA (50%) Examination (50%) – 1x2 hour paper
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Prerequisites: None

Course Content:

The course aims to impart specialized skills on policy focusing on specific areas, namely the definition of policy; content and operational scope of public policy; policy theories and typologies; the rationale behind policy formulation; knowing who the policy stakeholders are and what roles they play in the policy process; and the synergy between public policy formulation and formation.

Local Sustainable Development **PLA2571**

NQA Level: 5 **Credits:** 16 **Course Assessment:** CA (50%) Examination (50%) – 1x2 hour paper
Prerequisites: None

Course Content:

The course focuses on approaches to sustainable urban and rural development, strategic planning, tactical economic decision-making, evaluating economic development strategies and projects. It also concerns itself with urban and rural planning and economic development. Furthermore, it explores current issues in urban and rural development, team project presentations and reviews, analysis for economic development strategy: inter-relationships within and between local authorities, developing linkages with other local authorities. The conceptual underpinnings of development aid are explored, as well as the rationale and type of aid, and technical knowledge of handling aid is dealt with. The genesis, conceptualization, importance, types and relations that Non-Governmental Organisations (NGOs) have with government are also investigated. In addition, the legal and institutional framework in which NGOs functions is also examined. Finally, ways in which communities are mobilized empowered and how they participate in ensuring local sustainable development are dealt with.

Politics and Administration **PAP2572**

NQA Level: 5 **Credits:** 16 **Course Assessment:** CA (50%) Examination (50%) – 1x2 hour paper
Prerequisites: None

Course Content:

The course covers introductory topics of Public Administration and Political Science such as, defining politics and describes the role of the state and civil society in transitional democratic modern societies. It discusses democracy and good governance, government institutions, decentralization, regimes and party systems. It also covers the scope of public administration, evolution, theories and ethical issues.

Principles of Management **MPP3572**

NQA level: 5 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1x 3 hour paper
Prerequisites: None.

Course Content:

Students will 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 course 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.

Project Development and Management **PMM2571**

NQA Level: 5 **Credits:** 16 **Course Assessment:** CA (50%) Examination (50%) – 1x2 hour paper
Prerequisites: None

Course Content:

The course addresses the application of project management skills, such as project planning, team building, logical framework analysis; project budgeting, project implementation and monitoring and evaluation.

Urban Planning and Infrastructure Issues **PCP2572**

NQA Level: 4 **Credits:** 16 **Course Assessment:** CA (50%) Examination (50%) – 1x3 hour paper
Prerequisites: None

Course Content:

The content offers a wide range of fields of knowledge that are essential to the comprehension of city (town) and infrastructure planning. At various scales, the course familiarizes students with phenomena of urban living, the formation of contemporary cities, causes and effects of urbanization, mobility and infrastructure development, observed under different politico-economic and socio-cultural conditions. It examines a set of problem formations experienced in sector and spatial planning, emerging from paradoxes pertaining to urban development paradigms, concepts of city planning, asset management and distinct public services; claimed by and provided to polarized urban societies and their interest groups. With view to the role research plays in urban planning and infrastructure development, the course invites students to discuss scenarios related to planning, implementation and sustainability of the quality of urban live, the politico-economic future of Namibian cities and national settlement systems.

HIGHER DIPLOMA IN ACCOUNTING AND AUDITING 12HDIA

Aim

This programme is designed for those who want to pursue a career in accounting, auditing and other related fields or are already in employment having similar job responsibilities and want to progress in their accounting career. The main aim of the program is to offer a 3 year qualification in accounting as required by employers in the public and private sector.

Programme Overview

The Higher Diploma in Accounting and Auditing is a three-year diploma normally offered over a three-year period, but with a maximum period of six years approved through external studies. The diploma provides a 3 year qualification and successful candidates will be eligible for admission into 3rd year of the Bachelor of Accounting (honours) degree. The program is designed in such a way that it will remove duplication of courses offered through various programs and serve the stakeholders' interest in the best possible way.

Admission requirements

To register for Higher Diploma in Accounting and Auditing an applicant should:

- Have a minimum of 22 points in 5 subjects with at least a D in English (NSSC Ordinary level) as evaluated on the UNAM admission scale, **or**
- Have passed a Certificate in Accounting or Auditing or a Certificate in Taxation and Management offered by the department of Accounting, Auditing and Income Tax with an average of at least 60% or a similar qualification offered by other institutions of higher learning, **or**
- Admission is also considered for persons who qualify through the Mature Age Entry Scheme upon successful completion of the relevant examinations as set out in the General Information and Regulations Prospectus.

Articulation Options

- Successful completion of the Higher Diploma in Accounting and Auditing (with a minimum of 60% average) allows entry into the third year of the Bachelor of Accounting (Honours) degree.
- Students who obtained the diploma or advanced diploma under the old curriculum, will be allowed to continue to the Bachelor of Accounting (Honours) degree and will be exempted on a case by case basis.
- Students willing to study for other qualifications offered by various departments of FEMS will have to follow the admission requirements of the respective departments and may be exempted on case by case basis by those departments.

Assessment and promotion requirements

Assessment is based on continuous assessment by means of tutor-marked assignments and/or tests, and a written examination at the end of the course. To be admitted to the examination you should obtain a minimum of 40% in your continuous assessment mark. To complete a course successfully you should obtain a minimum mark of at least 40% in the examination, and a final mark of at least 50%. The final mark is calculated according to a ratio of 50% continuous assessment mark to 50% examination mark.

Consult the General Information and Regulation Prospectus for detailed examination, promotions and re-examination rules.

Academic advancement rules

A student advances to the following year if at least 2/3 of the credits (courses) of the previous year have been passed. If a student passed less than 2/3 of the curriculum, he/she may not register for any courses of the following year. Prerequisites for courses that require them should be passed first before registering for such courses.

Minimum requirements for re-admission

For readmission into the faculty a student should have passed:

- *At least 32 credits by the end of the first year*
- *At least 64 credits by the end of the second year; however, for readmission into the program this must include at least one course on basic financial accounting (AFA2411 or AFA2412)*
- *At least 120 credits by the end of the third year*
- *At least 200 credits by the end of fourth year;*
- *At least 240 credit by the end of the fifth year*

Maximum number of courses per year

A student may register for a maximum of ten courses (equivalent to 160 credits) during a particular academic year. Courses that are repeated and those followed for non-degree purpose are included in the allowable maximum of twelve courses.

Requirements for award of qualification

This qualification will be awarded to candidates who pass all the courses offered on the program with a total of 360 credits. All the courses offered on this program are compulsory.

Implementation Strategy

The first and second year of the curriculum will be offered to students in 2014 with the third year of the new curriculum to be implemented in 2015.

Curriculum

Code	Course	Credits	NQA level	Prerequisite Code	Prerequisite Course
Year 1	Semester 1 and 2		40		
LEG2410	English for General Communication	32	4		
CSI3580	Contemporary Social Issues	8	5		
	Semester 1		40		
AFA2411	Basic Financial Accounting A	16	4		
ABM2411	Basic Mathematics	16	4		
LC3509	Computer Literacy	8	5		
	Semester 2		48		
AFA2412	Basic Financial Accounting B	16	4		
MPP3572	Principles of Management	16	5		
ATA2412	Introduction to Taxation	16	4		
Year 2	Semester 1		60		
BCM3571	Business Mathematics	16	5		

EMI3571	Basic Microeconomics	16	5		
AFE3581	Fundamentals of Accounting A	12	5		
ACL3631	Commercial Law A	16	6		
	Semester 2	60			
LEA3519	English for Academic Purposes	16	5	LEG2410	English for General Communication
EMA3572	Basic Macroeconomics	16	5		
ACL3632	Commercial Law B	16	6		
AFE3582	Fundamentals of Accounting B	12	5		
Year 3	Semester 1	68			
ABA3691	Business Statistics A	12	6	BCM3571/9	Business Mathematics
AIS3659	Computerized Accounting Systems	16	6	CLC3509 AFE2581/2	Computer Literacy Fundamentals of Accounting A & B
AFE3691	Financial Accounting 1A	12	6	AFE3581/2	Fundamentals of Accounting 1A and 1B
AAM3691	Management Accounting 1A	12	6		
APG2631	Public Sector and Government Accounting	16	6	AFA2481/2	Basic Financial Accounting A & B
	Semester 2	52			
ABA3692	Business Statistics B	12	6	BCM3571/9	Business Mathematics
APF2632	Public Financial Management	16	6	AFA2481/2	Basic Financial Accounting A & B
AFE3692	Financial Accounting 1B	12	6	AFE3511/2	Fundamentals of Accounting 1A and 1B
AAM3692	Management Accounting 1B	12	6		

Syllabi

Unam Core:

Computer Literacy	CLC3509
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NQF level: 5 **Credits:** 8 **Course assessment:** CA 100%

Prerequisites: None

Course 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. Spread sheet: 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.

Contemporary Social Issues	CSI3580
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NQF: 5 **Credits:** 8 **Course Assessment:** Continuous assessment – 100%

Prerequisite: None

Course Content:

This course encourages behavioural change among UNAM students. It offers an integrative and inter-disciplinary basis for the six broad themes on teaching and learning strategies; norms, rules and contact; citizenship, democracy and common good; ethics and responsible leadership; health and human sexuality; environment and sustainability as well as stressing the interconnectedness of such issues/themes. The course shall empower students to responsible behavioural changes and to transform high risk behaviour to the common good and responsible citizenship, including broadening the student's scope and understanding of the environment and sustainability of the ecosystem services and how humans influence these. Therefore, critical transformative theory will under gird the content of the course. After completion students shall be empowered and be prepared to enjoy productive, meaningful careers and lives that benefit a society that increasingly resembles a global community. Flexible modes of assessment may be harnessed and may be combined with in-situ visits to appropriate sites.

English for Academic Purposes	LEA3519
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NQF level: 5 **Credits:** 16 **Course assessment:** CA (60%) Examination (40%) - 1x3 hours paper

Prerequisites: None

Course Content:

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.

English for General Communication	LEG2410
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NQA level: 4 **Credits:** 32 **Course assessment:** CA (60%) Examination (40%) - 1x3 hours paper

Prerequisites: None

Course Content:

The course covers: Text analysis; Text mapping; Reading techniques, i.e. skimming and scanning; Word-attack skills; Purposes of reading; Identifying main and supporting sentences; Identifying the purpose of written texts; Different kinds of written texts: journals, letters and essays; Summarizing; Usage of simple, compound and complex sentences; Cohesive devices; Different tenses; Active and passive voice; Direct and indirect speech; Conversational skills; Presentation skills; Listening and note-taking; Listening strategies; Role and purpose of listening; Listening for general information; Listening for specific information and Identifying main points.

All other syllabi:

Basic Financial Accounting A	AFA2481
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NQA level: 4 **Credits:** 12 **Course assessment:** CA (50%) Examination (50%) - 1x3 hours paper

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).

Business Statistics B **ABA3692**

NQA level: 6 **Credits:** 12 **Course assessment:** CA 50% Examination 50% - 1x 3 hour paper

Prerequisites: CBCM3571/9 – Business Mathematics

Course Content:

The detailed contents are as follows: This course introduces the students to the fundamental of statistics. Topics include: Sampling and Sampling distributions, Interval Estimation, Hypothesis Testing (mean and proportion), Inferences about population variances, Tests of goodness of fit and independence, Simple linear regression and index numbers.

Commercial Law A **ACL3631**

NQA level: 6 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1x 3 hour paper

Prerequisites: None.

Course Content:

The detailed contents are as follows: Introduction to the theory of law, the definition of the concept of "law", the various sources of Namibian law, customs, legislation (statute), common law etc as sources of Namibian law, direct and indirect sources of law, the various divisions of our law, the administration of justice in Namibia, the hierarchy of the Namibian courts, the general principles of natural justice the "audi alteram partem rule", the law of contract, definitions of a contract and the requirements for the conclusion of a valid contract: consensus, contractual capacity, lawfulness, possibility of performance, formality, termination of contractual relations: agreement, setoff, death, insolvency, suppressing impossibility etc, various forms of breach of contract: moracreditoris , moradebitoris, defective performance, prevention of performance, repudiation, remedies for breach of contract, specific performance as a remedy for breach of contract and other potential remedies available to an aggrieved party.

Commercial Law B **ACL3632**

NQA level: 6 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1x 3 hour paper

Prerequisites: None.

Course Content:

The detailed contents are as follows; Special contracts, deed of Sale, The essentialia for the creation of a contract of purchase and sale. Establishment of the price to the merx (things) and intentions to buy and sell. Lease agreements, obligations of the parties to a lease agreement "Huurgaatvoorkoop rule" Negotiable instruments, Definitions of a negotiable instrument and the requirement of a negotiable instrument. The parties to a negotiable instrument.Type of negotiable instrument. Credit Agreements, Hire- purchase agreements, Formation of a credit agreement. The consequences of a credit agreement. Labour Law The employment contract: definition and the parties thereto, The duties of the employer and employee after conclusion of the employment contract. Termination of the contract of employment.

Computerized Accounting Systems **AIS3659**

NQA level: 6 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1x 3 hour paper

Prerequisites: None

Course Content:

The detailed contents are as follows: Conceptual foundation of Accounting Information Systems (AIS), Control and auditing AIS, Methodologies for the development of AIS, Systems Development Life Cycle (SDLC), Practical application of computerized accounting principles. Students will apply the AIS functions to the overall Management Information System. Set up a company from scratch, Debtors accounts, Creditors accounts, General ledger, Prepare invoices, Purchase orders, Cashbook – using cheque counterfoils, cash and cheque receipts, deposit slips, bank statements (current account), Petty cash vouchers, Petty cash register, Bank Reconciliation statement. Prepare budgets, process payroll, prepare quarterly payroll taxes and much more. Draw - up financial statements and other financial reports. Software will be utilized to make business decisions, using of computer spread sheets and modern accounting packages as a tool in decision making.

Financial Accounting 1A **AFE3691**

NQA level: 6 **Credits:** 12 **Course assessment:** CA 50% Examination 50% - 1x 3 hour paper

Prerequisites: Fundamentals of Accounting A and B (AFE3581/2)

Course Content:

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.

Financial Accounting 1B	AFE3692
NQA level: 6 Credits: 12	Course assessment: CA 50% Examination 50% - 1x 3 hour paper
Prerequisites: Fundamentals of Accounting A and B (CAFE3581/2)	
Course Content:	
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.	

Fundamentals of Accounting A	AFE2581
NQA level: 5 Credits: 12	Course assessment: CA (50%) Examination (50%) - 1 x 3 hour paper
Prerequisites: None	Continuous assessment: 2 x tests (80%) plus 1 assignment (20%)
Course Content:	
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.	

Fundamentals of Accounting B	AFE2582
NQA level: 5 Credits: 12	Course assessment: CA (50%) Examination (50%) - 1 x 3 hour paper
Prerequisites: None	Continuous assessment: 2 x tests (80%) plus 1 assignment (20%)
Course Content:	
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.	

Introduction to Taxation	ATA2412
NQA level: 4 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
Introduction to the Income Tax Act No 24 of 1981, source or residence principles on which a tax system may be based: analysis of all the income of the taxpayer in order to determine what constitutes gross income, true source and deemed source, capital and revenue nature of income, specific inclusions, calculating normal tax payable, identification of exempt income, establishing the general and special deductions to calculate taxable income, determining the taxable income of individuals, fringe benefits, tax evasion and avoidance. Overview of VAT/(value added tax). Introduction to other types of tax: customs and excise, assessment rates, land tax, petroleum tax, transfer duty, stamp duty, airport tax.	

Management Accounting 1A	AAM3691
NQA level: 6 Credits: 12	Course assessment: CA 50% Examination 50% - 1x 3 hour paper
Prerequisites: None	
Course Content:	
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.

Management Accounting 1B	AAM3692
NQA level: 6 Credits: 12	Course assessment: CA 50% Examination 50% - 1x 3 hour paper
Prerequisites: None	
Course Content:	
The detailed contents are as follows: Process Costing I: preparing cost of production reports, valuation of WIP and ending inventory, FIFO and average cost methods, equivalent production, normal and abnormal wastage, abnormal gain, Process Costing II: costing for joint and by products, short term decisions for joint products, spoilage, reworked units and scrap. Absorption and variable costing: introduction to variable and absorption cost models, difference between variable and absorption costing methods, variable costing and cost behaviour, calculating profit under variable and absorption costing methods, reconciliation of profits under variable and absorption costing methods. Standard costing: development and utilization of unit standard costs and variance analysis, material, labour, overhead and sales variances, reconciling budgeted, standard and actual profits. Budgeting and profit planning: budgeting and budgetary control, fixed vs. flexible budgets, master budget, and other functional budgets, budgets and performance evaluation, Cash budget and contemporary issues in budgeting: budgeting cash receipts and payments, investing idle cash or financing cash shortages, budgeting and human factor, budgetary slack and padding the budgets, participative budgets, zero base budgeting, Responsibility accounting and segment reporting: Responsibility accounting and responsibility centres, Decentralization: degree, advantages and disadvantages, methods of evaluating segment performance.	

Principles of Management	MPP3572
NQA level: 5 Credits: 16	Course assessment: CA 50% Examination 50% - 1x 3 hour paper
Prerequisites: None.	
Course Content:	
Students will 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 course 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.	

Public Sector and Government Accounting	APG2631
NQA level: 6 Credits: 16	Course assessment: CA 50% Examination 50% - 1x 3 hour paper
Prerequisites: None.	
Course Content:	
The primary objective is course is to introduce student to specific features of public sector and government accounting. The contents include International public sector accounting standards on presentation of financial statements, cash and fund accounting, the nature of government accounting, government accounting practices, government accounting distinguished from general commercial accounting, government records for accounting and control, financial statements, statement of various government funds, Accounting provisions as prescribed in the constitution and the State Finance Act. Treasury instructions, audit requirements, accounting for general capital assets and capital projects, accounting for general long-term liabilities and debt service, accounting for government's business type activities, accounting for agency and trust funds, preparation, analysis and interpretation of a comprehensive annual financial report, issues in government financial reporting and performance measurement.	

Public Financial Management	APF2632
NQA level: 6 Credits: 16	Course assessment: CA 50% Examination 50% - 1x 3 hour paper
Prerequisites: None.	
Course Content:	
The detailed contents are as follows: Scope and principles of public finance, public expenditure, source of public revenue, characteristics of a good tax system, principles of taxation, taxable capacity, kinds of taxation, effects of taxation, the theory of social and public goods, shifting and incidence of taxes, fiscal policy and economic stability, development finance, theory of public debt management, deficit financing. Public financial management, financial decision making in public sector, budgets, medium term expenditure framework and investments appraisal techniques	

BACHELOR OF ACCOUNTING 12BACC

Aim

The Bachelor of Accounting (Honours) programme equips students with the necessary accounting knowledge and skills that allows them to pursue their career in accounting, auditing, finance, taxation, banking and other related area. The degree is a single major programme, which seeks to provide an academic foundation for students intending to pursue career in the accounting profession or financial service sector. The programme is an academic honours degree and does not entitle holders to write board examinations to become a chartered accountant. Having completed this programme students may decide to work or study for a Master's degree in accounting offered by the University of Namibia or at another institution.

Programme Overview

The Bachelor of Accounting is a four-year degree offered normally over a six-year period, but with a maximum period of eight years approved through external studies. The Bachelor of Accounting Degree cannot be obtained in less than four years. The Faculty has the right to amend the curriculum for academic and professional reasons.

Holders of this degree are expected to be able to prepare financial statement of various business entities in compliance with international Financial Reporting Standards (IFRSs); prepare tax returns for individuals, businesses and other entities and apply managerial accounting and financial management skills to business decisions.

Admission requirements

To qualify for admission to the Bachelor Accounting degree you should meet the normal basic requirements for entrance to the undergraduate programmes of the University. To register for the Bachelor of Accounting degree, a candidate must hold a valid Namibia Senior Secondary Certificate (NSSC) or any other equivalent qualification. English is a compulsory subject and should be obtained at NSSC (English as a Second Language) grade C or at least grade D at NSSC (English First Language) level.

A candidate should obtain a minimum of 25 points in five subjects on the UNAM Evaluation Scale to be admitted with at least a C in NSSC (Ordinary level) Mathematics. However, if the minimum of 25 points in five subjects is obtained, it does not necessarily ensure and/or guarantee admission. The Faculty reserves the right to interview students before admission.

Admission could also be considered for persons who qualify through the Mature Age Entry Scheme upon successful completion of the relevant examinations as set out in the General Regulations. A special application form is available for this purpose.

Articulation Options

Students of the Bachelor of Accounting (Honours) degree may be considered for transfer to the Bachelor of Accounting (Chartered Accountancy), if they obtained an average of 70% including a minimum of 70% in accounting courses in the first and second year of studies, subject to the availability of places.

Students will be eligible for admission into year 1 of the Bachelor of Accounting (Chartered Accountancy) after completing year 1 or into year 2 if they completed year 2 of the Bachelor of Accounting (Honours) degree. Transfer into the third year of the Bachelor of Accounting (Chartered Accountancy) will not be allowed.

Students of the Bachelor of Accounting (Chartered Accountancy) will be allowed to transfer to the Bachelor of Accounting (Honours) degree and will be exempted for the courses already passed on case by case bases.

Assessment and promotion requirements

Assessment is based on continuous assessment by means of tutor-marked assignments and/or tests, and a written examination at the end of the course. To be admitted to the examination you should obtain a minimum of 40% in your continuous assessment mark. To complete a course successfully you should obtain a minimum mark of at least 40% in the examination, and a final mark of at least 50%. The final mark is calculated according to a ratio of 50% continuous assessment mark to 50% examination mark.

The continuous assessment will consist of two tests and one assignment. The tests constitute 80% of the continuous assessment mark. A subminimum of 40% must be obtained in the continuous assessments. Consult the General Information and Regulation Prospectus for detailed examination, promotion and re-examination rules.

Academic advancement rules

A student advances to the following academic level of study when at least 2/3 of the courses of the curriculum for a specific year have been passed. If a student passed less than 2/3 of the full curriculum of a specific year, he/she may not register for any courses on the

following higher level. In all cases prerequisite for courses have to be passed before a student can register for courses that require prerequisites.

- At least 88 credits from the first year must be passed before enrolling for the second year courses.
- At least 80 credits from the second year must be passed before enrolling for the third year courses.
- At least 88 credits from the third year must be passed before enrolling for the fourth year courses.

A student may register for a maximum of twelve courses as from the second year onwards during a particular academic year. Courses repeated and courses enrolled for non-degree purposes are included in the maximum of twelve courses allowed for enrolment per year.

Minimum requirements for re-admission

- A student will not be re-admitted into the Faculty if s/he has not passed at least:
- At least 32 credits by the end of the **FIRST YEAR**
- At least 80 credit by the end of the **SECOND YEAR** including both courses of Fundamentals of Accounting (AFE3581/3582)
- At least 136 credits by the end of the **THIRD YEAR**
- At least 204 credits by the end of the **FOURTH YEAR**
- At least 272 credits by the end of the **FIFTH YEAR**
- At least 340 credits at the end of the **SIXTH YEAR**

A student may not register for the second year if his or her school leaving certificate is still outstanding.

Exemptions

A student joining the Bachelor of Accounting Degree after completing the **Diploma in Accounting and Auditing** or the **Diploma in Taxation and Management** from the University of Namibia or any equivalent qualification may be exempted from certain year 1 courses of the degree program on a case by case basis.

Course passed (60% or higher)	Exemption
Basic Micro Economics (EMI2571)	Basic Micro Economics (EMI3571)
Basic Macro Economics (EMA2572)	Basic Macro Economics (EMA3572)
Fundamentals of Accounting A (AFE2511)	Fundamentals of Accounting A (AFE3511)
Fundamentals of Accounting B (AFE2512)	Fundamentals of Accounting B (AFE3512)

A student joining the Bachelor of Accounting Degree after completing the **Advanced Diploma in Accounting and Auditing** or the **Advanced Diploma in Taxation and Management** from the University of Namibia or any equivalent qualification may be exempted from certain year 1 and year 2 courses of the degree program on a case by case basis.

Course passed (60% or higher)	Exemption
Basic Micro Economics (EMI2571)	Basic Micro Economics (EMI3571)
Basic Macro Economics (EMA2572)	Basic Macro Economics (EMA3572)
Fundamentals of Accounting A (AFE2511)	Fundamentals of Accounting A (AFE3511)
Fundamentals of Accounting B (AFE2512)	Fundamentals of Accounting B (AFE3512)
Financial Accounting 1A (AFE2611)	Financial Accounting 1A (AFE3631)
Financial Accounting 1B (AFE2612)	Financial Accounting 1B (AFE3632)

Implementation Strategy

The revised new curriculum will phase in gradually so that current students can graduate on the old curriculum with the final year of the new curriculum to be implemented in 2015. Students who failed courses that are phasing out should register for the equivalent course in the new curriculum.

Course equivalents			
Current course and code		Equivalent course and code	
Code	Course name	Code	Course name
Year 1	Semester 1		
AFE3511	Fundamentals of Accounting A	AFE3581	Fundamentals of Accounting
	Semester 2		
AFE3512	Fundamentals of Accounting B	AFE3582	Fundamentals of Accounting B
Year 2	Semester 1		
ABA3631	Business Statistics A	ABA3691	Business Statistics A
AFE3631	Financial Accounting 1A	AFE3691	Financial Accounting 1A
AAM3651	Management Accounting 1A	AAM 3691	Management Accounting 1A
	Semester 2		
ABA3632	Business Statistics B	ABA3692	Business Statistics B
AFE3632	Financial Accounting 1B	AFE3692	Financial Accounting 1B
AAM3652	Management Accounting 1B	AAM3692	Management Accounting 1B
Year 3	Semester 1		
AFE3751	Financial Accounting 2A	AFE3781	Financial Accounting 2A
AAM3751	Management Accounting 2A	AAM3781	Management Accounting 2A
ATP3751	Taxation 1A	ATP3781	Taxation 1A
	Semester 2		
AFE3752	Financial Accounting 2B	AFE3782	Financial Accounting 2B
AAM3752	Management Accounting 2B	AAM3782	Management Accounting 2B
ATP3752	Taxation 1B	ATP3782	Taxation 1B
Year 4	Semester 1 & 2		
AMT3870	Mini Thesis	ARP3870	Research Project

Curriculum

Code	Course	Credits	NQA level	Prerequisite Code	Prerequisite Course
Year 1	Semester 1 and 2		8		
CSI3580	Contemporary Social Issues	8	5		
Year 1	Semester 1		68		
EMI3571	Basic Microeconomics	16	5		
BCM3571	Business Mathematics	16	5		
CLC3509	Computer Literacy	8	5		
LCE3419	English Communication and Study Skills	16	4		
AFE3581	Fundamentals of Accounting A	12	5		
	Semester 2		60		
EMA3572	Basic Macroeconomics	16	5		
LEA3519	English for Academic Purposes	16	5		
AFE3582	Fundamentals of Accounting B	12	5		
MPP3572	Principles of Management	16	5		
Year 2	Semester 1		52		
ABA3691	Business Statistics A	12	6	BCM3579	Business Mathematics
ACL3631	Commercial Law A	16	6		
AFE3691	Financial Accounting 1A	12	6	AFE3581/2	Fundamentals of Accounting 1A and 1B

AAM3691	Management Accounting 1A	12	6		
	Semester 2				
ABA3692	Business Statistics B	12	6	BCM3571/9	Business Mathematics
ACL3632	Commercial Law B	16	6		
AFE3692	Financial Accounting 1B	12	6	AFE3511/2	Fundamentals of Accounting 1A and 1B
AAM3692	Management Accounting 1B	12	6		
	Semester 1 or 2		16		
AIS3659	Computerized Accounting Systems	16	6	CLC3509 AFE3511/2	Computer Literacy, Fundamentals of Accounting 1A and 1B
Year 3	Semester 1	68			
AUA3751	Auditing 1A	16	7	AFE3691/2	Financial Accounting 1A and 1B
ACP3751	Company Law and Practice	16	7	ACL3631/2	Commercial Law A and B
AFE3781	Financial Accounting 2A	12	7	AFE3691/2	Financial Accounting 1A and 1B
AAM3781	Management Accounting 2A	12	7	AAM3691/2	Management Accounting 1A and 1B
ATP3781	Taxation 1A	12	7	AFE3691/2	Financial Accounting 1A and 1B
	Semester 2	68			
AUA3752	Auditing 1B	16	7	AFE3691/2	Financial Accounting 1A and 1B
ABR3752	Business Research Methods	16	7	ABA3691/2	Business Statistic A and B
AFE3782	Financial Accounting 2B	12	7	AFE3631/2	Financial Accounting 1A & 1B
AAM3782	Management Accounting 2B	12	7	AAM3631/2	Management Accounting 1A & 1B

ATP3782	Taxation 1B	12	7	AFE3631/2	Financial Accounting 1A and 1B
Year 4	Semester 1	48			
AUA3871	Auditing 2	16	8	AUA3751/2	Auditing 1A and 1B
AFE3871	Financial Accounting 3A	16	8	AFE3751/2	Financial Accounting 2A and 2B
AMF3871	Financial Management A	16	8	AFE3691/2 AAM3691/2	Financial Accounting 1A and 1B Management Accounting 1A and 1B
	Semester 2	48			
AFE3872	Financial Accounting 3B	16	8	AFE3751/2	Financial Accounting 2A and 2B
AMF3872	Financial Management B	16	8	AFE3691/2 AAM3691/2	Financial Accounting 1A and 1B Management Accounting 1A and 1B
AFR3872	Financial Reporting and Accounting Ethics	16	8	AUA3751/2	Auditing 1A and 1B
	Semester 1 and 2	32			
ARP3870	Research Project	32	8	ABR3752	Business Research Methods

NOTE: A student can only continue with a course on second, third or fourth year provided the relevant prerequisites are met.

Syllabi

UNAM Core:

Computer Literacy CLC3509

NQF level: 5 **Credits:** 8 **Course assessment:** CA 100%

Prerequisites: None

Course 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. Spread sheet: 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.

Contemporary Social Issues CSI3580

NQF: 5 **Credits:** 8 **Course Assessment:** Continuous assessment – 100%

Prerequisite: None

Course Content:

This course encourages behavioural change among UNAM students. It offers an integrative and inter-disciplinary basis for the six broad themes on teaching and learning strategies; norms, rules and contact; citizenship, democracy and common good; ethics and responsible leadership; health and human sexuality; environment and sustainability as well as stressing the interconnectedness of such issues/themes. The course shall empower students to responsible behavioural changes and to transform high risk behaviour to the common good and responsible citizenship, including broadening the student's scope and understanding of the environment and sustainability of the ecosystem services and how humans influence these. Therefore, critical transformative theory will under gird the content of the course. After completion students shall be empowered and be prepared to enjoy productive, meaningful careers and lives that benefit a society that increasingly resembles a global community. Flexible modes of assessment may be harnessed and may be combined with in-situ visits to appropriate sites.

English Communication and Study Skills**LCE3419****NQF Level:** 4 **Credits:** 16**Course Assessment:** CA (60%) Examination (40%) - 1 x 3 hour paper**Pre-requisites:** None**Course Content:**

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.

English for Academic Purposes**LEA3519****NQF level:** 5 **Credits:** 16**Course assessment:** CA (60%) Examination (40%) - 1x3 hours paper**Prerequisites:** None**Course Content:**

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.

All other syllabi:

Auditing 1A**AUA3751****NQA level:** 7 **Credits:** 16**Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper**Prerequisites:** CAFE3691/2 Financial Accounting 1A and 1B**Course Content:**

The detailed contents are as follows: To introduce students to the basic audit theory and audit practice. This includes auditing concepts and approaches as well as general accepted auditing standards. Topics to include: The auditing environment; including the origin, history and need for auditors; The legislation controlling the auditing profession in Namibia; The structure of the auditing profession in Namibia; the development of the auditing profession and the setting of standards (including ISA 100,200 and code of professional standards); the nature and objective of assurance engagement; the regulation and professional responsibilities of the register auditors; the auditing profession and the auditor; the audit process; the audit approach and quality control; audit planning; fundamentals concepts of audit evidence including sampling and other means of testing.

Auditing 1B**AUA3752****NQA level:** 7 **Credits:** 16**Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper**Prerequisites:** CAFE3631/2 Financial Accounting 1A & 1B**Course Content:**

The detailed contents are as follows: This course introduces students to the performance of the audit process. Topics include: The documentation of the audit process and the introduction of the audit working papers; The difference audit review including reviews of audit documentation file, review of engagements staff, engagement of quality control review, practice reviews, audit testing methodology including the understanding of the entity environment and assessing the risk of material misstatement; The concept of internal control including the understanding of the definition, activities, responsibility and limitation of internal control as well as the IT application of

internal control; The concept of control evaluation and tests of control including risk assessment and response to assessed risks and fraud risks, detection risk; Concept of an audit programme including tests of control, substantive tests and analytical test procedures.

Auditing 2 **AUA3871**

NQF Level: 8 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Pre-requisites: AUA3751/2 – Auditing 1A and 1B

Course Content:

The detailed contents are as follows: This course introduces students to the environment of an audit practice, the advanced theory of auditing and legal aspects of audit practice (covering all the International Engagement Standards (IESs)) and carrying out of the audits. Topics to include: Revision of most important Audit terminology (including Audit evidence which includes sampling procedures, Audit materiality and Audit risk), Detailed coverage of the audit process: Planning (including the overall audit plan and audit program), Analytical procedures in the planning of an audit, Related parties, Initial engagements: opening balances and Using the work of another auditor, Performing of the Audit process: Fieldwork of the cycles (Revenue/receipts cycle (including the work of internal auditors and Management representations, Purchase payments together with Monetary unit sampling, Inventory (including Estimation sampling for variables and "Using the work of an expert"), financial cycle (including "Audit of Accounting Estimates") Students should be shown how to deal with more advanced auditing problems than was covered in the third year. Completion of the audit and reporting and reporting Subsequent events, Going concern, Contingent liabilities, General review and evaluation. Reporting also reporting on other African Auditing Standards, Legislation of relevance to the auditor), The Public Accountants' and Auditors' Act 80 of 1991 (Outline,, interpretation, application and administration of the public accountants' and auditors act, Registration, Practice and Offences, Powers and duties of Auditors). Company Legislation conversions, Formation of companies, Share capital and shares, offering of shares and the prospectus, administration, Directors, Remedies of Members, Auditors, Accounting and Disclosure, Take-over, Reorganizations and regulation of securities, Winding up and Judicial Management) Close corporation Legislation (Formation, Registration, Deregistration and Conversion of CC, Membership, Internal and external Relations, Accounting, Disclosure and the Legal Requirements Applicable to the Accounting Officer, Liability of Members and Others.

Basic Macroeconomics **EMA3572**

NQA level: 5 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Prerequisites: None

Course Content:

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.

Basic Microeconomics **EMI3571**

NQA level: 5 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Prerequisites: None

Course Content:

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 is aimed at introducing students to key concepts used in microeconomics and facilitates a basic understanding of the economic phenomena. The course is designed to help students understand that society's economic choices often involve tradeoffs between efficiency and equity serves as preparation students for further study of the disciplines within the economics field. Course content includes: an introduction to microeconomics, demand and supply, market structures, Factor markets and introduction to international trade.

Business Research Methods **ABR3752**

NQA level: 8 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Prerequisites: None

Course Content:

The detailed contents are as follows:

Introduction to research, research in business, the role and types of research; Problem identification and problem statements; literature review; Hypothesis construction; writing research proposal, Ethics in research; Measurement: Defining "measurement", types of measurement (nominal, ordinal, interval, ratio), Measurement concerns (reliability, validity); Measuring Complex Variables; Research design, Data sources: primary and secondary; data collection, questionnaire construction; Sampling theory and Procedures: Sampling basics, Non-probability samples, Probability samples, Multi-stage sampling; Factors affecting sample size, Margin of error (confidence

intervals); Data analysis: Types of analysis univariate, bivariate, multivariate analysis; descriptive analysis and inferential analysis parametric and non-parametric tests; correlation and regression, Hypothesis testing, Interpretation and presentation of research findings: written and oral presentations

Business Mathematics **BCM3571**

NQA level: 5 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper
Prerequisites: None **Continuous assessment:** 2 x tests (80%) plus 1 assignment (20%)

Course Content:

The course is designed to give students an overview of various business mathematical calculations and topics and to enable them to solve business related problems. The topics to be covered are number and systems, rates, ratios, percentages, measurement and mensuration, equations and inequalities, and introduction to algebra.

Business Statistics A **ABA3691**

NQA level: 6 **Credits:** 12 **Course assessment:** CA 50% Examination 50% - 1x 3 hour paper
Prerequisites: CBCM3579 – Business Mathematics

Course Content:

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).

Business Statistics B **ABA3692**

NQA level: 6 **Credits:** 12 **Course assessment:** CA 50% Examination 50% - 1x 3 hour paper
Prerequisites: CBCM3579 – Business Mathematics

Course Content:

The detailed contents are as follows: This course introduces the students to the fundamental of statistics. Topics include: Sampling and Sampling distributions, Interval Estimation, Hypothesis Testing (mean and proportion), Inferences about population variances, Tests of goodness of fit and independence, Simple linear regression and index numbers.

Commercial Law A **ACL3631**

NQA level: 6 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1x 3 hour paper
Prerequisites: None.

Course Content:

The detailed contents are as follows: Introduction to the theory of law, the definition of the concept of "law", the various sources of Namibian law, customs, legislation (statute), common law etc as sources of Namibian law, direct and indirect sources of law, the various divisions of our law, the administration of justice in Namibia, the hierarchy of the Namibian courts, the general principles of natural justice the "audialterampartem rule", the law of contract, definitions of a contract and the requirements for the conclusion of a valid contract: consensus, contractual capacity, lawfulness, possibility of performance, formality, termination of contractual relations: agreement, setoff, death, insolvency, suppressing impossibility etc, various forms of breach of contract: moracreditoris , moradebitoris, defective performance, prevention of performance, repudiation, remedies for breach of contract, specific performance as a remedy for breach of contract and other potential remedies available to an aggrieved party.

Commercial Law B **ACL3632**

NQA level: 6 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1x 3 hour paper
Prerequisites: None.

Course Content:

The detailed contents are as follows; Special contracts, deed of Sale, The essentialia for the creation of a contract of purchase and sale. Establishment of the price to the merx (things) and intentions to buy and sell. Lease agreements, obligations of the parties to a lease agreement "Huurgaatvoorkoop rule" Negotiable instruments, Definitions of a negotiable instrument and the requirement of a negotiable instrument. The parties to a negotiable instrument.Type of negotiable instrument. Credit Agreements, Hire- purchase agreements, Formation of a credit agreement. The consequences of a credit agreement. Labour Law The employment contract: definition and the parties thereto, The duties of the employer and employee after conclusion of the employment contract. Termination of the contract of employment.

Company Law and Practice **ACP3751**

NQA level: 6 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1x 3 hour paper
Prerequisites: ACL3632/3 - Commercial Law A/B

Course Content:

The detailed contents are as follows: Acquisition of legal personality, types of companies, the inceptions of a company and its constitutive documents (memorandum and articles of association). Capacity and representation of a company (ultra vires doctrine, turquand rule etc). Members and the register of the company. The share capital of a company, various classes and types of shares, voting rights attached to shares, reduction of share capital. The transfer of shares, the transferability of shares, limitations in terms of articles of shareholders agreements. Transmission of shares on death or insolvency. Offer of shares and the prospectus. Offers in the primary market and secondary markets. Liability for untruths in the prospectus and sanctions to be imposed in terms of company legislation. General meetings, annual general meetings, and convening of meetings. Directors, the legal position of director and the board of directors. Annual financial statements. Majority rule and protections of minority interest. Reorganization, arrangement and compromises. Judicial management and liquidation of companies. Dissolution and de-registration of companies.

Computerized Accounting Systems**AIS3659****NQA level:** 6 **Credits:** 16**Course assessment:** CA – Theory: 50% - Practical: 50%**Prerequisites:** None**Course Content:**

The detailed contents are as follows: Conceptual foundation of Accounting Information Systems (AIS), Control and auditing AIS, Methodologies for the development of AIS, Systems Development Life Cycle (SDLC), Practical application of computerized accounting principles. Students will apply the AIS functions to the overall Management Information System. Set up a company from scratch, Debtors accounts, Creditors accounts, General ledger, Prepare invoices, Purchase orders, Cashbook – using cheque counterfoils, cash and cheque receipts, deposit slips, bank statements (current account), Petty cash vouchers, Petty cash register, Bank Reconciliation statement. Prepare budgets, process payroll; prepare quarterly payroll taxes and much more. Draw - up financial statements and other financial reports. Software will be utilized to make business decisions, using of computer spread sheets and modern accounting packages as a tool in decision making.

Financial Accounting 1A**AFE3691****NQA level:** 6 **Credits:** 12**Course assessment:** CA 50% Examination 50% - 1x 3 hour paper**Prerequisites:** Fundamentals of Accounting A and B (CAFE3581/2)**Course Content:**

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.

Financial Accounting 1B**AFE3692****NQA level:** 6 **Credits:** 12**Course assessment:** CA 50% Examination 50% - 1x 3 hour paper**Prerequisites:** Fundamentals of Accounting A and B (CAFE3581/2)**Course Content:**

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.

Financial Accounting 2A**AFE3781****NQA level:** 7 **Credits:** 12**Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper**Prerequisites:** CAFE3691/2 Financial Accounting 1A & 1B**Course Content:****Course Content**

The detailed contents are as follows:

International Financial Reporting Standards (IFRS): Revenue (IAS18), Inventories (IAS2), Property, plant and equipment (IAS16), Intangible assets (IAS38), Impairment of assets (IAS36).

Groups: Introduction to Group Statements of Financial Position, Statements of Comprehensive Income, Statements of Changes in Equity and Notes to the Financial Statements (Consolidated and Separate Financial Statements (IAS27) and Business Combinations (IFRS3)), consolidation at and after date of acquisition.

Financial Accounting 2B		AFE3782
NQA level: 7	Credits: 12	Course assessment: CA (50%) Examination (50%) - 1 x 3 hour paper
Prerequisites: CAFE3691/2 Financial Accounting 1A & B		
Course Content		
The detailed contents are as follows:		
Groups: Introduction to basic group financial statements consolidated and separate financial statements (IAS27) – business combinations (IFRS3), Sundry aspects concerning group statements and Intra-group transactions.		
International Financial Reporting Standards (IFRS): Investment property (IAS40), Non-currents assets held for sale and discontinued operations (IFRS5), Operating segments (IFRS8), Accounting policies, changes in accounting estimates, and errors (IAS8) , Related party disclosures (IAS24), Earnings per share (IAS33), Events after the reporting period (IAS10).		
Financial Accounting 3A		AFE3871
NQA Level: 8	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1 x 3 hour paper
Pre-requisites: AFE3781/2 - Financial Accounting 2A & 2B		
Course Content:		
The detailed contents are as follows:		
Groups: Interim acquisition, Complex groups, Insolvent subsidiaries, Preference shares, Change in the nature and extent of control, Investments in associates (IAS28), Interests in joint ventures (IAS31).		
International Financial Reporting Standards (IFRS): Income tax (IAS12), Leases (IAS17), Employee benefits (IAS19), Statements of cash flows (IAS7).		
Financial Accounting 3B		AFE3872
NQA Level: 8	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1 x 3 hour
Pre-requisites: AFE3781/2 - Financial Accounting 2A & 2B		
Course Content:		
The detailed contents are as follows:		
Groups: Foreign operations; Consolidated statements of cash flows		
International financial reporting standards (IFRS), Effects of changes in foreign exchange rates (IAS21), Financial instruments – disclosure (IFRS7), presentation (IAS32), recognition and measurement (IAS39, IFRS9), IFRS for SME's, Borrowing costs (IAS23), Provisions, contingent liabilities and contingent assets (IAS37).		
Financial Management A		AMF3871
NQA Level: 8	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1 x 3 hour paper
Pre-requisites: AFE3691/2 - Financial Accounting 1A & 1B; AAM3691/2 - Management Accounting 1A & 1B		
Course Content:		
The detailed contents are as follows; Financial statements analysis – ratio analyses, Du Pont Identity; Sources and uses of cash, standardised financial statements; Time value of money – present and future values, discounted cash flow valuation; Risk and return – basics, returns, Capital asset pricing model; expected returns and variances, portfolios, systematic and unsystematic risk, diversification and portfolio risk, Beta, security market line, Capital budgeting – Net present value, payback rule, discounted payback rule, average accounting return, internal rate of return, profitability index; Project cash flows, incremental cash flows discounted cash flow analysis, evaluating equipment with different lives, Business valuation – nature and purpose of the valuation and financial assets, models for the valuation of shares, the valuation of debt and other financial assets, practical considerations in the valuation of shares, Cost of capital – sources of finance and their relative costs, estimating the cost of equity, cost of debt and other capital instruments, estimating the overall cost of capital, capital structures theories and practical considerations.		
Financial Management B		AMF3872
NQA Level: 8	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1 x 3 hour
Pre-requisites: AFE3691/2 - Financial Accounting 1A & 1B; AAM3691/2 - Management Accounting 1A&1B		
Course Content:		
The detailed contents are as follows: Business finance – source of, and raising short-term finance, long-term finance, internal sources of finance and dividend policy, gearing and capital structure; Working capital management – nature, elements and importance of working capital, management of inventories, accounts receivables, account payables and cash, determine working capital needs and funding strategies, finance for small and medium-size entities; Advanced investment appraisals; discounted cash flow techniques, allowing for inflation and taxation in discounted cash flows, adjusting for risk and uncertainty in investment appraisal, specific decisions such as lease vs. buy, asset replacement, capital rationing; International investment and financing decisions; Mergers and acquisitions – valuation of acquisitions and mergers, financing acquisitions and mergers; Risk management – nature and types of risk and approaches to risk management.		

Financial Reporting and Accounting Ethics		AFR3872
NQF Level: 8	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1 x 3 hour
Pre-requisites: AUA3751/2 - Auditing 1A &1B		
Course Content:		
The detailed contents are as follows: Financial reporting and accounting theory, Preparation and presentation of financial statements, Preparation of qualitative disclosures for annual reports including director's report, New trends in financial reporting and corporate governance, Introduction to ethics for accountants and auditors, Accounting ethics and financial reporting, Case studies in ethical decision making related to accounting, tax and auditing matters, Managing ethical dilemmas.		
Fundamentals of Accounting A		AFE3581
NQA level: 5	Credits: 12	Course assessment: CA (50%) Examination (50%) - 1 x 3 hour paper
Prerequisites: None		
Course Content:		
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.		
Fundamentals of Accounting B		AFE3582
NQA level: 5	Credits: 12	Course assessment: CA (50%) Examination (50%) - 1 x 3 hour paper
Prerequisites: None		
Course Content:		
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.		
Management Accounting 1A		AAM3691
NQA level: 6	Credits: 12	Course assessment: CA 50% Examination 50% - 1x 3 hour paper
Prerequisites: None		
Course Content		
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.		
Management Accounting 1B		AAM3692
NQA level: 6	Credits: 12	Course assessment: CA 50% Examination 50% - 1x 3 hour paper
Prerequisites: None		
Course Content		
The detailed contents are as follows: Process Costing I: preparing cost of production reports, valuation of WIP and ending inventory, FIFO and average cost methods, equivalent production, normal and abnormal wastage, abnormal gain, Process Costing II: costing for joint and by products, short term decisions for joint products, spoilage, reworked units and scrap. Absorption and variable costing: introduction to variable and absorption cost models, difference between variable and absorption costing methods, variable costing and cost behaviour, calculating profit under variable and absorption costing methods, reconciliation of profits under variable and absorption costing methods. Standard costing: development and utilization of unit standard costs and variance analysis, material, labour, overhead and sales variances, reconciling budgeted, standard and actual profits. Budgeting and profit planning: budgeting and budgetary control, fixed vs. flexible budgets, master budget, and other functional budgets, budgets and performance evaluation, Cash budget and contemporary		

issues in budgeting: budgeting cash receipts and payments, investing idle cash or financing cash shortages, budgeting and human factor, budgetary slack and padding the budgets, participative budgets, zero base budgeting, Responsibility accounting and segment reporting: Responsibility accounting and responsibility centres, Decentralization: degree, advantages and disadvantages, methods of evaluating segment performance

Management Accounting 2A **AAM3781**

NQA level: 8 **Credits:** 12 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Prerequisites: CAAM3691/2 Management Accounting 1A & 1B

Course Content:

The detailed contents are as follows: Cost volume profit analysis: Marginal costing and cost volume profit relationships, assumptions of CVP analysis, components of CVP model, contribution margin and breakeven point for single and multiple products; formula and graphic methods, target profits and analysing effect of changes in sales price, quantity and mix, operating leverage, Management reporting and decision making: Introduction and steps in decision making, relevant and differential cost analysis, strategic cost analysis and opportunity costs, application of cost information in decision making including make or buy, sale or process further, accepting special orders, cost and profit indifference points, adding or deleting product lines and sales mix. Decisions under risk and uncertainty: risk and probabilities, decision criteria under risk and uncertainty, decision trees, Constraint optimization and linear programming- theory and graphic method, components of linear programming and its uses, Formulating linear programming problems, Solving linear programming problems by graphical method, Linear programming – simplex method, surplus and artificial variables. Transportation: Introduction and definitions basic assumptions of the transportation models, Solution to transportation problems: North West corner method, Lowest cost entry method, Vogel's approximation method, Degeneracy and transportation technique, Network analysis: PERT and CPM: Program evaluation and review technique: Network drawing, analysis, rescheduling project completion time, Critical path method, Assumptions of PERT and CPM.

Management Accounting 2B **AAM3782**

NQA level: 8 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Prerequisites: CAAM3691/2 Management Accounting 1A & 1B

Course Content:

The detailed contents are as follows:

Determining prices and product profitability, Cost management, target costing and quality costing, product life cycle costing, Cost information and pricing decisions: Determining prices and product profitability, Cost plus pricing methods, Profitability analysis, role of product costs in pricing and product mix decisions; short-term and long-term pricing considerations, price-takers vs. price setters; full cost pricing and its derivatives. Cost management, target costing and quality costing, product life cycle costing. Transfer Pricing: transfer pricing and divisional performance, transfer pricing for multi-national corporations, dual transfer pricing, behavioural implications of transfer pricing. Performance measurement and contemporary issues in management accounting: Divisional performance management, Multi-dimensional performance management, Performance measurement to performance management, Benchmarking and non-financial performance measurement, cost tables and balance score card. Social responsibility and environment related management accounting: corporate social responsibility, identifying environmental costs and benefits, current initiatives in environment related management accounting and future opportunities. Outsourcing, sub-contracting and supply chain management: value chain analysis and decisions regarding outsourcing and sub-contracting, non-financial considerations of outsourcing. Introduction to capital budgeting. Sensitivity analysis. Strategic management accounting and small business: current situation analysis, performance analysis and non-financial indicators. Throughput accounting and business process re-engineering and quality costs.

Principles of Management **MPP3572**

NQA level: 5 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1x 3 hour paper

Prerequisites: None.

Course Content:

Students will 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 course 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.

Taxation 1A **ATP3781**

NQA level: 7 **Credits:** 12 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Prerequisites: CAFE3691/2 Financial Accounting 1A and 1B

Course Content

The detailed contents are as follows: Fiscal policy, definition of gross income, source, deemed source, receipts and accruals of a capital nature, specific inclusions, exemptions, general deduction formula, specific deductions, trading stock, dividends, and foreign exchange.

Taxation 1B	ATP3782
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NQA level: 7 **Credits:** 12 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Prerequisites: CAFE3691/2 Financial Accounting 1A and 1B

Course Content:

The detailed contents are as follows: The theory and practical calculation of taxable income and taxation payables of the following tax payers Individuals, partnerships, companies, close corporations, farming operations, estates and trusts. Other topics includes: VAT tax administration

Research Project	ARP3870
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NQA Level: 8 **Credits:** 32 **Course assessment:** CA (50%) Report (50%)

Pre-requisites: ABR3752 - Business Research Methods

Module Equivalent: AMT3870

Course Content:

The objective of this module is to assess students' ability to conduct research in broader areas of business including accounting, auditing and finance. Students are expected to choose a topic and following the scientific research methods conduct the research and prepare a research report. This module provides students with an opportunity to develop research skills through completion of a minor research project. The topic must be empirical in nature, and can be an area of interest to the individual student within the context of their specialization. The detailed contents are as follows:

Students have to prepare a research proposal and get it approved from the supervisor. Conduct the research and write a brief report. The report must include: A clear identification of your policy issue and its importance or relevance to the welfare of society, a clear theoretical analysis of the issues involved, presentation of some type of empirical evidence and conclusion.

BACHELOR OF BUSINESS ADMINISTRATION 12BBAD

Aim

The Bachelor of Business Administration degree aims at developing a student's intellectual ability, executive personality and managerial skills through an appropriate blending of business and general education. The program assists the student in understanding and developing the unique leadership qualities required for successfully managing business functions, an organizational unit or an enterprise. The specific objectives of the program are to produce up-to-date, assertive and effective executives for business and other organizations and prepare students for higher studies in business at home and abroad.

Programme overview

The Programme is a four-year degree programme offered over a six-year period through external studies. Three different specialisations are offered in the degree, namely Human Resource Management, Strategic Marketing and Banking and Finance.

Holders of this qualification will be able to communicate effectively in a business environment, demonstrate competence in conceptualizing, conducting and reporting on business, research at a basic level, demonstrate an understanding and application of management principles in a business environment, demonstrate a knowledge of the economic and legal environment and its potential, demonstrate a functional understanding of the roles, core processes and interfaces among the various departments of a business, demonstrate the ability to contribute to a process of driving transformation and change within a business organization, and demonstrate an understanding of the entrepreneurial process.

Entry requirements

To qualify for admission to the Bachelor of Business Administration degree you should meet the normal basic requirements for entrance to the undergraduate programmes of the University. To register for the degree, a candidate must hold a valid Namibia Senior Secondary Certificate (NSSC) or any other equivalent qualification. English is a compulsory subject and should be obtained at NSSC (English as a Second Language) grade C or at least grade D at NSSC (English First Language) level.

A candidate should obtain a minimum of 25 points in five subjects on the UNAM Evaluation Scale to be admitted. However, if the minimum of 25 points in five subjects is obtained, it does not necessarily ensure and/or guarantee admission. The Faculty reserves the right to interview students before admission.

Admission could also be considered for persons who qualify through the Mature Age Entry Scheme upon successful completion of the relevant examinations as set out in the General Regulations. A special application form is available for this purpose.

Assessment and promotion requirements

Course assessment is based on continuous assessment by means of tutor-marked assignments and/or tests, and a written examination at the end of the course. To complete a course successfully you should obtain a minimum mark of at least 40% in the examination, and a final mark of at least 50%. The final mark is calculated according to a ratio of 50% year mark to 50% examination mark.

Academic advancement rules

A student advances to the following academic level of study when at least 2/3 of the courses of the curriculum for a specific year have been passed. If a student passed only one third (1/3) of the full curriculum of a specific year, he/she may not register for any course on the following higher level. In all cases prerequisites for courses have to be passed before a student can proceed to register for courses that require a prerequisite. A student should pass

- 88 credits out of 136 credits of the first year in order to proceed with the second year of the degree
- 88 credits out of 136 credits of the second year in order to proceed with the third year of the degree
- 88 credits out of the 136 credits of the third year in order to proceed with the fourth year of the degree
- ALL courses prescribed for the curriculum to complete the degree.

A student will not be allowed to register for more than 12 courses per year.

Re-admission to the programme

A student will not be re-admitted into the Faculty if s/he has not passed at least:

- 32 credits at the end of the **FIRST YEAR**
- 80 credits the end of the **SECOND YEAR**
- 144 credits at the end of the **THIRD YEAR**
- 208 credits at the end of the **FOURTH YEAR**

- 272 courses at the end of the **FIFTH YEAR**
- 336 credits at the end of the **SIXTH YEAR**

Implementation Strategy

The revised new curriculum will phase in gradually so that current students can graduate on the old curriculum with the final year of the new curriculum to be available in 2015. Students who failed courses that are phasing out should register for the course equivalent in the new curriculum.

Curriculum

Code	Course	NQF level	Credits	Prerequisite Code	Prerequisite Course
Year 1	Semester One and Two		8		
UCSI3580	Contemporary Social Studies	5	8		
	Semester One		68		
LCE3419	English Communication and Study Skills	4	16		
CLC3509	Computer Literacy	5	8		
BCM3571	Business Mathematics	5	16		
AFE3581	Fundamentals of Accounting 1A	5	12		
EMI3571	Basic Micro Economics	5	16		
Year One	Semester Two		60		
LEA3519	English for Academic purpose	5	16		
AFE3582	Fundamental of Accounting IB	5	12		
CEMA3572	Basic Macro Economics	5	16		
MPP3572	Principles of Management	5	16		
Year 2	Semester One		68		
MBO3671	Organizational Behaviour 1	6	16	CMPP3572/9	Principles of Management
AFE3691	Financial Accounting 1A	6	12	CAFE3581/2	Fundamentals of Accounting A and B
ACL3631	Commercial Law A	6	16		
ABA3691	Business Statistics A	6	12	CBCM3571/9	Business Mathematics
AAM3691	Management Accounting 1A	6	12		

	Semester Two		68		
MBO3672	Organizational Behaviour 2	6	16	MPP3572/9	Principles of Management
AFE3692	Financial Accounting 1B	6	12	AFE3571/2	Fundamentals of Accounting A and B
ACL3632	Commercial Law B	6	16		
ABA3692	Business Statistics B	6	12	BCM3571/9	Business Mathematics
AAM3692	Management Accounting 1B	6	12		
Year Three	Semester One		60		
MBF3781	Banking and Finance 1A	7	12		
MRE3781	Entrepreneurship 1A	7	12		
MSM3781	Marketing Management 1A	7	12		
MHM3781	Human Resource Management 1A	7	12		
MMO3781	Operations Management 1A	7	12		
	Semester Two		76		
MBF3782	Banking and Finance 1B	7	12		
MRE3782	Entrepreneurship 1B	7	12		
MSM3782	Marketing Management 1B	7	12		
MHM3782	Human Resource Management 1B	7	12		
MMO3782	Operations Management 1B	7	12		
MBR3772	Business Research Methodology	7	16		
Year Four	Semester One		60		
MHM3871 or MSM3871 or MBF3871	Specialisations: Strategic Human Resource Management 2A or Strategic Marketing 2A or Banking & Finance 2A	8 8 8	16 16 16		
MST3881	Strategic Management A	8	12		
AMF3871	Financial Management A	8	16		

MMI3871	Management Information System	8	16		
Year Four	Semester Two		44		
MHM3872	Strategic Human Resource management 2B	8	16		
MSM3872	or Strategic Marketing 2B	8	16		
MBF3872	or Banking & Finance 2B	8	16		
AMF3872	Financial Management B	8	16		
MST3882	Strategic Management B	8	12		
	Semester One and Two		32		
MRP3870	Research project	8	32		

The Syllabi

UNAM Core Courses:

Computer Literacy	CLC3509
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NQF level: 5 **Credits:** 8 **Course assessment:** CA 100%

Prerequisites: None

Course 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. Spread sheet: 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.

Contemporary Social Issues	CSI3580
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NQF: 5 **Credits:** 8 **Course Assessment:** Continuous assessment – 100%

Prerequisite: None

Course Content:

This course encourages behavioural change among UNAM students. It offers an integrative and inter-disciplinary basis for the six broad themes on teaching and learning strategies; norms, rules and contact; citizenship, democracy and common good; ethics and responsible leadership; health and human sexuality; environment and sustainability as well as stressing the interconnectedness of such issues/themes. The course shall empower students to responsible behavioural changes and to transform high risk behaviour to the common good and responsible citizenship, including broadening the student's scope and understanding of the environment and sustainability of the ecosystem services and how humans influence these. Therefore, critical transformative theory will under gird the content of the course. After completion students shall be empowered and be prepared to enjoy productive, meaningful careers and lives that benefit a society that increasingly resembles a global community. Flexible modes of assessment may be harnessed and may be combined with in-situ visits to appropriate sites.

English Communication and Study Skills	LCE3419
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NQF Level: 4	Credits: 16	Course Assessment:	CA (60%) Examination (40%) - 1 x 3 hour paper
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Pre-requisites: None

Course Content:

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.

English for Academic Purposes	LEA3519
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NQF level: 5	Credits: 16	Course assessment:	CA (60%) Examination (40%) - 1x3 hours paper
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Prerequisites: None

Course Content:

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.

All other syllabi:

Banking and Finance 1A	MBF3781
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NQF Level: 7	Credits: 12	Course assessment:	CA 50% Examination 50% - 1 x 3 hour paper
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Pre-requisite: MBA 3671/2 - Financial Accounting 1A/1B
AAM 3691/2 - Management Accounting 1A/1B (&)

Course Content:

The course will cover Security and portfolio analysis – introducing students to the principles of financial investment decisions from an industry perspective. Student will be also exposed to key drivers driving investment decisions and factors driving investment decisions at a corporate level.

Banking and Finance 1B	MBF3782
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NQF Level: 7	Credits: 12	Course assessment:	CA 50% Examination 50% - 1 x 3 hour paper
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Co-requisite: MBF 3781 - Banking and Finance 1A

Course Content:

Students will cover- investment from a company perspective. It exposes students to single analysis before investment. Students will be expected to know the types of securities in which a single investor may draw upon his investment decisions like bonds, real estate, stocks and precious metals. Institutional Investment analysis- this course provides students with the fundamentals of the company valuation. The students should be able to unearth the various factors that may impact directly on the company's operations by going beyond the analysis of financial students in order to find out of its worth buying that particular company or not.

Banking and Finance 2A	MBF3851
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NQF Level: 8	Credits: 16	Course assessment:	CA 50% Examination 50% - 1x 3 hour paper
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Pre-requisite: MBF3781/2 - Banking and Finance 1A /1B

Course Content:

Introduction to the South African and Namibian financial markets from an institutional perspective, for example, various markets such as the Money, Bond, Equity, FOREX, and Derivative markets and the instruments traded in them.

Banking and Finance 2B	MBF3852
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NQF Level: 8	Credits: 16	Course assessment:	CA 50% Examination 50% - 1x 3 hour paper
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Co -requisite: MBF3871 - Banking and Finance 2A

Course Content:

This module will focus on the operations and management of banking institutions by exploring the following aspects in-depth : Overview of the banking industry in Namibia regionally and internationally; the regulatory framework in Namibia with reference to the international best practice; evaluation of Bank performance; management of interest rate risk; managing the cost of funds, bank capital and liquidity,

financing individuals and businesses with particular focus on SMEs; managing the investment portfolio and impact of globalization and advances in technology on banking. Bank treasury management – covers develop knowledge and understanding of a range of areas such as International banking, marketing banking product, banking technology related subjects; Bank balance sheet – components of assets, liabilities and their management; Market risk measurement and management – covering definition, measurement, limitations and alternative risk measures, e.g. conditional value at risk – stress testing, credit risk measurement and management of risk terminology – credit ratings – default probabilities – credit spreads – credit migration, transition matrices – counterparty risk; exposures, recovery risk, risk mitigation techniques including rating triggers, collateral clauses – risk derivatives.

Basic Macroeconomics **EMA3572**

NQA level: 5 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Prerequisites: None

Course Content:

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.

Basic Microeconomics **EMI3571**

NQA level: 5 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Prerequisites: None

Course Content:

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 is aimed at introducing students to key concepts used in microeconomics and facilitates a basic understanding of the economic phenomena. The course is designed to help students understand that society's economic choices often involve tradeoffs between efficiency and equity serves as preparation students for further study of the disciplines within the economics field. Course content includes: an introduction to microeconomics, demand and supply, market structures, Factor markets and introduction to international trade.

Business Mathematics **BCM3571**

NQA level: 5 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Prerequisites: None

Course Content:

The course is designed to give students an overview of various business mathematical calculations and topics and to enable them to solve business related problems. The topics to be covered are number and systems, rates, ratios, percentages, measurement and mensuration, equations and inequalities, and introduction to algebra.

Business Research Methodology **MBR3772**

NQA Level: 7 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1 x 3 hour paper

Pre-requisite: None

Course Content:

The detailed contents are as follows: Introduction to research, research in business, the role and types of research, Problem identification and problem statements, literature review, Hypothesis construction, and writing research proposal, Ethics in research Measurement: Defining "measurement", types of measurement (nominal, ordinal, interval, ratio), Measurement concerns (reliability, validity), Measuring Complex Variables, Research design, primary and secondary data sources, data collection, questionnaire construction, Sampling theory and Procedures: Sampling basics, Non-probability samples, Probability samples, Multi-stage sampling, Factors affecting sample size, Margin of error (confidence intervals).

Business Statistics A **ABA3691**

NQA level: 6 **Credits:** 12 **Course assessment:** CA 50% Examination 50% - 1x 3 hour paper

Prerequisites: BCM3571 – Business Mathematics

Course Content:

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).

Business Statistics B		ABA3692	
NQA level: 6	Credits: 12	Course assessment:	CA 50% Examination 50% - 1x 3 hour paper
Prerequisites: BCM3571 – Business Mathematics			
Course Content:			
The detailed contents are as follows: This course introduces the students to the fundamental of statistics. Topics include: Sampling and Sampling distributions, Interval Estimation, Hypothesis Testing (mean and proportion), Inferences about population variances, Tests of goodness of fit and independence, Simple linear regression and index numbers.			
Commercial Law A		ACL3631	
NQA level: 6	Credits: 16	Course assessment:	CA 50% Examination 50% - 1x 3 hour paper
Prerequisites: None.			
Course Content:			
The detailed contents are as follows: Introduction to the theory of law, the definition of the concept of "law", the various sources of Namibian law, customs, legislation (statute), common law etc as sources of Namibian law, direct and indirect sources of law, the various divisions of our law, the administration of justice in Namibia, the hierarchy of the Namibian courts, the general principles of natural justice the "audialterampartem rule", the law of contract, definitions of a contract and the requirements for the conclusion of a valid contract: consensus, contractual capacity, lawfulness, possibility of performance, formality, termination of contractual relations: agreement, setoff, death, insolvency, suppressing impossibility etc, various forms of breach of contract: moracreditoris , moradebitoris, defective performance, prevention of performance, repudiation, remedies for breach of contract, specific performance as a remedy for breach of contract and other potential remedies available to an aggrieved party.			
Commercial Law B		ACL3632	
NQA level: 6	Credits: 16	Course assessment:	CA 50% Examination 50% - 1x 3 hour paper
Prerequisites: None.			
Course Content:			
The detailed contents are as follows; Special contracts, deed of Sale, The essentialia for the creation of a contract of purchase and sale. Establishment of the price to the merx (things) and intentions to buy and sell. Lease agreements, obligations of the parties to a lease agreement "Huurgaatvoorkoop rule" Negotiable instruments, Definitions of a negotiable instrument and the requirement of a negotiable instrument. The parties to a negotiable instrument.Type of negotiable instrument. Credit Agreements, Hire- purchase agreements, Formation of a credit agreement. The consequences of a credit agreement. Labour Law The employment contract: definition and the parties thereto, The duties of the employer and employee after conclusion of the employment contract. Termination of the contract of employment.			
Entrepreneurship 1A		MRE3781	
NQF Level: 7	Credits: 12	Course assessment:	CA 50% Examination 50% - 1 x 3 hour paper
Pre-requisite:	MBO 3671/2 - Organisational Behaviour		
Course Content:			
The course build upon the knowledge and skills students gained in semester one (1). In the first part of course two (2) students will be introduced to the typologies of entrepreneurship. This course will also enable students to explore and understand the various reasons for business success and failure. In the second phase of course two (2) students will learn more about the description and the importance of drawing up a business plan. They will be exposed to the various challenges entrepreneurs both in Africa and around the world. They will be exposed to the various challenges entrepreneurs are faced with and how they are exploiting opportunities in their business ventures. In this course students are expected to apply their theoretical understanding of entrepreneurship into practice and it will be expected from them to draw a business plan of a product or a service in a local, African or international context.			
Entrepreneurship 1B		MRE3782	
NQF Level: 7	Credits: 12	Course assessment:	CA 50% Examination 50% - 1 x 3 hour paper
Course Equivalent:	MRE3772		
Co-requisite:	MRE 3781 - Entrepreneurship A		
Course Content:			
In addition the course aims to equip students with the insights, tools, concepts, and skills necessary to successfully overcome obstacles and achieve the vision pertaining to the various forms of entrepreneurship. The topics to be covered in this course are defining the various forms of entrepreneurship, explaining what each of these forms of entrepreneurship means in the Namibian and SADC context, exploring the entrepreneurship theories, traditions of entrepreneurship and looking at the various models of entrepreneurship in a Namibian, African and international context.			

Financial Accounting 1A	AFE3691
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NQA level: 6	Credits: 12	Course assessment: CA 50% Examination 50% - 1x 3 hour paper
Prerequisites:	AFE3581/2 - Fundamentals of Accounting A and B	

Course Content:

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.

Financial Accounting 1B	AFE3692
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NQA level: 6	Credits: 12	Course assessment: CA 50% Examination 50% - 1x 3 hour paper
Prerequisites:	AFE3581/2 - Fundamentals of Accounting A and B	

Course Content:

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.

Financial Management A	AMF3871
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NQA Level: 8	Credits: 16	Course assessment: CA 50% Examination 50% - 1x 3 hour paper
Pre-requisites:	AFE3691/2 - Financial Accounting 1A &1B; AAM3691/2 - Management Accounting 1A & 1B	

Course Content:

The detailed contents are as follows; Financial statements analysis – ratio analyses, Du Pont Identity; Sources and uses of cash, standardised financial statements; Time value of money – present and future values, discounted cash flow valuation; Risk and return – basics, returns, Capital asset pricing model; expected returns and variances, portfolios, systematic and unsystematic risk, diversification and portfolio risk, Beta, security market line, Capital budgeting – Net present value, payback rule, discounted payback rule, average accounting return, internal rate of return, profitability index; Project cash flows, incremental cash flows discounted cash flow analysis, evaluating equipment with different lives, Business valuation – nature and purpose of the valuation and financial assets, models for the valuation of shares, the valuation of debt and other financial assets, practical considerations in the valuation of shares, Cost of capital – sources of finance and their relative costs, estimating the cost of equity, cost of debt and other capital instruments, estimating the overall cost of capital, capital structures theories and practical considerations.

Financial Management B	AMF3872
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NQA Level: 8	Credits: 16	Course assessment: CA 50% Examination 50% - 1x 3 hour paper
Pre-requisites:	AFE3691/2 - Financial Accounting 1A &1B; AAM3691/2 - Management Accounting 1A&1B ()	

Course Content:

The detailed contents are as follows: Business finance – source of, and raising short-term finance, long-term finance, internal sources of finance and dividend policy, gearing and capital structure; Working capital management – nature, elements and importance of working capital, management of inventories, accounts receivables, account payables and cash, determine working capital needs and funding strategies, finance for small and medium-size entities; Advanced investment appraisals; discounted cash flow techniques, allowing for inflation and taxation in discounted cash flows, adjusting for risk and uncertainty in investment appraisal, specific decisions such as lease vs. buy, asset replacement, capital rationing; International investment and financing decisions; Mergers and acquisitions – valuation of acquisitions and mergers, financing acquisitions and mergers; Risk management – nature and types of risk and approaches to risk management.

Fundamentals of Accounting A	AFE3581
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NQA level: 5	Credits: 12	Course assessment: CA (50%) Examination (50%) - 1 x 3 hour paper
Prerequisites:	None	

Course Content:

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.

Fundamentals of Accounting B		AFE3582
NQA level: 5	Credits: 12	Course assessment: CA (50%) Examination (50%) - 1 x 3 hour paper
Prerequisites:	None	

Course Content:

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.

Human Resource Management 1A		MHM3781
NQF Level: 7	Credits: 12	Course assessment: CA 50% Examination 50% - 1 x 3 hour paper
Course Equivalent:	MHM3771	
Pre-requisite:	MBO 3671/2 - Organisational Behaviour	

Course Content:

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.

Human Resource Management 1B		MHM3782
NQF Level: 7	Credits: 12	Course assessment: CA 50% Examination 50%: 1 x 3 hour paper
Course equivalent:	MHM3772	
Co-requisite:	MHM 3781 - Human Resource Management	

Course Content:

This course covers- Recruitment and Placement; Personnel planning and recruiting, need for effective recruiting, Employee testing and selection, Employment Equity Act and employee selection, basic testing concepts; interviewing candidates; basic types of interviews, design and conduct interviews and errors in conducting interviews. Development of Human Resources – The concept and generalized approaches to Training, Education and Development (process, methods: On-the job, off-the job), Models of Training, Strategic Training Management – Needs assessment, Environmental scanning etc. Evaluation of training (Kirkpatrick model) and Performance Appraisal; Performance management – introduce students to the basic concept of performance management and appraisal (concept, significance, process, methods-Graphic rating scales, essays, confidential report, 360 Degree, the balance scorecard etc., errors during appraisal, reducing errors) and human resource management measurement namely: the concept of balanced scorecards, HR scorecard and workforce scorecard. Talent management – and Human resource challenge.

Management Information Systems		MMI3871
NQF Level: 8	Credits: 16	Course assessment: CA 50% Examination 50% - 1x 3 hour paper
Pre-requisite:	None	

Course Content:

This is a capstone module in the field of management information systems. The module integrates the organizational, managerial, and technical aspects of management information systems. Emphasis is on the internal management of information resources and on the management of information systems. Coverage of the subject matter will be through lectures, case studies, class discussion, independent readings and research.

Fundamentals underlying the design, implementation, control, evaluation, and strategic use of modern, management information systems for business data processing, office automation, information reporting, and decision making will be covered. Emphasis is on managerial and strategic aspects of information systems as opposed to the technology aspects.

Because this course is an MIS course and is meant to expose contemporary managerial thought associated with a new and dynamic environment, the information technologies associated with the delivery of Internet sites, etc. will be only briefly mentioned. This course is NOT an Information Technology course.

Marketing Management 1A **MSM3781**

NQF Level: 7 **Credits:** 12 **Course assessment:** CA 50% - Examination 50% - 1 x 3 hour paper

Course Equivalent: MSM3771

Pre-requisite: MBO 3671/2 - Organisational Behaviour

Course Content:

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.

Marketing Management 1B **MSM3782**

NQF Level: 7 **Credits:** 12 **Course assessment:** CA 50% Examination 50%: 1 x 3 hour paper

Course equivalent: MSM3772

Co-requisite: MSM3781- Marketing Management 1A

Course Content:

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.

Operations Management 1A **MMO3781**

NQF Level: 7 **Credits:** 12 **Course assessment:** CA 50% Examination 50% - 1 x 3 hour paper

Course Equivalent: MMO3771

Pre-requisite: ABA3691/2 - Business Statistics A & B

Course Content:

The course covers the foundations to Operations Management in both manufacturing and service industries. The course deals with both strategic and operational issues pertaining to operations management and highlights the competitive advantage that the operations function can provide to an organisation. The topics to be covered are operations strategy, design of goods and services, process management, quality management, forecasting layout and location strategies.

Operations Management 1B **MMO3782**

NQF Level: 7 **Credits:** 12 **Course assessment:** CA 50% Examination 50% - 1 x 3 hour paper

Course Equivalent: MMO3772

Co-requisite: MMO 3781 - Operations Management 1A

Course Content:

This course covers- Recruitment and Placement; Personnel planning and recruiting, need for effective recruiting, Employee testing and selection, Employment Equity Act and employee selection, basic testing concepts; interviewing candidates; basic types of interviews, design and conduct interviews and errors in conducting interviews. Development of Human Resources – The concept and generalized approaches to Training, Education and Development (process, methods: On-the job, off-the job), Models of Training, Strategic Training Management – Needs assessment, Environmental scanning etc. Evaluation of training (Kirkpatrick model) and Performance Appraisal; Performance management – introduce students to the basic concept of performance management and appraisal (concept, significance, process, methods-Graphic rating scales, essays, confidential report, 360 Degree, the balance scorecard etc., errors during appraisal, reducing errors) and human resource management measurement namely: the concept of balanced scorecards, HR scorecard and workforce scorecard. Talent management – a Human resource challenge.

Organizational Behaviour A **MBO3671**

NQA level: 6 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Prerequisites: MPP3572/9 - Principle of Management

Course Content:

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.

Organizational Behaviour B		MBO3672
NQA level: 6	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1 x 3 hour paper
Prerequisites:	MPP3572/9 - Principle of Management	
Co-requisites:	MBO 3671 - Organizational Behaviour A	
Course Content:		
<p>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.</p> <p>Different types of leaders– principles and value systems; disintegration and integration processes; elements of conceptual framework; forms of leadership styles.</p>		
Principles of Management		MPP3572
NQA level: 5	Credits: 16	Course assessment: CA 50% Examination 50% - 1x 3 hour paper
Prerequisites:	None.	
Course Content:		
<p>Students will 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 course 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.</p>		
Strategic Human Resource Management 2A		MHM3851
NQF Level: 8	Credits: 16	Course assessment: CA 50% Examination 50% - 1x 3 hour paper
Pre-requisite:	MHM 3781/2 - Human Resource Management 1A & 1B	
Course Content:		
<p>Students will cover – ethical issues and challenges in human resources management - the problem of dual loyalties; HR professional codes of conduct; an integrity-oriented approach to strategic business partnership; ethical decision-making frameworks; the consequences of action: Teleological theory; the importance of duty to others: Deontological theory; Corporate Governance – Corporate social responsibility; the narrow classical economic view; socio-economic view of CSR; broad maximal view of CSR; current developments in CSR; corporate ethics programmes – operationalizing corporate ethics programmes; effectiveness of corporate ethics programmes; Corporate governance – corporate governance and its importance; theories of corporate governance; governance standards and principles; Corporate Citizenship and: Implications for the HR function; Corporate Social responsibility and HRM.</p>		
Strategic Human Resource Management 2B		MHM3852
NQF Level: 8	Credits: 16	Course assessment: CA 50% Examination 50% - 1x 3 hour paper
Co-requisite:	MHM3871 - Strategic Human Resources Management 2A	
Course Content:		
<p>Module covers - Human Resources Management and the Legislative environment - freedom of association and general protections, trade unions and employer's organisations, work times and rules, payment, remuneration and deductions, termination of employment, collective bargaining, strikes and lock outs, dispute resolution, unfair dismissals, health and safety at work. Interdependency between employment relations and human resource management- covers the individual contract of employment, essentials of employer-employee communication, dispute handling procedures, strike handling grievance and discipline.</p>		
Strategic Management A		MST3881
NQF Level: 8	Credits: 12	Course assessment: CA 50% Examination 50% - 1x 3 hour paper
Pre-requisite:	MHM3782 - Human Resource Management 1B; MSM3782 - Marketing Management 1B; MMO3782 - Operations Management 1B; MRE3782 - Entrepreneurship B	
Course Content:		
<p>The module covers - Marketing planning, strategic mission and strategic goals, Environmental Scanning, market opportunities analysis, Marketing strategy, Creating the marketing mix, Marketing Research, marketing Implementation and Control, Pricing and the process to be followed in creating the marketing plan and the students to present an analytical paper on the subject matter.</p>		

Strategic Management B		MST3882
NQF Level: 8	Credits: 12	Contact hours: 4 hours lecture per week for 14 weeks
Module assessment:	Continuous assessment 50%: two tests and one assignment Examination 50%: 1 x 3 hour examination paper	
Co -requisite:	Strategic Management A (CMST3871)	
Course Content:		
This module will cover in-depth discussions of marketing operations in the international set-up of globalization – with the emphasis on the analysis of markets internally, e.g. world trade organisations, creation of the marketing plan for a specific product and market. Looking through the SLEPT analysis process, poverty alleviation and students to produce a marketing plan for a specific product or market.		
Strategic Marketing 2A		MSM3851
NQF Level: 8	Credits: 16	Course assessment: CA 50% Examination 50% - 1x 3 hour paper
Pre-requisite:	MSM3781/2 - Marketing Management 1A & 1B	
Course Content:		
The module will cover policy and strategy conception, formulation, elaboration, implementation, monitoring and evaluation; providing comparative theories, applications procedures and practices used in and by modern and competitive businesses. The course will also seek to integrate the various disciplines of management sciences in a coherent strategic framework.		
Strategic Marketing 2B		MSM3852
NQF Level: 8	Credits: 16	Course assessment: CA 50% Examination 50% - 1x 3 hour paper
Co -requisite:	MSM3871 - Strategic Marketing 2A	
Course Content:		
Module covers - Strategic marketing develops a structured approach to understanding and managing the marketing function. By learning how to 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.		
Research Project		MRP3870
NQF Level: 8	Credits: 32	Course assessment: Continuous assessment – 100% (Mini Thesis)
Pre-requisite:	MBR3772 - Business Research Methodology	
Course Content:		
Students have to prepare a research proposal and get it approved from a supervisor. Conduct the research and write a brief report. The report must include: A clear identification of a problem statement in the industry and its importance or relevance to the welfare of the business and industry. A clear theoretical analysis of objectives identified, presentation of some type of empirical evidence and conclusion.		

**FACULTY OF EDUCATION – ADULT EDUCATION
DIPLOMA IN ADULT EDUCATION AND COMMUNITY DEVELOPMENT
10DAED**

Note: This programme is phasing out and students with outstanding modules will be allowed to continue with the programme. It will be however required for students to register for equivalent modules in the Diploma in Lifelong Learning and Community Education where equivalent modules are available.

Aim

Broadly, the Diploma shall seek to train and produce middle-level manpower for relevant government departments, ministries, the private sector and non-governmental organisations (NGOs). It is particularly intended to help in the professional development of semi-professional development workers and trainers in the identified areas.

Programme overview

This is a 3-year programme, normally offered over a four-year period on distance. This programme will provide training for people who already have some training in adult education and are working in the field, for example, as extension officers, training officers in industry, community development practitioners and health educators. Typically, these are middle-level personnel from a variety of settings such as departments of extension, community development, and training centres in non-governmental organisations and the private sector. The Programme will prepare them for several roles, including teaching, organising and managing programmes, conducting research, mobilising communities for development, and evaluating adult education programmes. The Diploma may serve as a basic qualification for professional development of the adult education practitioners and/or as a qualification that may qualify holders to gain admission or entry into approved Bachelor degree programmes of the University of Namibia or other Universities of comparable status. The first and second year of a new diploma, the Diploma in Lifelong Learning and Community Development will be running in 2014, while this diploma will phase out gradually to allow current students to graduate with this diploma. Students who failed the first and second year of the diploma should register for the new diploma.

Admission requirements

To be eligible for admission into the Diploma in Adult Education and Community Development, an applicant shall satisfy any of the following minimum requirements:

- a) A NSSC certificate obtained in not more than three examination sittings with a minimum of 22 points in five subjects. One of the five subjects should be English, **or**
- b) At least a credit in the Certificate in Adult Education or related field such as Education and Community Development, **or**
- c) A pass in the Certificate in Adult Education or related field with at least three years post certificate professional experience, **or**
- d) Pass the Mature Age Entry examination, and if you do not hold a Certificate in Adult Education you will be required to attend and pass a selection interview and/or test conducted by the Department of Adult and Non-formal Education.

Assessment and promotion requirements

Assessment of the academic performance of a student shall be based on continuous assessment and a final examination. Continuous assessment will comprise of written assignments, seminars, reports, papers and practical work. The Final Mark in courses will be the total of the marks scored in continuous assessment and in a written final examination, except for DAE7149 in which the final mark will be determined by the overall marks scored in the field work and the successful completion of a written report. In all cases, a mandatory sub-minimum of 40% must be scored in the examination.

The new curriculum

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One and Two				
LEG2410	English for General Communication	4	32		
AFA2480	Introduction to Foundations of Adult Education	4	24		

ABM2410	Introduction to Business Management	4	32		
APT2400	Primer Design and Teaching	4	16		
AML2400	Intro to Mathematics Literacy	4	16		
	Semester Two				
CLC3509	Computer Literacy	5	8		
Year 2	Semester One and Two				
CSI3580	Contemporary Social Issues	5	8		
	Semester One				
LCE3419	English Communication & Study Skills	4	16	LEG2410	English for General Purposes
AHP2501	Historical & Philosophical Foundations of Adult Education	5	8	AFA2480	Introduction to Foundations of Adult Education
ACD2501	Intro to Community Development	5	8		
AHE2511	Health Education	5	16		
ACT2701	Communication and Technology	7	8		
	Semester Two				
LEA3519	English for Academic Purposes	5	16	LCE3419	English Communication & Study Skills
ASP2512	Sociology and Psychology of Adult Education	5	16	AFA2480	Introduction to Foundations of Adult Education
AYF2512	Youth and Family Life Education	5	16		
APP2502	Introduction to Programme Planning and Evaluation	5	8		
Year 3	Semester One				
ACS2611	Community Development Studies 1	6	16		
ANA2611	Needs Assessment in Community Development and Adult Education	6	16		
AFI2701	Introduction to Educational Research	7	8		
AEE2601	Environmental Education	6	8		
EAPE2601	Population Education	6	8		

	Semester Two				
ACS2612	Community Development Studies 2	6	16	EACS2611	Community Development Studies 1
APE2612	Project Planning and Evaluation	6	16		
ATM2612	Teaching Methods in Adult Education	6	16	ACT2701	Communication and Technology
AMA2602	Management of Adult Education	6	8		
AGA2602	Gender and Adult Education	6	8		
	Semester One and Two				
APA2680	Practical Attachment	6	24		

The Syllabi

UNAM Core Courses:

Computer Literacy

CLC3509

NQF level: 5 Credits: 8

Course assessment: CA 100%

Prerequisites: None

Course 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. Spread sheet: 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.

Contemporary Social Issues

CSI3580

NQF: 5 Credits: 8

Course Assessment: Continuous assessment – 100%

Prerequisite: None

Course Content:

This course encourages behavioural change among UNAM students. It offers an integrative and inter-disciplinary basis for the six broad themes on teaching and learning strategies; norms, rules and contact; citizenship, democracy and common good; ethics and responsible leadership; health and human sexuality; environment and sustainability as well as stressing the interconnectedness of such issues/themes. The course shall empower students to responsible behavioural changes and to transform high risk behaviour to the common good and responsible citizenship, including broadening the student's scope and understanding of the environment and sustainability of the ecosystem services and how humans influence these. Therefore, critical transformative theory will under gird the content of the course. After completion students shall be empowered and be prepared to enjoy productive, meaningful careers and lives that benefit a society that increasingly resembles a global community. Flexible modes of assessment may be harnessed and may be combined with in-situ visits to appropriate sites.

English for General Communication

LEG2410

NQA level: 4 Credits: 32

Course assessment: CA (60%) Examination (40%) - 1x3 hours paper

Prerequisites: None

Course Content:

The course covers: Text analysis; Text mapping; Reading techniques, i.e. skimming and scanning; Word-attack skills; Purposes of reading; Identifying main and supporting sentences; Identifying the purpose of written texts; Different kinds of written texts: journals, letters

and essays; Summarizing; Usage of simple, compound and complex sentences; Cohesive devices; Different tenses; Active and passive voice; Direct and indirect speech; Conversational skills; Presentation skills; Listening and note-taking; Listening strategies; Role and purpose of listening; Listening for general information; Listening for specific information and Identifying main points.

English Communication and Study Skills **LCE3419**

NQF Level: 4 **Credits:** 16 **Course Assessment:** CA (60%) Examination (40%) - 1 x 3 hour paper

Pre-requisites: None

Course Content:

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.

English for Academic Purposes **LEA3519**

NQF level: 5 **Credits:** 16 **Course assessment:** CA (60%) Examination (40%) - 1x3 hours paper

Prerequisites: None

Course Content:

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.

Adult Education Courses:

Communication & Technology **ACT2701**

NQA level: 7 **Credits:** 8 **Course assessment:** CA (60%) Examination (40%) - 1x3 hours paper

Prerequisites: None

Course Content:

This Course aims at preparing students to become proficient in education communication, to support teaching-learning through all types of resources and technology. It helps students to acquire skills in planning, production and application of teaching-learning resources in general and creative ways.

Community Development Studies 1 **ACS2611**

NQA level: 6 **Credits:** 16 **Course assessment:** CA (60%) Examination (40%) - 1x3 hours paper

Prerequisites: None

Course Content:

The aim of the course is offer understanding of the wide-ranging complex relationships between adult education and development. The course outlines the historical evolution of the development theory from modernization view to sustainable development. Students should also the discuss dynamics of poverty in the Namibian adult education context.

Community Development Studies 2 **ACS2612**

NQA level: 6 **Credits:** 16 **Course assessment:** CA (60%) Examination (40%) - 1x3 hours paper

Prerequisites: None

Course Content:

The course explores a relationship between adult education and national development context. Students will be exposed to the relationship between education and development, health and development, cooperation for development, Aid and Debt as well as the role of the state, civil society, private and international institution in the overall development process. Students will be empowered to understand the complex dynamics of development in the context of Namibia.

Environmental Education **AEE2601**

NQA level: 6 **Credits:** 8 **Course assessment:** CA (60%) Examination (40%) - 1x3 hours paper

Prerequisites: None

Course Content:

The aim of the course is to enable students to understand the theories and principles of environmental education teaching and management. The course will introduce the students to theoretical ecological concepts, issues and values in environmental education, conceptual understanding of issues in environmental education. The students will be equipped with skill and understanding for the application and evaluation of environmental action in a project, education and community development levels. The students will also be equipped with skills to present and manage the teaching of environment education to adult learners.

Gender and Adult Education	AGA2602
NQA level: 6 Credits: 8	Course assessment: CA (60%) Examination (40%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
The goal of this course is to develop student analytical and practical skills as gender and development practitioners. It will introduce students to theories and concepts on Gender and Adult Education. This course will contextualize recent feminist scholarship within African societies. It aims to explore how women have been constructed in language and practice and how this impacts on the position of women in African societies. Particular emphasize will be placed on the role of adult educators in raising of gender inequalities in society and in adult education.	
Health Education	AHE2511
NQA level: 5 Credits: 16	Course assessment: CA (60%) Examination (40%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
The ultimate goal of this course is to develop student understanding, skills and dispositions about issues that impact on their present health, the health of family as an organization and society at large. Principles of sanitation applied to household, community and water safety. Causes of poor health and accidents in the home and preventative management. The course presents the structure of the health care systems and utilizations of health care facilities.	
Historical and Philosophical Foundations of Adult Education	AHP2501
NQA level: 5 Credits: 8	Course assessment: CA (60%) Examination (40%) - 1x3 hours paper
Prerequisites: EAF2480 - Introduction to Foundations of Adult Education	
Course Content:	
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.	
Introduction to Business Management	ABM2410
NQA level: 4 Credits: 32	Course assessment: CA (60%) Examination (40%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
This course develops a student's understanding, skills and dispositions regarding business and management issues such as: Components of a business and entrepreneurial issues; elements of a business plan; functions and levels of management, the influence of African culture on management; customer service issues; skills required by managers, development of management theories; managing of diversity, ethics, and the public image of a business as well as dealing with HIV/AIDS in the workplace.	
Introduction to Community Development	ACD2501
NQA level: 5 Credits: 8	Course assessment: CA (60%) Examination (40%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
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.	
Introduction to Educational Research	AFI2701
NQA level: 7 Credits: 8	Course assessment: CA (60%) Examination (40%) - 1x3 hours paper
Prerequisites: None	

Course Content:

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.

Introduction to Foundations of Adult Education	AFA2480
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NQA level: 4	Credits: 24	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
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Prerequisites: None

Course Content:

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.

Introduction to Mathematics Literacy	AML2400
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NQA level: 4	Credits: 16	Course assessment: CA (60%) Examination (40%) - 1x3 hours paper
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Prerequisites: None

Course Content:

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

Introduction to Programme Planning and Evaluation	APP2502
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NQA level: 5	Credits: 8	Course assessment: CA (60%) Examination (40%) - 1x3 hours paper
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Prerequisites: None

Course Content:

This course aims at introducing students to the basic concepts and processes of planning and evaluating programmes.

Focusing on planning and evaluating different types of educational programmes for varying of target groups.

Management of Adult Education	AMA2602
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NQA level: 6	Credits: 8	Course assessment: CA (60%) Examination (40%) - 1x3 hours paper
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Prerequisites: None

Course Content:

The course is designed to equip students with theoretical and practical management competencies required for effective and efficient management of Adult Education programmes.

Needs Assessment in Community Development and Adult Education	ANA2611
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NQA level: 6	Credits: 16	Course assessment: CA (60%) Examination (40%) - 1x3 hours paper
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Prerequisites: None

Course Content:

The aim of the courses is to enable students to understand the theory and practice of assessment of needs in adult and community development needs. The course will introduce the students to the meaning of needs assessment, process and guidelines of conducting needs assessment, prioritization of needs in a complex situation, types of needs assessment tools, steps in conducting needs assessment system, ethics in needs assessment and training in needs assessment

Population Education	APE2601
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NQA level: 6	Credits: 8	Course assessment: CA (60%) Examination (40%) - 1x3 hours paper
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Prerequisites: None

Course Content:

The aim of the course is to increase understanding of population issues in education, its status in the education curriculum and methodologies of teaching and evaluating population education. The course will explore definitions of population, population education; demographic transition and the role of population education in national or other independent programmes. The relationship between population growth and national development, resource utilization, and environment will be covered extensively. The course also covers the role of population education as a means to promote national planning, family planning and reproductive health and also identifies relevant ethical issues in areas that include: distributive justice, politics, and economic development.

Practical Attachment	APA2680
NQA level: 6 Credits: 14	Course assessment: CA (60%) Examination (40%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
To give students an opportunity for field practice of lessons and theories learnt in the classroom. Students will be posted for work experience in relevant agencies or institutions within Namibia for a minimum period of six weeks. The students will be expected to be fully involved in the activities of the agency of attachment for the period of the exercise. This course has been designed to provide supervised practice-based activities to demonstrate readiness for employment in different facets of learning teaching and management.	
Primer Design and Teaching	APT2400
NQA level: 4 Credits: 16	Course assessment: CA (60%) Examination (40%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
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.	
Project Planning and Evaluation	APE2612
NQA level: 6 Credits: 16	Course assessment: CA (60%) Examination (40%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
The course aims to expose prospective adult educators to the concepts, techniques, principles and processes of planning and evaluating projects at a community level. Focusing at the context of Namibian communities, their needs and the process of planning projects to address such needs.	
Sociology and Psychology of Adult Education	ASP3512
NQA level: 5 Credits: 16	Course assessment: CA (60%) Examination (40%) - 1x3 hours paper
Prerequisites: EAFA2480 - Introduction to Foundations of Adult Education	
Course Content:	
The course introduces students to the Sociology and 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.	
Teaching Methods in Adult Education	ATM2612
NQA level: 6 Credits: 16	Course assessment: CA (60%) Examination (40%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
This course develops a student's understanding, skills and dispositions regarding teaching issues such as: aims of the subject; learner-centred featured lesson planning; supporting of learning; general and creative methods; use of resources; assessment practices; and maintaining motivation among adult learners.	
Youth and Family Life Education	AYF2512
NQA level: 5 Credits: 16	Course assessment: CA (60%) Examination (40%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
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. Lastly, the course will provide students with sufficient information to deal with special needs of youth in particular the out of school and unemployed youth.	

DIPLOMA IN LIFELONG LEARNING AND COMMUNITY EDUCATION 10DLCE

Aim

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

Programme overview

This is a 3-year programme, normally offered over a maximum period of six years on distance. This programme will provide training to 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 who need training in their specific fields. These are middle management personnel from a variety of settings and the programme will prepare them for several roles, including teaching, organizing, management of programmes, conducting research, mobilizing communities for development, and the evaluation of lifelong and community programmes.

The Diploma may serve as a basic qualification for professional development of the adult education practitioners and/or as a qualification that may qualify holders to gain admission or entry into approved Bachelor degree in Education (Honours) (Lifelong Learning and Community Education). The second year of this diploma, the Diploma in Lifelong Learning and Community Development will be implemented in 2014, while the Diploma in Adult Education and Community Development will phase out gradually to allow current students to graduate with the old diploma. Students who failed the first and second year courses of the Diploma in Adult Education and Community Development should register for equivalent courses in this new diploma.

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 Faculty 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
 - in the case where 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.

Assessment and promotion requirements

Assessment of the academic performance of a student shall be based on continuous assessment and a final examination. Continuous assessment will comprise of written assignments, seminars, reports, papers and practical work. The Final Mark in courses will be the total of the marks scored in continuous assessment and in a written final examination, except for APA2682 in which the final mark will be determined by the overall marks scored in the field work and the successful completion of a written report. In all cases, a mandatory sub-minimum of 40% must be scored in the examination.

The curriculum

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
CLC3509	Computer Literacy	5	8		
	Semester One and Two				
LEG2410	English for General Purposes	4	32		
CSI3580	Contemporary Social Issues	5	8		
AFA2480	Introduction to Foundations of Adult Education	4	24		
AID2480	Instructional Design	4	24		
ASD2400	Introduction to Education for Sustainable Development	4	16		
AML2400	Intro to Mathematics Literacy	4	16		
Year 2	Semester One				
AES2501	Introduction to Entrepreneurship	5	8		
AHP2511	Historical & Philosophical Foundations of Adult Education	5	16		
ACD2521	Community Development Studies 1	5	8		
AMS2501	Management Studies 1	5	8		
ASP2501	Sociology of Adult Education	5	8		
	Semester Two				
LEA3519	English for Academic Purposes	5	16	LEG2410	English for General Purposes
AYF2502	Youth and Family Life Education	5	8		
ASD2502	Education for Sustainable Development 1	5	8		
APE2502	Project Planning and Evaluation	5	8		
ASP2502	Psychology of Adult Education	5	8		

	Semester One and Two				
APT2580	Curriculum, Primer Design & Teaching	5	24		
Year 3	Semester One				
AEP2601	English for Lifelong Learners and Community Educators 1	6	8	LEA3519	English for Academic Purposes
AER2701	Principles of Adult Education Research	7	8		
ASD2601	Education for Sustainable Development 2	6	8	ASD2502	Education for Sustainable Development 1
ACT2721	IMTE for Adult Education	7	8		
	Semester Two				
AHA2612	Health Education	6	16		
AEP2602	English for Lifelong Learners and Community Educators 2	6	8	AEP2601	English for Lifelong Learners and Community Educators 1 (Co)
ATM2612	Teaching Methods in Adult Education	6	16	ACT2701	Communication and Technology
APA2682	Practical Attachment	6	8		
AER2702	Report Writing	6	8		
	Semester One and Two				
AMS2610	Management Studies 2	6	32	AMS2501	Management Studies 1
ACD2610	Community Development Studies 2	6	32	ACS2611	Community Development Studies 1

The Syllabi

UNAM Core Courses:

Computer Literacy

CLC3509

NQF level: 5 **Credits:** 8

Course assessment: CA 100%

Prerequisites: None

Course 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. Spread sheet: 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.

Contemporary Social Issues	CSI3580
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NQF: 5 **Credits:** 8 **Course Assessment:** Continuous assessment – 100%

Prerequisite: None

Course Content:

This course encourages behavioural change among UNAM students. It offers an integrative and inter-disciplinary basis for the six broad themes on teaching and learning strategies; norms, rules and contact; citizenship, democracy and common good; ethics and responsible leadership; health and human sexuality; environment and sustainability as well as stressing the interconnectedness of such issues/themes. The course shall empower students to responsible behavioural changes and to transform high risk behaviour to the common good and responsible citizenship, including broadening the student's scope and understanding of the environment and sustainability of the ecosystem services and how humans influence these. Therefore, critical transformative theory will undergird the content of the course. After completion students shall be empowered and be prepared to enjoy productive, meaningful careers and lives that benefit a society that increasingly resembles a global community. Flexible modes of assessment may be harnessed and may be combined with in-situ visits to appropriate sites.

English for General Communication	LEG2410
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NQA level: 4 **Credits:** 32 **Course assessment:** CA (60%) Examination (40%) - 1x3 hours paper

Prerequisites: None

Course Content:

The course covers: Text analysis; Text mapping; Reading techniques, i.e. skimming and scanning; Word-attack skills; Purposes of reading; Identifying main and supporting sentences; Identifying the purpose of written texts; Different kinds of written texts: journals, letters and essays; Summarizing; Usage of simple, compound and complex sentences; Cohesive devices; Different tenses; Active and passive voice; Direct and indirect speech; Conversational skills; Presentation skills; Listening and note-taking; Listening strategies; Role and purpose of listening; Listening for general information; Listening for specific information and Identifying main points.

English for Academic Purposes	LEA3519
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NQF level: 5 **Credits:** 16 **Course assessment:** CA (60%) Examination (40%) - 1x3 hours paper

Prerequisites: None

Course Content:

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.

Adult Education Courses:

Community Development Studies 1	ACD2521
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NQA level: 5 **Credits:** 8 **Course assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Prerequisites: None

Course Content:

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.

Community Development Studies 2	ACD2610
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NQA level: 5 **Credits:** 32 **Course assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Prerequisites: Community Development Studies 1 – ACD2521

Course Content:

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.

Curriculum, Primer Design and Teaching	APT2510
NQA level: 5 Credits: 32	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
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.	
Education for Sustainable Development 1	ASD2502
NQA level: 5 Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
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	
Education for Sustainable Development 2	ASD2610
NQA level: 6 Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: Education for Sustainable Development 1 - ASD2502	
Course Content:	
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. The course includes the following topics: Environmental ethics; sustainable society; environment and development theories; current issues in ESD; EMS; assessment of community sustainability and change management.	
English for Community Educators 1	AEP2601
NQA level: 6 Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: English for Academic Purposes – LEA3519	
Course Content:	
This course develops a student's understanding, skills and dispositions regarding issues such as: spoken language, written language and reading. The course include the following topics: Listening comprehension, interpreting non-verbal cues in listening comprehension, linguistic cues, written language and reading, dictionary and thesaurus, text mapping, comprehension of written texts communicate orally in English, phonology, phonetics, pronunciation, basic interpersonal communication skills, developing cognitive academic language proficiency, subject-specific vocabulary and jargon asking and answering questions, etiquette in oral situations, writing of correct English, linguistic constructs; parts of speech; letter-writing; inter-departmental memorandum writing; E-mail and sms writing; report and editing of own and peer writing.	
English for Community Educators 2	AEP2602
NQA level: 6 Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Co-requisites: English for Community Educators 1 – AEP2601	
Course Content:	
This course develops a student's extensive understanding, skills and dispositions regarding issues such as: spoken language, written language and reading. The course content includes the following topics: Listening comprehension, higher level non-verbal cues in academic listening comprehension; finding information in academic sources; critical reading skills; academic register; identifying different types of texts, interpreting graphics in academic texts; higher level English and subject-specific vocabulary; comprehensible English pronunciation; developing cognitive academic language proficiency when teaching content subjects; subject-specific vocabulary and jargon; debating, panel discussions; practice voice and speech; employing effective non-verbal cues in presentations/lessons; practicing relevant drama elements in communication; conventions in academic writing; analysing and formulating essay questions; interpreting and employing instructional words; higher level punctuation marks; advanced sentence analysis; figurative language; subjunctive language/modality; editing of own and peer writing; constructing well-formulated paragraphs; writing introductions and conclusions in academic essays; applying the APA referencing system; analysing and synthesizing material; graphics used in essay writing academic summaries of texts.	

Health Education	AHA2612
NQA level: 6 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
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. The course content includes the following topics: Health and wellness theoretical concepts; health data in Namibia; alcohol and other drugs; healthy eating; mental and emotional health; personal health and wellness; physical activity; safety; sexual health; HIV and Aids; tobacco and violence prevention.	
Historical and Philosophical Foundations of Adult Education	AHP2511
NQA level: 5 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
The course aims to study the historical developments of Adult Education. It will further 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. Students will be expected to understand how to use different approaches of Comparative Adult Education.	
Integrated Media and Technology for Adult Education	ACT2721
NQA level: 7 Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
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. The course content includes the following topics: The origin of technology; Different uses of technology; Indigenous technology; Uses of technology; Preparation and evaluation of presentations.	
Introduction to Education for Sustainable Development	ASD2400
NQA level: 4 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
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 behaviour 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 resource, speciation and importance of biodiversity conservation and restoration in Namibia. Students are expected to have a basic understanding of Namibia's biomes and be able to use education to address environmental injustices in Namibia.	
Introduction to Foundations of Adult Education	AFA2480
NQA level: 4 Credits: 24	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
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.	
Introduction to Mathematics Literacy	AML2400
NQA level: 4 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
This course deals with Arithmetic, Algebra, Statics and Probability, Measurement and Geometry.	
Introduction to Entrepreneurship	AES2501
NQA level: 5 Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None	
Course Content:	

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

Instructional Design	AID2480
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NQA level: 4	Credits: 24	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
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Prerequisites: None

Course Content:

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

Management Studies 1	AMS2501
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NQA level: 5	Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
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Prerequisites: None

Course Content:

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.

Management Studies 2	AMS2601
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NQA level: 5	Credits: 32	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
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Prerequisites: Management Studies 1 – AMS2501

Course Content:

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 behavior 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.

Practical Attachment	APA2682
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NQA level: 6	Credits: 32	Course assessment: 100% continuous assessment, based on a
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Prerequisites: None

Course Content:

A practical attachment of six weeks should be completed and approximately two weeks are needed to complete the report writing. The report should reflect work experience, reflective practice, and report writing.

Principles of Adult Education Research	AER2701
NQA level: 5 Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
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.	
Project Planning and Evaluation	APR2502
NQA level: 5 Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
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.	
Psychology of Adult Education	EASP2502
NQA level: 5 Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
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.	
Report Writing	AER2602
NQA level: 6 Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
This course will prepare students in writing reports to display the results of research, needs assessment and projects. The course will include research methods; literature review, data collection; analysis of data and writing of a research report.	
Sociology of Adult Education	ASP2501
NQA level: 5 Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
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.	
Teaching Methods in Adult Education	ATM2612
NQA level: 6 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
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. The course content include topics such as teaching styles; effective adult education teaching and teachers; lesson plans and sessions; facilitation of learning; manage learners and the learning environment; assessment and evaluation	
Youth and Family Life Education	AYF2502
NQA level: 5 Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
The 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 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.	

BACHELOR IN EDUCATION (ADULT EDUCATION)
10BADE

NOTE: A new curriculum for the degree has been approved and implemented in 2014 and no new intake for this degree will be allowed.

Aim

The aim of the degree is the production of personnel in adult education who will be able to occupy positions of responsibility relating to the planning, organisation, management and monitoring of adult education programmes and projects.

Programme overview

The degree is a four year programme that will be offered on distance over a maximum of eight year period. This will allow external students to concentrate on studying fewer courses and subjects each year. Its primary target audience is people who already hold positions in different areas of adult education and related fields. It will prepare adult educators for management positions in different areas of adult education and related areas. Students holding a Diploma in Adult Education or related field will be allowed to enter year two of the degree.

Admission requirements

To qualify for entry to the external Bachelor of Education (Adult Education) degree you should meet the basic requirements for entrance to the undergraduate programmes of the University.

- a) A candidate must hold a valid Namibia Senior Secondary Certificate (NSSC) or any other equivalent qualification, and you should have passed at least five subjects in no more than three examination sittings. You should also obtain a minimum of 25 points on the University of Namibia Evaluation Scale.

The University takes the following into consideration when computing your score:

- the score is calculated by adding together the points of your five best subjects
- English is counted as one of the five subjects
- include any subject as one of the five subjects which is a prerequisite for entry to a specific Course, for example Mathematics

English is a compulsory subject and should be obtained at NSSC (English as a Second Language) grade C or at least grade D at NSSC (English First Language) level. The University will consider other school leaving certificates, after evaluation of these certificates.

- b) Mature people with experience, but without the formal school qualification may seek entry through the Mature Age Entry Scheme. See page 12 of this Prospectus for more information on the Mature Age Entry Scheme.
- c) A pass in the Diploma in Adult Education and Community Development from the University of Namibia.
- d) Other school leaving certificates may be accepted on their own merit as alternatives, and will be evaluated according to regulation G.9 (1) in the General Regulations.
- e) The University reserves the right to interview candidates before admission.

Assessment and promotion requirements

Course assessment is based on continuous assessment by means of tutor-marked assignments, and a written examination at the end of a course. You will be admitted to the examination if you have gained an average mark of at least 40% in the assignments. To complete a course successfully you should obtain a minimum mark of at least 40% in the examination, and a final mark of at least 50%.

Programme requirements

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

Exemptions

On completion of the UNAM Diploma in Adult Education and Community Development, the students will receive credit for the following first and second year courses in the Bachelor of Education (Adult Education) degree.

Code	Semester One Course	Code	Semester Two Course
LCE3419	English Communication and Study Skills	LEA3519	English for Academic Purposes

CSI3529	Contemporary Social Issues	ASP3512	Sociology and Psychology of Adult Education
AHP3501	Historical & Philosophical Foundations of Adult Education	AYF3512	Youth and Family Life Education
AHE3511	Health Education	APP3502	Introduction to Programme Planning
ACD3501	Introduction to Community Development	CLC3509	Computer Literacy
ACS3611	Community Development Studies 1	ACS3612	Community Development Studies 2
ANA3611	Needs Assessment in Community Development and Adult Education	APE3612	Project Planning and Evaluation
AEE3611	Environmental Education	ATM3612	Teaching Methods in Adult Education
APE3601	Population Education	AMA3602	Management of Adult Education
ACT3701	Communication and Technology	AGA3602	Gender and Adult Education
AFI3701	Introduction to Educational Research		
	Semester One and Two course		
APT3400	Primer Design and Teaching		

The Curriculum

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One and Two				
CSI3580	Contemporary Social Issues	5	8		
	Semester One				
LCE3419	English Communication & Study Skills	4	16		
AHP3501	Historical & Philosophical Foundations of Adult Education	5	8		
ACD3501	Intro to Community Development	5	8		
AHE3511	Health Education	5	16		
ABM3511	Introduction to Business Management	5	16		

ACT3701	Communication and Technology	7	8		
	Semester Two				
LEA3519	English for Academic Purposes	5	16	LCE3419	English Communication & Study Skills
ASP3512	Sociology and Psychology of Adult Education	5	16		
AYF3512	Youth and Family Life Education	5	16		
APP3502	Introduction to Programme Planning and Evaluation	5	8		
CLC3509	Computer Literacy	5	8		
	Semester One and Two				
APT3400	Primer Design and Teaching	4	16		
Year 2	Semester One				
ACS3611	Community Development Studies 1	6	16		
ANA3611	Needs Assessment in Community Development and Adult Education	6	16		
AEE3601	Environmental Education	6	8		
APE3601	Population Education	6	8		
ACU3701	Curriculum Development in Adult Education	7	8		
	Semester Two				
ACS3612	Community Development Studies 2	6	16	ACS3611	Community Development Studies 1
APE3612	Project Planning and Evaluation	6	16		
ATM3612	Teaching Methods in Adult Education	6	16	ACT3702	Communication and Technology

AMA3602	Management of Adult Education	6	8		
AGA3602	Gender and Adult Education	6	8		
Year 3	Semester One				
AFI3701	Introduction to Educational Research	7	8		
ALL3711	Lifelong Learning	7	16		
APS3711	Policy Studies in Adult Education	7	16		
AET3711	Entrepreneurship	7	16	ABM3511	Introduction to Business Management
AEC3731	Economics in Adult Education	7	16	ABM3511	Introduction to Business Management
	Semester Two				
AFR3882	Educational Research	8	12	AFI3701	Introduction to Educational Research
APP3802	Project Phase 1	8	8	AFI3701	Introduction to Educational Research
ACA3712	Comparative Studies in Adult Education	7	16		
AMD3712	Education for Marginalised Discourse	7	16		
ADE3712	Open and Distance Education	7	16		
Year 4	Semester One				
APP3889	Project Phase 2	8	12	APP3802, AFI3701	Project Phase 1, and Introduction to Educational Research
AIN3881	Internship	8	16		
AWP3811	Education Workplace Learning	8	16		
ACS3811	Community Development 1	8	16	ACS3611, ACS3612	Community Development Studies 1 and 2

	Semester Two				
AAL3812	Advance Literacy Studies	8	16		
ASS3802	Adult Education and Social Change	8	8		
AMP3812	Project Management	8	16		
ACS3812	Community Development 2	8	16	ACS3811	Community Development 1
	Semester One and Two				
AFM3810	Educational Technologist	8	32	ACT3701	Communication and Technology

The Syllabi – New Curriculum

UNAM Core Courses:

Computer Literacy	CLC3509
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NQF level: 5 **Credits:** 8 **Course assessment:** CA 100%

Prerequisites: None

Course 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. Spread sheet: 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.

Contemporary Social Issues	CSI3580
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NQF: 5 **Credits:** 8 **Course Assessment:** Continuous assessment – 100%

Prerequisite: None

Course Content:

This course encourages behavioural change among UNAM students. It offers an integrative and inter-disciplinary basis for the six broad themes on teaching and learning strategies; norms, rules and contact; citizenship, democracy and common good; ethics and responsible leadership; health and human sexuality; environment and sustainability as well as stressing the interconnectedness of such issues/themes. The course shall empower students to responsible behavioural changes and to transform high risk behaviour to the common good and responsible citizenship, including broadening the student's scope and understanding of the environment and sustainability of the ecosystem services and how humans influence these. Therefore, critical transformative theory will under gird the content of the course. After completion students shall be empowered and be prepared to enjoy productive, meaningful careers and lives that benefit a society that increasingly resembles a global community. Flexible modes of assessment may be harnessed and may be combined with in-situ visits to appropriate sites.

English Communication and Study Skills	LCE3419
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NQF Level: 4 **Credits:** 16 **Course Assessment:** CA (60%) Examination (40%) - 1 x 3 hour paper

Pre-requisites: None

Course Content:

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.

English for Academic Purposes	LEA3519
NQF level: 5 Credits: 16	Course assessment: CA (60%) Examination (40%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
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.	

Adult Education Courses:

Adult Education and Social Change	ASS3802
NQA level: 8 Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
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:	
<ol style="list-style-type: none"> 1. Forces at work within a society 2. Contact between societies 3. Changes in the natural environment 	

Advanced Literacy Studies	AAL3812
NQA level: 8 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
This course introduces students to new perspectives and assumptions through which literacy is perceived. It discusses literacy perceptions and their implications for policy makers, practitioners and learners. The course explores sustainable livelihood programmes and their possible incorporation into literacy skills or ability to incorporate literacy skills into livelihood programmes. Finally, the course examines literacy as a vehicle for poverty reduction.	

Communication & Technology	ACT3701
NQA level: 7 Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
This Course aims at preparing students to become proficient in education communication, to support teaching-learning through all types of resources and technology. It helps students to acquire skills in planning, production and application of teaching-learning resources in general and creative ways.	

Community Development 1 & 2	ACS3811/3812
NQA level: 8 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	

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

Community Development Studies 1	ACS3611
NQA level: 6 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
The aim of the course is offer understanding of the wide-ranging complex relationships between adult education and development. The course outlines the historical evolution of the development theory from modernization view to sustainable development. Students should also the discuss dynamics of poverty in the Namibian adult education context.	

Community Development Studies 2	ACS3612
NQA level: 6 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Co-requisites: ACS3611 - Community Development Studies 1	
Course Content:	
The course explores a relationship between adult education and national development context. Students will be exposed to the relationship between education and development, health and development, cooperation for development, Aid and Debt as well as the role of the state, civil society, private and international institution in the overall development process.	
Students will be empowered to understand the complex dynamics of development in the context of Namibia.	

Comparative Studies in Adult Education	ACA3712
NQA level: 7 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
The aim of this course is to study various systems of adult education, as well as determinants of educational policy with a view to explore differences and resemblances among the strategies and programs of adult education. Comparative studies in adult education focus on assessing various education systems' relative effectiveness in the fulfilment of their roles to the individuals and society development. The purpose is to analyses and ascertains what could be learnt from other education systems which might be of use for one to understand their own system better, and to contribute to the development of that education system.	

Economics in Adult Education	AEC3731
NQA level: 7 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: ABM3511 - Introduction to Business Management	
Course Content:	
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.	

Education for Marginalized Discourse	AMB3712
NQA level: 7 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
This course develops students' understanding of the concepts of and theories of marginalized groups. The course aims to introduce students to the needs and challenges facing marginalized groups. The course will focus on policy framework and institutional interventions.	

Educational Research	AFR3882
NQF: 8 Credits: 12	Course Assessment: CA (100%)
Co-requisite: CFI3701 - Introduction to Educational Research	

Course Content:

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.

Educational Technologist	AWP3810
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NQA level: 8	Credits: 32	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
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Prerequisites: None

Course Content:

The course will provide students with knowledge and skills in the use of a variety 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.

Entrepreneurship	AET3711
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NQA level: 7	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
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Prerequisites: ABM3511 - Introduction to Business Management

Course Content:

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.

Environmental Education	AEE3601
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NQA level: 6	Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
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Prerequisites: None

Course Content:

The aim of the course is to enable students to understand the theories and principles of environmental education teaching and management. The course will introduce the students to theoretical ecological concepts, issues and values in environmental education, conceptual understanding of issues in environmental education. The students will be equipped with skill and understanding for the application and evaluation of environmental action in a project, education and community development levels. The students will also be equipped with skills to present and manage the teaching of environment education to adult learners.

Gender and Adult Education	AGA3602
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NQA level: 6	Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
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Prerequisites: None

Course Content:

The goal of this course is to develop student analytical and practical skills as gender and development practitioners. It will introduce students to theories and concepts on Gender and Adult Education. This course will contextualize recent feminist scholarship within African societies. It aims to explore how women have been constructed in language and practice and how this impacts on the position of women in African societies. Particular emphasize will be placed on the role of adult educators in raising of gender inequalities in society and in adult education.

Health Education	AHE3511
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NQA level: 5	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
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Prerequisites: None

Course Content:

The ultimate goal of this course is to develop student understanding, skills and dispositions about issues that impact on their present health, the health of family as an organization and society at large. Principles of sanitation applied to household, community and water safety. The course also looks at causes of poor health and accidents in the home and preventative management. The course presents the structure of the health care systems and utilizations of health care facilities.

Historical and Philosophical Foundations of Adult Education		AHP3501
NQA level: 5	Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: AFA2480 - Introduction to Foundations of Adult Education		
Course Content:		
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.		
Internship		AIN3881
NQA level: 8	Credits: 8	Course assessment: Report – 100%
Prerequisites: None		
Course Content:		
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.		
Introduction to Business Management		ABM3511
NQA level: 5	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None		
Course Content:		
This course develops a student's understanding, skills and dispositions regarding business and management issues such as: Components of a business and entrepreneurial issues; elements of a business plan; functions and levels of management, the influence of African culture on management; customer service issues; skills required by managers, development of management theories; managing of diversity, ethics, and the public image of a business as well as dealing with HIV/AIDS in the workplace.		
Introduction to Community Development		ACD3501
NQA level: 5	Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None		
Course Content:		
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.		
Introduction to Educational Research		AFI3701
NQA level: 7	Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None		
Course Content:		
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.		
Introduction to Programme Planning and Evaluation		APP3502
NQA level: 5	Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None		
Course Content:		
This course aims at introducing students to the basic concepts and processes of planning and evaluating programmes, and focusing on planning and evaluating different types of educational programmes for varying of target groups.		
Lifelong Learning		ALL3711
NQA level: 7	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None		
Course Content:		

Lifelong learning is now a global concern, stimulated by the impact of globalization, rapid social and technological change, and increased competitiveness between national economies. The course examines the concepts and conceptions of lifelong learning, lifelong education and learning society. It gives a reflection on issues of a globalization a lifelong learning/education and reflects 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.

Management of Adult Education		AMA3602
NQA level: 6	Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites:	None	
Course Content:		
The course is designed to equip students with theoretical and practical management competencies required for effective and efficient management of Adult Education programmes.		

Needs Assessment in Community Development and Adult Education		ANA3611
NQA level: 6	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites:	None	
Course Content:		
The aim of the courses is to enable students to understand the theory and practice of assessment of needs in adult and community development needs. The course will introduce the students to the meaning of needs assessment, process and guidelines of conducting needs assessment, prioritization of needs in a complex situation, types of needs assessment tools, steps in conducting needs assessment system, ethics in needs assessment and training in needs assessment		

Open and Distance Education		ADE3712
NQA level: 7	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites:	None	
Course Content:		
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.		

Policy Studies in Adult Education		APS3711
NQA level: 7	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites:	None	
Course Content:		
The aim of the 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.		

Population Education		APE3601
NQA level: 6	Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites:	None	
Course Content:		
The aim of the course is to increase understanding of population issues in education, its status in the education curriculum and methodologies of teaching and evaluating population education. The course will explore definitions of population, population education; demographic transition and the role of population education in national or other independent programmes. The relationship between population growth and national development, resource utilization, and environment will be covered extensively. The course also covers the role of population education as a means to promote national planning, family planning and reproductive health and also identifies relevant ethical issues in areas that include: distributive justice, politics, and economic development.		

Primer Design and Teaching		APT3400
NQA level: 4	Credits: 16	Course assessment: CA (60%) Examination (40%) - 1x3 hours paper
Prerequisites:	None	
Course Content:		

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.

Project Phase 1	APP3802
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NQA level: 8 **Credits:** 8 **Course assessment:** CA (100%)

Co-requisites: AFI3701 - Introduction to Educational Research

Course Content:

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

Project Phase 2	APP3889
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NQA level: 8 **Credits:** 12 **Course assessment:** Project – 100%

Prerequisites: Project phase 1 – APP3802 and Introduction to Educational Research AFI3701

Course Content:

This course represents the second phase of a research component. Students will select a research topic from any area in Adult Education. In this course students will complete the research project.

Project Management	AMP3812
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NQA level: 8 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Prerequisites: None

Course Content:

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.

Project Planning and Evaluation	APE3612
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NQA level: 6 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Prerequisites: None

Course Content:

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

Sociology and Psychology of Adult Education	ASP3512
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NQA level: 5 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Prerequisites: EAFA2480 - Introduction to Foundations of Adult Education

Course Content:

The course introduces students to the Sociology and 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.

Teaching Methods in Adult Education	ATM3612
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NQA level: 6 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Prerequisites: None

Course Content:

This course develops a student's understanding, skills and dispositions regarding teaching issues such as: aims of the subject; learner-centred featured lesson planning; supporting of learning; general and creative methods; use of resources; assessment practices; and maintaining motivation among adult learners.

Workplace Learning	AWP3811
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NQA level: 8 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Prerequisites: None

Course Content:

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 models, 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.

Youth and Family Life Education**AYF3512****NQA level:** 5 **Credits:** 16**Course assessment:** CA (50%) Examination (50%) - 1x3 hours paper**Prerequisites:** None**Course Content:**

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.

Lastly, the course will provide students with sufficient information to deal with special needs of youth in particular the out of school and unemployed youth.

BACHELOR IN EDUCATION (LIFELONG LEARNING AND COMMUNITY EDUCATION) 10BLCE

NOTE: This new curriculum for the degree has been approved for implementation in 2014. Year 3 of the curriculum will be implanted in 2016.

Aim

The purpose of this programme is the production of personnel in lifelong learning and community education who will be able to occupy positions of responsibility relating to the planning, organizing, management and monitoring of lifelong learning and community education programmes and projects.

Programme overview

The degree is a four year programme that will be offered on distance over a maximum of eight year period. This will allow external students to concentrate on studying fewer courses and subjects each year. Its primary target audience is people who already hold positions in different areas of adult education and related fields. It will prepare adult educators for management positions in different areas of adult education and related areas. Students holding a Diploma in Adult Education or related field will be allowed to enter year two of the degree.

Admission requirements

To qualify for entry to the external Bachelor of Education (Lifelong Learning and Community Education) degree you should meet the basic requirements for entrance to the undergraduate programmes of the University.

- f) A candidate must hold a valid Namibia Senior Secondary Certificate (NSSC) or any other equivalent qualification, and you should have passed at least five subjects in no more than three examination sittings. You should also obtain a minimum of 25 points on the University of Namibia Evaluation Scale.

The University takes the following into consideration when computing your score:

- the score is calculated by adding together the points of your five best subjects
- English is counted as one of the five subjects
- include any subject as one of the five subjects which is a prerequisite for entry to a specific Course, for example Mathematics

English is a compulsory subject and should be obtained at NSSC (English as a Second Language) grade C or at least grade D at NSSC (English First Language) level. The University will consider other school leaving certificates, after evaluation of these certificates.

- g) Mature people with experience, but without the formal school qualification may seek entry through the Mature Age Entry Scheme. See page 12 of this Prospectus for more information on the Mature Age Entry Scheme.
- h) A pass in the Diploma in Adult Education and Community Development from the University of Namibia.
- i) Other school leaving certificates may be accepted on their own merit as alternatives, and will be evaluated according to regulation G.9 (1) in the General Regulations.
- j) The University reserves the right to interview candidates before admission.

Assessment and promotion requirements

Course assessment is based on continuous assessment by means of tutor-marked assignments, and a written examination at the end of a course. You will be admitted to the examination if you have gained an average mark of at least 40% in the assignments. To complete a course successfully you should obtain a minimum mark of at least 40% in the examination, and a final mark of at least 50%.

Programme requirements

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

Exemptions

On completion of the UNAM Diploma in Adult Education and Community Development, the students will receive credit for the following first and second year courses in the Bachelor in Education (Lifelong Learning and Community Education) degree.

Diploma in Adult Education and Community Development		Bachelor in Education (Lifelong Learning and Community Education)	
Code	Course	Code	Course
LCE3419	English Communication and Study Skills	LCE3419	English Communication and Study Skills
CSI3529	Contemporary Social Issues	CSI3580	Contemporary Social Issues
AHP2501	Historical & Philosophical Foundations of Adult Education	AHP3501	Historical & Philosophical Foundations of Adult Education
ACS2611	Community Development Studies 1	ACD3501	Community Development Studies 1
AMA2602	Management of Adult Education	AMS3501	Management Studies 1
ASP2512	Sociology and Psychology of Adult Education	ASP3502 ASP3501	Psychology of Adult Education Sociology of Adult Education
LEA3519	English for Academic Purposes	LEA3519	English for Academic Purposes
AYF2512	Youth and Family Life Education	AYF3502	Youth and Family Life Education
APE2612	Project Planning and Evaluation	APE3502	Project Planning and Evaluation
AEE2601	Environmental Education	ASD3502	Education for Sustainable Development 1
	Computer Literacy	CLC3509	Computer Literacy
	Contemporary Social Issues		Contemporary Social Issues
ACS2612	Community Development 2	ACD3610	Community Development 2
ACT2701	Communication and Technology	ACT3701	IMTE for Adult Education
AHE2511	Health Education	AHA3612	Health Education
ATM2612	Teaching Methods in Adult Education	ATM3612	Teaching Methods in Adult Education

The Curriculum

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One and Two		32		
CSI3580	Contemporary Social Issues	5	8		
APT3580	Curriculum, Primer Design & Teaching	5	24		

	Semester One		48		
LCE3419	English Communication & Study Skills	4	16		
AHP3511	Historical & Philosophical Foundations of Adult Education	5	16		
ACD3521	Community Development Studies 1	5	8		
AMS3501	Management Studies 1	5	8		
ASP3501	Sociology of Adult Education	5	8		
	Semester Two		48		
LEA3519	English for Academic Purposes	5	16	LCE3419	English Communication & Study Skills
CLC3509	Computer Literacy	5	8		
AYF3502	Youth and Family Life Education	5	8		
ASD3502	Education for Sustainable Development 1	5	8		
APE3502	Project Planning and Evaluation	5	8		
ASP3502	Psychology of Adult Education	5	8		
Year 2	Semester One				
AEP3601	English for Lifelong Learners and Community Educators 1	6	8	LEA3519	English for Academic Purposes
AER3701	Principles of Adult Education Research	7	8		
ASD3601	Education for Sustainable Development 2	6	8	ASD3502	Education for Sustainable Development 1
ACT3721	IMTE for Adult Education	7	8		
	Semester Two				

AHA3612	Health Education	6	16		
AEP3602	English for Lifelong Learners and Community Educators 2	6	8	AEP3601	English for Lifelong Learners and Community Educators 1 (Co)
ATM3612	Teaching Methods in Adult Education	6	16		
	Semester One and Two				
AMS3610	Management Studies 2	4	32	AMS3501	Management Studies 1
ACD3610	Community Development Studies 2	6	32	ACD3501	Community Development Studies 1
Year 3	Semester One		56		
AFR3701	Educational Research 1	7	8		
ALL3711	Lifelong Learning	7	16		
AEC3731	Economics in Adult Education	7	16		
AET3711	Entrepreneurship	7	16		
	Semester Two		44		
AFR3892	Educational Research 2	8	12	AFR3701	Educational Research 1
ADE3712	Open and Distance Education	7	16		
AMD3712	Education for Marginalised Discourse	7	16		
	Semester One and Two		64		
AMS3710	Management Studies 3	4	32	AMS3601	Management Studies 1
AHA3710	Community Development Studies 3	6	32	ACS3610	Community Development Studies 1

Year 4	Semester One		44		
AIN3891	Internship	8	12		
AMP3811	Project Management	8	16		
APS3811	Policy Studies in Adult Education	8	16		
	Semester Two		32		
AWP3811	Workplace Learning	8	16		
ASC3812	Adult Education and Social Change	8	16		
	Semester One and Two		94		
APP3890	Educational Research Project	8	30	AFR3701 AFR3892	Educational Research 1 and 2
AMD3880	Management Studies 4	4	24	AMS3710	Management Studies 3
ACD3880	Community Development Studies 4	6	24	AHA3710	Community Development Studies 3

The Syllabi

UNAM Core Courses:

Computer Literacy	CLC3509
NQF level: 5 Credits: 8	Course assessment: CA 100%
Prerequisites: None	
Course 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. Spread sheet: 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.	
Contemporary Social Issues	CSI3580
NQF: 5 Credits: 8	Course Assessment: Continuous assessment – 100%
Prerequisite: None	
Course Content:	

This course encourages behavioural change among UNAM students. It offers an integrative and inter-disciplinary basis for the six broad themes on teaching and learning strategies; norms, rules and contact; citizenship, democracy and common good; ethics and responsible leadership; health and human sexuality; environment and sustainability as well as stressing the interconnectedness of such issues/themes. The course shall empower students to responsible behavioural changes and to transform high risk behaviour to the common good and responsible citizenship, including broadening the student's scope and understanding of the environment and sustainability of the ecosystem services and how humans influence these. Therefore, critical transformative theory will undergird the content of the course. After completion students shall be empowered and be prepared to enjoy productive, meaningful careers and lives that benefit a society that increasingly resembles a global community. Flexible modes of assessment may be harnessed and may be combined with in-situ visits to appropriate sites.

English Communication and Study Skills **LCE3419**

NQF Level: 4 **Credits:** 16 **Course Assessment:** CA (60%) Examination (40%) - 1 x 3 hour paper
Pre-requisites: None

Course Content:

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.

English for Academic Purposes **LEA3519**

NQF level: 5 **Credits:** 16 **Course assessment:** CA (60%) Examination (40%) - 1x3 hours paper
Prerequisites: None

Course Content:

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.

Adult Education Courses:

Adult Education and Social Change **EASC3812**

NQA level: 8 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None

Course Content:

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. The course content includes theories about organizational, community, and societal change, and the roles that individual and group change play within these changes; ethical concerns.

Community Development Studies 1 **ACD3521**

NQA level: 5 **Credits:** 8 **Course assessment:** CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None

Course Content:

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 speciality. 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.

Community Development Studies 2 **ACD3610**

NQA level: 6 **Credits:** 32 **Course assessment:** CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: Community Development Studies 1 – ACD3501

Course Content:

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.

Community Development Studies 3	ACD3710
NQA level: 7 Credits: 32	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: Community Development Studies 2 – ACD3610	
Course Content:	
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.	
Community Development Studies 4	ACD3810
NQA level: 8 Credits: 32	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: Community Development Studies 3 – ACD3710	
Course Content:	
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.	
Curriculum, Primer Design and Teaching	APT3580
NQA level: 5 Credits: 24	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
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.	
Economics in Adult Education	AEC3731
NQA level: 7 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
Economics of Adult Education 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. The content includes the concept of economics and financing Adult education; cost of different types of adult education; finance policies, literacy benefits; planning and management of adult education programmes/projects.	
Education for Marginalized Discourse	AMB3712
NQA level: 7 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
This course develops students' understanding of the concept of and theories of marginalized groups, and aim to introduce students to the needs and challenges facing marginalized groups. The course will focus on policy framework and institutional interventions. The content includes the concept marganalised and marginalization; causes, Human Rights; historical background of marginalized groups in Namibia; educational programmes for the marginalized and policies.	
Educational Research 1	AFR3701
NQA level: 7 Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None	
Course Content:	

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.

Educational Research 2	AFR3892
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NQF: 8 **Credits:** 12 **Course Assessment:** CA (100%)

Co-requisite: AFI3701 - Educational Research 1

Course Content:

This is a follow-on course in educational research. The course will require students to apply concepts learned in the introductory research course, to practical situations. Therefore this course will focus on reviewing research literature; selecting a research topic, problem and research questions; designing data collection instruments; recording information; analysing and presenting findings. The content includes research topic selection; literature search; problem statement; research design and tools; data collection techniques; analysis of data and presentation of data.

Educational Research Report	APP3890
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NQF: 8 **Credits:** 30 **Course Assessment:** CA (100%)

Co-requisite: AFR3701/AFR3892 - Educational Research 1/2

Course Content:

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

Entrepreneurship	AET3711
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NQA level: 7 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Prerequisites: CABM3511 Introduction to Business Management

Course Content:

This course aims at providing an overview of the role of the entrepreneur in Adult Education and Community Development. It discusses the meaning of entrepreneurship, the characteristics of an entrepreneur, the entrepreneurial process, some routes to entrepreneurship, as well as how to grow and manage growth. The content includes the concept entrepreneurship; characteristics and motivation of an entrepreneur; routes to entrepreneurship, the process, the mindset of an entrepreneur; growth as an entrepreneur.

Education for Sustainable Development 1	ASD3502
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NQA level: 5 **Credits:** 8 **Course assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Prerequisites: None

Course Content:

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.

Education for Sustainable Development 2	ASD2610
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NQA level: 6 **Credits:** 8 **Course assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Prerequisites: Education for Sustainable Development 1 - ASD2502

Course Content:

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. The course includes the following topics: Environmental ethics; sustainable society; environment and development theories; current issues in ESD; EMS; assessment of community sustainability and change management.

English for Community Educators 1	AEP3601
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NQA level: 6 **Credits:** 8 **Course assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Prerequisites: English for Academic Purposes – LEA3519

Course Content:

This course develops a student's understanding, skills and dispositions regarding issues such as: spoken language, written language and reading. The course include the following topics: Listening comprehension, interpreting non-verbal cues in listening comprehension, linguistic cues, written language and reading, dictionary and thesaurus, text mapping, comprehension of written texts communicate orally in English, phonology, phonetics, pronunciation, basic interpersonal communication skills, developing cognitive academic language proficiency, subject-specific vocabulary and jargon asking and answering questions:, etiquette in oral situations, writing of correct English, linguistic constructs; parts of speech; letter-writing; inter-departmental memorandum writing; E-mail and sms writing; report and editing of own and peer writing.

English for Community Educators 2 **AEP2602**

NQA level: 6 **Credits:** 8 **Course assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Co-requisites: English for Community Educators 1 – AEP2601

Course Content:

This course develops a student's extensive understanding, skills and dispositions regarding issues such as: spoken language, written language and reading. The course content includes the following topics:

Listening comprehension, higher level non-verbal cues in academic listening comprehension; finding information in academic sources; critical reading skills; academic register; identifying different types of texts, interpreting graphics in academic texts; higher level English and subject-specific vocabulary; comprehensible English pronunciation; developing cognitive academic language proficiency when teaching content subjects; subject-specific vocabulary and jargon; debating, panel discussions; practice voice and speech; employing effective non-verbal cues in presentations/lessons; practicing relevant drama elements in communication; conventions in academic writing; analysing and formulating essay questions; interpreting and employing instructional words; higher level punctuation marks; advanced sentence analysis; figurative language; subjunctive language/modality; editing of own and peer writing; constructing well-formulated paragraphs; writing introductions and conclusions in academic essays; applying the APA referencing system; analysing and synthesizing material; graphics used in essay writing academic summaries of texts.

Health Education **AHA3612**

NQA level: 6 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Prerequisites: None

Course Content:

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. The course content includes the following topics:

Health and wellness theoretical concepts; health data in Namibia; alcohol and other drugs; healthy eating; mental and emotional health; personal health and wellness; physical activity; safety; sexual health; HIV and Aids; tobacco and violence prevention.

Historical and Philosophical Foundations of Adult Education **AHP3501**

NQA level: 5 **Credits:** 8 **Course assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Prerequisites: EAFA2480 - Introduction to Foundations of Adult Education

Course Content:

This 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.

Integrated Media and Technology for Adult Education **ACT3721**

NQA level: 7 **Credits:** 8 **Course assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Prerequisites: None

Course Content:

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. The course content includes the following topics: The origin of technology; Different uses of technology; Indigenous technology; Uses of technology; Preparation and evaluation of presentations.

Internship **EAIN3891**

NQA level: 8 **Credits:** 12 **Course assessment:** Report – 100%

Prerequisites: None

Course Content:

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. Students should complete 8 Weeks field experience at different organizations in Namibia.

Lifelong Learning	EALL3711
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NQA level: 7	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
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Prerequisites: None

Course Content:

Lifelong learning is now a global concern, stimulated by the impact of globalization, rapid social and technological change, and increased competitiveness between national economies. The course examines the concepts and conceptions of lifelong learning, lifelong education and learning society. It gives a reflection on issues of a globalization and lifelong learning/education and reflects 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. The content includes the concept lifelong learning; a learning society in the context of lifelong learning, lifelong learning in the workplace, trends and policies in lifelong learning.

Management Studies 1	AMS3501
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NQA level: 5	Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
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Prerequisites: None

Course Content:

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.

Management Studies 2	AMS3610
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NQA level: 6	Credits: 32	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
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Prerequisites: Management Studies 1 – AMS3501

Course Content:

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.

Management Studies 3	AMS3710
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NQA level: 7	Credits: 32	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
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Prerequisites: Management Studies 2 – AMS3610

Course Content:

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

Management Studies 4	AMS3880
NQA level: 8 Credits: 24	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: Management Studies 3 – AMS3710	
Course Content:	
Community driven development; theory and practices of community building; programme design, delivery and assessment and partnerships in the community.	
Open and Distance Education	EADE3712
NQA level: 7 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
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. The course content includes concepts and theories of ODL; historical development; learner support; management of ODL; economics of ODL and ODL in the Namibian Context.	
Policy Studies in Adult Education	EAPS3811
NQA level: 8 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
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. The content includes theories about policy studies; policy making process; role and functions of institutions in policy making; policies in Namibia; policies in the health system; poverty and policy makers; social security.	
Principles of Adult Education Research	AER3701
NQA level: 5 Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
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.	
Project Planning and Evaluation	APE3502
NQA level: 5 Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
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.	
Project Management	EAMP3812
NQA level: 8 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
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. The course content includes the concept project management; skills and roles of the Project Manager; planning and strategy; organising; control; managerial decision-making, control; budgeting; management of working capital.	

Psychology of Adult Education	ASP3502
NQA level: 5 Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
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.	
Sociology of Adult Education	ASP3501
NQA level: 5 Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
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.	
Teaching Methods in Adult Education	ATM3612
NQA level: 6 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
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. The course content include topics such as teaching styles; effective adult education teaching and teachers; lesson plans and sessions; facilitation of learning; manage learners and the learning environment; assessment and evaluation	
Workplace Learning	AWP3811
NQA level: 8 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
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. The course content includes Meaning and significance of workplace learning; process of learning; effective communication; paradigms and Courses of workplace learning; needs of stake holders, forms of workplace learning; framework of continuous development; personal and career development; efficiency and productivity in the workplace; gender; disabilities as barriers in the workplace.	
Youth and Family Life Education	AYF3502
NQA level: 5 Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
The 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 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.	

FACULTY OF EDUCATION – FORMAL EDUCATION PROGRAMMES
ADVANCED DIPLOMA IN EDUCATIONAL MANAGEMENT AND LEADERSHIP
10AEML

Introduction

Many schools experience high failure rates that could be attributed to ineffective management and leadership styles. The turnover of educational leaders, the establishment of new schools, and the increase in demand of 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.

Aim

This programme aims 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. The programme also equips students with knowledge and understanding of the principles, theory and practice of educational management. It also 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.

Programme overview

The Advanced Diploma in Educational Management and Leadership is a one-year programme with the minimum period of one-year for full time registration and a maximum period of three years on distance. The diploma offers seventeen courses. The theory will be applied in practice by means of project work. The student in consultation with the programme coordinator makes the choice of the project. The project will be done concurrently with the other courses.

Admission Requirements

To register for the programme a candidate must meet the following minimum requirements:

- Basic Education Teachers Diploma (BETD) (level 6) or equivalent, and
- At least three years teaching experience.

Assessment and promotion requirement

Course assessment is based on continuous assessment by means of tutor-marked assignments, and a written examination at the end of each course. To complete a course successfully you should obtain a minimum mark of at least 40% in the examination, and a final mark of at least 50%. The final mark is calculated according to a ratio of 50% continuous assessment mark and 50% examination mark. You need to obtain at least 40% in your continuous assessment mark to be admitted to the examination.

The Curriculum

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Co-requisite Course
Year 1	Semester One				
CLC3509	Computer Literacy	4	8		
LCE3419	English for Communication and Study Skills	4	16		
EET4589	English for Teachers 1	5	4		
CFI4701	Introduction to Educational Research	7	8		
FMG4781	Governance of Schools	7	12		
FMH4781	Human Resource Management	7	12		
FMP4781	Principles, Theory and Practice of Educational Management	7	12		

FME4781	Effective Leadership in Schools	7	12		
FMM4701	Project Phase 1	7	8		28 weeks individual supervision
	Semester Two				
EET4602	English for Teachers 2	6	8	EET4589	English for Teachers 1
LEA3519	English for Academic Purposes	4	16	LCE3419	English Communication and Study Skills
CFR4882	Educational Research	8	12	CFI4701	Introduction to Educational Research
FMF4782	Financial Management for Educators	7	12		
FME4782	Educational Policy Studies and the Education System	7	12		
FMM4782	Monitoring School Effectiveness	7	12		
FCC4782	Managing Change	7	12		
FMM4702	Project Phase 2	7	8	FMM4701	Project Phase 1

The Syllabi

UNAM Core Courses:

Computer Literacy	CLC3509
NQF level: 5 Credits: 8	Course assessment: CA 100%
Prerequisites: None	
Course Content:	
<p>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. Spread sheet: 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.</p>	

English Communication and Study Skills	LCE3419
NQF Level: 4 Credits: 16	Course Assessment: CA (60%) Examination (40%) - 1 x 3 hour paper
Pre-requisites: None	
Course Content:	
<p>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.</p>	

English for Academic Purposes	LEA3519
NQF level: 5 Credits: 16	Course assessment: CA (60%) Examination (40%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
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.	
<i>Education Syllabi</i>	
Educational Research	CFR4882
NQF: 8 Credits: 12	Course Assessment: CA (100%)
Co-requisite: ECFI3701 Introduction to Educational Research	
Course Content:	
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 analysing quantitative and qualitative data and the presentation of research findings.	
Effective Leadership in Schools	FME4781
NQF: 7 Credits: 12	Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper
Prerequisite: None	
Course Content:	
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 analyse the complexities and nature of educational leadership.	
Educational Policy Studies and the Education System	FME4782
NQF: 7 Credits: 12	Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper
Prerequisite: None	
Course Content:	
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.	
English for Teachers 1	EET4589
NQF: 5 Credits: 8	Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper
Co-requisite: ULCE3419 English Communication and Study Skills	
Course Content:	
This course develops a student's understanding, skills and dispositions regarding issues such as: spoken language, written language and reading.	
English for Teachers 2	EET4602
NQF: 2 Credits: 8	Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper
Co-requisite: EEET3502 English for Teachers 1	
Course Content:	
This course develops a student's understanding, skills and dispositions regarding issues such as: spoken language, written language and reading.	
Financial Management for Educators	FMF4782
NQF: 7 Credits: 12	Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper
Prerequisite: None	
Course Content:	
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 course intends to teach the necessary business skills to generate funds.

Governance of Schools	FMG4781
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NQF: 7	Credits: 12	Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper
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Prerequisite: None

Course Content:

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

Human Resource Management	FMH4781
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NQF: 7	Credits: 12	Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper
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Prerequisite: None

Course Content:

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.

Introduction to Educational Research	CFI4701
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NQF: 7	Credits: 8	Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper
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Prerequisite: None

Course Content:

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.

Managing Change	FCC4782
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NQF: 7	Credits: 12	Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper
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Prerequisite: None

Course Content:

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.

Monitoring School Effectiveness	FMM4782
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NQF: 7	Credits: 12	Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper
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Prerequisite: None

Course Content:

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.

Principles, Theory and Practice of Educational Management	FMP4781
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NQF: 7	Credits: 12	Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper
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Prerequisite: None

Course Content:

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.

Project Phase 1			FMM4701
NQF: 8	Credits: 8	Course Assessment:	Continuous Assessment 100%
Co-requisite: AFI4701 Introduction to Educational Research			
Course Content:			
This course represents the first phase of a research component. Students will select a research topic from one of their two teaching methodology courses and complete a proposal for their proposed research.			

Project Phase 2			FMM4702
NQF: 8	Credits: 12	Course Assessment:	Continuous Assessment 100%
Co-requisite: FMM4701 - Project Phase 1			28 weeks individual supervision
Course Content:			
This course represents the second phase of a research component. Students will select a research topic from one of their two teaching methodology courses. In this course students will complete the research project and			

ADVANCED DIPLOMA IN SECONDARY EDUCATION (PROFESSIONAL TRAINING)
10ADPT

Introduction

The Advanced Diploma in Secondary Education (Professional Training) is a replacement for the Professional Diploma in Education and will be offered for the first time in 2014 and only a limited number of courses will be available on distance.

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.

Programme overview

The diploma is a one-year programme, normally offered over two years on distance. Students who registered in 2010 will not be able to complete this diploma over two-year duration due to the availability of study materials. This programme concentrates on offering professional, educational courses 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.

Admission requirements

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

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

Special admission requirements:

- If candidates lack 1 or 2 semesters courses for their school subjects they might be allowed to enrol for both the PDED and the required outstanding school subject courses 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.

The Curriculum

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Co-requisite Course
Year 1	Semester One				
EET4589	English for Teachers 1	5	4		
FMS4621	Educational Foundations 1	7	8		
FMA4701	Educational Management	7	8		
CFG4781	General Teaching Methodology	7	12		
CFE4701	Assessment and Evaluation of Learning	7	8		
CFS4781	Educational Research	7	12		
MFA4699	First Aid Education	6	0		
PSI4701	Inclusive Education	7	8		

CFS4621	Integrated Media and Technology 1	6	8		
EOP4799	Teaching Practice Phase 1	7	3		
	Semester Two				
CFS4782	Project Based Learning	7	4		
EET4602	English for Teachers 2	6	8	EET4589	English for Teachers 2
PSH4682	Human Development and Learning	6	12		
FMS4742	Educational Foundations 2	7	8		
CFS4722	Integrated Media and Technology 2	7	8		
PSG4702	Guidance & Counselling	7	8		
CFC4702	Curriculum Development and Practice	7	8		
ETP4799	Teaching Practice Phase 2 (PDED)	7	4		
	Semester One and Two				
	Teaching Methods School Subject 1*	7	16	CFG4781	General Teaching Methodology, and all Level 6 School Subject Content
	Teaching Methods School Subject 2*	7	16	CFG4781	General Teaching Methodology, and all Level 6 School Subject Content

* **NOTE:** Teaching Methods of Life Skills pre-/co-requisites will differ from those of the other teaching methods.

The Syllabi

Assessment and Evaluation of Learning		CFE4701
NQF: 7	Credits: 8	Course Assessment: CA 50% Exam 50% - 1 x 3 hours paper
Prerequisite: None		
Course Content:		
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.		
Curriculum Development and Practice		CFC4702
NQF: 7	Credits: 8	Course Assessment: CA 50% Exam 50% - 1 x 3 hours paper
Prerequisite: None		
Course Content:		
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 <i>macro</i> (global and <i>national</i>), <i>meso</i> (regional, school and departmental) and the <i>micro</i> (classroom) levels of education.		
Educational Foundations 1		FMS4621
NQF level: 5	Credits: 16	Course Assessment: CA 50% Exam 50% - 1 x 2 hours paper
Co-requisites: None		
Course Content:		

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.

Educational Foundations 2	FMS4742
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NQF: 7	Credits: 8	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
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Pre-requisite: None

Course Content:

The course aims at developing student's critical thinking of the sociological and philosophical underpinnings of education and their impact on teaching and learning.

Educational Management	FMA4701
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NQF: 7	Credits: 8	Course Assessment: CA 50% Exam 50% - 1 x 3 hours paper
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Prerequisite: None

Course Content:

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 of this that all student teachers should be equipped with theoretical and practical management and leadership competencies.

Educational Research	CFS4781
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NQF: 7	Credits: 12	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
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Pre-requisite: None

Course Content:

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

English for Teachers 1	EET4589
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NQF: 5	Credits: 4	Course Assessment: CA 50% Exam 50% - 1 x 3 hours paper
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Co-requisite: ULCE3419 English Communication and Study Skills, or equivalent

Course Content:

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

English for Teachers 2	EET4602
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NQF: 7	Credits: 8	Course Assessment: CA 50% Exam 50% - 1 x 3 hours paper
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Co-requisite: EEET4589 English for Teachers 1

Course Content:

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

First Aid Education	EMFA4699
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NQF: 6	Credits: 0	Course Assessment: Continuous Assessment 100%
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Prerequisite: None

Course Content:

First Aid accreditation

General Teaching Methodology	CFG4781
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NQF: 7	Credits: 12	Course Assessment: CA 50% Exam 50% - 1 x 3 hours paper
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Prerequisite: None

Course Content:

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

Guidance and Counselling 1	PSG4702
NQF: 7 Credits: 8	Course Assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisite: None	
Course Content:	
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.	

Inclusive Education 1	PSI4701
NQF: 7 Credits: 8	Course Assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisite: None	
Course Content:	
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.	

Integrated Media and Technology Education 1	CFS4621
NQF: 6 Credits: 8	Course Assessment: Continuous assessment 100%
Co-requisite: UCLC3509	
Course Content:	
This course 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 course, 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).	

Integrated Media and Technology Education 2	CFS4722
NQF: 7 Credits: 8	Course Assessment: Continuous assessment 100%
Co-requisite: Integrated Media and Technology Education 1 - ECFP3622	
Course Content:	
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.	

Human Development and Learning	PSH4682
NQF: 6 Credits: 12	Course Assessment: CA 50% Exam 50% - 1 x 3 hours paper
Prerequisite: None	
Course Content:	
This course will enable B. Ed 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 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 course will cover selected theories of human development and learning that are sensitive to the practice of education in a school environment characterised by the diversity of aptitude, need, adversity, resource and culture.	

Project Based Learning in Education	CFS4782
NQF: 7 Credits: 4	Course Assessment: Continuous assessment: 100%
Co-requisite: CFS4781 – Educational Research	
Course Content:	
Project- Based learning is aimed at engaging students in learning important knowledge and 21 st century skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and learning tasks. In the course 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. Learning will be organized around an open-ended driving question or challenge that will focus the student's work and deepen their learning in a particular school subject area or from an interdisciplinary approach. Students will then investigate knowledge and concepts essential to the question or challenge, come up with authentic solutions to problems or create products that will be used in solving problems, present it to their peers for feedback and revision and hand it in for final evaluation.

Teaching Methods of Life Skills		PST4700
NQF: 7	Credits: 16	Course Assessment: CA 50% Exam 50% - 1 x 3 hours paper
Co-requisite: ECFG4781 – General Teaching Methodology		
Prerequisite: Major in Psychology (Bachelor's Degree)		
Course Content:		
This course develops a 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.		

Teaching Methods School Subject 1 & 2		
NQF: 7	Credits: 16	Course Assessment: CA 50% Exam 50% - 1 x 3 hours paper
Co-requisite: ECFG4781 – General Teaching Methodology		
Prerequisite: Level 6 School subject content		
Course Content:		
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.		

List of teaching methodologies offered on distance

Course	Code	Credits
Teaching Methods of Accounting	CCA4700	16
Teaching Methods of Afrikaans	CLA4700	16
Teaching Methods of Agriculture	MSA4700	16
Teaching Methods of Arts	CAC4700	16
Teaching Methods of Biology	MSB4700	16
Teaching Methods of Business Studies	CCB4700	16
Teaching Methods of Design and Technology	MST4700	16
Teaching Methods of Economics	CCE4700	16
Teaching Methods of English	CLE4700	16
Teaching Methods of Fashion and Fabrics	MHF4700	16
Teaching Methods of French	CLF 4700	16
Teaching Methods of Geography and Development Studies	CSG4700	16
Teaching Methods of German	CLG 4700	16
Teaching Methods of Home Economics	MHH4700	16

Teaching Methods of History	CSH4700	16
Teaching Methods of Life Skills	PST4700	16
Teaching Methods of Mathematics	MMM4700	16
Teaching Methods of Oshiwambo	CLO4700	16
Teaching Methods of Otjiherero	CLH 4700	16
Teaching Methods of Physical Education	MPP4700	16
Teaching Methods of Physical Science	MSP4700	16
Teaching Methods of Portuguese	CLP4700	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*

Teaching Practice Phase 1	EOP4799
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NQF: 7 **Credits:** 3 **Course Assessment:** Continuous Assessment 100%

Prerequisite: None

Course Content:

The course is designed to expose students to the realities of senior 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.

Teaching Practice Phase 2 (PDED)	ETP4799
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NQF: 7 **Credits:** 3 **Course Assessment:** Continuous Assessment 100%

Prerequisite: None

Course Content:

This course is designed to expose students to the realities of senior 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.

ADVANCED DIPLOMA IN SECONDARY EDUCATION 10ADSE

Aim

The Advanced Diploma in Secondary Education is geared not only towards empowering the Mathematics; Science and English language teachers in Namibia, but also contributes towards the realisation of Vision 2030. The programme is developed in such a way as to produce Mathematics; Science and English language teachers to have a broad knowledge and understanding of educational views, knowledge of learners, a positive teaching aptitude and educational relationships, and a knowledge and expertise of both the general - and the Mathematics, Science and English second language curriculum.

Through this programme Mathematics, Science and English language teachers become not only subject specialist, but are also able to be considered and involve in general aspects of Mathematics, Science and English second language education by the Ministry of Education. Graduates, not only value the position of Mathematics, Science and English language within the broad curriculum as relevant, but also the integration of mathematics and science within the different cultures into the classroom. On completion of this diploma the graduates will be able to teach the respective NSSC school subjects. These graduates have now a say in decision making regarding their subject specialisation.

Purpose of the programme

To prepare teachers to teach on the NSSC Ordinary - and Higher level inclusive.

Admission Requirements

To register for the programme a candidate must meet the following minimum requirements:

- Basic Education Teachers Diploma (BETD), or equivalent qualification, with a major in the school subject specialisation area, grades 8 to 10, and
- At least two years teaching experience in the school subject specialisation on Junior Secondary level. Proof of experience must be provided by the Principal, and
- A pass in an entry test for school subject specialisation with 70 %. The Faculty reserve the right to ask prospective students to do additional academic work before they are allowed in the programme.

Articulation Options

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

Bachelor of Education (Secondary Education) and it also provides credits for this programme.

Mode of Delivery

The programme is offered through distance education mode over a two year period, commencing in 2013. Expert tutors will provide tutorials in both subject content and teaching methods. The **compulsory vacation** schools will provide opportunities for teachers to learn new concepts, develop laboratory skills, micro teaching and to reflect on practices that they have learned through peer teaching.

Duration of the Study

For the distance delivery mode a minimum of two years and maximum of four years of enrolment are required.

Professional Development Placement

The award of the diploma is subject to satisfactory completion of the professional development placement as well as passing the portfolio with a minimum of a **B grade** according to the UNAM grading scale.

Assessment and promotion requirement

Assessment is based on continuous assessment by means of tutor-marked assignments, and a written examination at the end of each course. To complete a course successfully you should obtain a minimum mark of at least 40% in the examination, and a final mark of at least 50%. The final mark is calculated according to a ratio of 50% continuous assessment mark and 50% examination mark. You need to obtain at least 40% in your continuous assessment mark to be admitted to the examination.

The Curriculum

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
CLC3509	Computer Literacy	5	8		
LEA3519	English for Academic Purposes	5	16	LCE3419	English Communication & Study Skills or equivalent
CFE4701	Assessment And Evaluation Of Learning	7	8		
List of codes provided	School Subject Content 1	6	16		A pass in an entry test for school subject specialisation with 80 %.
	Semester Two				
EET4589	English for Teachers 1	5	4	LEA3519/ LCE3419	English for Academic Purpose English for Communication and Study Skills
List of codes provided	Teaching Methodology 1	7	8		A pass in an entry test for school subject specialisation with 80 %. Co-requisite school subject content offered in first year of Advanced Diploma
List of codes provided	School Subject Content 1	6	16		A pass in an entry test for school subject specialisation with 80 %.
List of codes provided	School Subject Content 2	7	16		A pass in an entry test for school subject specialisation with 80 %.
Year 2	Semester One				
PDP4781	Professional Development	7	3		(3 weeks) All School Subject Content Specialisation Courses offered in the first year of the Diploma, Teaching Method 1
List of codes provided	School Subject content 3	7	16		Determined by specific School Subject Specialisation, List of codes provided
List of codes provided	School Subject content 4	7	8		Determined by specific School Subject Specialisation, List of codes provided.
List of codes provided	Teaching Methodology 2	7	8		Teaching Methodology 1; All School Subject Content Specialisation Courses offered in the first year of the Diploma, List of codes provided

Year 2	Semester Two				
EET4602	English for Teachers 2	6	8		Co-requisite EEET 4589 English for Teachers 1
PDP4782	Professional Development	7	3		(3 weeks) All School Subject Content Specialisation Courses offered in the first year of the Diploma, Teaching Method 1
List of codes provided	School Subject content 3	7	16		Determined by specific School Subject Specialisation, List of codes provided
List of codes provided	School Subject content	7	8		Determined by specific School Subject Specialisation, List of codes provided.
List of codes provided	Teaching Methodology 2	7	8		Teaching Methodology 1; All School Subject Content Specialisation Courses offered in the first year of the Diploma, List of codes provided

The School Subjects

BIOLOGY – 10ADSB

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
MBS4611	Biology Education 1	6	16		80% pass in entry test in specialisation
	Semester One and Two				
MBS4710	Biology Education 2	7	32		80% pass in entry test in specialisation
	Semester Two				
MBS4702	Biology Education 3	7	8		80% pass in entry test in specialisation
MSB4702	Teaching Methods of Biology Phase 1	7	8		
Year 2	Semester One				
MBS4731	Biology Education 4	7	16		
	Semester Two				
MBS4722	Biology Education 6	7	8		
	Semester One and Two				
MBS4700	Biology Education 5	7	16		

MSB4720	Teaching Methods of Biology Phase 2	7	16	MSB4701 MSB4611/ 4710/4702	Teaching Methods of Biology Phase 1, Biology Education 1, 2 and 3
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ENGLISH – 10ADSE

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
LES4711	English Language Education 1	7	16		80% pass in entry test in specialisation
	Semester Two				
LES4712	English Language Education 2	7	16		80% pass in entry test in specialisation
LEN4652	Sociolinguistics	6	16		
Year 2	Semester One				
LES4731	English Language Education 3	7	16		
LES4811	Learning Support for English Language Teaching	8	16	LES4711 LES4712	English Language Education 1 English Language Education 2
	Semester Two				
LES4812	English Second Language Education 4	8	16	LES4731	English Language Education 3
LES4832	Reflective Teaching Practice in Language Education	8	16	LES4811	Learning Support for English Language Teaching

MATHEMATICS – 10ADSM

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One and Two				
MMS4710	Mathematics Education 1	7	32		80% pass in entry test in specialisation
	Semester Two				
MSE4612	Statistics for Educators	6	16		80% pass in entry test in specialisation
MMM4702	Teaching Methods of Mathematics Phase 1	7	8		
Year 2	Semester One				
MMS4801	Learning Support For Mathematics Teaching	8	8		
	Semester One and Two				

MMS4730	Mathematics Education 2	7	32		
MMM4720	Teaching Methods of Maths Phase 2	7	16	MMM4701 MMS4710 MSE4612	Teaching Methods of Maths Phase 1, Maths Education 1 Statistics for Educators
	Semester Two				
MMS4732	Mathematics Education 3	7	16		

PHYSICAL SCIENCE – 10ADSP

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One and Two				
MPS4710	Physical Science Education 1	7	32		80% pass in entry test in specialisation
	Semester One				
MPS4711	Physical Science Education 2	7	16		80% pass in entry test in specialisation
	Semester Two				
MSP4702	Teaching Methods of Physical Science Phase 1	7	8		
Year 2	Semester One and Two				
MPS4730	Physical Science Education 3	7	32		
MPS4750	Physical Science Education 4	7	32		
MSP4720	Teaching Methods of Physical Science Phase 2	7	16	MSP4701 MSP4710 MSP4711	Teaching Methods of Physical Science Phase 1, Physical Science Education 1 Physical Science Education 2

The Syllabi

UNAM Core Courses:

Computer Literacy

CLC3509

NQF level: 5 Credits: 8

Course assessment: CA 100%

Prerequisites: None

Course 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. Spread sheet: 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.

English for Academic Purposes	LEA3519
NQF level: 5 Credits: 16	Course assessment: CA (60%) Examination (40%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
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.	
<i>Education Syllabi</i>	
English for Teachers 1	EET4589
NQF level: 5 Credits: 8	Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper
Pre-requisite: ULEA3519 English for Academic Purpose	
Course Content:	
This course develops a student's understanding, skills and dispositions regarding issues such as: spoken language, written language and reading.	
English for Teachers 2	EET4602
NQF level: 6 Credits: 8	Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper
Co-requisite: EEET3502 English for Teachers 1	
Course Content:	
This course develops a student's understanding, skills and dispositions regarding issues such as: spoken language, written language and reading.	
Assessment & Evaluation of Learning	CFE4701
NQF level: 7 Credits: 8	Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper
Prerequisite: None	
Course Content:	
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.	
Professional development Placement Phase 1	PDP4781
NQF: 7 Credits: 3	Course Assessment: Continuous Assessment 100%
Pre-requisite: First school subject courses and relevant teaching method phase 1	
Course Content:	
This course is designed to expose students to the realities of senior 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.	
Professional development Placement Phase 2	PDP4782
NQF level: 7 Credits: 3	Course Assessment: Continuous Assessment 100%
Co-requisite: FMM4701 - Project Phase 1, First school subject courses and relevant teaching method phase 1	
Pre-requisite: EDPD 4781 Professional development placement Phase 1	
Course Content:	
Students are expected to teach 5 lessons 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. This course is designed to provide supervised practice-based exercises intended to demonstrate readiness for employment in different facets of learning, teaching and management.	
Teaching Method School Subject Phase 1	
NQF level: 7 Credits: 8	Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper

Pre-requisite: None

Course Content:

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 NSSC; 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.

Teaching Method School Subject Phase 2

NQF level: 7 Credits: 16 Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper

Pre-requisite: School content of first year in school subject specialisation, Teaching Method Phase 1

Course Content:

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.

Syllabi – School Subject

BIOLOGY

Biology Education 1 **MBS4611**

NQF: 6 Credits: 16 Course Assessment: CA 50% Exam 50% - 1 x 3 hours paper

Prerequisite: 80% in entry test

Course Content:

This course enables students to develop a theoretical understanding of the characteristics of living organisms; biological organisation and classification; diversity of life; cell structure and levels of organisation and the use of the micro scope.

Biology Education 2 **MBS4710**

NQF: 7 Credits: 21 Course Assessment: CA 50% Exam 50% - 1 x 3 hours paper

Prerequisite: 80% in entry test

Course Content:

This course enables students to develop a theoretical understanding of passage of substances across cell membranes; plant nutrition; transportation; respiration; co-ordination and response and co-ordination of plants.

Biology Education 3 **MBS4702**

NQF level: 7 Credits: 8 Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper

Pre-requisite: 80 % in entry test

Course Content:

This course enables students to develop theoretical understanding of cell division; reproduction and the human reproduction system.

Biology Education 4 **MBS4731**

NQF level: 7 Credits: 16 Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper

Pre-requisite: None.

Course Content:

This course enables students to develop a theoretical understanding of Biology as well as human biology as a field study and its link with other subjects; misconceptions in biology education; importance of nutrients and balanced nutrition in humans; enzymes; the digestive system; transport in humans; excretion; the defence system; breathing, gaseous exchange and respiration; other systems; co-ordination.

Biology Education 5 **MBS4700**

NQF level: 7 Credits: 16 Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper

Pre-requisite: None.

Course Content:

This course enables students to develop theoretical: energy knowledge of flow, food chains and food webs; nutrient cycles; population and understanding of human influence on the ecosystem. Teaching methodology will form an integral part of this course.

Biology Education 6	MBS4722
NQF level: 7 Credits: 8	Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper (At least 2 Assessments)
Pre-requisite: EMBS 4702	
Course Content: This course enables students to develop theoretical understanding of cell division; reproduction; plant reproduction system; growth and development and inheritance.	
ENGLISH	
English Second Language Education 1	LES4711
NQF: 7 Credits: 16	Course Assessment: CA 50% Exam 50% - 1 x 3 hours paper
Pre-requisite: 80% in entry test	
Course Content: (Listening, Speaking Skills and Language Usage) 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 course. Micro-teaching in line with the faculty's micro-teaching policy is required for this course.	
English Second Language Education 2	LES4711
NQF level: 7 Credits: 16	Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper
Pre-requisite: 80% in entry test	
Course Content: (Reading and Writing Skills) 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 in line with the faculty's micro-teaching policy is required for this course.	
Sociolinguistics	LEN4652
NQF level: 6 Credits: 16	Course Assessment: CA (60%) Exam (40%) – 1 x 3 hours paper
Pre-requisite: None.	
Course Content: The Course discusses language use in society, and how these issues relate to each other.	
English Second Language Education 3	LES4731
NQF level: 7 Credits: 16	Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper
Pre-requisite: None.	
Course Content: (Literature: Drama) This course enables students to develop a literary understanding of different drama texts and apply critical interpretation, judgement and personal response. Teaching methodology will form an integral part of this course. Micro-teaching in line with the faculty's micro-teaching policy is required for this course.	
Learning Support for English Language Teaching	LES4811
NQF level: 8 Credits: 8	Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper
Pre-requisite: English Second Language Education 1 (ELES 4711); English Second Language Education 2 (ELES4712).	
Course Content: 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.	
English Second Language Education 4 (Literature: Poetry)	LES4812
NQF level: 7 Credits: 16	Course Assessment: CA (50%) Exam (50%) – 1 x 3 hours paper
Co-requisite: English Second Language Education 3 (ELES 4731)	
Course Content: This course enables students to develop a literary understanding of poetry and apply critical interpretation, judgement and personal	

response. Teaching methodology will form an integral part of this course. Micro-teaching in line with the faculty's micro-teaching policy is required for this course.

Reflective Teaching Practice In Language Education **LES4812**

NQF: 8 **Credits: 16** **Course Assessment:** CA (50%) Exam (50%) – 1 x 3 hours paper

Co-requisite: Learning Support English Language Teaching (ELES 4811)

Course Content:

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 in line with the faculty's micro-teaching policy is required for this course.

MATHEMATICS

Mathematics Education 1 **MMS4710**

NQF level: 7 **Credits: 32** **Course Assessment:** CA (50%) Exam (50%) – 1 x 3 hours paper

Pre-requisite: 80% in entry test

Course Content:

This course enables students to develop a theoretical understanding of Mathematics as a field study and its links with other subjects; algebraic representation and formulae, indices, algebraic manipulation; equations and inequalities; algebraic graphs; practical applications; sets; compound increase and decrease; linear programming; exponential and logarithmic functions; logarithmic inequalities; graphs of logarithmic and exponential functions; applications relating to exponential and logarithmic functions; sequences and series; applications relating to sequences and factor and remainder theorem.

Statistics in Education **MSE4612**

NQF level: 6 **Credits: 16** **Course Assessment:** CA (50%) Exam (50%) – 1 x 3 hours paper

Pre-requisite: 80% in entry test

Course Content:

This course will provide the students with the knowledge and skills of the uses of statistics in Education. Skills in the use of several modes to present the data will be fostered. Further, the reading and understand statistical information as used daily in their lives will be enhanced and students will be encouraged to be able to decide whether the statistics as presented are conveying fairly the information and the correctness of the conclusions reached.

Learning Support for Mathematics Teaching **MMS4801**

NQF level: 8 **Credits: 8** **Course Assessment:** CA (50%) Exam (50%) – 1 x 3 hours paper

Pre-requisite: None

Course Content:

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 secondary school is solid. The course will assist students to investigate contemporary issues in mathematics education.

Mathematics Education 2 **MMS4730**

NQF level: 7 **Credits: 16** **Course Assessment:** CA (50%) Exam (50%) – 1 x 3 hours paper

Pre-requisite: 80% in entry test

Course Content:

This course enables students to develop theoretical knowledge of differential calculus; applications of differential calculus; law of the mean, intermediate forms and curve sketching, fundamentals of integration techniques and applications.

Mathematics Education 3 **MMS4732**

NQF level: 7 **Credits: 16** **Course Assessment:** CA (50%) Exam (50%) – 1 x 3 hours paper

Pre-requisite: None.

Course Content:

This course enables students to develop theoretical knowledge of area, perimeter and volume; analytic geometry; trigonometric identities and compound angles; graphs of trigonometric functions; trigonometric equations and geometry.

PHYSICAL SCIENCE

Physical Science Education 1 **MPS4710**

NQF level: 7 **Credits: 32** **Course Assessment:** CA (50%) Exam (50%) – 1 x 3 hours paper
Pre-requisite: 80% in entry test

Course Content:

This course enables students to develop a theoretical understanding of Physical Science as a field study and its links with other subjects; speed; velocity; acceleration; mass; weight; density; force; turning effect and the conditions for equilibrium; energy; conduction; convection and radiation.

Physical Science Education 2 **MPS4711**

NQF level: 6 **Credits: 16** **Course Assessment:** CA (50%) Exam (50%) – 1 x 3 hours paper
Pre-requisite: 80% in entry test

Course Content:

This course enables students to develop a theoretical understanding of atomic structure and the periodic table; different types of bonding; terminology and calculations used in stoichiometry; production of energy; energetics and speed of reactions; oxidation numbers in redox reactions and the principles of reversible reactions. Teaching methodology will form an integral part of this course.

Physical Science Education 3 **MPS4730**

NQF level: 7 **Credits: 32** **Course Assessment:** CA (50%) Exam (50%) – 1 x 3 hours paper
Pre-requisite: None.

Course Content:

This course enables students to develop theoretical knowledge of acids and bases; different types of oxides; preparation and identification of ions; salts and gases; preparation and identification of gases; extraction and uses of metals, reactivity of metals; chemical metallurgical industrial plant to simple chemical application in industry; structure of simple organic compounds; alkanes, alkenes, alcohols, halogens derivatives, ethyl ethanoate; macromolecules; economic advantages of industry with respect to ecological and social impact, recycling and ecological acceptable waste products.

Physical Science Education 4 **MMS4750**

NQF level: 7 **Credits: 16** **Course Assessment:** CA (50%) Exam (50%) – 1 x 3 hours paper
Pre-requisite: None

Course Content:

This course enables students to develop theoretical knowledge of magnetism; electro static's; electricity, capacitors; electromagnetic effects and their mechanical application; cathode – ray oscilloscope; general wave properties and wave theory; super position; light – reflection; refraction; the principle of interference, features of electromagnetic spectrum; the production and transmission of sound; the effect of noise on Human Hearing; motion of source and observer; nucleus of an atom; radioactivity – detection; half-life.

BACHELOR OF EDUCATION (PRE- AND LOWER PRIMARY) HONOURS 10BELP

NOTE: The Bachelor of Education (Pre- and Lower Primary) degree will run in 2013 for the first time on distance. The degree will only be available for serving teachers and only a limited number of courses in the first, second and third year will be available.

Aim

The aim of the Bachelor of Education (Pre- and Lower Primary) degree is to train professional teachers that meet the competencies of the National Professional Teacher Standards. On graduation the students will be able to teach the Namibian Broad Curriculum for Pre-Primary and Lower Primary (grades 1-4), and in addition be competent to teach in English and a Namibian language. They will also be able to teach in an inclusive classroom. The mission of teacher education is to provide all the children and young people of Namibia with competent, fully qualified, committed teachers, so that their education is equitable, relevant, meaningful, of high quality, and is conducted in a stimulating and supportive atmosphere. Teacher education for Basic Education will first and foremost meet the needs for professionalisation of the teacher - a person who has commitment, a sense of responsibility, and knowledge and skills, which will raise the quality of education through the use of various integrated technologies.

Programme overview

The B. Ed (Pre- and Lower Primary) is a four year level eight degree programme that prepares students to teach from the Pre-primary Grade 1 to Grade 4. The degree is a four-year degree programme that will run on distance mode for a minimum of four years and a maximum of eight years. Students are required to take core courses in Education, as well as the school subjects in this phase. All courses are compulsory except for Namibian languages where students must select one Namibian Language. Appropriate teaching methods are integrated in the phase specific school subject content courses throughout the four years of study. On completion of the programme, students are awarded a degree in B. Ed (Pre- and Lower Primary). Courses in the distance programme follow the curricula offered by the Faculty of Education and their departments, but allow external students to concentrate on studying fewer courses and subjects each year. Only a limited number of courses will be available to distance students in 2014. Students should also note that not all Namibian Languages will be available on distance. Students will also have the opportunity to select one career specialisation in the degree.

Admission requirements

The Faculty will follow the approved university general admission requirements for under-graduate degree programmes, with the following additions:

General Admission requirements

- a) 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 25 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
 - 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 C or better, or at NSSC (English as a First Language) grade D or better.
- c) Other equivalent school-leaving qualifications will be considered.
- d) An alternative route of entry is an average of 60% in the UNAM Foundation programme, as approved by Senate.
- e) 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.
- f) Faculty admission requirements are prescribed by each Faculty. Prospective students must acquaint themselves with the faculty admission requirements and may include an admission test.
- g) The University of Namibia reserves the right to interview candidates before admission.
- h) Mature people with experience, but without the formal school qualification may seek entry through the Mature Age Entry Scheme. See page 12 of this Prospectus for more information on the Mature Age Entry Scheme.

Faculty specific requirements

- a) Normally, candidates intended to register for the B. Ed (Pre- and Lower Primary) must have obtained a "C" or better in English as per the general admission requirements as well as a "D" in any other Namibian language and a "D" in Mathematics at the NSSC examination.
- b) Candidates must show proof that they have been teaching in a specific phase in a school for two years, and is currently still employed in this Pre- or Lower Primary phase.
- c) The Faculty of Education reserves the right to interview students as well as require from them to write an admission test.

Assessment and promotion requirements

Course assessment is based on continuous assessment by means of tutor-marked assignments, and a written examination at the end of the Course. You will be admitted to the examination if you have gained an average mark of at least 40% in the assignments. To complete the Course successfully you should obtain a minimum mark of at least 40% in the examination, and a final mark of at least 50%.

Programme requirements

The award of the degree is subject to satisfactory completion of all core, professional subjects, school content subjects and School Based Studies (SBS) Phase 1, 2 and 3. In addition students will have to attend compulsory tutorials during SBS with identified lecturers throughout their studies. Students further have to show professional conduct in class as well as in schools. Students will be required to do 22 weeks in total SBS.

Advancement rules

The advancement rules will be in accordance with the approved general regulations of the University of Namibia as well as specific approved Faculty regulations. 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 prerequisites for courses have to be passed before a student can proceed to register for those courses that require prerequisites.

End of first year

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

End of second year

Pass the remaining first year courses plus two-thirds of the year two courses (equivalent to 100 credits), in order to proceed to third year.

End of third year

Pass the remaining second year courses plus at least two-thirds of the year three courses (equivalent to 96 credits) in order to proceed to fourth year.

End of fourth year

Pass in all outstanding courses equivalents in order to be awarded a degree. If at the end of the fourth year a student has not yet completed the required courses for the B. Ed (Pre- and Lower Primary) degree, he/she must do so within the next four years of study on distance.

Minimum requirements for re-admission into the faculty

A student wishing to pursue his/her studies leading to the B. Ed (Pre- and Lower Primary) Degree will not be permitted to re-register with the Faculty of Education if he/she has not passed a minimum of course equivalents as indicated below.

- 2 courses (equivalent of 32 credits) by the end of the first year
- 4 courses (equivalent of 64 credits) by the end of the second year
- 8 courses (equivalent of 128 credits) by the end of the third year
- 13 courses (equivalent of 208 credits) by the end of the fourth year
- 19 courses (equivalent of 304 credits) by the end of the fifth year
- 24 courses (equivalent of 384 credits) by the end of the sixth year

The Curriculum

*(Courses not available in 2016)

Code	Course	NOF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
CLC3509	Computer Literacy	5	8		
LCE3419	English Communication and Study Skills	4	16		
LLP3501	Language in Society	5	8		
LLP3521	Children's Literature 1	5	8		
	Semester Two				
LEA3519	English for Academic Purposes	5	16	LCE3419	English Communication and Study Skills
CFP3622	Integrated Media and Technology Education 1	6	8		
PSP3622	Child Development	6	8		
LEP3522	English Language Education 1	5	16		
	Namibian Language Education 1		16		
	Semester One and Two				
CSI3580	Contemporary Social Issues	5	8		
MSP3500	Environmental Education 1	5	16		
MMP3500	Mathematics and Numeracy Development 1	5	16		
MPP3620	Physical and Health Education 1	6	16		
Year 2	Semester One				
EET3589	English for Teachers 1	5	4	LCE3419	English Communication and Study Skills
PSP3721	Childhood Learning	7	8	PSP3622	Child Development
PSP3741	Inclusive Education 1	7	8		
CFP3729	Integrated Media and Technology Education 2	5	4	CFP3622	Integrated Media and Technology Educ 1
MPP3721	Physical and Health Education 2	7	8		
	Semester Two				
EET3609	English for Teachers 2	6	8	EET3589	English for Teachers 1

FMP3622	Educational Foundations 1	6	8		
CFP3749	Curriculum Studies	7	8		
CFP3769	Science of Teaching	7	8		
	Semester One and Two				
ESP3690	School Based Studies Phase 1	6	4		
MSP3600	Environmental Education 2	6	16		
LAP3620	Arts Education 1	6	16		
MMP3600	Numeracy and Mathematics Education 2	5	16	MMP3500	Mathematics and Numeracy Development 1
LEP3600	English Language Education 2	6	16		
	Namibian Language Education 2	6	16		
Year 3	Semester One				
CFP3781	Educational Research	7	12		
CFP3721	Assessment and Evaluation of Learning	7	8		
LRP3721	Religious and Moral Education	7	8		
LAP3721	Arts Education 2*	7	8		
	Semester Two				
CFP3782	Project Based Learning*	8	4	CFP3781	Educational Research (Co-req)
PSP3702	Guidance & Counselling 1	7	8		
FMP3702	Educational Management	7	8		
FMP3742	Educational Foundations 2*	7	8		
	Semester One and Two				
ESP3790	School Based Studies Phase 2*	7	4	ESP3690	School Based Studies Phase 1
MSP3720	Environmental Education 3*	7	16	MSP3600	Environmental Education 2
LEP3700	English Language Education 3*	7	16		
	Namibian Language Education 3*	7	16		
MMP3700	Numeracy and Mathematics Education 3*	7	16	MMP3600	Numeracy and Mathematics Education 2
Year 4	Semester One				
ESP3891	School Based Studies Phase 3*	8	12	ESP3790	School Based Studies Phase 2, and all school subject content in year 1, 2 & 3

	Semester Two				
FMP3822	Professional & Community Development*	8	8		
MFA3699	First Aid Education*	6	0		
PSP3822	Learning Support in Reading & Writing*	8	8		
LLP3822	Children's Literature 2*	8	8		
	Semester One and Two				
PSP3890	Guidance and Counselling 2*	8	8	PSP3702	Guidance & Counselling 1
	Educational Research Project*	8	32		
LED3880	English Language Education 4*	8	8		
	Namibian Language Education 4*	8	8		
MMD3800	Learning Support in the Mathematics Classroom*	8	16	MMP3700	Numeracy and Mathematics Education 3*
	Career Specialisation: 1 Elective				60% in pre-requisite required
CFD3880	Assessment and Evaluation	8	24	ECFP3721	Assessment and Evaluation of Learning
FMD3880	School Leadership and Management	8	24	FMP3702	Educational Management
PSD3880	Inclusive Education 2	8	24	PSP3741	Inclusive Education 1
PSD3890	Life Skills*	8	24	PSP3702	Guidance & Counselling 1
CFD3890	Educational Technology	8	24	CFP3729	Integrated Media and Technology Educ 2
CCD3880	Curriculum Planning and Development	8	24	CFP3749	Curriculum Studies
MPD3880	Sport Organisation and Administration*	8	24	FMP3702	Educational Management
LID3880	Arts and Culture Development and Organisation*	8	24	LAP3721	Arts Education 2
EED3880	Early Childhood and Pre-Primary Education	8	24	LEP3700 MMP3700	English Language Education 3 Numeracy & Mathematics Development 3

The School Subjects

All students in the Bachelor of Education (Pre- and Lower Primary) will take all the required courses in the curriculum, and will take in addition to English Language Education courses, also the required Namibian Language Education courses in the Namibian Language of their choice. Not all Namibian languages will be available on distance, and the language that you are selecting will determine the internal qualification code that you will register for. The following Namibian languages will be available on distance from 2014 onwards.

Namibian Language	Qualification Code
Afrikaans Language Education	10BLPA

Khoekhoegowab Language Education	10BLPK
Oshikwanyama Language Education	10BLPW
Oshindonga Language Education	10BLPO
Otjiherero Language Education	10BLPH
Rukwangali Language Education	10BLPR
Silozi Language Education	10BLPZ

LANGUAGE AND LITERACY EDUCATION

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
LLP3501	Language in Society	5	8		
LLP3521	Children's Literature 1	5	8		
	Semester Two				
LEP3522	English Language Education 1	5	8		
	Namibian Language (Select one)				
LAP3522	Afrikaans Language Education 1	5	8		
LKP3522	Khoekhoegowab Language Education 1	5	8		
LWP3522	Oshikwanyama Language Education 1	5	8		
LOP3522	Oshindonga Language Education 1	5	8		
LHP3522	Otjiherero Language Education 1	5	8		
LRP3522	Rukwangali Language Education 1	5	8		
LSP3522	Silozi Language Education 1	5	8		
Year 2	Semester One and Two				
LEP3600	English Language Education 2	6	16		
	Namibian Language Education 2 (Select one)				
LAP3600	Afrikaans Language Education 2	6	16		
LKP3600	Khoekhoegowab Language Education 2	6	16		
LWP3600	Oshikwanyama Language Education 2	6	16		

LOP3600	Oshindonga Language Education 2	6	16		
LHP3600	Otjiherero Language Education 2	6	16		
LRP3600	Rukwangali Language Education 2	6	16		
LSP3600	Silozi Language Education 2	6	16		
Year 3	Semester One and Two				
LEP3700	English Language Education 3*	7	16		
	Namibian Language Education 3* (Select one)				
LAP3700	Afrikaans Language Education 3*	7	16		
LKP3700	Khoekhoegowab Language Education 3*	7	16		
LWP3700	Oshikwanyama Language Education 3*	7	16		
LOP3700	Oshindonga Language Education 3*	7	16		
LHP3700	Otjiherero Language Education 3*	7	16		
LRP3700	Rukwangali Language Education 3*	7	16		
LSP3700	Silozi Language Education 3*	7	16		
Year 4	Semester One and Two				
LED3800	English Language Education 4*	8	8		
	Namibian Language Education 4* (Select one)				
LAD3800	Afrikaans Language Education 4*	8	8		
LKD3800	Khoekhoegowab Language Education 4*	8	8		
LWD3800	Oshikwanyama Language Education 4*	8	8		
LOD3800	Oshindonga Language Education 4*	8	8		
LHD3800	Otjiherero Language Education 4*	8	8		
LRD3800	Rukwangali Language Education 4*	8	8		
LSD3800	Silozi Language Education 4*	8	8		

	Semester Two				
LLP3822	Children's Literature 2*	8	8		
LLP3842	Literacy Development*	8	8		

The Syllabi

UNAM Core Courses:

Computer Literacy	CLC3509
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NQF level: 5 **Credits:** 8 **Course assessment:** CA 100%

Prerequisites: None

Course 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. Spread sheet: 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.

Contemporary Social Issues	CSI3580
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NQF: 5 **Credits:** 8 **Course Assessment:** Continuous assessment – 100%

Prerequisite: None

Course Content:

This course encourages behavioural change among UNAM students. It offers an integrative and inter-disciplinary basis for the six brad themes on teaching and learning strategies; norms, rules and contact; citizenship, democracy and common good; ethics and responsible leadership; health and human sexuality; environment and sustainability as well as stressing the interconnectedness of such issues/themes. The course shall empower students to responsible behavioural changes and to transform high risk behaviour to the common good and responsible citizenship, including broadening the student's scope and understanding of the environment and sustainability of the ecosystem services and how humans influence these. Therefore, critical transformative theory will under gird the content of the course. After completion students shall be empowered and be prepared to enjoy productive, meaningful careers and lives that benefit a society that increasingly resembles a global community. Flexible modes of assessment may be harnessed and may be combined with in-situ visits to appropriate sites.

English Communication and Study Skills	LCE3419
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NQF Level: 5 **Credits:** 16 **Course Assessment:** CA (60%) Examination (40%) - 1 x 3 hour paper

Pre-requisites: None

Course Content:

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.

English for Academic Purposes	LEA3519
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NQF level: 5 **Credits:** 16 **Course assessment:** CA (60%) Examination (40%) - 1x3 hours paper

Co-requisites: LCE3419 – English Communication and Study Skills

Course Content:

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.

Education Syllabi

Art and Culture Development and Organisation		LID3880
NQF: 8	Credits: 24	Course Assessment: CA 50% - Examination 50% - 1 x 3 hour paper
Pre-requisite: 60% in LAP3721 -		
Course Content:		
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 course will further enhance the student's awareness and understanding of the importance of the Arts in Education.		
Arts Education 1		LAP3620
NQF: 6	Credits: 16	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
Pre-requisite: None		
Course Content:		
This course develops the student's understanding of Arts concepts and introduces him/her to some techniques in all the art forms. <i>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.</i>		
Arts Education 2		LAP3721
NQF: 7	Credits: 8	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
Pre-requisite: LAP3620 – Arts Education 1		
Course Content:		
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.		
Assessment and Evaluation		CFD3880
NQF: 8	Credits: 24	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
Pre-requisite: 60% in FCP3721 -		
Course Content:		
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.		
Assessment and Evaluation of Learning		CFP3721
NQF: 7	Credits: 8	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
Co-requisite: None		
Course Content:		
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.		
Child Development		CSP3622
NQF: 6	Credits: 8	Course Assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisite: None		
Course Content:		
The aim of this course is to provide students with the conceptual understanding of the development of pre-primary and lower primary school learners. The course will cover selected theories of Child Development that are sensitive to the practice of education in a school environment characterized by the diversity of aptitude, need, adversity, resource and culture.		

Childhood Learning	PSP3721
NQF: 7 Credits: 8	Course Assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisite: Child Development - EPSP3622	
Course Content:	
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.	
Curriculum Planning and Development	PSD3880
NQF: 8 Credits: 24	Course Assessment: CA 50% - Examination 50% - 1 x 3 hour paper
Pre-requisite: 60% in CFP3749 – Curriculum Studies	
Course Content:	
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.	
Curriculum Studies	CFP3749
NQF: 7 Credits: 8	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
Co-requisite: None	
Course Content:	
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.	
Early Childhood and Pre-Primary Education	EED3880
NQF: 8 Credits: 24	Course Assessment: CA 50% - Examination 50% - 1 x 3 hour paper
Pre-requisite: 60% in LEP3700 – English Language Education 3 and MMP3700 – Numeracy and Mathematics Development 3	
Course Content:	
This course will concentrate on children in the age range 4 to 6. The aim of this course to: focus on philosophies of early childhood education. The course acquaints students with the Pre-Primary syllabus content and how to create meaningful learning activities; apply best approaches and methods for instruction; consider health and safety issues in the early childhood setting; promote the development of personality, self- esteem and identity within the culture; base learning experiences on the daily program while embracing the "whole" child's development in an effective learning environment; build positive home-school relations, conduct observation and record assessment; and investigate the running of a Pre-Primary School or Early Childhood center.	
Educational Foundations 1	FMP3622
NQF: 7 Credits: 8	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
Co-requisite: None	
Course Content:	
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.	
Educational Foundations 2	FMP3742
NQF: 8 Credits: 8	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
Pre-requisite: None	
Course Content:	
The course aims at developing student's critical thinking of the sociological and philosophical underpinnings of education and their impact on teaching and learning.	
Educational Management	FMA3702
NQF: 8 Credits: 8	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
Pre-requisite: None	
Course Content:	
This course aims at providing students with theoretical and practical knowledge on management and leadership skills.	

Educational Research **CFP3781**

NQF: 7 **Credits:** 12 **Course Assessment:** CA 50% - Examination 50% - 1 x 2 hour paper**Pre-requisite:** None**Course Content:**

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

Educational Research Project

NQF: 8 **Credits:** 32 **Course Assessment:** Continuous Assessment – 100%**Pre-requisite:** CFP3781 – Educational Research**Course Content:**

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

Course	Code	Credits
Project of Afrikaans Language and Literacy Education	LAP3810	32
Project of English Language and Literacy Education	LEP3810	32
Project of KhoeKhoegowab Language and Literacy Education	LKP3810	32
Project of Oshikwanyama Language and Literacy Education	LWP3810	32
Project of Oshindonga Language and Literacy Education	LOP3810	32
Project of Otjiherero Language and Literacy Education	LHP3810	32
Project in of Rukwangali Language and Literacy Education	LRP3810	32
Project of Silozi Language and Literacy Education	LSP3810	32
Project of Environmental Education	MEP3810	32
Project in Numeracy and Mathematics Education	MMP3810	32

Educational Technology **CFD3890**

NQF: 8 **Credits:** 24 **Course Assessment:** CA 50% - Examination 50% - 1 x 3 hour paper**Pre-requisite:** 60% in ECFP 3729 – Integrated Media and Technology 2**Course Content:**

This course 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.

English for Teachers 1 **EET3589**

NQF: 5 **Credits:** 4 **Course Assessment:** CA (50%) Examination (50%) - 1x2 hours paper**Prerequisite:** English Communication and Study Skills – LCE3419**Course Content:**

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

English for Teachers 2 **EET3609**

NQF: 6 **Credits:** 8 **Course Assessment:** CA (50%) Examination (50%) - 1x3 hours paper**Co-requisite:** English for Teachers 1 – EET3589**Course Content:**

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

Environmental Education 1 **MEP3500**

NQF: 5 **Credits:** 16 **Course Assessment:** CA 50% - Examination 50% - 1 x 2 hour paper**Pre-requisite:** None

Course Content:

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: 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.

Environmental Education 2	MEP3600
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NQF: 6	Credits: 16	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
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Pre-requisite: None

Course Content:

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.

Environmental Education 3	MEP3700
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NQF: 6	Credits: 16	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
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Pre-requisite: None

Course Content:

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 regarding health, nutrition and safety , with specific reference to HIV and AIDS related issues will be addressed; 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.

First Aid Education	MFA3699
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NQF: 8	Credits: None	Course Assessment: Continuous Assessment – 100%
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Pre-requisite: None

Course Content:

First Aid accreditation

Guidance and Counselling 1	PSP3702
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NQF: 7	Credits: 8	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
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Co-requisite: None

Course Content:

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.

Guidance and Counselling 2	PSP3890
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NQF: 7	Credits: 8	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
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Pre-requisite: PSP3702 – Guidance and Counselling 1

Course Content:

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.

Inclusive Education 1	EPSP3741
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NQF: 7	Credits: 8	Course Assessment: CA (50%) Examination (50%) - 1x2 hours paper
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Prerequisite: None

Course Content:

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.

Inclusive Education 2	PSD3880
NQF: 8 Credits: 24 Course Assessment: CA 50% - Examination 50% - 1 x 3 hour paper	
Pre-requisite: 60% in PSP3741 – Inclusive Education 1	
Course Content: 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.	
Integrated Media and Technology Education 1	CFP3622
NQF: 6 Credits: 8 Course Assessment: Continuous assessment 100%	
Co-requisite: CLC3509 – Computer Literacy	
Course Content: This course 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 course, 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).	
Integrated Media and Technology Education 2	CFP3729
NQF: 7 Credits: 8 Course Assessment: Continuous assessment 100%	
Co-requisite: Integrated Media and Technology Education 1 - CFP3622	
Course Content: 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.	
Learning Support in Reading and Writing	PSP3822
NQF: 8 Credits: 8 Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper	
Pre-requisite: None	
Course Content: 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.	
Life Skills	PSD3890
NQF: 8 Credits: 24 Course Assessment: CA 50% - Examination 50% - 1 x 3 hour paper	
Pre-requisite: 60% in PSP3702 – Guidance and Counselling	
Course Content: 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.	
Physical and Health Education 1	MPP3620
NQF: 6 Credits: 16 Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper	
Pre-requisite: None	
Course Content: 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 <i>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</i> 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 course 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 course. 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.*

Physical and Health Education 2 **MPP3721**

NQF: 7 **Credits:** 8 **Course Assessment:** CA 50% - Examination 50% - 1 x 2 hour paper

Pre-requisite: None

Course Content:

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.

Professional and Community Development **FMP3802**

NQF: 8 **Credits:** 8 **Course Assessment:** CA 50% - Examination 50% - 1 x 2 hour paper

Pre-requisite: None

Course Content:

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.

Religious and Moral Education **LRP3721**

NQF: 7 **Credits:** 8 **Course Assessment:** CA 50% - Examination 50% - 1 x 2 hour paper

Pre-requisite: None

Course Content:

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 course content. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Project-Based Learning in Education **CFP3782**

NQF: 7 **Credits:** 4 **Course Assessment:** Continuous Assessment – 100%

Co-requisite: FCS3781

Course Content:

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 course 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. Learning will be organized around an open-ended driving question or challenge that will focus the student's work and deepen their learning in a particular school subject area or from an interdisciplinary approach. Students will then investigate knowledge and concepts essential to the question or challenge, come up with authentic solutions to problems or create products that will be used in solving problems, present it to their peers for feedback and revision and hand it in for final evaluation.

School Based Studies Phase 1 **ESP3690**

NQF: 6 **Credits:** 4 **Course Assessment:** Continuous assessment 100%

Co-requisite: None

Course Content:

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.

School Based Studies Phase 2	ESP3790
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NQF: 7	Credits: 6	Course Assessment: Continuous assessment 100%
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Co-requisite: None

Course Content:

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.

School Based Studies Phase 3	ESP3891
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NQF: 8	Credits: 12	Course Assessment: Continuous Assessment 100%
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Pre-requisite: All school subject in year 1, 2 and 3; ESP3790 – School Based Studies Phase 2

Course Content:

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.

School Leadership and Management	FMD3880
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NQF: 8	Credits: 24	Course Assessment: CA 50% - Examination 50% - 1 x 3 hour paper
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Pre-requisite: 60% in FMP3702 -

Course Content:

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.

Science of Teaching	CFP3769
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NQF: 7	Credits: 8	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
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Co-requisite: None

Course Content:

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.

Sport Organisation and Administration	MPD3880
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NQF: 8	Credits: 24	Course Assessment: CA 50% - Examination 50% - 1 x 3 hour paper
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Pre-requisite: 60% in FMP3702- Educational Management

Course Content:

This course provides the foundation for school sport organisers, managers and leaders. It is divided into two sections: (1) Sport Coaching (2) Sport Organisation and Administration. It introduces to sport coaching, sport organisation and administration as well as leadership and management and its impact on good governance in schools. From careful evaluation of these perspectives, as well as from actual practice of it using the course's action learning methods, students will build a personal model of coaching, organisation and administration as well as leadership and management skills that they can use in their workplace.

Language Syllabi

Language in Society	LLP3501
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NQF: 5	Credits: 8	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
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Pre-requisite: None

Course Content:

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 society can be involved as partners in the formal education process. The essence of the course is to deepen one's perception of one's own culture and to gain respect through understanding for the other languages and cultures. This course further elaborates on developmental stages in language acquisition, first and second language learning and multilingualism.

Children's Literature 1	LLP3521
NQF: 5 Credits: 8	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
Pre-requisite: None	
Course Content:	
This course enables students to develop a theoretical understanding of selecting, analysing and appreciating children's literature in English as well as other Namibian Languages.	

Children's Literature 2	LLP3822
NQF: 8 Credits: 8	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
Pre-requisite: None	
Course Content:	
This course builds 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. The content includes Various literary texts; reader guidance methods; 'shared and paired reading,;' use of books as therapy for the emotionally/psychologically disturbed child; how to teach learners to interpret and summarise content and meaning of texts; the effective integration of literature in the pre- and lower primary phases; criteria suitable for selecting relevant literature considering the reading/listening needs, behaviour and preferences of 5-9 year old boys and girls; Design learning plans and sessions for teaching different genres (text types) of literature according to the principles of contextual, integrated and thematic teaching; teaching aids; ICT's and assistive technology to enhance interest in reading and for learners with special needs; facilitate learning using different teaching methods according to the principles of thematic teaching contextual, integrated and thematic teaching as well as multi grade teaching and reflective teaching practices.	

English Language Education 2 (Listening and Speaking Skills)	LEP3600
NQF: 6 Credits: 16	Course Assessment: CA 50% - Examination 50% - 1 x 3 hour paper
Pre-requisite: None	
Course Content:	
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. The content includes Listening skills; 'communication skills'; how to develop learners' desire to communicate; the relationship between oral language and literacy learning and how culture plays a role in language development; strategies to teach English to English home language learners; appreciation of stories, rhymes and songs; how to select and analyse a variety of relevant and appropriate texts to use in listening exercises for example; songs / jingles, rhymes and poems, short stories and folktales; development of skills in auditory perception and discrimination; develop vocabulary regarding literacy teaching, numeracy and mathematics, environmental education, religious and moral education, physical and health education, and arts education as well as vocabulary regarding cross curriculum issues as identified in the broad curriculum; development of phonetic and phonic phonological and phonemic awareness and skills; use phonics as building blocks; plan and present "listening", phonics and comprehension lessons in English; involve parents and community members in telling folktales, riddles, recital of songs/jingles, poems; teaching; storytelling skills; involve storytellers from the community to demonstrate storytelling skills; identify questions that monitor understanding after listening to stories; demonstrate acceptable (standard) pronunciation; key public speaking / presentation skills; methods and materials that facilitate development of speaking skills; criteria for assessing oral presentations of learners; design learning plans and sessions according to the principles of contextual, integrated and thematic teaching; design teaching aids according to a prescribed list and facilitate learning using different teaching methods according to the principles of contextual, integrated and thematic teaching.	

Language Education 1 (Grammar 1)	LLP3521
NQF: 5 Credits: 8	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
Pre-requisite: None	
Course Content:	
This course develops students' language proficiency as it investigates phonetics (sound system); morphology (word categories and their structures); spelling rules of a particular language and <i>the correct use of tenses, forms of grammar</i> . In addition it develops the necessary vocabulary regarding the entire pre- and lower primary subjects. Teaching methods will from 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. The content includes general morphological features of the language; use of tenses to convey meaning clearly; different forms of grammar (descriptive,	

prescriptive, etc); the sound system of the language; spelling rules (orthography) of the language; how to select and evaluate teaching materials for teaching languages; design teaching aids according to the prescribed list for teachers and design teaching and learning plans (according to the principles of contextual, integrated and thematic teaching.

Language Education 2 (Listening and Speaking Skills)

NQF: 6

Credits: 16

Course Assessment: CA 50% - Examination 50% - 1 x 3 hour paper

Pre-requisite: None

Course Content:

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 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. The content includes listening skills; 'communication skills'; how to develop learners' desire to communicate; the relationship between oral language and literacy learning and how culture plays a role in language development; strategies to teach English to English home language learners; appreciation of stories, rhymes and songs; how to select and analyse a variety of relevant and appropriate texts to use in listening exercises for example; songs / jingles, rhymes and poems, short stories and folktales; development of skills in auditory perception and discrimination; develop vocabulary regarding literacy teaching, numeracy and mathematics, environmental education, religious and moral education, physical and health education, and arts education as well as vocabulary regarding cross curriculum issues as identified in the broad curriculum; development of phonetic and phonic phonological and phonemic awareness and skills; use phonics as building blocks; plan and present "listening", phonics and comprehension lessons in Namibian Languages; involve parents and community members in telling folktales, riddles, recital of songs/jingles, poems; teaching; storytelling skills; involve storytellers from the community to demonstrate storytelling skills; identify questions that monitor understanding after listening to stories; demonstrate acceptable (standard) pronunciation; key public speaking / presentation skills; methods and materials that facilitate development of speaking skills; criteria for assessing oral presentations of learners; design learning plans and sessions according to the principles of contextual, integrated and thematic teaching; design teaching aids according to a prescribed list and facilitate learning using different teaching methods according to the principles of contextual, integrated and thematic teaching.

Language Education 3 (Reading and Writing Skills)

NQF: 7

Credits: 16

Course Assessment: CA 50% - Examination 50% - 1 x 3 hour paper

Pre-requisite: None

Course Content:

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. The content includes Reading as a skill; Reading Readiness Approach versus Emergent Literacy Approach; Perceptual development of learners in relation to this phase; preparatory reading competencies; apply various readiness approach reading methods and critically evaluate them; the five key areas of reading instruction; the role of and develop examples of phonemic awareness activities; the use of phonics, word building, letter recognition, and sight vocabulary to promote reading skills; strategies to teach comprehension; strategies to promote the expansion of reading vocabulary; demonstrate strategies to enhance fluency in reading; demonstrate the use of EGRA as diagnostic reading assessment tool and developing assessment-based teaching (Early Grade Reading Assessment); facilitate and manage a classroom for implementing different learning centres and activities; suitable techniques for First and English Language Learning where applicable; reflective practice; how to develop incidental reading competencies; critically evaluate theories regarding the development of reading skills; how to foster a reading culture; criteria strategies for assessing learners reading; evaluate effective reading programmes and select appropriate reading materials including readings from children's literature; how to develop 'preparatory writing' competencies; theories regarding the development of writing skills; how to develop learner's hand writing and other basic writing skills according to Namibian handwriting conventions; writer's workshop approach; criteria for assessing learners writing; teaching skills in integrating grammar in writing lessons; thematic teaching; design learning plans and sessions; teaching aids; facilitate and manage learning using different teaching methods according to the principles of contextualised, integrated and thematic teaching and apply suitable techniques for first and second language teaching were applicable.

Language Education 4 (Grammar 2)

NQF: 8

Credits: 8

Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper

Pre-requisite: None

Course Content:

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. The content includes Elements that constitute sentences and how they interlink; explain and apply different structures of sentences to suit different purposes in

communication; complex and compound sentences; semantic issues of the language, including idiomatic language use; use of dictionaries and other available reference works; code switching; design learning plans and sessions according to the principles of contextual, integrated and thematic teaching; teaching aids according to a prescribed list; facilitate learning using different teaching methods according to the principles of contextual, integrated and thematic teaching as well as multi grade teaching; apply suitable techniques for first and second language teaching where applicable; manage learning and the learning environment; reflective practice and assessment of learning techniques.

Literacy Development **LLP3842**

NQF: 5 **Credits:** 8 **Course Assessment:** CA 50% - Examination 50% - 1 x 2 hour paper

Pre-requisite: None

Course Content:

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. The content includes the modern concept of 'literacy' and the importance of literacy development in Namibian languages and English; stages of language development; literacy programmes; a Balanced Literacy Approach; Curriculum and Instruction models for specific learning contexts; Create a Literate Environment and implement literature circles; produce weekly plans and lesson plans that address diversity; social experience and context support learners in the construction of knowledge related to reading and writing skills; desk top research; use different genres and types of texts (traditional, digital, online) in instruction; compare the Namibian school curriculum (2013) to African and international reading standards; plan and Conduct Assessment and Evaluation; and apply diagnostic assessment approaches and the uses of assessment information for reading and writing support; demonstrate professional learning and leadership when supporting colleagues or communicating with parents; major approaches, materials and instructional procedures for the different approaches to reading in response to Tiered reading intervention strategies; redesign or adjust school syllabus basic competencies to meet individual learner's needs e.g. using readers' workshop; apply methods and materials to teach these learning outcomes and develop resources for learning sessions.

Mathematics Syllabi

Learning Support in the Mathematics Classroom **MMD3800**

NQF: 8 **Credits:** 16 **Course Assessment:** CA 50% - Examination 50% - 1 x 3 hour paper

Pre-requisite: MMP3700 – Numeracy and Mathematics Education 3

Course Content:

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. The content includes characteristics and processes of mathematics instruction ;the connections and distinctions between the three concepts: numbers, quantities and relations; reasoning as a powerful concept in mathematics education; develop meaningful learning experiences that will enhance the learning of key concepts; theories on teaching mathematics; understanding of mathematical difficulties; identify, diagnose and remedy mathematical difficulties in grades one to three or four; how to intervene in mathematical difficulties using effective strategies; contemporary articles on mathematics education; teaching mathematics within cultural contexts; enrichment strategies for gifted and talented learners; design learning plans and sessions according to the principles of contextual, integrated and thematic teaching; teaching aids; ICT's for learners with special needs; assistive technology that could be used in the curriculum phase; differentiated Instruction in mathematics lessons; apply methods for multi-grade teaching in mathematics; facilitate learning using different teaching methods according to the principles of contextual, integrated and thematic teaching as well as multi grade teaching; manage learning and the learning environment; reflective practise and strategies for assessment of learning.

Mathematics and Numeracy Development 1 **MMP3500**

NQF: 5 **Credits:** 16 **Course Assessment:** CA 50% - Examination 50% - 1 x 3 hour paper

Pre-requisite: None

Course Content:

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. The content includes the importance of teaching mathematics; the connection between math and real life and other subjects; history of mathematics education; different numeral systems; the knowledge quartet and how it is applied in teaching; development of learning trajectories and teaching trajectories; approach used for Mathematics Instruction in Namibia: (Problem- Solving Approach); the development of number concept, number sense and numeracy acquisition (numbers and quantities) and instruction methods; relate content and methods to personal culture and share with other cultures; explain learners' understanding of numbers, their symbols and values; explain how to develop learners' ability to identify features and classify objects accordingly; containment; explain how to develop learners' observations of patterns, sequences and ordinal numbers; demonstrate the ability to use different models, e.g. five frame, to focus on five as anchor number; spatial relations and corresponding mathematical vocabulary; two- and three-dimensional shapes and their spatial relations; appropriate teaching trajectories for number concept development; develop own mental ability skills; research-based articles and demonstrate methods, challenging and meaningful learning experiences, and materials to teach and assess these outcomes according to the principles of contextual, integrated and thematic teaching.

Mathematics and Numeracy Development 2		MMP3600
NQF: 6	Credits: 16	Course Assessment: CA 50% - Examination 50% - 1 x 3 hour paper
Pre-requisite: MMP3500 – Mathematics and Numeracy Development 1		
Course Content:		
Develop meaning for the operations, develop awareness of learners' levels of number sense and how to enhance it, develop learners' understanding of measurements of time, length, mass and capacity; activities for measuring attributes e.g. length; measurement sequence within daily life context; standard units of measurement including time and money; two- and three-dimensional shapes and operations with two-dimensional and three-dimensional shapes; use conceptual development teaching strategies appropriate to geometry, help children master the basic facts; whole number place-value development; strategies for whole number computation; basic geometry, proportional reasoning, problem structures and problem-solving strategies, computational estimation with whole numbers within the context of daily life and different cultural contexts. The content includes measurements of time, length, mass and capacity; activities for measuring attributes e.g. length; measurement sequence within daily life context; standard units of measurement including time and money; two- and three-dimensional shapes and operations with two-dimensional and three-dimensional shapes; use conceptual development teaching strategies appropriate to geometry, help children master the basic facts; whole number place-value development; strategies for whole number computation; basic geometry, proportional reasoning, problem structures and problem-solving strategies; computational estimation with whole numbers within the context of daily life and different cultural contexts and micro teaching.		

Numeracy and Mathematics Education 3		MMP3700
NQF: 7	Credits: 16	Course Assessment: CA 50% - Examination 50% - 1 x 3 hour paper
Pre-requisite: MMP3600 – Mathematics and Numeracy Development 2		
Course Content:		
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. The content includes fractions, decimals and percents and do calculations, develop fraction, decimal and percent concepts with learners; 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, implementing assessment; recording learner achievement (e.g. scoring rubric); evaluation; reporting learner achievement; teaching methodology will form an integral part of this course and. micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.		

BACHELOR OF EDUCATION 10BEDC – 10BEDS

NOTE: A new curriculum was implemented for the degree in 2014 with the third year of the new curriculum that will run for the first time in 2016.

Aim

The aim of the Bachelor of Education degree is to provide people the opportunity to further their studies in the field of education by means of distance education. This degree is currently aimed in particular at people who wish to teach at secondary level. Unfortunately not all school subjects are yet available on distance.

Programme overview

Courses in the external programme follow the curricula offered by the faculties and departments of the University, but allow external students to concentrate on studying fewer courses and subjects each year.

Admission requirements

To qualify for entry to the external Bachelor of Education degree you should meet the basic requirements for entrance to the undergraduate programmes of the University.

A candidate should obtain a minimum of 25 points in five subjects on the UNAM Evaluation Scale to be admitted with at least a C in NSSC (Ordinary level) Mathematics to do the Science options.

Admission could also be considered for persons who qualify through the Mature Age Entry Scheme upon successful completion of the relevant examinations as set out in the General Regulations. A special application form is available for this purpose.

To register for the Bachelor of Education degree, a candidate must hold a valid Namibia Senior Secondary Certificate (NSSC) or any other equivalent qualification, and you should have passed at least five subjects in no more than three examination sittings. You should also obtain a minimum of 25 points on the University of Namibia Evaluation Scale.

The University takes the following into consideration when computing your score:

- the score is calculated by adding together the points of your five best subjects
- English is counted as one of the five subjects
- include any subject as one of the five subjects which is a prerequisite for entry to a specific Course, for example Mathematics

English is a compulsory subject and should be obtained at NSSC (English as a Second Language) grade C or at least grade D at NSSC (English First Language) level. The University will consider other school leaving certificates, after evaluation of these certificates. Mature people with experience, but without the formal school qualification may seek entry through the Mature Age Entry Scheme. See page 12 of this Prospectus for more information on the Mature Age Entry Scheme.

Normally, candidates intended to register for the two approved school subjects at the degree level must have obtained a "C" or better in the similar subjects at the NSSC.

Assessment and promotion requirements

Course assessment is based on continuous assessment by means of tutor-marked assignments, and a written examination at the end of the Course. You will be admitted to the examination if you have gained an average mark of at least 40% in the assignments. To complete the Course successfully you should obtain a minimum mark of at least 40% in the examination, and a final mark of at least 50%.

Programme requirements

Supervised Practical Teaching forms an integral part of the programme in both Part I and Part II. You will not be able to complete Part I or be awarded the degree without a pass mark in this component. Practical work is a requirement in the Science related courses.

The Curriculum

The new curriculum – year 1

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One and Two				
CSI3580	Contemporary Social Issues	5	8		
	Semester One				
CLC3509	Computer Literacy	5	8		
LCE3419	English Communication and Study Skills	4	16		
	School Subject 1		16		
	School Subject 2		16		
	Semester Two				
LEA3519	English for Academic Purposes	5	16	ULCE3419	English Communication and Study Skills
FMS3622	Educational Foundations 1	6	8		
PSH3682	Human Development & Learning	6	12		
CFS3629	Integrated Media and Technology 1	6	8	UCLC3509	Computer Literacy
	School Subject 1		16		
	School Subject 2		16		
Year 2	Semester One				
ETP3699	Teaching Practice Phase 1	6	3		
	School Subject 1 (2 courses)		32		
	School Subject 2 (2 courses)		32		
EET3589	English for Teachers 1	5	4	ULCE3419	English Communication and Study Skills
CFS3729	Integrated Media and Technology Education 2	7	8		
	Semester Two				
CFG3782	General Teaching Methodology	7	12		
PSI3702	Inclusive Education 1	7	8		
CFC3702	Curriculum Development & Practice	7	8		
EET3602	English for Teachers 2	6	8	EET3589	English for Teachers 1

	School Subject 1		16		
	School Subject 2		16		
Year 3	Semester One				
ETP3799	Teaching Practice Phase 2	7	3	ETP3699	Teaching Practice Phase 1
CFE3701	Assessment & Evaluation of Learning	7	8		
CFS3781	Educational Research	7	12		
	School Subject 1		16		
	School Subject 2		16		
	Semester Two				
CFS3782	Project Based Learning in Education	7	8	CFS3781	Educational Research (Co-requisite)
PSG3722	Guidance and Counselling 1	7	8		
FMS3742	Educational Foundations 2	7	8		
FMA3702	Educational Management	7	8		
	School Subject 1		16		
	School Subject 2		16		
	Semester One and Two				
	Teaching Methods School Subject 1	7	16	CFG3882	General Teaching Methodology, plus level 6 school subject content
	Teaching Methods School Subject 2	7	16	CFG3882	General Teaching Methodology, plus level 6 school subject content

The old curriculum – year 4

Year 4	Semester One				
EETP3809	Teaching Practice Phase 3 (See list of codes for new internal qualification codes)	8	8	ETP3699	Teaching Practice Phase 1, Two Teaching Methods courses, and 80 credits school subject content
PSG3801	Guidance and Counselling	8	8	PSG3702	Introduction to Guidance & Counselling
FMC3701	Comparative Education	7	8		
MFA3699	First Aid Education		0		
	Project Phase 2 (List of codes provided)	8	12	CFI3701	Introduction to Educational Research, plus Project Phase 1
	Semester Two				

FMD3802	Professional & Community Development	8	8		
FMP3802	Philosophy of Education	8	8		
SSC3702	Sport Coaching	7	8		
	School Subject 1		16		
	School Subject 2		16		
Year 4	Career Specialisation: 1 Elective (Two semester courses or One Double course)				
FMM3810	School Management	8	32		
PSI3810	Inclusive Education	8	32		
CFM3810	Educational Technologist	8	32		Only for option Math & Physical science
CFP3810	Curriculum Planning and Development	8	32		
	Advanced Subject Content				

The School Subjects

The Faculty of Education approved new subject combinations that will be valid from 2013 onwards. Students who sit with science school subject combinations should phased out on the qualification code – 10BEDS. Students who want to take B. Ed. (Mathematics and Science Specialism) in future will **only** be allowed to follow the following school subject content combinations and should register for the relevant qualification code:

School subject combinations	Qualification Code
Afrikaans and English	10BHEA
Afrikaans and Fashion and Fabrics	10BVPA
Afrikaans and History	10BHYA
English and History	10BHEY
English and Home Economics	10BHEQ
Fashion and Fabrics and English	10BVPE
Fashion and Fabrics and History	10BVPY
Mathematics and Economics	10BCME
Mathematics and Accounting	10BCMA
Accounting and Economics	10BCAE
Accounting and Business Studies	10BCAB
Business Studies and Economics	10BCBE

ACCOUNTING

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
AFE3581	Fundamentals of Accounting A	5	12		
BCM3571	Business Mathematics	5	16		
	Semester Two				
AFE3582	Fundamentals of Accounting B	5	12		
Year 2	Semester One				
AFE3691	Financial Accounting 1A	6	12	AFE3581/2	Fundamentals of Account. A & B
AAM3691	Management Accounting 1A	6	12		
	Semester Two				
AFE3692	Financial Accounting 1B	6	12	AFE3581/2	Fundamentals of Account. A & B
Year 3	Semester One				
AFE3781	Financial Accounting 2A	7	12	AFE3691/2	Financial Accounting 1A & 1B
	Semester Two				
AFE3782	Financial Accounting 2B	7	12	AFE3691/2	Financial Accounting 1A & 1B
Year 4	Semester One				
AFE3871	Financial Accounting 3A	8	16	AFE3751/2	Financial Accounting 2A & 2B

AFRIKAANS

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
LAF3581	Afrikaans Language Usage	5	12		
	Semester Two				
LAF3582	Foundations of Afrikaans Literature	5	12		
Year 2	Semester One				
LAF3611	Afrikaans Linguistics	6	16		
LAF3631	Foundations of Dutch Language and Literature	6	16		

	Semester Two				
LAF3652	Afrikaans Visual Studies	6	16	LAF3582	Foundations of Afrikaans Literature
Year 3	Semester Two				
LAF3752	Afrikaans and Dutch Poetry	7	16	LAF3582	Foundations of Afrikaans Literature
LAF3732	Afrikaans Language Studies	7	16	LAF3611	Afrikaans Linguistics
Year 4	Semester One and Two				
LAF3860	Afrikaans and Dutch Novel and Drama	8	16		

BUSINESS STUDIES

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
BCM3571	Business Mathematics	5	16		
	Semester Two				
MPP3572	Principles of Management	5	16		
Year 2	Semester One				
MBO3671	Organisational Behaviour 1	6	16	MPP3579	Principles of Management
ABA3691	Business Statistics 1	6	12	BCM3579	Business Mathematics
	Semester Two				
MBO3672	Organisational Behaviour 2	6	16	MPP3579	Principles of Management
Year 3	Semester One				
MSM3781	Marketing Management 1A	7	12		
MHM3781	Human Resource Management 1	7	12		
	Semester Two				
MSM3782	Marketing Management 1B	7	12		
Year 4	Semester Two				
MHE3812	Entrepreneurship for Educators	8	16		

ECONOMICS

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
EMI3571	Basic Micro-Economics	5	16		
BCM3571	Business Mathematics	5	16		
	Semester Two				
EMA3572	Basic Macro-Economics	5	16		
Year 2	Semester One				
EMI3671	Intermediate Micro-Economics I	6	16	EMI3571	Basic Micro-Economics
EMA3671	Intermediate Macro-Economics I	6	16	EMA3572	Basic Macro-Economics
	Semester Two				
EMI3672	Intermediate Micro-Economics II, or	6	16	EMI3571	Basic Micro-Economics
EMA3672	Intermediate Macro-Economics II	6	16	EMA3572	Basic Macro-Economics
Year 3	Semester One				
EIT3771	International Trade	7	16		
	Semester Two				
ENE3772	Namibian Economy	7	16		
Year 4	Semester Two				
EGD3872	Economics of Growth and Development	8	16	EMI3671/2 EMA3671/2	Intermediate Micro-Economics I/II Intermediate Macro-Economics I/II

ENGLISH

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
LEN3581	Fundamentals of English Language Studies	5	12		
	Semester Two				
LEN3582	Fundamentals of the Study of Literature in English	5	12		
Year 2	Semester One				

LEN3611	Lexis and Basic Grammar	6	16	LEN3581	Fundamentals of English Language Studies
LEN3631	Approaches to Poetry Analysis	6	16	LEN3582	Fundamentals of the Study of Literature in English
	Semester Two				
LEN3672	Selection of Drama and Prose	6	16		
Year 3	Semester Two				
LEN3732	Psycholinguistics	7	16		
LEL3732	Namibian Literature in English since Independence	7	16		
Year 4	Semester One and Two				
LEL3820	An Overview of African Literature	8	16		
	Career Specialisation: Select two				
LEN3820	Approaches to Stylistics Analysis	8	16		
LEN3840	Approaches to Language Analysis	8	16		

FASHION AND FABRICS (CES will only have a first year intake every second year – next intake in 2017)

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
VPD3581	Principles of Design	5	12		
	Semester Two				
VPD3592	Principles of Design	5	12		
	Semester One and Two				
VTF3600	Textiles and Fashion Basics	6	16		
Year 2	Semester One				
VTS3611	Textiles, Dyed, Painted and Printed	6	16		
VFS3611	Fashion Studies	6	16	VPD3592	Principles of Design
	Semester Two				
VTS3632	Constructed Textiles & Sewn Decoration	6	16		
VFS3632	Fashion Studies	6	16	VFS3611	Fashion Studies

Year 3	Semester One				
VFS3711	Fashion Studies	6	16	VFS3611	Fashion Studies
	Semester Two				
VFS3732	Fashion Studies	6	16	VFS3711	Fashion Studies
Year 4	Semester Two				
MHE3812	Entrepreneurship for Educators	6	16	VFS3711	Fashion Studies

HISTORY

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
HGE3581	African Civilisation	5	12		
	Semester Two				
HGE3582	History: Images, Concepts and Tools	5	12		Students should pass this course to progress to the 2 nd year. Students who fail may only select Making of the Atlantic World in the 2 nd year.
Year 2	Semester One				
HGE3651	Early Southern Africa History	6	16	HGE3582	History: Images, Concepts and Tools
HGE3611	The Making of the Atlantic World	6	16		
	Semester Two				
HGE3612	Namibia 19 – 20 Century	6	16	HGE3532	History: Images, Concepts and Tools
Year 3	Semester One				
HGE3751	Namibia 1920 - 1990	7	16		
	Semester Two				
HGE3772	World History	7	16		
Year 4	Semester One and Two				
HGE3820	Public History/Museum and Heritage Studies	8	16		

HOME ECONOMICS

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
MHE3501	Applied Science for Home Economics	5	8		
MHE3511	Intro to Household Resource Management	5	16		
	Semester Two				
MHE3612	Introduction to Human Nutrition	6	16		
Year 2	Semester One				
MHE3631	Principles of Food Preparation	6	16		
MHE3611	Household Resource Management	6	16		
	Semester Two				
MHE3632	Housing	6	16		
Year 3	Semester One				
MHE3711	Applied Nutrition	7	16	MHE3612	Introduction to Human Nutrition
	Semester Two				
MHE3712	Principles of Food Preparation and Meal Management	7	16	MHE3611	Principles of Food Preparation
Year 4	Semester Two				
MHE3812	Entrepreneurship for Educators	8	16		

MATHEMATICS

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
MAT3511	Basic Mathematics	5	16		NSSC Mathematics
MAT3501	Analytic Geometry	5	8		NSSC Mathematics
MAT3521	Matrices and Complex Numbers	5	8		NSSC Mathematics
	Semester Two				
MAT3512	Pre-calculus	5	16		NSSC Mathematics
Year 2	Semester One				

MAT3611	Calculus 1	6	16	MAT3511/ MAT3531/ MAT3512	Basic Mathematics or Pre-Calculus and Analytic Geometry, Complex Numbers and Matrices
	Semester Two				
MSE3612	Statistics for Educators	6	16		
MAT3612	Calculus 2	6	16	MAT3511/ MAT3531/ MAT3512	Basic Mathematics or Pre-Calculus and Analytic Geometry, Complex Numbers and Matrices
Year 3	Semester One				
MAE3771	Function of Single Variables I	7	16	MAT3611/ 2	Calculus 1 and Calculus 2
	Semester Two				
MAE3772	Function of Single Variables II	7	16	MAT3611/ MAT3612	Calculus 1 and Calculus 2
Year 4	Semester Two				
MAE3872	Euclidian Geometry	8	16	MAT3611/ MAE3791	Calculus 1 and Function of Single Variables I

BACHELOR OF EDUCATION – MATHEMATICS AND SCIENCE SPECIALISM – 10BEDS

The same regulations apply as for other students in the Faculty of Education.

- To follow the B.Ed (Mathematics and Science) options, a student should have obtained at least a C symbol in IGCSE or equivalent qualification for Mathematics. BETD Students should at least major at mathematics in the diploma to be allowed to register for the mathematics and science specialism.
- All students opting for Home Economics should also obtain a pass in Biology or Home Economics as one of their IGCSE subjects (C symbol).
- All students opting for Biology, Home Economics and Physical Science should complete a First Aid course (EMFA3699). These students should note that all practical sessions are compulsory, and that they should comply with safety measures required for the particular school subject.

The Subject Combinations

The Faculty of Education approved new subject combinations that will be valid from 2013 onwards. Students who sit with science school subject combinations should phased out on the qualification code – 10BEDS. Students who want to take B. Ed. (Mathematics and Science Specialism) in future will **only** be allowed to follow the following school subject content combinations and should register for the relevant qualification code:

School subject combinations	Qualification Code
Biology and Mathematics	10BSBM
Biology and Home Economics	10BSBQ
Mathematics and Physical Science	10BSMP

NOTE:

The courses listed below in the course outlines are the minimum number of courses that mathematics and science students can offer. These courses are compulsory. In certain years and semesters, students may be required to take more courses than indicated on the Bachelor of Education curriculum framework.

The School Subjects**BIOLOGY**

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
BLG3511	Introduction to Biology	5	16		Biology NSSC – C Symbol
	Semester Two				
CHM3532	Chemistry for Life Science	5	16		
BLG3512	Diversity of Life	5	16		
Year 2	Semester One				
BLG3611	Animal Form and Function	6	16	BLG3411/ BLG3512	Introduction to Biology, and Diversity of Life
	Semester Two				
MBL3652	Human Biology	6	16	CHM3532	Chemistry for Life Science
BLG3612	Plant Form and Function	6	16	BLG3411/ SBLG3512	Introduction to Biology, and Diversity of Life
Year 3	Semester One				
MBE3771	Cell Molecular Biology, Microbiology and Genetics for Educators	7	16	BLG3611 / BLG3612 / MBL3652	Animal Form and Function, Plant Form and Function and Human Biology
	Semester Two				
EBE3772	Environmental Biology for Educators	7	16	BLG3611 / BLG3612	Animal Form and Function, and Plant Form and Function
Year 4	Semester Two				
MOL3832	Plant Growth and Development	8	16	BLG3411 / CHM3532	Introduction to Biology, and Chemistry for Life Science

MATHEMATICS

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
MAT3511	Basic Mathematics	5	16		NSSC Mathematics
MAT3501	Analytic Geometry	5	8		NSSC Mathematics
MAT3521	Matrices and Complex Numbers	5	8		NSSC Mathematics
	Semester Two				
MAT3512	Pre-calculus	5	16		NSSC Mathematics
Year 2	Semester One				
MAT3611	Calculus 1	6	16	MAT3511/ MAT3531/ MAT3512	Basic Mathematics or Pre-Calculus and Analytic Geometry, Complex Numbers and Matrices
	Semester Two				
MSE3612	Statistics for Educators	6	16		
MAT3612	Calculus 2	6	16	MAT3511/ MAT3531/ MAT3512	Basic Mathematics or Pre-Calculus and Analytic Geometry, Complex Numbers and Matrices
Year 3	Semester One				
MAE3771	Function of Single Variables I	7	16	MAT3611/ 2	Calculus 1 and Calculus 2
	Semester Two				
MAE3772	Function of Single Variables II	7	16	MAT3611/ MAT3612	Calculus 1 and Calculus 2
Year 4	Semester Two				
MAE3872	Euclidian Geometry	8	16	MAT3611/ MAE3791	Calculus 1 and Function of Single Variables I

PHYSICAL SCIENCE

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
PHY3511	Physics for Physical Science I	5	16		NSSC Physical Science and Mathematics – C Symbols
CHM3511	Chemistry IA	5	16		

	Semester Two				
PHY3512	Physics for Physical Science II	5	16		NSSC Physical Science and Mathematics – C Symbols
CHM3512	Chemistry IB	5	16		
Year 2	Semester One				
PHY3651	Mechanics and Waves	6	16	PHY3511/ MAT3512	Physics for Physical Science I Pre-calculus
CHM3631	Physical Chemistry I	6	16	CHM3411/ CHM3512/ MAT3511/2	Chemistry IA, Chemistry 1B, Basic Mathematics and Pre-calculus
	Semester Two				
PHE3642	Electricity and Magnetism	6	8	PHY3512/ MAT3511/2	Physics for Physical Science II, Basic Mathematics and Pre-calculus
CHE3622	Organic Chemistry for Educators	6	8	CHM3411/ CHM3512	Chemistry IA and Chemistry 1B
Year 3	Semester One				
PHE3751	Modern Physics for Educators	7	16	PHY3511/ 2 MAT3511/2	Physics for Physical Science I, Physics for Physical Science II, Basic Mathematics and Pre-calculus
	Semester Two				
CHE3742	Inorganic Chemistry for Educators 1	7	8	CHM3411/ CHM3512	Chemistry IA and Chemistry 1B
Year 4	Semester Two				
PHY3802	Nuclear Physics	8	8	PHE3751	Modern Physics for Educators
CHE3862	Inorganic Chemistry for Educators 2	8	8	CHE3742	Inorganic Chemistry for Educators

The Syllabi

UNAM Core Courses:

Computer Literacy

CLC3509

NQF level: 5 Credits: 8

Course assessment: CA 100%

Prerequisites: None

Course 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. Spread sheet: 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.

Contemporary Social Issues	CSI3580
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NQF: 5 **Credits:** 8 **Course Assessment:** Continuous assessment – 100%

Prerequisite: None

Course Content:

This course encourages behavioural change among UNAM students. It offers an integrative and inter-disciplinary basis for the six broad themes on teaching and learning strategies; norms, rules and contact; citizenship, democracy and common good; ethics and responsible leadership; health and human sexuality; environment and sustainability as well as stressing the interconnectedness of such issues/themes. The course shall empower students to responsible behavioural changes and to transform high risk behaviour to the common good and responsible citizenship, including broadening the student's scope and understanding of the environment and sustainability of the ecosystem services and how humans influence these. Therefore, critical transformative theory will undergird the content of the course. After completion students shall be empowered and be prepared to enjoy productive, meaningful careers and lives that benefit a society that increasingly resembles a global community. Flexible modes of assessment may be harnessed and may be combined with in-situ visits to appropriate sites.

English Communication and Study Skills	LCE3419
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NQF Level: 4 **Credits:** 16 **Course Assessment:** CA (60%) Examination (40%) - 1 x 3 hour paper

Pre-requisites: None

Course Content:

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.

English for Academic Purposes	LEA3519
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NQF level: 5 **Credits:** 16 **Course assessment:** CA (60%) Examination (40%) - 1x3 hours paper

Prerequisites: None

Course Content:

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.

Education Syllabi – new curriculum (year 1 and 3)

Assessment and Evaluation of Learning	CFC3701
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NQF: 7 **Credits:** 8 **Course Assessment:** CA 50% Exam 50% - 1 x 2 hours paper

Prerequisite: None

Course Content:

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.

Curriculum Development and Practice	CFC3702
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NQF: 7 **Credits:** 8 **Course Assessment:** CA 50% Exam 50% - 1 x 3 hours paper

Prerequisite: None

Course Content:

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.

Educational Foundations 1	FMS3622
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NQF level: 5 **Credits:** 16 **Course Assessment:** CA 50% Exam 50% - 1 x 2 hours paper

Co-requisites: None

Course Content:

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.

Educational Foundations 2	FMS3742
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NQF: 7 **Credits:** 8 **Course Assessment:** CA 50% - Examination 50% - 1 x 2 hour paper

Pre-requisite: None

Course Content:

The course aims at developing student's critical thinking of the sociological and philosophical underpinnings of education and their impact on teaching and learning.

Educational Management	FMA3702
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NQF: 7 **Credits:** 8 **Course Assessment:** CA 50% Exam 50% - 1 x 3 hours paper

Prerequisite: None

Course Content:

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 of this that all student teachers should be equipped with theoretical and practical management and leadership competencies.

Educational Research	CFS3781
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NQF: 7 **Credits:** 12 **Course Assessment:** CA 50% - Examination 50% - 1 x 2 hour paper

Pre-requisite: None

Course Content:

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.

English for Teachers 1	EET3589
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NQF: 5 **Credits:** 8 **Course Assessment:** CA 50% Exam 50% - 1 x 3 hours paper

Prerequisite: LCE3419 English Communication and Study Skills

Course Content:

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

English for Teachers 2	EET3602
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NQF: 2 **Credits:** 8 **Course Assessment:** CA 50% Exam 50% - 1 x 3 hours paper

Co-requisite: EET3502 English for Teachers 1

Course Content:

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

General Teaching Methodology	CFG3782
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NQF: 7 **Credits:** 12 **Course Assessment:** CA 50% Exam 50% - 1 x 3 hours paper

Prerequisite: None

Course Content:

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

Guidance and Counselling 1	PSG3722
NQF: 7 Credits: 8	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
Co-requisite: None	
Course Content:	
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.	

Human Development and Learning	PSH3682
NQF: 6 Credits: 12	Course Assessment: CA 50% Exam 50% - 1 x 3 hours paper
Prerequisite: None	
Course Content:	
This course will enable B. Ed 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 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 course will cover selected theories of human development and learning that are sensitive to the practice of education in a school environment characterised by the diversity of aptitude, need, adversity, resource and culture.	

Inclusive Education 1	PSI3702
NQF: 7 Credits: 8	Course Assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisite: None	
Course Content:	
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.	

Integrated Media and Technology 1	CFS3629
NQF level: 6 Credits: 8	Course assessment: Continuous Assessment – 100%
Pre-requisites: CLC3509 – Computer Literacy	
Course Content:	
This course 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 course, 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).	

Integrated Media and Technology Education 2	CFS3729
NQF: 7 Credits: 8	Course Assessment: Continuous assessment 100%
Co-requisite: Integrated Media and Technology Education 1 - CFU3622	
Course Content:	
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.	

Project-Based Learning in Education	CFS3782
NQF: 7 Credits: 4	Course Assessment: Continuous Assessment – 100%
Co-requisite: CFS3781 – Educational Research	
Course Content:	
Project- Based learning is aimed at engaging students in learning important knowledge and 21 st century skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and learning tasks. In	

the course 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. Learning will be organized around an open-ended driving question or challenge that will focus the student's work and deepen their learning in a particular school subject area or from an interdisciplinary approach. Students will then investigate knowledge and concepts essential to the question or challenge, come up with authentic solutions to problems or create products that will be used in solving problems, present it to their peers for feedback and revision and hand it in for final evaluation.

Teaching Methods School Subject 1 & 2

NQF: 7 **Credits:** 16 **Course Assessment:** CA 50% Exam 50% - 1 x 3 hours paper

Prerequisite: CFG3782 – General Teaching Methodology and Level 6 School subject content

Course Content:

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.

List of teaching methodologies offered on distance

Course	Code	Credits
Teaching Methods of Accounting	CCA3700	16
Teaching Methods of Afrikaans	CLA3700	16
Teaching Methods of Business Studies	CCB3700	16
Teaching Methods of Economics	CCE3700	16
Teaching Methods of English	CLE3700	16
Teaching Methods of History	CSH3700	16
Teaching Methods of Biology	MSB3700	16
Teaching Methods of Physical Science	MSP3700	16
Teaching Methods of Mathematics	MMM3700	16
Teaching Methods of Home Economics	MHH3700	16
Teaching Methods of Fashion and Fabrics	MHF3700	16

Teaching Practice Phase 1

ETP3699

NQF: 6 **Credits:** 3 **Course Assessment:** Continuous Assessment 100%

Prerequisite: None

Course Content:

The course is designed to expose students to the realities of senior secondary schools in Namibia. They are expected to observe many different facets of learning, teaching, and management.

Teaching Practice Phase 2

ETP3799

NQF: 7 **Credits:** 3 **Course Assessment:** Continuous Assessment 100%

Prerequisite: ETP3699 – Teaching Practice Phase 1

Course Content:

This course is designed to expose students to the realities of senior 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.

Education Syllabi – old curriculum (year 4)

Comparative Education

FMC3701

NQF: 7 **Credits:** 8 **Course Assessment:** CA 50% Exam 50% - 1 x 3 hours paper

Prerequisite: None

Course Content:

This course develops a student's understanding, skills and dispositions regarding education systems such as: aims of education, education systems, determinants of education systems, structures of education systems; critical issues in education; research of education systems

Educational Management **FMA3701**

NQF: 7 **Credits:** 8 **Course Assessment:** CA 50% Exam 50% - 1 x 3 hours paper

Prerequisite: None

Course Content:

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 of this that all student teachers should be equipped with theoretical and practical management and leadership competencies.

First Aid Education **MFA3699**

NQF: 6 **Credits:** 0 **Course Assessment:** Continuous Assessment 100%

Prerequisite: None

Course Content:

First Aid accreditation

Guidance and Counselling **PSG3801**

NQF: 8 **Credits:** 8 **Course Assessment:** CA 50% Exam 50% - 1 x 3 hours paper

Prerequisite: PSG3702 Introduction to Guidance and Counseling

Course Content:

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.

Inclusive Education **PSI3810**

NQF: 8 **Credits:** 32 **Course Assessment:** CA 50% Exam 50% - 1 x 3 hours paper

Prerequisite: EPSI3702 Introduction to Inclusive Education

Course Content:

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.

Philosophy of Education **FMP3802**

NQF: 8 **Credits:** 8 **Course Assessment:** CA 50% Exam 50% - 1 x 3 hours paper

Prerequisite: None

Course Content:

This course develops and sharpens a student's thinking, and encourages a critical disposition and discourse about issues related to education in particular and to the general well-being of the society. These issues include philosophical doctrines impacting on teaching and learning, morality, authority, discipline, freedom, equality, democracy, punishment, local political structures, voting issues, constitutional and historical developments, critical reading and thinking.

Professional and Community Development **FMD3802**

NQF: 8 **Credits:** 16 **Course Assessment:** CA 50% Exam 50% - 1 x 3 hours paper

Prerequisite: None

Course Content:

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.

Project Phase 1

NQF: 8 **Credits:** 8 **Course Assessment:** Continuous Assessment 100%

Co-requisite: CFI3701 - Introduction to Educational Research

Course Content:

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

List of Project Phase 1 offered on distance

Course	Code	Credits
Project Phase 1 of History	CSH3802	8
Project Phase 1 of Accounting	CCA3802	8
Project Phase 1 of Business Studies	CCB3802	8
Project Phase 1 of Economics	CCE3802	8
Project Phase 1 of English	CLE3802	8
Project Phase 1 of Biology	MSB3802	8
Project Phase 1 of Physical Science	MSP3802	8
Project Phase 1 of Mathematics	MMM3802	8
Project Phase 1 of Home Economics	MHH3802	8
Project Phase 1 of Fashion and Fabrics	MHF3802	8

Project Phase 2

NQF: 8 **Credits:** 12 **Course Assessment:** Continuous Assessment 100%

Prerequisite: Project Phase 1

Course Content:

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

List of Project Phase 2 offered on distance

Course	Code	Credits
Project Phase 2 of History	CSH3889	12
Project Phase 2 of Accounting	CCA3889	12
Project Phase 2 of Business Studies	CCB3889	12
Project Phase 2 of Economics	CCE3889	12
Project Phase 2 of English	CLE3889	12
Project Phase 2 of Biology	MSB3889	12
Project Phase 2 of Physical Science	MSP3889	12
Project Phase 2 of Mathematics	MMM3889	12
Project Phase 2 of Home Economics	MHH3889	12
Project Phase 2 of Fashion and Fabrics	MHF3889	12

School Management

FMM3810

NQF: 8 **Credits:** 32 **Course Assessment:** CA 50% Exam 50% - 1 x 3 hours paper

Prerequisite: None

Course Content:

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.

Sport Coaching

SSC3702

NQF: 7 **Credits:** 8 **Course Assessment:** CA 50% Exam 50% - 1 x 3 hours paper

Prerequisite: None

Course Content:

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

Teaching Practice Phase 3

NQF: 8 **Credits:** 8 **Course Assessment:** Continuous Assessment 100%

Prerequisite: Students should have passed two school subject Teaching Methods courses, 80 credits in school subject content, and ETP3799 Teaching Practice Phase 2

Course Content:

This course is designed to provide supervised practice-based exercises intended to demonstrate readiness for employment in different facets of learning, teaching and management.

Course	Code	Credits
Teaching Practice Phase 3 Biology and Mathematics	EBM3809	8
Teaching Practice Phase 3 Biology and Home Economics	EBQ3809	8
Teaching Practice Phase 3 Mathematics and Physical Science	EMP3809	8
Teaching Practice Phase 3 English and History	EEY3809	8
Teaching Practice Phase 3 English and Home Economics	EEQ3809	8
Teaching Practice Phase 3 Fashion and Fabrics and English	EPE3809	8
Teaching Practice Phase 3 Fashion and Fabrics and History	EPY3809	8
Teaching Practice Phase 3 Mathematics and Economics	EME3809	8
Teaching Practice Phase 3 Mathematics and Accounting	EMA3809	8
Teaching Practice Phase 3 Accounting and Economics	EAE3809	8
Teaching Practice Phase 3 Accounting and Business Studies	EAB3809	8
Teaching Practice Phase 3 Business Studies and Economics	EBE3809	8

Accounting Syllabi

Business Mathematics **BCM3571**

NQA level: 5 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Prerequisites: None

Course Content:

The course is designed to give students an overview of various business mathematical calculations and topics and to enable them to solve business related problems. The topics to be covered are number and systems, rates, ratios, percentages, measurement and mensuration, equations and inequalities, and introduction to algebra.

Financial Accounting 1A **AFE3691**

NQA level: 6 **Credits:** 12 **Course assessment:** CA 50% Examination 50% - 1x 3 hour paper

Prerequisites: Fundamentals of Accounting A and B (AFE3581/2)

Course Content:

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.

Financial Accounting 1B **AFE3692**

NQA level: 6 **Credits:** 12 **Course assessment:** CA 50% Examination 50% - 1x 3 hour paper

Prerequisites: Fundamentals of Accounting A and B (AFE3581/2)

Course Content:

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.

Financial Accounting 2A **AFE3781**

NQA level: 7 **Credits:** 12 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Prerequisites: AFE3691/2 Financial Accounting 1A & 1B

Course Content:**Course Content**

The detailed contents are as follows:

International Financial Reporting Standards (IFRS): Revenue (IAS18), Inventories (IAS2), Property, plant and equipment (IAS16), Intangible assets (IAS38), Impairment of assets (IAS36).

Groups: Introduction to Group Statements of Financial Position, Statements of Comprehensive Income, Statements of Changes in Equity and Notes to the Financial Statements (Consolidated and Separate Financial Statements (IAS27) and Business Combinations (IFRS3)), consolidation at and after date of acquisition.

Financial Accounting 2B **AFE3782**

NQA level: 7 **Credits:** 12 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Prerequisites: AFE3691/2 Financial Accounting 1A & B

Course Content

The detailed contents are as follows:

Groups: Introduction to basic group financial statements consolidated and separate financial statements (IAS27) – business combinations (IFRS3), Sundry aspects concerning group statements and Intra-group transactions.

International Financial Reporting Standards (IFRS): Investment property (IAS40), Non-currents assets held for sale and discontinued operations (IFRS5), Operating segments (IFRS8), Accounting policies, changes in accounting estimates, and errors (IAS8), Related party disclosures (IAS24), Earnings per share (IAS33), Events after the reporting period (IAS10).

Financial Accounting 3A **AFE3871**

NQA level: 8 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Prerequisites: AFE3751/2 Financial Accounting 2A & 2B

Course Content:

The detailed contents are as follows; Group statements: interim acquisition, complex groups, insolvent subsidiaries, non-consolidated subsidiaries, investments in associates (IAS28), interests in joint ventures (IAS31), change in the nature and extent of control, income tax (IAS12), construction contracts (IAS11), leases (IAS17), employee benefits (IAS19).

Fundamentals of Accounting A **AFE3581**

NQA level: 5 **Credits:** 12 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Prerequisites: None

Course Content:

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.

Fundamentals of Accounting B **AFE3582**

NQA level: 5 **Credits:** 12 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Prerequisites: None

Course Content:

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.

Management Accounting 1A **AAM3691**

NQA level: 6 **Credits:** 12 **Course assessment:** CA 50% Examination 50% - 1x 3 hour paper

Prerequisites: None

Course Content:

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.

Afrikaans Syllabi

Afrikaans Language Usage	LAF3581
NQA level: 5 Credits: 12	Course assessment: CA 60% Examination 40% - 1x 3 hour paper
Prerequisites: None	
Course Content:	
This course develops the student's skills in comprehending and writing functional texts in Standard Afrikaans based on knowledge of the grammatical and pragmatic basics of the language, while recognising and appreciating language variety. Students will also be introduced to the range of language reference works in Afrikaans and their functions.	
<i>Die kursus ontwikkel die studente se vaardighede in die begrip en skryf van funksionele tekste in standaard afrikaans, gebaseer op kennis van die grammatikale en pragmatiese grondtrekke van die taal. Taalvariasie word tegelykertyd erken en waardeer. Studente word ook bekendgestel aan die reeks beskikbare Afrikaanse taalnaaslaanwerke en hulle funksies.</i>	
Foundations of Afrikaans Literature	LAB3582
NQA level: 5 Credits: 12	Course assessment: CA 60% Examination 40% - 1x 3 hour paper
Prerequisites: None	
Course Content:	
The student will be introduced to (a) the three main genres in literature, namely prose, poetry and drama, and (b) the most frequently used terminology in the theory of literature. (c) Afrikaans short stories and poems will be analysed and the student will have to apply his/her knowledge to identify certain themes and sub-themes in the specific short stories and to use the relevant terminology correctly.	
<i>Hierdie kursus behels 'n inleiding tot die drie hoofgenres van die literatuur (prosa, poësie en drama) en 'n bekendstelling van die mees gebruiklike terminologie in die literatuurteorie. Afrikaanse kortverhale, gedigte en 'n (radio)drama sal ontleed word, en die student sal onderlê word in die korrekte toepassing van die tersaaklike terminologie.</i>	
Afrikaans Linguistics	LAF3611
NQA level: 6 Credits: 16	Course assessment: CA 60% Examination 40% - 1x 3 hour paper
Prerequisites: None	
Course Content:	
This course familiarises the student with the scientific study of language structure in Afrikaans. Five topics are covered, although not each exhaustively every year: <i>Phonetics</i> : the human sound-producing system; sound classes and types in Afrikaans; phonetic transcription; <i>Phonology</i> : sound segments and phonemes in Afrikaans; major phonological processes in Afrikaans; <i>Morphology</i> : simplex and complex words; types of morphemes in Afrikaans; derivation and inflection; the major word formation processes and their products; <i>Syntax</i> : the main syntactic categories and structures and their functions in basic sentences; <i>Semantics</i> : the structure of the lexicon; the main lexical relations in the lexicon; the major elements of the relation between semantics and syntax in Afrikaans.	
<i>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.</i>	
Foundations of Dutch Language and Literature	LAF3631
NQA level: 6 Credits: 16	Course assessment: CA 60% Examination 40% - 1x 3 hour paper
Prerequisites: None	
Course Content:	
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. <i>Language</i> : 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. <i>Literature</i> : 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.	
<i>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 verbintenisse. Wat die taal betref, sal hoofsaaklik gefokus word op die verskille tussen Afrikaans en Nederlands in terme van struktuur en woordeskat.</i>	

Afrikaans Visual Studies	LAF3652
NQA level: 6 Credits: 16	Course assessment: CA 60% Examination 40% - 1x 3 hour paper
Prerequisites: LAF3582 – Foundations of Afrikaans Literature	
Course Content:	
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.	
<i>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.</i>	

Afrikaans Language Studies	LAF3732
NQA level: 7 Credits: 16	Course assessment: CA 60% Examination 40% - 1x 3 hour paper
Prerequisites: LAF3611 – Afrikaans Linguistics	
Course Content:	
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.	
<i>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.</i>	

Afrikaans and Dutch Poetry	LAF3751
NQA level: 7 Credits: 16	Course assessment: CA 60% Examination 40% - 1x 3 hour paper
Prerequisites: LAF3582 – Foundations of Afrikaans Literature	
Course Content:	
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.	
<i>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.</i>	

Afrikaans Text Linguistics	LAF3840
NQA level: 8 Credits: 16	Course assessment: CA 60% Examination 40% - 1x 3 hour paper
Prerequisites: None	
Course Content:	
During the first semester, this course develops a student's understanding of internal language norms (in particular those of syntax, morphology and semantics) and external norms (focusing on the importance of standardised language and a balanced approach to language purity vs. linguistic purism). In the second semester, the field of linguistic style is explored; building on the knowledge acquired in the course <i>HLAF 3732 Afrikaans Language Studies</i> . Some general theoretical aspects of style are discussed before focussing on two contrasting text types: academic texts and advertisements.	

Afrikaans and Dutch Novel and Drama	LAF3860
NQA level: 7 Credits: 16	Course assessment: CA 60% Examination 40% - 1x 3 hour paper
Prerequisites: None	
Course Content:	
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.	
<i>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.</i>	

Biology Syllabi

Animal Form and Function	BLG3611
NQA Level: 5 Credits: 16	Course Assessment: CA 40% Examination 60% - 1 x 3 hour paper
Prerequisite: BLG3411 Introduction to Biology, BLG3512 Diversity of Life	
Course Content:	
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.

Cell Molecular Biology, Microbiology and Genetics for Educators **MBE3771**

NQF Level: 7 **Credits:** 16 **Course Assessment:** CA 40% Exam 60% - 1 x 3 hour paper

Prerequisite: BLG3612 Plant Form and Function, BLG3611 Animal Form and Function, MBL3652 Human Biology

Course Content:

This is a broad based course that will start with an introduction to the chemical basis of cellular processes, an overview of mitosis and meiosis, Mendelian & non-Mendelian Genetics: monohybrid crosses, dihybrid cross, test crosses, chromosomal theory of inheritance, sex determination & sex-linked genes, basic genetic linkage and chromosome mapping, and the genetic code; structure and function of eukaryotic chromosomes and mutations as the basis for genetic variations and their effects and natural selection. Macromolecules : proteins, carbohydrates fatty acids and nucleic acids and their roles in cellular organization; the structure of DNA and genome sizes and complexity; DNA replication; Eukaryotic transcription and RNA processing; principles of microbiology, importance of microorganisms, microbial cell structure, physiological diversity of microorganisms, prokaryotic diversity, microscopy and cell morphology, microbial cell membranes and cell walls, surface structures and inclusions, endospores, microbial motility and bacterial taxis, staining techniques, microbial nutrition and metabolism, culture media, laboratory culture of microorganisms, enrichment and isolation, isolation of pure cultures, bacterial cell division, growth of bacterial populations, measuring microbial growth, environmental effects on microbial growth, control of microbial growth, Identification of bacteria; Microbial genetics and genetic engineering: conjugation, transformation and transduction; Mutations, causes and uses of mutations; DNA Isolation; molecular cloning, genetic recombination, detection of variation in proteins and DNA. Genetically Modified Organisms: examples, risks and benefits.

Chemistry for Life Sciences **CHM3532**

NQF Level: 5 **Credits:** 16 **Course Assessment:** CA 50% Examination 50% - 1 x 3 hour paper

Prerequisite: Faculty entry requirements

Course Content:

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.

Diversity of Life **BLG3512**

NQF Level: 5 **Credits:** 16 **Course Assessment:** CA 40% Examination 60% - 1 x 3 hour paper

Prerequisite: NSCC Biology C or better

Course Content:

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 course prepares students to understand subsequent courses such as Introduction to Ecology and Microbiology, Population Ecology, Comparative physiology, Biogeography, Plant and Animal Form and Function.

Environmental Biology for Educators	EBE3772
NQF Level: 7 Credits: 16	Course Assessment: CA 40% Exam 60% - 1 x 3 hour paper
Prerequisite: BLG3611 Animal Form and Function, BLG 3612 Plant Form and Function	
Course Content:	
This course is designed to equip students with the necessary understanding of various topics in environmental studies. The main focus of this course 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.	

Introduction to Biology	BLG3511
NQF Level: 5 Credits: 16	Course Assessment: CA 40% Examination 60% - 1 x 3 hour paper
Prerequisite: NSSC Biology C symbol or better	
Course Content:	
It will consider organization of life, chemical basis of life, carbohydrates, proteins, nucleic acids, lipids and fats, water, cell structure and function, prokaryotic and eukaryotic cells, ultra-structure of plant and animal cells, cytoskeleton, membrane structure and function, cell communication, mitosis, meiosis, cell reproduction, cell cycle, and cell death. The following topics will be covered: Introduction to systems of classification, taxonomy and binomial nomenclature, including the five kingdoms and the three domain system. Definitions and categories/groups within the five kingdoms, evolution by natural selection (microevolution vs macroevolution), phylogeny and evolutionary relationships in five kingdoms. Concepts such as Homology and analogy; body symmetry (radial, bilateral), cephalisation, body cavities: diploblastic, triploblastic (acoelomate and coelomate [deuterostomes and protostomes]) will be covered. The course content will also include genes, chromosomes, genomes, Mendelian genetics, extensions to Mendelian genetics, chromosome theory of inheritance, linkage and cross-over, recombination, sex determination. The course content will also cover an introduction to Ecology: Definitions, history, scales in ecology, application of ecology. Conditions and Resources: Environmental conditions, animals and their resources, plants and their resources.	

Human Biology	MBL3652
NQF Level: 6 Credits: 16	Course Assessment: CA 40% Exam 60% - 1 x 3 hour paper – 2 hour practical paper
Prerequisite: BLG3411 and (CHM3411 and CHM3512) OR CHM3532	
Course Content:	
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.

Plant Form and Function	BLG3612
NQF Level: 6 Credits: 16	Course Assessment: CA 40% Exam 60% - 1 x 3 hour paper – 2 hour practical paper
Prerequisite: BLG3411 Introduction to Biology, BLG3512 Diversity of Life	
Course Content:	
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.	

Plant Growth and Development	MOL3832
NQF Level: 8 Credits: 16	Course Assessment: CA 40% Exam 60% - 1 x 3 hour paper
Prerequisite: CHM3411 Chemistry 1A or CHM3512 Chemistry 1B or CHM3412 Chemistry for Life Sciences	
Course Content:	
This course is designed to provide students with an understanding and appreciation of the complex processes of plant growth and development from a molecular perspective. The course will examine the characteristics of plant growth, with emphasis on the meristematic nature of this growth. The process of growth will be discussed from a physical perspective taking into account Heyn's concept of cell wall extensibility and the role of pH and expansins. A number of developmental control mechanisms will be considered with emphasis on the interdependency between genetic, hormonal and environmental mechanisms, as well as signal perception and transduction by second messengers. The role of the six classes of plant hormones in the regulation of cell division, cell enlargement, cell differentiation with emphasis on tissue cultures, will be discussed. The control of processes such as seed development, shoot & root development, senescence and abscission, as well as flower and fruit development will be investigated, mainly from results obtained with mutagenic studies. The course will further examine the structure, characteristics and functions of plant photoreceptors with emphasis on photocontrol of seed germination, the processes of etiolation & de-etiolation, canopy shading and photoreceptor signal transduction. Plant movements such as nyctinasty, thigmonasty, phototropism and gravitropism will be discussed in detail. The concept of photoperiodism and the role of biological clocks will be investigated taking into account the ecological aspects of photoperiodism, response types, perception of the photoperiodic signal, transduction of the floral stimulus, rhythmic responses, Zeitgebers, and time measurement in photoperiodism. The course will conclude with an investigation of flowering by considering aspects such as floral induction and floral development.	

Business Studies Syllabi

Business Mathematics	BCM3571
NQA level: 5 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1 x 3 hour paper
Prerequisites: None	
Course Content:	
The course is designed to give students an overview of various business mathematical calculations and topics and to enable them to solve business related problems. The topics to be covered are number and systems, rates, ratios, percentages, measurement and mensuration, equations and inequalities, and introduction to algebra.	

Business Statistics A	ABA3691
NQA level: 6 Credits: 12	Course assessment: CA 50% Examination 50% - 1x 3 hour paper
Prerequisites: CBCM3571/9 – Business Mathematics	
Course Content:	
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).	

Human Resource Management 1A		MHM3781
NQF Level: 7	Credits: 12	Course assessment: CA 50% Examination 50% - 1 x 3 hour paper
Course Equivalent:	MHM3771	
Pre-requisite:	MBO3671/2 - Organisational Behaviour	
Course Content:		
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.		
Marketing Management 1A		MSM3781
NQF Level: 7	Credits: 12	Course assessment: CA 50% - Examination 50% -1 x 3 hour paper
Course Equivalent:	MSM3771	
Pre-requisite:	MBO3671/2 - Organisational Behaviour	
Course Content:		
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.		
Marketing Management 1B		MSM3782
NQF Level: 7	Credits: 12	Course assessments: CA 50% Examination 50%: 1 x 3 hour paper
Course equivalent:	MSM3772	
Co-requisite:	MSM3781- Marketing Management 1A	
Course Content:		
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.		
Organizational Behaviour I		MBO3671
NQF level: 6	Credits: 16	Course assessment: CA 50% Examination 50% - 1x 3 hour paper
Prerequisite: Principles of Management CMPP 3579		
Course Content:		
The course will focus on the following topics: The course introduces Organizational Behaviour 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.		
Organizational Behaviour 2		MBO3672
NQF level: 6	Credits: 16	Course assessment: CA 50% Examination 50% - 1 x 3 hour paper
Prerequisite: Principles of Management – MPP 3579		
Course Content:		
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.		

Principles of Management	MPP3572
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NQA level: 5 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1 x 3 hour paper

Prerequisites: None.

Course Content:

Students will 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 course 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.

Economics syllabi

Basic Macroeconomics	EMA3572
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NQA level: 5 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Prerequisites: None

Course Content:

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.

Basic Microeconomics	EMI3571
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NQA level: 5 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Prerequisites: None

Course Content:

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 is aimed at introducing students to key concepts used in microeconomics and facilitates a basic understanding of the economic phenomena. The course is designed to help students understand that society's economic choices often involve tradeoffs between efficiency and equity serves as preparation students for further study of the disciplines within the economics field. Course content includes: an introduction to microeconomics, demand and supply, market structures, Factor markets and introduction to international trade.

Business Mathematics	BCM3571
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NQA level: 5 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1 x 3 hour paper

Prerequisites: None

Course Content:

The course is designed to give students an overview of various business mathematical calculations and topics and to enable them to solve business related problems. The topics to be covered are number and systems, rates, ratios, percentages, measurement and mensuration, equations and inequalities, and introduction to algebra.

Economics of Growth and Development	EGD3872
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NQA Level: 8 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1 x 3 hour paper

Prerequisites: EMI3671/2 - Intermediate Microeconomics I & II, EMA3671/2 Intermediate Macroeconomics I & II

Course Content:

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.

Intermediate Macro Economics I	EMA3671
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NQA Level: 6 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1 x 3 hour paper

Prerequisites: CEMA3571 - Basic Macro Economics

Course Content:

This course will cover an analysis of the *real sector* of the economy, i.e. an analysis of what happens in the market for goods and services. Course Content: Scope and methodology of macroeconomic analysis, goals of macroeconomic policy and schools of

macroeconomic thought. 1. National income accounting: Measurement of GDP, GNP, nominal growth, real growth and the rate of inflation. 2. Analysis of changes in the level of economic activity: Injections into and withdrawals from the national income stream; Keynesian expenditure multipliers. 3. Consumption theories 4. Investment theories

Intermediate Micro Economics I **EMI3671**

NQF Level: 6 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1 x 3 hour paper

Prerequisites: EMI3571 - Basic Micro Economics

Course Content:

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 environment and to familiarise students with the key concepts of microeconomics theories. The behaviour of individuals and firms are analysed under the assumptions of maximisation of consumer utility and profit.

Contents: Introduction; Consumer theory; Theory of the firm; Productio; Cost; Perfect competition; Monopoly; Imperfect competition.

Intermediate Macro Economics II **EMA3672**

NQF Level: 6 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1 x 3 hour paper

Prerequisites: EMA3572 – Basic Macro Economics

Course Content:

This course will cover an analysis of the *financial sector* of the economy, i.e. 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 analysing economic issues and problems as well as possible policy measures to deal with macroeconomic problems. Course Content: 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.

Intermediate Micro Economics II **EMI3672**

NQF Level: 6 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1 x 3 hour paper

Prerequisites: EMI3571 - Basic Micro Economics

Course Content:

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

International Trade **EIT3771**

NQF Level: 7 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1 x 3 hour paper

Prerequisites: EMI3671/2 Intermediate Microeconomics I & II and EMA3671/2 Intermediate Macroeconomics I & II

Course Content:

The subject matter of international trade, then, consists of issues raised by the special problems of economic interaction between sovereign states. Intentional trade analysis focuses primarily on the real transactional economy, that is, on those transactions that involve a physical movement of goods or a tangible commitment of economic resources. This course will introduce the main concepts and methods of international trade and illustrates them with applications drawn from the real world. We will address a wide range of issues, including comparative advantage, the patterns of trade, and gains from trade, protectionism, and effects of trade on income distributions. We will also consider political and economic aspects of trade barriers, connections between trade and economic development, and trade treaties such as TDCA and WTO.

Namibian Economy **ENE3772**

NQF Level: 7 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1 x 3 hour paper

Prerequisites: None

Course Content:

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.

English Syllabi

Acts of Style and English	LEN3820
NQF Level: 8 Credits: 16	Course Assessment: CA 60% Examination 40% - 1 x 3 hour paper
Prerequisite: None	
Course Content: This course involves a linguistic and stylistic analysis of various kinds of texts such as those found in the following areas: spoken discourse, the media (newspaper texts, radio and television reporting), advertisements, politics, gender, social change, cross-cultural communication, technology, religion and legal documentation. 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.	
An Overview of African Literature	LEL3820
NQF Level: 8 Credits: 16	Course Assessment: CA 60% Examination 40% - 1 x 3 hour paper
Prerequisite: None	
Course Content: 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.	
Approaches to Language Analysis	LEN3840
NQF Level: 8 Credits: 16	Course Assessment: CA 60% Examination 40% - 1 x 3 hour paper
Prerequisite: LEN 3611-Lexis and Basic Grammar, LEN 3711-The Sound System of English, and admission to 4 th year	
Course Content: 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.	
Approaches to Poetry Analysis	LEN3631
NQF Level: 6 Credits: 16	Course Assessment: CA 60% Examination 40% - 1 x 3 hour paper
Prerequisite: LEN3582 – Fundamentals of the Study of Literature in English	
Course Content: 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.	
Fundamentals of English Language Studies	LEN3581
NQF Level: 5 Credits: 12	Course Assessment: CA 60% Examination 40% - 1 x 3 hour paper
Prerequisite: None	
Course Content: This course is designed to develop students' understanding of fundamental issues pertaining to the nature, functions and structure of the English language.	
Fundamentals of the Study of Literature in English	LEN3582
NQF Level: 5 Credits: 12	Course Assessment: CA 60% Examination 40% - 1 x 3 hour paper
Prerequisite: None	
Course Content: 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.	
Lexis and Basic Grammar	LEN3611
NQF Level: 6 Credits: 16	Course Assessment: CA 60% Examination 40% - 1 x 3 hour paper
Prerequisite: LEN3581 – Fundamentals of English Language Studies	

Course Content:

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.

Namibian Literature in English since Independence **LEL3732**

NQF Level: 7 **Credits:** 16 **Course Assessment:** CA 60% Examination 40% - 1 x 3 hour paper

Prerequisite: None

Course Content:

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.

Psycholinguistics **LEN3732**

NQF Level: 7 **Credits:** 16 **Course Assessment:** CA 60% Examination 40% - 1 x 3 hour paper

Prerequisite: None

Course Content:

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.

Selected Author or Theme: Contrasting Images of Africa **LEL3840**

NQF Level: 8 **Credits:** 16 **Course Assessment:** CA 60% Examination 40% - 1 x 3 hour paper

Prerequisite: Admission to the fourth year level

Course Content:

The course analyses different perspectives that were adopted in the representation of Africa, in fiction. Special emphasis will be placed on analysing a text/writer/narrator's point(s) of view, in order to make judicious evaluations of the challenges faced by writers when portraying the "other".

Selection of Drama and Prose **LEN3672**

NQF Level: 6 **Credits:** 16 **Course Assessment:** CA 60% Examination 40% - 1 x 3 hour paper

Prerequisite: None

Course Content:

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, from three different periods. The analysis of the different narrative strategies used by the writers provides a unifying theme.

Fashion and Fabrics Syllabi

Constructed Textiles and Sewn Decoration **VTS3632**

NQF Level: 6 **Credits:** 16 **Course Assessment:** CA 60% Examination 40% - 1 x 3 hour paper

Prerequisite: VTS3611 Textiles: Dyed, Painted and Printed

Course Content:

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 course 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 course. The topics covered in this course should however prove interesting and stimulating and encourage further investigation

HVFS 3611 Fashion Studies 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

Fashion Studies	VFS3632
NQF Level: 6 Credits: 16	Course Assessment: CA 60% Examination 40% - 1 x 3 hour paper
Prerequisite: VPD3511 Principles of Design	
Course Content:	
This course builds on the skills and knowledge consolidated in <i>HVTF 4000 Textiles and Fashion Basics</i> . This course includes both practical and theoretical activities focusing on the competitive international fashion industry in all three major divisions of the subject Fashion	

Fashion Studies	VFS3711
NQF Level: 7 Credits: 16	Course Assessment: CA 60% Examination 40% - 1 x 3 hour paper
Prerequisite: VFS3632 Fashion Studies	
Course Content:	
This course builds on the skills and knowledge consolidated in the previous course. 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. <i>Practical:</i> Practical activities cover the design and illustration of a soft tailoring garment with a fashion accessory. <i>Theory:</i> 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	

Fashion Studies	VFS3732
NQF Level: 7 Credits: 16	Course Assessment: CA 60% Examination 40% - 1 x 3 hour paper
Prerequisite: VFS3711 Fashion Studies	
Course Content:	
This course builds on the skills and knowledge consolidated in the previous course. 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. <i>Practical:</i> Practical activities cover the design and illustration of evening wear with a fashion accessory. <i>Theory:</i> 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.	

Principle of Design	VPD3581
NQF Level: 5 Credits: 16	Course Assessment: CA 60% Examination 40% - 1 x 3 hour paper
Prerequisite: None.	
Course Content:	
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 orking in three diverse art and design activities to stimulate individual creativity to provide an art and design vocabulary. This course together with <i>HVPD 3532 Principles of Design</i> will provide background for visual art and design courses to follow from second year level onwards	

Principle of Design	VPD3592
NQF Level: 5 Credits: 16	Course Assessment: CA 60% Examination 40% - 1 x 3 hour paper
Prerequisite: VPD3511 Principles of Design	
Course Content:	
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 <i>HVPD 3511 Principles of Design</i> . Furthermore this course will provide background for visual art and design courses to follow at subsequent year levels	

Textiles and Fashion Basics **VTF3600**

NQF Level: 6 **Credits:** 16 **Course Assessment:** CA 60% Examination 40% - 1 x 3 hour paper**Prerequisite:** VPD3532 Principles of Design or VLD3532 Visual Literacy and Drawing**Course Content:**

The Textiles and Fashion Basics course is designed to provide a foundation for courses 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 course 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 course concentrates on essential practical and theoretical understanding of sewing techniques for fashion. In the course of the course students will produce a collection of samples presented in an A4 file which includes all the work produced during the course

Textiles: Dyed, Painted and Printed **VTS3611**

NQF Level: 6 **Credits:** 16 **Course Assessment:** CA 60% Examination 40% - 1 x 3 hour paper**Prerequisite:** VPD3511 Principles of Design**Course Content:**

The 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.

History Syllabi

African Civilisations **HGE3581**

NQF Level: 5 **Credits:** 12 **Course Assessment:** CA 60% Examination 40% - 1 x 3 hour paper**Prerequisite:** None.**Course Content:**

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.

Early Namibian History **HGE3652**

NQF Level: 6 **Credits:** 16 **Course Assessment:** CA 60% Examination 40% - 1 x 3 hour paper**Prerequisite:** None**Course Content:**

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.

Early Southern Africa History **HGE3651**

NQF Level: 6 **Credits:** 16 **Course Assessment:** CA 60% Examination 40% - 1 x 3 hour paper**Prerequisite:** HGE3532 History: Images, Concepts and Tools**Course Content:**

This course traces the peopling of Africa, particularly Southern Africa. The contribution of language studies as an aid in understanding the historical trajectory of the movement of Bantu-speakers is explored; the development of social formations as predicated on the environment and the role of climate, soil and mineral resources in determining human settlement patterns is studied; attention will also focus on the manner in which trade and production helped to shape economic formations and exchange patterns. 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.

History: Images Tools and Concepts	HGE3582
NQF Level: 5 Credits: 12	Course Assessment: CA 60% Examination 40% - 1 x 3 hour paper
Prerequisite: None.	
Course Content:	
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.	
Namibia 19/20 Century	HGE3612
NQF Level: 6 Credits: 16	Course Assessment: CA 60% Examination 40% - 1 x 3 hour paper
Prerequisite: HGE3532 History: Images, Concepts and Tools	
Course Content:	
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 19 th 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.	
Namibia 1920 - 1990	HGE3651
NQF Level: 7 Credits: 16	Course Assessment: CA 60% Examination 40% - 1 x 3 hour paper
Prerequisite: None	
Course Content:	
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 20 th century Namibian history. Essay-writing and research skills are important components of this course.	
Public History/Museum and Heritage Studies	HGE3820
NQF Level: 8 Credits: 16	Course Assessment: CA 60% Examination 40% - 1 x 3 hour paper
Prerequisite: Admission to the fourth year level	
Course Content:	
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.	
The Making of the Atlantic World	HGE3611
NQF Level: 6 Credits: 16	Course Assessment: CA 60% Examination 40% - 1 x 3 hour paper
Prerequisite: None.	
Course Content:	
This course focuses on the history of the Atlantic slave trade, which formed part of a commercial triangle between Europe, Africa and the Americas and in which slaves from Africa played an important role. The latter provided not only the labour needed in the colonial economies of the Americas, but were also the human commodities with which fortunes were earned and reinvested in the colonial economies. In the long run the proceeds from slave labour contributed towards industrialisation in Europe. The relationship between slavery, racism and European colonialism is also explored. The contribution of diseases in decimating indigenous peoples in the Americas will be highlighted and in this context comparisons will be made to the present-day impact and significance of HIV/Aids. The issue of	

human rights and the evolution of internationally accepted criteria to measure and protect these rights will also be addressed. Two weeks of the course work is devoted to research methodology.

World History **HGE3772**

NQF Level: 7 **Credits:** 16 **Course Assessment:** CA 60% Examination 40% - 1 x 3 hour paper

Prerequisite: None

Course Content:

The course aims to provide future teachers with a sound foundation with which they can engage the international relations syllabus covered in the Senior 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.

Home Economics Syllabi

Applied Nutrition **MHE3711**

NQF Level: 7 **Credits:** 16 **Course Assessment:** CA 50% Examination 50%

Prerequisite: MHE3612 Housing

Course Content:

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 course 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.

Applied Science for Home Economics **MHE3501**

NQF Level: 5 **Credits:** 8 **Course Assessment:** CA 50% Examination 50%

Prerequisite: None.

Course Content:

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.

Craftwork for Income Generation **MHE3602**

NQF Level: 6 **Credits:** 8 **Course Assessment:** CA 50% Examination 50%

Prerequisite: None.

Course Content:

This course will assist students to master a variety of craftwork skills and techniques; apply elements and principles in designing and producing a craftwork project to sell an income generation activity.

Household Resource Management **MHE3611**

NQF Level: 6 **Credits:** 16 **Course Assessment:** CA 50% Examination 50%

Prerequisite: None.

Course Content:

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.

Housing **MHE3612**

NQF Level: 6 **Credits:** 8 **Course Assessment:** CA 50% Examination 50%

Prerequisite: None.

Course Content:

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 thereof on sanitation, energy consumption and decoration of the house.

Introduction to Household Resource Management **MHE3511**

NQF Level: 5 **Credits:** 16 **Course Assessment:** CA 50% Examination 50%

Prerequisite: None.

Course Content:

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.

Introduction to Human Nutrition **MHE3612**

NQF Level: 6 **Credits:** 16 **Course Assessment:** CA 50% Examination 50%

Prerequisite: None.

Course Content:

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.

Principles of Food Preparation **MHE3631**

NQF Level: 6 **Credits:** 16 **Course Assessment:** CA 50% Examination 50%

Prerequisite: None.

Course Content:

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.

Principles of Food Preparation and Meal Management **MHE3712**

NQF Level: 7 **Credits:** 16 **Course Assessment:** CA 50% Examination 50%

Prerequisite: None.

Course Content:

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.

Social Psychology of Clothing and Basic Wardrobe Planning **MHE3601**

NQF Level: 6 **Credits:** 8 **Course Assessment:** CA 50% Examination 50%

Prerequisite: None.

Course Content:

This course will assist students in gaining knowledge of social, psychological and cultural principles behind clothing and appearance management and perception, enabling them to understand and advise on clothing behaviour, keeping in mind the values, interest and life style of individuals. This course will also assist students to plan a wardrobe for any given individual, by selecting and combining colours, lines etc., for a flattering and harmonious results; using underpinning knowledge of elements and design principles.

Mathematics Syllabi

Analytic Geometry **MAT3501**

NQF Level: 5 **Credits:** 8 **Course Assessment:** CA 50% Examination 50% - 1 x 2 hour paper

Prerequisite: NSSC Mathematics

Course Content:

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.

Matrices and Complex Numbers	MAT3521
NQF Level: 5 Credits: 8	Course Assessment: CA 50% Examination 50% - 1 x 2 hour paper
Prerequisite: NSSC Mathematics	
Course Content:	
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.	
Basic Mathematics	MAT3511
NQF Level: 5 Credits: 16	Course Assessment: CA 50% Examination 50% - 1 x 3 hour paper
Prerequisite: IGCSE Mathematics	
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 <i>simple results</i> on set equality. Standard examples of sets: natural numbers, integers, rationales, real numbers. Absolute value, intervals in R. A bit about cardinality of sets (examples of finite, <i>infinite</i> , <i>countable</i> , <i>uncountable sets</i>). 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 and sum to product formulas. Sequences: definition, notation, obtaining the general term in sequences, arithmetic sequences, geometric sequences, recursively defined sequences.	
Calculus I	MAT3611
NQF Level: 6 Credits: 16	Course Assessment: CA 50% Examination 50% - 1 x 3 hour paper
Prerequisite: MAT3512 – Precalculus, MAT3511 – Basic Mathematics, MAT3501 Analytic Geometry, MAT3521 Matrices & Complex Numbers	
Course Content:	
Limits and continuity of functions: limit at a point, improper limit, continuity. Derivatives: definition, rules of differentiation, chain rule, higher derivatives, derivative of the inverse function, Inverse trigonometric functions, trigonometric equations, hyperbolic functions, area functions. Exponential and logarithmic functions. Rolle’s Theorem, Mean Value theorem. Applications of the derivative: l’H’ospital’s rule, related rates, optimization, concavity. Integration: antiderivatives, integration by substitution, the fundamental theorem of calculus, area of a region bounded by graphs.	
Calculus II	MAT3612
NQF Level: 6 Credits: 16	Course Assessment: CA 50% Examination 50% - 1 x 3 hour paper
Prerequisite: MAT3512 – Precalculus, MAT3511 – Basic Mathematics, MAT3501 Analytic Geometry, MAT3521 Matrices & Complex Numbers	
Course Content:	
Integration: Riemann sums, approximations of the definite Riemann integral using the trapezoidal rule and Simpson’s rule. Integration techniques: integration by parts, integration of rational functions. Applications of the definite Riemann integral: volume of a solid of revolution, arclength, surface of revolution. Partial differentiation, chain rule, directional derivative. Sequences and series of numbers: the limit of a sequence, absolutely convergent series, tests of convergence. Power series: radius of convergence, interval of convergence, Taylor series, binomial theorem.	
Euclidean Geometry	MAE3892
NQF Level: 8 Credits: 16	Course Assessment: CA 50% Examination 50% - 1 x 3 hour paper
Prerequisite: MAT3611 - Calculus I and MAE3791 - Functions of a Single Variable I	
Course Content:	
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.	

Functions of Single Variable I **MAE3771**

NQF Level: 7 **Credits:** 16 **Course Assessment:** CA 50% Examination 50% - 1 x 3 hour paper**Prerequisite:** MAT3611 - Calculus I and MAT3612 - Calculus II**Course Content:**

Upper and lower bounds of a set of real numbers, supremum and infimum, completeness property of \mathbb{R} , Archimedean property of \mathbb{R} . Sequences of real numbers: bounded sequences, convergent sequences, Cauchy sequences, limit rules, subsequences. Series of real numbers: Cauchy criterion, convergent tests. Limit of a function, continuous functions, intermediate value theorem. Differentiation: definition and rules of differentiation.

Functions of Single Variable II **MAE3772**

NQF Level: 7 **Credits:** 16 **Course Assessment:** CA 50% Examination 50% - 1 x 3 hour paper**Prerequisite:** MAT3611 - Calculus I and MAT3612 - Calculus II**Course Content:**

Mean value theorem and applications thereof, derivatives of higher order, infinitely differentiable functions, polynomials, Taylor's theorem, local extrema, convex and concave functions. Riemann integration: upper and lower Darboux sums, Riemann integrable functions, examples of functions which are not Riemann integrable, Fundamental Theorem of Calculus, integration by substitution, integration by parts.

Precalculus **MAT3512**

NQF Level: 5 **Credits:** 16 **Course Assessment:** CA 50% Examination 50% - 1 x 3 hour paper**Prerequisite:** IGCSE Mathematics**Course Content:**

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 to 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: anti-derivatives (polynomial functions and rational exponents), the definite integral, area under a graph.

Physical Syllabi

Chemistry IA **CHM3511**

NQF Level: 5 **Credits:** 16 **Course Assessment:** CA 50% Examination 50% - 1 x 3 hour paper**Prerequisite:** Faculty Entry Requirements**Course Content:**

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

Chemistry IB **CHM3512**

NQF Level: 5 **Credits:** 16 **Course Assessment:** CA 50% Examination 50% - 1 x 3 hour paper**Prerequisite:** Faculty Entry Requirements**Course Content:**

This course is a continuation of Chemistry 1A and it introduces the students to properties of gases, thermochemistry, chemical kinetics, chemical equilibrium, Introduction to laws of thermodynamics, electrochemistry and organic chemistry. The following topics are covered:

Content: Gases: Pressure of a Gas; The Gas Laws; The Ideal Gas Equation; Gas Stoichiometry; The Kinetic-Molecular Theory of Gases; Deviation from Ideal Behaviour. Basic Thermochemistry: The Nature of Energy and Types of Energy; Energy Changes in Chemical Reactions; Introduction to Thermodynamics; Enthalpy of Chemical Reactions; Calorimetry; Standard Enthalpy of Formation and Reaction; Heat of Solution and Dilution. Introductory Chemical Kinetics: Rate of Reaction; Rate Law; Relation between Reactant Concentration and Time; Activation Energy and Temperature Dependence of Rate Constants; Reaction Mechanisms; Catalysis. Introduction to Chemical Equilibrium: The Equilibrium Constant; Writing Equilibrium Constant Expressions; Relationship between Chemical Kinetics and Chemical Equilibrium; What Does the Equilibrium Constant tell Us? Factors that Affect Chemical Equilibrium. Acid-Base Equilibria & Solubility Equilibria: The Common Ion Effect; Buffer Solution; Acid – Base Titrations; Acid-Base Indicators; Solubility Equilibria; Separation of Ions by Fractional Precipitation; The Common Effect and Solubility; pH and Solubility; Complex Ion Equilibria and Solubility. Entropy, Free Energy and Equilibrium: The Three Laws of Thermodynamics; Spontaneous Processes; Entropy; The Second Law of Thermodynamics; Gibbs Free Energy; Free Energy and Chemical Equilibrium; Thermodynamics in Living Systems. Introduction to Electrochemistry: Galvanic Cells; Standard Reduction Potentials; Spontaneity of Redox Reactions; Effect of Concentration of Cell EMF; Electrolysis. Introduction to Organic Chemistry: Classes of Organic Compounds; Structure and Nomenclature Main Functional Groups (alkanes, alkenes, alkynes, alcohols, aldehydes, ketones, carboxylic acids, esters, amines, amides). Introduction to carbohydrates, lipids and porphyrins.

Electricity and Magnetism

PHE3642

NQF Level: 6 Credits: 8

Course Assessment: CA 50% Examination 50% - 1 x 3 hour paper

Prerequisite: PHY3512 Physics for Physical sciences II, MAT351 Basic Mathematics, MAT3512 Pre-calculus.

Course Content:

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.

Inorganic Chemistry for Educators I

CHE3742

NQF Level: 7 Credits: 8

Course Assessment: CA 50% Examination 50% - 1 x 2 hour paper

Prerequisite: CHM3411 Chemistry IA, CHM3512 Chemistry IB

Course Content:

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).

Inorganic Chemistry for Educators II

CHE3862

NQF Level: 8 Credits: 8

Course Assessment: CA 50% Examination 50% - 1 x 2 hour paper

Prerequisite: CHE3742 Inorganic Chemistry for Educators I

Course Content:

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.

Mechanics and Waves		PHY3651
NQF Level: 6	Credits: 16	Course Assessment: CA 50% Examination 50% - 1 x 3 hour paper
Prerequisite: PHY3511-Physics for Physical Sciences I and MAT3512-Precalculus		
Course Content:		
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.		
Modern Physics for Educators		PHE3751
NQF Level: 7	Credits: 16	Course Assessment: CA 50% Examination 50% - 1 x 3 hour paper
Prerequisite: PHY3511 Physics for Physical sciences I, PHY3512: Physics for Physical sciences II, PHY3611: Classical Mechanics, MAT3511: Basic Mathematics and MAT3512: Pre-calculus.		
Course Content:		
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.		
Nuclear Physics		PHY3802
NQF Level: 8	Credits: 8	Course Assessment: CA 50% Examination 50% - 1 x 2 hour paper
Prerequisite: PHY3732: Modern Physics II		
Course Content:		
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.		
Organic Chemistry for Educators		CHM3622
NQF Level: 6	Credits: 16	Course Assessment: CA 50% Examination 50% - 1 x 3 hour paper
Prerequisite: CHM3411 Chemistry IA, CHM3512 Chemistry IB		
Course Content:		
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.		
Physical Chemistry I		CHM3631
NQF Level: 6	Credits: 16	Course Assessment: CA 50% Examination 50% - 1 x 3 hour paper
Prerequisite: CHM3411 Chemistry 1A, CHM3512 Chemistry 1B, MAT3512 – Precalculus, MAT3501 Analytic Geometry, MAT3521 Matrices and Complex Numbers		
Course Content:		

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.

Physics for Physical Sciences I**PHY3511****NQF Level:** 5 **Credits:** 16**Course Assessment:** CA 50% Examination 50% - 1 x 3 hour paper**Prerequisite:** NSSC Physical Science and Mathematics C symbols**Course Content:**

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.

Physics for Physical Sciences II**PHY3512****NQF Level:** 5 **Credits:** 16**Course Assessment:** CA 50% Examination 50% - 1 x 3 hour paper**Prerequisite:** NSSC Physical Science and Mathematics C symbols**Course Content:**

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.

BACHELOR OF EDUCATION (UPPER PRIMARY) HONOURS 10BEUP

NOTE: The Bachelor of Education (Upper Primary) was implemented in 2013 for the first time on distance. The degree will only be available for serving teachers, who are in possession of a BETD qualification. Not all courses will be available on distance.

Aim

The aim of teacher education is to provide all the children and young people of Namibia with competent, fully qualified, committed teachers, so that their education is equitable, relevant, meaningful, of high quality, and is conducted in a stimulating and supportive atmosphere. Teacher education for Basic Education will first and foremost meet the needs for professionalisation of the teacher - a person who has commitment, a sense of responsibility, and knowledge and skills, which will raise the quality of education through the use of various integrated technologies (TV, video, computers, internet, etc.) in the entire country. The purpose of this degree is to training professional teachers that meets the minimum and above competencies of the National Professional Teacher Standards. On graduation the students will be able to teach the Namibian Broad Curriculum for grades five to seven.

Programme overview

The B. Ed (Upper Primary) is a four year level eight degree programme. It prepares students to teach from Grades five to seven. Students are required to take core courses in Education, as well as in two majors, a minor and one additional elective. Students will also have the opportunity to select one career specialisation. Appropriate teaching methods are integrated in the phase specific school subject content courses throughout the four years of study. On completion of the programme, students are awarded a degree in B. Ed (Upper Primary). Courses in the distance programme follow the curricula offered by the Faculty of Education and their departments, but allow external students to concentrate on studying fewer courses and subjects each year. The degree on distance will only be available for students who have already completed a Basic Education Teachers Diploma, or equivalent qualification, in 2014 as the students will receive advance placement into the degree. Please note that the same articulation guidelines will apply for distance as well as for the full-time students. Only a limited number of courses will be available to distance students in 2014 and most of the courses will be on third year level with some first and second year courses that you will be required to complete. Students should also note that not all Namibian Languages will be available on distance. Each beginner teacher will be competent to teach in an inclusive classroom as well as Life Skills, and will be able to teach the following:

Two major school subjects from the following list below:

English,
One Namibian Language,
Sign Language,
Mathematics,
Social Science, and
Natural Science and Health Education.

One pre-vocational subject from the list below:

Elementary Agriculture,
Design and Technology, and
Home Ecology.

One non-promotional subject from the list below:

Arts Education
Physical Education, and
Religious and Moral Education.

Admission requirements

The Faculty will follow the approved university general admission requirements for under-graduate degree programmes, with the following additions:

General Admission requirements

- a) 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 25 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
 - 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 C or better, or at NSSC (English as a First Language) grade D or better.
 - c) Other equivalent school-leaving qualifications will be considered.
 - d) An alternative route of entry is an average of 60% in the UNAM Foundation programme, as approved by Senate.
 - e) 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.
 - f) Faculty admission requirements are prescribed by each Faculty. Prospective students must acquaint themselves with the faculty admission requirements and may include an admission test.
 - g) The University of Namibia reserves the right to interview candidates before admission.
 - h) Mature people with experience, but without the formal school qualification may seek entry through the Mature Age Entry Scheme. See page 12 of this Prospectus for more information on the Mature Age Entry Scheme.

Faculty specific requirements

Normally, candidates intended to register for the B. Ed (Upper Primary) must have obtained a "C" or better in English as per the general admission requirements as well as a "C" in the required school subject as per specialisation in the NSSC examination:

- a) Mathematics ("C" in Mathematics) **and** Natural Science and Health Education ("C" in **either** Biology or Physical Science and a D in the remaining subject)
- b) 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)
- c) Social Science ("C" in **one** of the following subjects History, Geography or Development Studies and a "D" in the other subject) **and** Namibian Language ("D" in Namibian language)
- d) English ("C" in English) **and** Namibian Language ("D" in Namibian Language)
- e) English ("C" in English) and Mathematics ("C" in Mathematics)
- f) Namibian Language ("D" in Namibian Language) and Mathematics ("C" in Mathematics)

Assessment and promotion requirements

Course assessment is based on continuous assessment by means of tutor-marked assignments, and a written examination at the end of the Course. You will be admitted to the examination if you have gained an average mark of at least 40% in the assignments. To complete the Course successfully you should obtain a minimum mark of at least 40% in the examination, and a final mark of at least 50%.

Programme requirements

The award of the degree is subject to satisfactory completion of all core, professional subjects, school content subjects and School Based Studies (SBS) Phase 1, 2 and 3. In addition students will have to attend compulsory tutorials during SBS with identified lecturers throughout their studies. Students further have to show professional conduct in class as well as in schools. Students will be required to do 22 weeks in total SBS.

Advancement rules

The advancement rules will be in accordance with the approved general regulations of the University of Namibia as well as specific approved Faculty regulations. 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 prerequisites for courses have to be passed before a student can proceed to register for those courses that require prerequisites.

End of first year

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

End of second year

Pass the remaining first year courses plus two-thirds of the year two courses (equivalent to 100 credits), in order to proceed to third year.

End of third year

Pass the remaining second year courses plus at least two-thirds of the year three courses (equivalent to 96 credits) in order to proceed to fourth year.

End of fourth year

Pass in all outstanding courses equivalents in order to be awarded a degree. If at the end of the fourth year a student has not yet completed the required courses for the B. Ed (Upper Primary) degree, he/she must do so within the next four years of study on distance.

Minimum requirements for re-admission into the faculty

A student wishing to pursue his/her studies leading to the B. Ed (Pre- and Lower Primary) Degree will not be permitted to re-register with the Faculty of Education if he/she has not passed a minimum of course equivalents as indicated below.

- 2 courses (equivalent of 32 credits) by the end of the first year
- 4 courses (equivalent of 64 credits) by the end of the second year
- 8 courses (128 equivalent of credits) by the end of the third year
- 13 courses (equivalent of 208 credits) by the end of the fourth year
- 19 courses (equivalent of 304 credits) by the end of the fifth year
- 24 courses (equivalent of 384 credits) by the end of the sixth year

The Curriculum

(* Courses to be exempted in 2014 for students who stay in their phase and Language option)

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
CLC3509	Computer Literacy*	5	8		
LCE3419	English Communication and Study Skills*	4	16		
	School subject – Major 1*				
	School subject – Major 2*				
	Additional Elective – select one*				
	Semester Two				
LEA3519	English for Academic Purposes	5	16	LCE3419	English Communication and Study Skills
CFU3622	Integrated Media and Technology Education 1*	6	8	CLC3509	Computer Literacy
PSU3622	Child Development*	6	8		
	School subject – Major 1*	5	16		
	School subject – Major 2*	5	16		
	Additional Elective – select one*	5	8		
	Semester One and Two				
CSI3580	Contemporary Social Issues	5	8		
Year 2	Semester One				
EET3589	English for Teachers 1	5	4	LCE3419	English Communication and Study Skills

PSU3721	Childhood Learning*	7	8	PSU3622	Child Development
CFU3729	Integrated Media and Technology Education 2	5	4	CFU3622	Integrated Media and Technology Education 1
	School subject – Major 1	6	16		
	School subject – Major 2	6	16		
	School subject – Minor – select one	6	12		
	Additional Elective – select one	6	8		
	Semester Two				
EET3609	English for Teachers 2	6	8	EET3589	English for Teachers 1
FMU3622	Educational Foundations 1*	6	8		
CFU3769	Science of Teaching*	7	8		
	School subject – Major 1	6	16		
	School subject – Major 2	6	16		
	School subject – Minor – select one	7	12		
	Semester One and Two				
ESU3690	School Based Studies Phase 1*	6	4		
Year 3	Semester One				
CFU3781	Educational Research	7	12		
CFU3721	Assessment and Evaluation of Learning	7	8		
PSU3741	Inclusive Education 1	7	8		
CFU3749	Curriculum Studies	7	8		
	School subject – Major 1	7	12		
	School subject – Major 2	7	12		
	School subject – Minor – select one	7	12		
	Semester Two				
CFU3782	Project Based Learning	8	4	CFU3781	Educational Research
PSU3702	Guidance & Counselling 1	7	8		
FMU3702	Educational Management	7	8		
FMU3722	Educational Foundations 2	7	8		

	School subject – Major 1	7	12		
	School subject – Major 2	7	12		
	School subject – Minor – select one	7	12		
	Semester One and Two				
ESU3790	School Based Studies Phase 2	7	4	ESU3690	School Based Studies Phase 1
Year 4	Semester One				
ESU3891	School Based Studies Phase 3	8	12	ESU3790	School Based Studies Phase 2, and all school subject content in year 1, 2 & 3
	School subject – Major 1	8	12		
	School subject – Major 2	8	12		
	Semester Two				
FMU3802	Professional & Community Development	8	8		
MFA3699	First Aid Education	6	0		
	School subject – Major 1	8	12		
	School subject – Major 2	8	12		
	Semester One and Two				
PSU3890	Guidance and Counselling 2	8	8	PSU3702	Guidance & Counselling 1
	Educational Research Project	8	32		
	Career Specialisation: 1 Elective				60% in pre-requisite required
CFD3880	Assessment and Evaluation	8	24	CFU3721	Assessment and Evaluation of Learning
FMD3880	School Leadership and Management	8	24	FMP3702	Educational Management
PSD3880	Inclusive Education	8	24	PSU3721	Childhood Learning
PSD3890	Life Skills	8	24	PSU3702	Guidance & Counselling 1
CFD3890	Educational Technology	8	24	CFU3729	Integrated Media and Technology Education 2
CCD3880	Curriculum Planning and Development	8	24	CFU3749	Curriculum Studies
MPD3880	Sport Organisation and Administration	8	24	FMP3702	Educational Management
LID3880	Arts and Culture Development and Organisation	8	24	LAU3721	Arts Education 2

The School Subjects

All students in the Bachelor of Education (Upper Primary) will take all the required courses in the curriculum. Please note that not all Namibian languages will be available on distance. Each student will be required to select two major school subjects, one minor school subject from the pre-vocational subjects, and one non-promotional subject from the following lists:

Two major school subjects from the following list below:

English,
One Namibian Language,
Mathematics,
Social Science, and
Natural Science and Health Education.

One pre-vocational or minor school subject from the list below:

Elementary Agriculture,
Design and Technology, and
Home Ecology.

One non-promotional subject from the list below:

Arts Education
Physical Education, and
Religious and Moral Education.

The school subject combinations that you will select will determine the internal qualification code that you will register for.

School Subject – Major 1	School Subject – Major 2	Qualification Code
Mathematics Education	Integrated Natural Science and Health Education	10BUMI
Mathematics Education	Afrikaans Language Education	10BUMA
Mathematics Education	English Language Education	10BUME
Mathematics Education	KhoeKhoegowab Language Education	10BUMK
Mathematics Education	Oshikwanyama Language Education	10BUMW
Mathematics Education	Oshindonga Language Education	10BUMO
Mathematics Education	Otjiherero Language Education	10BUMH
Mathematics Education	Rukwangali Language Education	10BUMR
Mathematics Education	Silozi Language Education	10BUMZ
English Language Education	Afrikaans Language Education	10BUEA
English Language Education	KhoeKhoegowab Language Education	10BUEK
English Language Education	Oshikwanyama Language Education	10BUEW
English Language Education	Oshindonga Language Education	10BUEO
English Language Education	Otjiherero Language Education	10BUEH

English Language Education	Rukwangali Language Education	10BUER
English Language Education	Silozi Language Education	10BUEZ
Social Science Education	Afrikaans Language Education	10BUCA
Social Science Education	English Language Education	10BUCE
Social Science Education	Khoekhoegowab Language Education	10BUCK
Social Science Education	Oshikwanyama Language Education	10BUCW
Social Science Education	Oshindonga Language Education	10BUCO
Social Science Education	Otjiherero Language Education	10BUCH
Social Science Education	Rukwangali Language Education	10BUCR
Social Science Education	Silozi Language Education	10BUCZ

Major School Subject (alphabetical order):

LANGUAGE EDUCATION

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
LLU3501	Language in Society*	5	8		
LLU3521	Children's Literature*	5	8		
	Semester Two				
LEU3512	English Language Education 1*	5	16		
	Namibian Language (Select one)				
LAU3512	Afrikaans Language Education 1*	5	16		
LKU3512	Khoekhoegowab Language Education 1*	5	16		
LWU3512	Oshikwanyama Language Education 1*	5	16		
LOU3512	Oshindonga Language Education 1*	5	16		
LHU3512	Otjiherero Language Education 1*	5	16		
LRU3512	Rukwangali Language Education 1*	5	16		
LSU3512	Silozi Language Education 1*	5	16		

Year 2	Semester One				
LEU3611	English Language Education 2A	6	16		
	Namibian Language Education 2A (Select one)				
LAU3611	Afrikaans Language Education 2A	6	16		
LKU3611	Khoekhoegowab Language Education 2A	6	16		
LWU3611	Oshikwanyama Language Education 2A	6	16		
LOU3611	Oshindonga Language Education 2A	6	16		
LHU3611	Otjiherero Language Education 2A	6	16		
LRU3611	Rukwangali Language Education 2A	6	16		
LSU3631	Silozi Language Education 2A	6	16		
	Semester Two				
LEU3612	English Language Education 2B	6	16		
	Namibian Language Education 2B (Select one)				
LAU3612	Afrikaans Language Education 2B	6	16		
LKU3612	Khoekhoegowab Language Education 2B	6	16		
LWU3612	Oshikwanyama Language Education 2B	6	16		
LOU3612	Oshindonga Language Education 2B	6	16		
LHU3612	Otjiherero Language Education 2B	6	16		
LRU3612	Rukwangali Language Education 2B	6	16		
LSU3632	Silozi Language Education 2B	6	16		
Year 3	Semester One and Two				
LEU3780	English Language Education 3	7	24		
	Namibian Language Education 3 (Select one)				
LAU3780	Afrikaans Language Education 3	7	24		
LKU3780	Khoekhoegowab Language Education 3	7	24		
LWU3780	Oshikwanyama Language Education 3	7	24		
LOU3780	Oshindonga Language Education 3	7	24		

LHU3780	Otjiherero Language Education 3	7	24		
LRU3780	Rukwangali Language Education 3	7	24		
LSU3780	Silozi Language Education 3	7	24		
Year 4	Semester One and Two				
PSU3880	Learning Support in Reading & Writing	8	8		
LEU3880	English Language Education 4	8	24		
	Namibian Language Education 4 (Select one)				
LAU3880	Afrikaans Language Education 4	8	24		
LKU3880	Khoekhoegowab Language Education 4	8	24		
LWU3880	Oshikwanyama Language Education 4	8	24		
LOU3880	Oshindonga Language Education 4	8	24		
LHU3880	Otjiherero Language Education 4	8	24		
LRU3880	Rukwangali Language Education 4	8	24		
LSP3800	Silozi Language Education 4	8	24		

MATHEMATICS EDUCATION

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
MAT3511	Basic Mathematics*	5	16		
	Semester Two				
MMU3512	Introduction to Mathematics Education *	5	16		
Year 2	Semester One				
MMU3611	Mathematics Education 1A	6	16		
	Semester Two				
MMU3612	Mathematics Education 1B	6	16	EMMU3611	Mathematics Education 1A
Year 3	Semester One and Two				
MMU3780	Mathematics Education 2	7	24	MMU3611	Mathematics Education 1A
Year 4	Semester One and Two				

MMD3890	Mathematics Education 3	8	24	MMU3780	Mathematics Education 2
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INTEGRATED NATURAL SCIENCE AND HEALTH EDUCATION

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One and Two				
MSU3510	Integrated Natural Science and Health Education 1*	5	32		
Year 2	Semester One and Two				
MSU3610	Integrated Natural Science and Health Education 2	6	32	MSU3510	Integrated Natural Science and Health Education 1
Year 3	Semester One and Two				
MSU3780	Integrated Natural Science and Health Education 3	7	24	MSU3610	Integrated Natural Science and Health Education 2
Year 4	Semester One and Two				
MSU3880	Integrated Natural Science and Health Education 4	8	24	MSU3700	Integrated Natural Science and Health Education 3

SOCIAL STUDIES EDUCATION

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
LSU3511	Social Studies Education 1A*	5	16		
	Semester Two				
LSU3532	Social Studies Education 1B*	5	16		
Year 2	Semester One				
LSU3611	Social Studies Education 2A	6	16	ELSU3511/2	Social Studies Education 1A/B
	Semester Two				
LSU3612	Social Studies Education 2B	6	16	LSU3511/2	Social Studies Education 1A/B
Year 3	Semester One and Two				
LSU3790	Social Studies Education 3	7	24	LSU3611/2	Social Studies Education 2A/B
Year 4	Semester One and Two				
LSD3890	Social Studies Education 4	8	24	LSU3790	Social Studies Education 3

Minor School Subject (select one subject):

AGRICULTURE EDUCATION

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 2	Semester One				
MAU3681	Agriculture Education 1	6	12		
	Semester Two				
MAU3682	Agriculture Education 2	6	12		
Year 3	Semester One and Two				
MAU3780	Agriculture Education 3	7	24		

DESIGN AND TECHNOLOGY EDUCATION

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 2	Semester One				
MDU3681	Design and Technology Education 1	6	12		
	Semester Two				
MDU3682	Design and Technology Education 2	6	12		
Year 3	Semester One and Two				
MDU3780	Design and Technology Education 3	7	24		

HOME ECOLOGY EDUCATION

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 2	Semester One				
MHU3681	Home Ecology Education 1	6	12		
	Semester Two				
MHU3682	Home Ecology Education 2	6	12		
Year 3	Semester One and Two				
MHU3780	Home Ecology Education 3	7	24		

Elective - non promotional subject (select one subject):

ARTS EDUCATION

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One and Two				
LAU3620	Arts Education 1	6	16		
Year 2	Semester One				
MLAU3721	Arts Education 2	7	8		

PHYSICAL AND HEALTH EDUCATION

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One and Two				
MPU3620	Physical and Health Education 1	6	16		
Year 2	Semester One				
MPU3721	Physical and Health Education 2	7	8		

RELIGIOUS AND MORAL EDUCATION

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One				
LRU3521	Religious and Moral Education 1A*	5	8		
	Semester Two				
LRU3622	Religious and Moral Education 1B*	5	8		
Year 2	Semester One				
LRU3721	Religious and Moral Education 2	7	8		

The Syllabi

UNAM Core Courses:

NOTE: Please note that not all school subjects, major, minor or elective courses will be available in 2013. The syllabi for these courses are not included in this prospectus

Computer Literacy

CLC3509

NQF level: 5 Credits: 8

Course assessment: CA 100%

Prerequisites: None

Course 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. Spread sheet: 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.

Contemporary Social Issues

CSI3580

NQF: 5

Credits: 8

Course Assessment: Continuous assessment – 100%**Prerequisite:** None**Course Content:**

This course encourages behavioural change among UNAM students. It offers an integrative and inter-disciplinary basis for the six broad themes on teaching and learning strategies; norms, rules and contact; citizenship, democracy and common good; ethics and responsible leadership; health and human sexuality; environment and sustainability as well as stressing the interconnectedness of such issues/themes. The course shall empower students to responsible behavioural changes and to transform high risk behaviour to the common good and responsible citizenship, including broadening the student's scope and understanding of the environment and sustainability of the ecosystem services and how humans influence these. Therefore, critical transformative theory will under gird the content of the course. After completion students shall be empowered and be prepared to enjoy productive, meaningful careers and lives that benefit a society that increasingly resembles a global community. Flexible modes of assessment may be harnessed and may be combined with in-situ visits to appropriate sites.

English Communication and Study Skills

LCE3419

NQF Level: 5 Credits: 16

Course Assessment: CA (60%) Examination (40%) - 1 x 3 hour paper**Pre-requisites:** None**Course Content:**

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.

English for Academic Purposes

LEA3519

NQF level: 5 Credits: 16

Course assessment: CA (60%) Examination (40%) - 1x3 hours paper**Prerequisites:** None**Course Content:**

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.

Education Syllabi

Art and Culture Development and Organisation

LID3880

NQF: 8 Credits: 24

Course Assessment: CA 50% - Examination 50% - 1 x 3hour paper**Pre-requisite:** 60% in LAU3721 – Arts Education 2**Course Content:**

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 course will further enhance the student's awareness and understanding of the importance of the Arts in Education.

Assessment and Evaluation		CFD3880
NQF: 8	Credits: 24	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
Pre-requisite: 60% in FCU3721 – Assessment and Evaluation of Learning		
Course Content:		
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.		
Assessment and Evaluation of Learning		CFU3721
NQF: 7	Credits: 8	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
Co-requisite: None		
Course Content:		
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.		
Childhood Learning		PSU3721
NQF: 7	Credits: 8	Course Assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisite: Child Development - EPSP3622		
Course Content:		
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.		
Child Development		PSU3622
NQF: 6	Credits: 8	Course Assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisite: None		
Course Content:		
The aim of this course is to provide students with the conceptual understanding of the development of pre-primary and lower primary school learners. The course will cover selected theories of Child Development that are sensitive to the practice of education in a school environment characterized by the diversity of aptitude, need, adversity, resource and culture.		
Curriculum Planning and Development		PSD3880
NQF: 8	Credits: 24	Course Assessment: CA 50% - Examination 50% - 1 x 3 hour paper
Pre-requisite: 60% in CFU3749 – Curriculum Studies		
Course Content:		
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.		
Curriculum Studies		CFU3749
NQF: 7	Credits: 8	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
Co-requisite: None		
Course Content:		
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.		
Educational Foundations 1		FMU3622
NQF: 6	Credits: 8	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
Co-requisite: None		
Course Content:		
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.

Educational Foundations 2		FMU3722
NQF: 7	Credits: 8	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
Pre-requisite: None		
Course Content:		
The course aims at developing student's critical thinking of the sociological and philosophical underpinnings of education and their impact on teaching and learning.		

Educational Management		FMU3702
NQF: 7	Credits: 8	Course Assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisite: None		
Course Content:		
This course aims at providing students with theoretical and practical knowledge on management and leadership skills.		

Educational Research		CFU3781
NQF: 7	Credits: 12	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
Pre-requisite: None		
Course Content:		
This Course focuses on issues of theory and methodology in educational research: types and purposes of research; formulation of research problems; selecting a research topic, reviewing research literature; plan and design research investigations; understanding of data analysis techniques; apply referencing techniques; draft an outline for a research proposal, designing data collection instruments; recording information; analyzing and presenting findings. The content includes educational research theory; formulating research problems; the literature search; plan and design research activities and referencing techniques; research topic selection; literature search; problem statement; research design and tools; data collection techniques; analysis of data and presentation of data.		

Educational Research Project		
NQF: 8	Credits: 32	Course Assessment: Continuous Assessment – 100%
Pre-requisite: CFU3781 – Educational Research		
Course Content:		
Students will select a research topic and complete a research report.		

Course	Code	Credits
Project of Afrikaans Language Education	LAU3810	32
Project of English Language Education	LEU3810	32
Project of KhoeKhoegowab Language Education	LKU3810	32
Project of Oshikwanyama Language Education	LWU3810	32
Project of Oshindonga Language Education	LDU3810	32
Project of Otjiherero Language Education	LHU3810	32
Project in of Rukwangali Language Education	LRU3810	32
Project of Silozi Language Education	LSU3810	32
Project of Mathematics Education	MMU3810	32
Project of Integrated Natural Science and Health Education	MSU3810	32
Project of Social Science Education	HSU3810	32
Project of Agricultural Education	MAU3810	32
Project of Home Ecology Education	MHU3810	32
Project of Design and Technology Education	MSD3810	32

Educational Technology		CFD3880
NQF: 8	Credits: 24	Course Assessment: CA 50% - Examination 50% - 1 x 3 hour paper
Pre-requisite: 60% in CFU3729 – Integrated Media and Technology 2		
Course Content:		

This course 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.

English for Teachers 1 **EET3589**

NQF: 5 **Credits:** 4 **Course Assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Prerequisite: English Communication and Study Skills – LCE3419

Course Content:

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

English for Teachers 2 **EET3609**

NQF: 6 **Credits:** 8 **Course Assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Co-requisite: English for Teachers 1 – EET3589

Course Content:

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

First Aid Education **MFA3699**

NQF: 6 **Credits:** None **Course Assessment:** Continuous Assessment – 100%

Pre-requisite: None

Course Content:

First Aid accreditation

Guidance and Counselling 1 **PSU3702**

NQF: 7 **Credits:** 8 **Course Assessment:** CA 50% - Examination 50% - 1 x 2 hour paper

Co-requisite: None

Course Content:

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.

Guidance and Counselling 2 **PSU3890**

NQF: 7 **Credits:** 8 **Course Assessment:** CA 50% - Examination 50% - 1 x 2 hour paper

Pre-requisite: PSP3702 – Guidance and Counselling 1

Course Content:

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.

Inclusive Education 1 **PSU3741**

NQF: 7 **Credits:** 8 **Course Assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Prerequisite: None

Course Content:

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.

Inclusive Education 2 **PSD3880**

NQF: 8 **Credits:** 24 **Course Assessment:** CA 50% - Examination 50% - 1 x 3 hour paper

Pre-requisite: 60% in PSP3721 – Childhood Learning

Course Content:

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.

Integrated Media and Technology Education 1		CFU3629
NQF: 6	Credits: 8	Course Assessment: Continuous assessment 100%
Co-requisite: CLC3509 – Computer Literacy		
Course Content:		
This course 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 course, 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).		
Integrated Media and Technology Education 2		CFU3729
NQF: 7	Credits: 8	Course Assessment: Continuous assessment 100%
Co-requisite: Integrated Media and Technology Education 1 - CFU3622		
Course Content:		
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.		
Life Skills		PSD3890
NQF: 8	Credits: 24	Course Assessment: CA 50% - Examination 50% - 1 x 3 hour paper
Pre-requisite: 60% in PSU3702 – Guidance and Counselling		
Course Content:		
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.		
Professional and Community Development		FMU3802
NQF: 8	Credits: 8	Course Assessment: CA 50% - Examination 50% - 1 x 2 hour paper
Pre-requisite: None		
Course Content:		
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.		
Project-Based Learning in Education		CFU3782
NQF: 7	Credits: 4	Course Assessment: Continuous Assessment – 100%
Co-requisite: CFU3781 – Educational Research		
Course Content:		
Project- Based learning is aimed at engaging students in learning important knowledge and 21 st century skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and learning tasks. In the course 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. Learning will be organized around an open-ended driving question or challenge that will focus the student's work and deepen their learning in a particular school subject area or from an interdisciplinary approach. Students will then investigate knowledge and concepts essential to the question or challenge, come up with authentic solutions to problems or create products that will be used in solving problems, present it to their peers for feedback and revision and hand it in for final evaluation.		
School Based Studies Phase 1		ESU3690
NQF: 6	Credits: 4	Course Assessment: Continuous assessment 100%
Co-requisite: None		
Course Content:		
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.		

School Based Studies Phase 2 **ESU3790**

NQF: 7 **Credits:** 6 **Course Assessment:** Continuous assessment 100%

Co-requisite: None

Course Content:

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.

School Based Studies Phase 3 **ESU3891**

NQF: 8 **Credits:** 12 **Course Assessment:** Continuous Assessment 100%

Pre-requisite: All school subject in year 1, 2 and 3; ESU3790 – School Based Studies Phase 2

Course Content:

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.

School Leadership and Management **FMD3880**

NQF: 8 **Credits:** 24 **Course Assessment:** CA 50% - Examination 50% - 1 x 3 hour paper

Pre-requisite: 60% in FMU3702 – Educational Management

Course Content:

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.

Science of Teaching **CFU3769**

NQF: 7 **Credits:** 8 **Course Assessment:** CA 50% - Examination 50% - 1 x 2 hour paper

Co-requisite: None

Course Content:

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.

Sport Organisation and Administration **MPD3880**

NQF: 8 **Credits:** 24 **Course Assessment:** CA 50% - Examination 50% - 1 x 3 hour paper

Pre-requisite: 60% in FMP3702 – Educational Management

Course Content:

This course provides the foundation for school sport organisers, managers and leaders. It is divided into two sections: (1) Sport Coaching (2) Sport Organisation and Administration. It introduces to sport coaching, sport organisation and administration as well as leadership and management and its impact on good governance in schools. From careful evaluation of these perspectives, as well as from actual practice of it using the course's action learning methods, students will build a personal model of coaching, organisation and administration as well as leadership and management skills that they can use in their workplace.

School Subject Syllabi

Agriculture

Agriculture Education 1 **MAU3681**

NQF: 6 **Credits:** 12 **Course Assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Pre-requisite: None

Course Content:

The aim of this course is to prepare student teachers to teach elementary Agriculture Education at upper primary school effectively. The course 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 course 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 course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Agriculture Education 2 **MAU3682**

NQF: 6 **Credits:** 12 **Course Assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Pre-requisite: None

Course Content:

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 course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Agriculture Education 3 **MAU3780**

NQF: 7 **Credits:** 24 **Course Assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Pre-requisite: None

Course Content:

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.

Design and Technology

Design and Technology Education 1 **MDU3681**

NQF: 6 **Credits:** 12 **Course Assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Pre-requisite: None

Course Content:

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.

Design and Technology Education 2 **MDU3682**

NQF: 6 **Credits:** 12 **Course Assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Pre-requisite: None

Course Content:

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.

Design and Technology Education 3 **MDU3780**

NQF: 7 **Credits:** 24 **Course Assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Pre-requisite: None

Course Content:

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.

Home Ecology

Home Ecology Education 1	MHU3681
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NQF: 6 **Credits:** 12 **Course Assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Pre-requisite: None

Course Content:

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.

Home Ecology Education 2	MHU3682
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NQF: 6 **Credits:** 12 **Course Assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Pre-requisite: None

Course Content:

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 course 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.

Home Ecology Education 3	MHU3780
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NQF: 7 **Credits:** 24 **Course Assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Pre-requisite: None

Course Content:

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.

Languages

Children's Literature 1	LLU3521
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NQF: 5 **Credits:** 8 **Course Assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Pre-requisite:

Course Content:

This course enables students to develop a theoretical understanding of selecting, analysing and appreciating children's literature.

Language Education 1 (Grammar 1)	
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NQF: 5 **Credits:** 16 **Course Assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Pre-requisite: None

Course Content:

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 course. Micro-teaching and portfolio development in line with the Faculty's micro-teaching policy is required for this course.

Language Education 2A (Listening and Speaking Skills)	
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NQF: 6 **Credits:** 16 **Course Assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Pre-requisite: None

Course Content:

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 course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Language Education 2B (Literature 1 – Youth Literature)	
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NQF: 6 **Credits:** 16 **Course Assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Pre-requisite: None

Course Content:

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 course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Language Education 3 (Reading and Writing Skills)

NQF: 7 **Credits:** 24 **Course Assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Pre-requisite: None

Course Content:

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.

Language Education 4 (Grammar 2 and Literature 2 – Adult Literature)

NQF: 8 **Credits:** 24 **Course Assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Pre-requisite: None

Course Content:

This course builds on Language Education 1 and develops students' language proficiency in terms of syntax and semantic issues of a particular language. This course builds on Language Education 2B and enables students to develop an in-depth theoretical understanding of adult literature, the ability to evaluate examples/ texts and to apply critical reading 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.

Language and Society**LLU3501**

NQF: 5 **Credits:** 8 **Course Assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Pre-requisite:

Course Content:

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 course is to deepen one's perception of one's own culture and to gain respect through understanding for the other languages and cultures. This course further elaborates on developmental stages in language acquisition, first and second language learning and multilingualism.

Learning Support in Reading and Writing**PSU3880**

NQF: 8 **Credits:** 8 **Course Assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Pre-requisite: None

Course Content:

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.

Mathematics**Basic Mathematics****MAT3511**

NQF Level: 5 **Credits:** 16 **Course Assessment:** CA 50% Examination 50% - 1 x 3 hour paper

Prerequisite: IGCSE Mathematics

Course Content:

Sets: What is a set? Set notation, equality of sets, subsets, characterization of equality via the subset relation, empty set, power sets. Venn diagrams, intersection, union, complement, de Morgan's laws, set difference, symmetric difference, proofs of *simple results* on set equality. Standard examples of sets: natural numbers, integers, rationals, real numbers. Absolute value, intervals in \mathbb{R} . A bit about cardinality of sets (examples of finite, *infinite*, *countable*, *uncountable sets*). **Algebraic expressions:** Simplification, expansion, factorization, polynomials, remainder and factor theorem quadratic polynomial. Binomial expansions, Pascal's triangle and the Binomial Theorem. Rational expressions, partial fractions. **Equations and inequalities:** Linear equations in one-variable, simultaneous linear equations, quadratic equations, simultaneous non-linear equations. Linear inequalities, non-linear inequalities. **Trigonometry:**

trigonometric ratios, angle orientation in the xy-plane, graphs of trigonometric functions, trigonometric identities, justifying (proving equality of relatively simple trigonometric expressions. Sum/difference, double angle and sum to product formulas. **Sequences:** definition, notation, obtaining the general term in sequences, arithmetic sequences, geometric sequences, recursively defined sequences.

Introduction to Mathematics Education **MMU3512**

NQF: 5 **Credits:** 16 **Course Assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Pre-requisite: None

Course Content:

This course will introduce student to the nature of mathematics: rationale of mathematics teaching; history of mathematics education; importance of mathematics education; theories of mathematics education; problem solving as the keystone for mathematics education; challenges of mathematics teaching; views of school mathematics; different types of knowledge; network theory; inductive reasoning and deductive reasoning; understanding; conceptual development teaching models: physical models, the example/non-example, mathematics as medium communication; the inter-relationship of mathematics and other subjects and issues as well as the challenges facing a mathematics teacher.

Mathematics Education 1A **MMU3611**

NQF: 6 **Credits:** 16 **Course Assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Pre-requisite: None

Course Content:

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 course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Mathematics Education 1B **MMU3612**

NQF: 6 **Credits:** 16 **Course Assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Pre-requisite: None

Course Content:

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 course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Mathematics Education 2 **MMU3780**

NQF: 7 **Credits:** 24 **Course Assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Pre-requisite: MMU3611 – Mathematics 1A

Course Content:

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 course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Mathematics Education 3 **MMD3890**

NQF: 7 **Credits:** 24 **Course Assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Pre-requisite: MMU3611 – Mathematics 1A / MMU3780 – Mathematics Education 2

Course Content:

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 1

Integrated Natural Science and Health Education 1	MSU3510
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NQF: 5	Credits: 32	Course Assessment: CA (50%) Examination (50%) - 1x3 hours paper
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Pre-requisite: None

Course Content:

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.

Integrated Natural Science and Health Education 2	MSU3610
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NQF: 6	Credits: 32	Course Assessment: CA (50%) Examination (50%) - 1x3 hours paper
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Pre-requisite: MSU3510 – Integrated Natural Science and Health Education 1

Course Content:

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 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 3	MSU3780
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NQF: 7	Credits: 24	Course Assessment: CA (50%) Examination (50%) - 1x3 hours paper
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Pre-requisite: MSU3600 – Integrated Natural Science and Health Education 2

Course Content:

The aim of this course is to equip student teachers to gain knowledge and understanding of the human anatomy and physiology; health education including nutrition ad HIV and AIDS; Stoichiometry; electrolysis; different types of pressure (Surface, Hydrostatic and Atmospheric pressure); static electricity and electrostatics and current electricity. Teaching methodology will form an integral part of this 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 4	MSU3880
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NQF: 8	Credits: 24	Course Assessment: CA (50%) Examination (50%) - 1x3 hours paper
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Pre-requisite: MSU3700 – Integrated Natural Science and Health Education 3

Course Content:

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 Studies

Social Studies Education 1A	LSU3511
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NQF: 5	Credits: 16	Course Assessment: CA (50%) Examination (50%) - 1x3 hours paper
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Pre-requisite: None

Course Content:

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.

Social Studies Education 1B	LSU3532
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NQF: 5	Credits: 16	Course Assessment: CA (50%) Examination (50%) - 1x3 hours paper
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Pre-requisite: None

Course Content:

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.

Social Studies Education 2A **LSU3611**

NQF: 6 **Credits:** 16 **Course Assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Pre-requisite: LSU3511/2 – Social Sciences Education 1A/1B

Course Content:

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 course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Social Studies Education 2B **LSU3612**

NQF: 6 **Credits:** 16 **Course Assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Pre-requisite: LSU3511/2 – Social Sciences Education 1A/1B

Course Content:

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.

Social Studies Education 3 **LSU3790**

NQF: 7 **Credits:** 24 **Course Assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Pre-requisite: LSU3611/2 – Social Sciences Education 2A/2B

Course Content:

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 course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Social Studies Education 4 **LSD3890**

NQF: 6 **Credits:** 24 **Course Assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Pre-requisite: LSU3780 – Social Sciences Education 3

Course Content:

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, and technology for mass communication. 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. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Syllabi non promotional subjects

Arts Education

Arts Education 1 **LAU3620**

NQF: 6 **Credits:** 16 **Course Assessment:** Continuous Assessment – 100%

Pre-requisite: None

Compulsory: All Arts Elective students

Course Content:

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.*

Arts Education 2 **LAU3721**

NQF: 7 **Credits:** 8 **Course Assessment:** Continuous Assessment – 100%

Pre-requisite: None

Course Content:

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.

Physical and Health Education

Physical and Health Education 1 **MPU3620**

NQF: 6 **Credits:** 16 **Course Assessment:** Continuous Assessment – 100%

Pre-requisite: None

Compulsory: All Physical and Health Education students

Course Content:

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 course 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.

Physical and Health Education 2 **MPU3721**

NQF: 7 **Credits:** 16 **Course Assessment:** Continuous Assessment – 100%

Pre-requisite: None

Course Content:

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

Religious and Moral Education 1A **LRU3521**

NQF: 5 **Credits:** 8 **Course Assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Pre-requisite: None

Course Content:

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.

Religious and Moral Education 1B **LRU3622**

NQF: 5 **Credits:** 8 **Course Assessment:** CA (50%) Examination (50%) - 1x2 hours paper

Pre-requisite: None

Course Content:

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.

Religious and Moral Education 2**LRU3721****NQF: 6****Credits: 8****Course Assessment:** CA (50%) Examination (50%) - 1x2 hours paper**Pre-requisite:** None**Course Content:**

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

FACULTY OF HUMANITIES AND SOCIAL SCIENCES
Certificate of HIV and AIDS Education and Counselling
13CHIV

Note: This new curriculum will run in 2016 for the first time. Students who have not completed all modules in the old curriculum should enrol for the equivalent module in the new curriculum.

Aim

The aim of this programme is to enhance the basic understanding of concepts and issues in HIV and AIDS counselling and to develop an ability to understand and implement policies and guidelines on HIV and AIDS related issues. Students who complete this programme should be able to provide support to HIV infected and affected people so that they can regain confidence and control of their lives, to practice as a team member in community organisations by providing social care to HIV and AIDS infected and affected people, and to develop effective reading, writing, speaking and listening skills.

Programme overview

This certificate is a one year programme that will be offered for a minimum period of one year and a maximum period of three years. The certificate consists of 7-courses that will be offered on distance with a vacation school during each semester.

Entry requirements

To qualify for the Certificate in HIV/AIDS Counselling, a candidate must have a Grade 12 with at least 17 points on the UNAM Evaluation Scale with at least E in English on NSSC level, or first successfully completed the English Access course offered by the Language Centre. Admission could also be considered for persons who qualify through the Mature Age Entry Scheme. See page 16 of this prospectus for more information on the Mature Age Entry Scheme.

Assessment and promotion requirements

Course assessment is based on continuous assessment by means of written tests, tutor-marked assignments, and practical work, and a written examination at the end of a course. You will be admitted to the examination on a continuous assessment mark of 40%. To complete the course successfully you should obtained a minimum mark of at least 40% in the examination and a final mark of at least 50%. The ratio of the continuous assessment mark to the examination mark is 50:50.

The Curriculum

Code	Course	NQF level	Credits	Pre- and Co-requisite Code	Pre- and Co-requisite Course
	Semester One				
CEH1411	The Significance of HIV and AIDS	4	16	None	
CEH1431	The Continuum of Care	4	16	None	
	Semester Two				
CEH1412	HIV and AIDS Counselling	4	16	None	
CEH1432	Death and Bereavement	4	16	None	
CEH1452	Legal and Ethical issues in HIV and AIDS Counselling	4	16	None	
	Semester One and Two				
CEH1480	Introduction to the Practice of Counselling	4	24	None	
CEC1310	English Communication for Certificates	3	32	None	

Syllabi

UNAM Core Course:

English Communication for Certificate Purposes**CEC1310****NQF Level:** 3 **Credits:** 32**Course assessment:** CA 60% Examination 40% - 1 x 3 hour paper**Prerequisites:** None**Course Content:**

This module attempts to assist students to improve language proficiency regarding: reading comprehension, writing, speaking, listening and referencing skills in order for them to utilise English language at work or in study. Students are required to complete assignments and tests designed for the module. The main aim of the module is to communicate in English language. The course content included the following: Referencing skills: Dictionary work; Speaking; Writing: Sentences, Paragraphs; Vocabulary; Summarizing; The essay; Referencing, i.e. plagiarism and In-text citations; Letter writing; Curriculum Vitae / resume; Reading; Listening; and Grammar.

All other Courses:

Death and Bereavement**CEH1432****NQF Level:** 4 **Credits:** 16**Course assessment:** CA 60% Examination 40% - 1 x 2 hour paper**Prerequisites:** None**Course Content:**

This course aims to help students understand the need of people living with HIV and AIDS to accept the reality of death, how to deal with death and dying, issues for closure, and to assist family members and friends with the bereavement process after the death of a loved one. It will also describe how to provide care for the caregiver.

The course content includes the following: Issues of life, death and dying in the context of HIV and AIDS; the different phases people are going through when experiencing a crisis; the assistance given by the counsellor with people going through a crisis; social care as an important component of bereavement counselling; the meaning of grief and bereavement; the caring of the bereavement counsellor.

HIV and AIDS Counselling**CEH1412****NQF Level:** 4 **Credits:** 16**Course assessment:** CA 60% Examination 40% - 1 x 2 hour paper**Prerequisites:** None**Course Content:**

This course aims to equip students with knowledge, skills and the appropriate attitude, to counsel HIV and AIDS infected and affected people. The course provides information about behaviour change, skills and attitudes needed by the counsellor as well as the development of counselling as a science. Furthermore, this course includes practical sessions to simulate pre- and post-counselling.

The course content include counselling in comparison to friendly and caring conversation; the prerequisites, stages and phases of behaviour change; specific issues accompanied by HIV and AIDS and the counselling of affected and infected people; the development of counselling; pre- and post-test counselling; types of Counselling.

Introduction to the Practice of Counselling**CEh1480****NQF Level:** 4 **Credits:** 24**Course assessment:** CA 60% Examination 40% - 1 x 2 hour paper**Prerequisites:** None**Course Content**

This course serves to develop students understanding on emotional, psychological and social issues that confront infected and affected people living with HIV and AIDS (PLWHA). It helps the student to participate in establishing an enabling environment by identifying and managing resources to the advantage of the PLWHA.

Legal and Ethical Issues in HIV/AIDS Counselling**CEH1452****NQF Level:** 4 **Credits:** 16**Course assessment:** CA 60% Examination 40% - 1 x 2 hour paper**Prerequisites:** None**Course Content**

This course serves to develop students understanding on the legal and ethical issues in HIV and AIDS. Students are provided with an overview on the relevant national and international legislation, policies, guidelines, conventions, and treaties that are of relevance to people infected and affected by HIV and AIDS. Special emphasis is placed on the human rights of people, the rights of patients and the HIV and AIDS Charter. Students are further introduced to the concept of developing workplace policies for HIV and AIDS and are explained how to draw up a Will/Testament. Furthermore, students are introduced to the concept "Code of Ethics", the rights and responsibilities of HIV and AIDS counsellors as well as how to develop a code of ethics for HIV and AIDS counsellors.

The course content includes the legal and ethical framework that shapes HIV and AIDS counselling in Namibia and around the globe; the rights and responsibilities of people living with HIV and AIDS; the rights and responsibilities of specific vulnerable groups; the importance of workplace policy development and workplace programs; the importance of Wills and Inheritance; the idea of a Code of Ethics that governs the behaviour of counsellors.

The Continuum of Care**CEC1431****NQF Level:** 4 **Credits:** 16**Course assessment:** CA 60% Examination 40% - 1 x 2 hour paper**Prerequisites:** None**Course Content:**

This course develops students understanding of Continuum of Care in helping the person living with HIV and AIDS. It helps students to comprehend the guiding principles when dealing with the infected and affected significant others. It explains further the role of the counsellor in continuum of care. Students are introduced to the concept of participatory development and how to link it to HIV and AIDS counselling. The course highlights the role communities and other sectors can play in caring for the infected and affected persons. Furthermore, students are introduced to the concept of home based care as well as how to provide care to orphans.

The course content include the continuum of care; the Participatory Approach to development in counselling; the importance of Assets-Based Approach to counselling; the involvement of family and community in counselling; home-based care; orphan care; care and support for caregivers and counsellors.

The Significance of HIV and AIDS**CEH1411****NQF Level:** 4 **Credits:** 16**Course assessment:** CA 60% Examination 40% - 1 x 2 hour paper**Prerequisites:** None**Course Content**

This course aims to help students to know and understand the basic facts regarding HIV and AIDS, the prevention of the spread of HIV and AIDS through behavioural change, the impact of HIV and AIDS pandemic on the Namibian society, prevention of sexually transmitted diseases and the re-infection of HIV as well as anti-retroviral therapy.

The course content includes the following: The epidemiology of HIV and AIDS; HIV and AIDS transmission; the impact of HIV on the body; the various HIV-antibody tests; impact of HIV and AIDS on the society; Sexually Transmitted Diseases; prevention of re-infection of HIV infection; various Anti-Retroviral Therapy (ART).

DIPLOMA IN HIV/AIDS MANAGEMENT AND COUNSELLING
13DHIV

Introduction

The second year of the new amended curriculum for the Diploma in HIV/AIDS Management and Counselling will be offered in 2015 for the first time to students. Students who failed module in the old curriculum should register for the equivalent module in the new curriculum.

Aim

The aim of the Diploma in HIV/AIDS Management and Counselling is to develop students as leaders in the field of HIV/AIDS by providing a systematic introduction to the knowledge, principles, concepts and problem-solving techniques of HIV/AIDS.

Programme overview

The diploma is a two-year diploma programme, normally offered over three years on distance. The focus of this Diploma is HIV/AIDS counselling, treatment and management thereof.

Admission requirements

To qualify for admission to the Diploma in HIV/AIDS Management and Counselling, an applicant shall satisfy any one of the following minimum requirements:

- A Namibian Senior Secondary Certificate (NSSC) or equivalent, obtained in not more than three examination sittings with a minimum of 22 points in five subjects on the UNAM Evaluation Scale. English is a compulsory subject and should have been obtained on a First or Second Language ordinary Level, symbol D or higher.
- At least a lower second pass (60%) in the University of Namibia Certificate in HIV/AIDS Counselling.
- At least a 50% pass in the University of Namibia Certificate in HIV/AIDS Counselling with at least 2 years working experience in the field of HIV/AIDS.
- Admission could also be considered for persons who qualify through the Mature Age Entry Scheme. See page 16 of this prospectus for more information on the Mature Age Entry Scheme

Assessment and promotion requirements

Course assessment is based on continuous assessment by means of tutor-marked assignments, and a written examination at the end of the course. You will be admitted to the examination if you have gained an average mark of at least 40% for your continuous assessment mark. To complete the course successfully you should obtain a minimum mark of at least 40% in the examination and a final mark of at least 50%.

You may sit for the first opportunity examinations when you obtained a continuous assessment mark of at least 40%. If you qualify for the examination, but could not sit for the first opportunity examination, you will be allowed to sit for the second opportunity examination. If you failed the first opportunity examination, but obtained a final mark between 45 and 49% you will be allowed to write the second opportunity examination.

Exemptions

Students, who have passed the University of Namibia Certificate in HIV/AIDS Counselling, will be exempted from the Course: Introduction to HIV/AIDS Counselling.

Curriculum

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One and Two (Double course)				
LEG2410	English for General Communication	4	32		
CSI3580	Contemporary Social Issues	5	8		

	Semester One				
CLC3409	Computer literacy	5	8		
CEH2411	HIV/AIDS in the Namibian Context	4	16		
CEH2431	HIV/AIDS Counselling	4	16		
	Semester Two				
CEH2512	Family support and treatment of AIDS	5	16		
CEH2532	Strategic Health Communication in HIV/AIDS	5	16		
CEH2552	Community Mobilisation, Networking and Referral	5	16		
Year 2	Semester One and Two (Double course)				
CEH2500	Research, monitoring and evaluation of Health Programmes	5	16		
	Semester One				
CEH2511	HIV/AIDS stigma and discrimination	5	16		
MHE2531	Resource management	5	16		
CEH2531	Project management	5	16		
CEH2551	Management and Leadership Issues	5	16		
	Semester Two				
MHE2512	Nutritional Management	5	16		
CEH2522	The Practice of Counselling	5	8		
	Elective: Select one course				
CEH2632	HIV/AIDS in Public Health Management	6	16		
CEH2652	Counselling and wellness in the workplace	6	16	CEH2431	HIV / AIDS Counselling

Syllabi

UNAM Core Courses:

Computer Literacy

CLC3509

NQF level: 5 Credits: 8

Course assessment: CA 100%

Prerequisites: None

Course 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. Spread sheet: 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.

Contemporary Social Issues	CSI3580
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NQF: 5 **Credits:** 8 **Course Assessment:** Continuous assessment – 100%

Prerequisite: None

Course Content:

This course encourages behavioural change among UNAM students. It offers an integrative and inter-disciplinary basis for the six broad themes on teaching and learning strategies; norms, rules and contact; citizenship, democracy and common good; ethics and responsible leadership; health and human sexuality; environment and sustainability as well as stressing the interconnectedness of such issues/themes. The course shall empower students to responsible behavioural changes and to transform high risk behaviour to the common good and responsible citizenship, including broadening the student's scope and understanding of the environment and sustainability of the ecosystem services and how humans influence these. Therefore, critical transformative theory will under gird the content of the course. After completion students shall be empowered and be prepared to enjoy productive, meaningful careers and lives that benefit a society that increasingly resembles a global community. Flexible modes of assessment may be harnessed and may be combined with in-situ visits to appropriate sites.

English for General Communication	LEG2410
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NQA level: 4 **Credits:** 32 **Course assessment:** CA (60%) Examination (40%) - 1x3 hours paper

Prerequisites: None

Course Content:

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 Content 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.

All other Courses:

Community Mobilisation and Networks	CEH2552
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NQA level: 4 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1x3 hours paper

Pre-requisite: None

Course Content:

This course aims to demonstrate that communities are not only concerned about the impacts of HIV and AIDS but also prepared to take leadership, demonstrate ownership and devise ways of sustaining the activities they initiate. This course will address the critical steps in community mobilisation and that sustainability, linking care, prevention and inter-sectoral partnering are important issues in mitigating and meeting the challenges around HIV and AIDS. Guidance for creating and improving referral network of HIV and AIDS related services is covered. The content includes community mobilising and HIV and AIDS; HIV and AIDS networking; networking: what makes it work; network structures and related activities of networking and referral.

Counseling and wellness in the workplace	CEH2652
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NQA level: 4 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1x3 hours paper

Prerequisite: CEH2491 - Introduction to HIV/AIDS Counselling

Course Content:

The objective of this course is to develop students' understanding, skills and knowledge regarding counselling and wellness of staff and family living with HIV/AIDS in the workplace. Topics such as the basic and advanced counselling roles and activities, the psychodynamic, cognitive-behavioural approaches will be dealt with. Aspects of the counsellor-client relationship within different cultural settings while the professional codes and ethics will be adhered to. The underlying focus of this course will be on improving the spiritual, emotional and social wellbeing of staff members infected and affected by HIV/AIDS. The content includes the work environment; dimensions of wellness; HIV and AIDS in the workplace; managing HIV and AIDS in the workplace; HIV and AIDS and Employment: Code of Good Practice; wellness counselling; communication and counselling; counselling of caregivers; partnerships that work.

Family Support and Treatment of AIDS	CEH2412
NQA level: 4 Credits: 16	Course assessment: CA 50% Examination 50% - 1x3 hours paper
Pre-requisite: None	
Course Content:	
The aim of this course is to equip students with comprehensive information regarding care and treatment of people infected and affected by HIV/AIDS. This course focus on components of care, treatment and support for HIV and AIDS, management of HIV and AIDS as chronic diseases and community home based care as the essential support mechanism in caring for PLWHA in the community. Different prevention strategies will be discussed emphasizing the importance of a multidisciplinary and multi-sectoral approach. Lastly different therapies and the factors that affect adherence to treatment will be explained. The content includes the components of care, treatment and support for HIV/AIDS; the management of HIV and AIDS as chronic diseases; Community home-based care and palliative care concepts; the HIV and AIDS prevention opportunities within care and treatment program; Antiretroviral therapy (ART) and Antiretroviral Drugs (ARV).	
HIV/AIDS Counselling	CEH2431
NQA level: 4 Credits: 16	Course assessment: CA 50% Examination 50% - 1x3 hours paper
Pre-requisite: None	
Course Content:	
This course aims to equip the student with knowledge, skills and the appropriate attitude to counsel HIV/AIDS infected and affected people. The course provides information about behaviour change, and enlightens the similarities and differences between African and Westerns counselling. Practical exercises are included in the study guide.	
HIV/AIDS in Public Health Management	CEH2632
NQA level: 6 Credits: 16	Course assessment: CA 50% Examination 50% - 1x3 hours paper
Pre-requisite: None	
Course Content:	
This course aims to present the essentials of public health keeping in mind the significance of HIV/AIDS in public health. It is important to expose the student to the concepts related to public health, the dimensions of the public health system, the understanding and measuring of health, the relationship between public health and other health-related activities. A brief emphasis will be given to the core functions and the infrastructure of public health henceforth public health interventions will be addressed. HIV/AIDS will feature in all aspects addressed in this course emphasizing its importance in policy interventions, knowledge development, communication and social marketing as well as the meaningful implementation and distribution of resources. The content includes concepts related to public health; the factors that cause or influence particular health outcomes; the relationship between public health and other health –related activities; the basic ingredients of public health infrastructure; public health interventions.	
HIV/AIDS in the Namibian Context	CEH2411
NQA level: 4 Credits: 16	Course assessment: CA 50% Examination 50% - 1 x 3 hour paper
Pre-requisite: None	
Course Content:	
The aim of this course is to focus the student on the situation of HIV and AIDS in Namibia. This course will start off by giving students an overview on distance education and how to achieve success. General information on the country's demography, ethnical groups and HIV and AIDS statistics will enable the student to understand the extent of HIV and AIDS in Namibia. The characteristics of the Namibian communities and the existence of HIV/AIDS including family, gender, child-headed households and sexual relationships will be discussed. Lastly, an overview of world views in Namibia will enable the student to understand special considerations for counselling of HIV and AIDS. The contents includes an overview of the HIV epidemic in Namibia; HIV and AIDS in the Namibian context; attitudes, myths and cultural influences on the spread of HIV and AIDS; World Views about HIV and AIDS in Namibia; the management and diversity in an organisation and the social responsibility of an organisation.	
HIV/AIDS Stigma and Discrimination	CEH2511
NQA level: 5 Credits: 16	Course assessment: CA 50% Examination 50% - 1x3 hours paper
Pre-requisite: None	
Course Content:	
The aim of this course is to bring awareness of stigma and discrimination associated with HIV and AIDS. The course presents a holistic view of stigma and discrimination associated with those infected and affected with HIV and AIDS and how this impacts negatively of various prevention and treatment programmes. The content includes HIV and AIDS related stigma and its manifestations; the root causes	

of stigma; the impact and effect of stigma and discrimination at the individual, family and national levels; an overview of strategic health communication; behaviour change theories to address stigma; programme interventions to address stigma; the legal issues surrounding HIV and AIDS stigma and discrimination; the HIV stigma: Toolkit for Action.

Management and leadership issues **CEH2551**

NQA level: 5 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1x3 hours paper

Pre-requisite: None

Course Content:

This course provides guidance on the role of a governing body and its trustees in the effective administration and management of an organisation. Leadership, accountability and transparency are essential ingredients. The links between publicity and fundraising are explained. This course will also provide guidance on how to identify potential funding sources and test the interest of potential funders. How to develop and write a fundraising plan will also be addressed. The content includes leadership theories, functions and styles; theories and application of motivation within a business; communication models, styles and formats in an organisation; problem solving, critical thinking and other thinking skills; managing change in the organisation; the marketing of the business and the role of publicity in managing the organisations' image.

Nutritional Management of HIV/AIDS **MHE2512**

NQA level: 5 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1x3 hours paper

Pre-requisite: None

Course Content:

This course will introduce students to basic human nutrition, the relationship between HIV/AIDS and nutrition, nutrition and care practices necessary to protect the nutritional status of people living with HIV/AIDS (PLWHA) with specific emphasis on infant and young child feeding, introduce life style changes necessary to protect the nutritional status of people living with HIV/AIDS (PLWHA), provide practical advice on the nutritional management of the symptoms and feeding problems of (PLWHA) and explain the interrelationship between food security, nutrition and medication. All these above will be discussed within a Namibian and SADC context. The content includes the basic aspects of nutrition; foods, dietary guidelines, meal planning, food security and food safety; nutritional needs of individuals during the life cycle; nutritional deficiencies; nutritional management of HIV/AIDS.

Project Management **CEH2531**

NQA level: 5 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1x3 hours paper

Pre-requisite: None

Course Content:

The course weaves theory and practice together, presenting a comprehensive, integrated view of the many concepts, skills, tools, and techniques involved in project management. It introduces students to the organisational context of project management. The topics that will be covered are people management, project initiation, project scope planning, project cost planning, project monitoring and control, the termination of a project and communication in projects. The content includes An overview of project management; people management; project initiation; project scope planning; project cost planning; project monitoring and control; the termination of a project; project communication.

Research, monitoring and evaluation of health programmes **CEH2572**

NQA level: 5 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1x3 hours paper

Pre-requisite: None

Course Content:

The course introduces students to an overview of the research, monitoring and evaluation processes of health communication interventions and programmes. It includes steps involved in participatory monitoring and evaluation of communication interventions and programmes. It explains basic terms and concepts in research; writing a research designs; explain the ethics and principles governing research; designing data collection tools; data collection and work plan; writing the research report and dissemination of the research report. The content includes an overview of Monitoring and Evaluation; participatory Monitoring and Evaluation; an overview of the research process; writing an evaluation/research proposal; different research designs; the context of literature in research; the ethical context of Research, monitoring and evaluation in health communication, interventions and programmes; sampling designs; data collection tools; fieldwork in research and evaluation; tabulation of research or evaluation data; write and disseminate a research project; use research and evaluation findings.

Resource Management **MHE2531**

NQA level: 5 **Credits:** 16 **Course assessment:** CA 50% Examination 50% - 1x3 hours paper

Pre-requisite: None

Course Content:

This course will introduce students to modern resource management theories, decision-making and problem solving skills within the family and household unit with an ecosystem approach. It will apply principles of planning, implementing and evaluating needs in household settings with specific reference to the impact of gender. It will also address basic issues related to consumer and family economics as related to sustainable development. The content includes the family as a unit; the interaction of the family with its environment; family needs and wants; decision making; management process; managing your money; the family as the consumer; various financial aspects; communication: an overview; living and resource management.

Strategic Health Communication in HIV/AIDS
CEH2532
NQA level: 5 **Credits:** 16

Course assessment: CA 50% Examination 50% - 1x3 hours paper

Pre-requisite: None
Course Content:

The course provides the foundation for designing strategic health communication for HIV/ AIDS. Topics include: basics of HIV/AIDS; components of primary prevention; health service and product support; analysis for strategic communication; overview of strategic health communication, developing and pre-testing communication materials. The content includes the basics facts about HIV and AIDS; Components of Primary Prevention; Home- and community based support mechanisms; the designing strategic communication for HIV and AIDS; Strategic Communication Planning and Evaluation (SCOPE); The analysis for strategic communication; Communication strategy and the various communication approaches for HIV and AIDS prevention; programme and audience analysis; pre-test communication materials and messages and media campaign planning.

The Practice of Counseling
CEH2522
NQA level: 5 **Credits:** 8

Course assessment: Continuous Assessment: 100%

Pre-requisite: None
Course Content:

This course aims to evaluate the student's knowledge with regard to emotional, psychological and social issues that confront infected and affected people living with HIV/AIDS (PLWHA). It helps the student to participate in establishing an enabling environment by identifying and managing resources to the advantage of the PLWHA. The content includes basic counselling skills required for an HIV and AIDS counsellor; communication techniques and skills relevant to counselling; interviews with HIV and AIDS patients or family members for counselling purposes.

DIPLOMA IN LABOUR AND EMPLOYMENT STUDIES 13DLES

Introduction

The new amended curriculum for the Diploma in Labour and Employment Studies will be offered in 2016 to students. Old curriculum students who failed modules should register for equivalent modules in the new curriculum in order to complete their diploma.

Aim

The aim of the diploma is to provide labour union leaders and members with a proper understanding of social, economic and political factors in order to promote development and to assist trade unions to influence labour policies and develop a society based on justice and equality. The proposed diploma will thus link social goals such as equity, decent work, good labour relations and employment creation with a critical analysis of economic policies and structures.

Programme Overview

The Diploma in Labour and Employment Studies is a two-year diploma level 5 diploma offered via distance education with a combination of video conferencing, telephone tutoring and vacation school sessions. Distance students would normally take three years to complete the diploma, with a maximum period of four year allowed for completion. Since many students enrolling for this diploma would be working adults across Namibia, the mode of delivery best suited would be distance education with some practical block sessions.

Admission requirements

To qualify for admission to the Diploma in Labour and Employment Studies, an applicant shall satisfy *any one* of the following minimum requirements:

- a) A holder of a Namibian Senior Secondary Certificate (NSSC) or equivalent obtained in not more than three examination sittings with a minimum of 22 points in five subjects on the UNAM Evaluation Scale. English as a compulsory subject should have been obtained on a First or Second Language ordinary Level, with a symbol D or higher, **or**
- b) Be a holder of the LaRRI Certificate in Labour and Employment Studies or another relevant and recognised level 4 certificate, **or**
- c) Pass the UNAM mature age entry tests as per UNAM requirement.

Exemptions:

Students who have completed a relevant level-4 certificate, with 1 year relevant experience might receive credit for the following courses if passed with 50%, and students who passed with 60% or more in the Certificate of Labour Studies, completed through the University of Kwazulu Natal will receive credits from the following courses:

- Contemporary Social Issues
- History and the Role of Trade Unions
- Collective Bargaining and Dispute Settlement
- Globalisation

Assessment policy

Course assessment is based on continuous assessment by means of written tests, tutor-marked assignments, and practical work, and a written examination at the end of a course. For courses worth 8 credits, students must submit one assignment of 100 marks, while for courses of 16 credits they must submit two assignments of 100 marks.

You will be admitted to the examination on a continuous assessment mark of 40%. To complete the course successfully you should obtained a minimum mark of at least 40% in the examination and a final mark of at least 50%. The ratio of the continuous assessment mark to the examination mark is 50:50. If you failed the first opportunity examination, but obtained at least 45%, you will be admitted to the second opportunity examination that will take place in January the following year.

Re-admission Rules

A student will not be re-admitted into the Faculty if she/he has not passed at least:

- 24 credits at the end of the First year
- 80 credits at the end of the Second year
- 160 credits by the end of the Third year

Advancement and Progression Rules

A student must have passed the minimum of 5 courses (80 credits), of which at least three courses (48 credits) must be faculty (non-core) courses to be admitted into the second year of study.

Implementation strategy

The first year of the revised curriculum will be implemented in 2015 and should be noted that no major changes have been made on first year courses of the programme. The revised curriculum will phase in gradually so that current students can graduate on the old curriculum with the second year of the new curriculum to be implemented in 2016. Students who failed modules that are phasing out should register for the equivalent module on the revised curriculum.

Curriculum

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One and Two				
CSI3580	Contemporary Social Issues	5	8		
LEG2410	English for General Communication	4	32		
	Semester One				
CLC3509	Computer literacy	5	8		
SHT2411	The History & Role of Trade Unions	4	16		
MBB2531	Basic Business Management	5	16		
	Semester Two				
CNL2512	Namibian Labour Laws and Policies	5	16		
CBD2412	Collective Bargaining and Dispute Settlement	4	16		
CIL2412	International Labour Standards in the Namibian Legal System	4	16		
Year 2	Semester One				
CLM2511	Labour Market Theories and Policies	5	16		
PAR2511	Arbitration	5	16		
MHC2511	Human Capital Development	5	16		
	Semester Two				
CCL2512	Comparative International Labour Relation Systems	5	16		
SGL2512	Globalisation and Its Impact on Labour	5	16		
MLD2512	Leadership Development	5	16		
EED2572	Introduction to Development Economics	5	16		

	Semester One and Two				
SRE2520	Basic Research Methods	5	16		

Old Curriculum

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One and Two				
CSI3580	Contemporary Social Issues	5	8		
LEG2410	English for General Communication	4	32		
	Semester One				
CLC3509	Computer literacy	5	8		
SHT2411	The History & Role of Trade Unions	4	16		
	Semester Two				
CNL2512	Namibian Labour Laws and Policies	5	16		
CBD2412	Collective Bargaining and Dispute Settlement	4	16		
CIL2412	International Labour Standards in the Namibian Legal System	4	16		
Year 2	Semester One				
CLM2511	Labour Market Theories and Policies	5	16		
MBB2511	Basic Business Management and Entrepreneurship	5	16		
MHR2511	Human Resource Management	5	16		
SRE2511	Research, Monitor and Evaluation of Programmes	5	16		
	Semester Two				
CCL2512	Comparative International Labour Relations	5	16		
SGL2512	Globalisation and Its Impact on Labour	5	16		
MLD2512	Leadership Development	5	16		
EMA2572	Basic Macro Economics	5	16		

Syllabi

UNAM Core:

Computer Literacy	CLC3509
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NQF level: 5 **Credits:** 8 **Course assessment:** CA 100%

Prerequisites: None

Course 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. Spread sheet: 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.

Contemporary Social Issues	CSI3580
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NQF: 5 **Credits:** 8 **Course Assessment:** Continuous assessment – 100%

Prerequisite: None

Course Content:

This course encourages behavioural change among UNAM students. It offers an integrative and inter-disciplinary basis for the six brad themes on teaching and learning strategies; norms, rules and contact; citizenship, democracy and common good; ethics and responsible leadership; health and human sexuality; environment and sustainability as well as stressing the interconnectedness of such issues/themes. The course shall empower students to responsible behavioural changes and to transform high risk behaviour to the common good and responsible citizenship, including broadening the student's scope and understanding of the environment and sustainability of the ecosystem services and how humans influence these. Therefore, critical transformative theory will under gird the content of the course. After completion students shall be empowered and be prepared to enjoy productive, meaningful careers and lives that benefit a society that increasingly resembles a global community. Flexible modes of assessment may be harnessed and may be combined with in-situ visits to appropriate sites.

English for General Communication	LEG2410
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NQA level: 4 **Credits:** 32 **Course assessment:** CA (60%) Examination (40%) - 1x3 hours paper

Prerequisites: None

Course Content:

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 Content 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.

Syllabi

Arbitration	PAR2511
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NQA level: 5 **Credits:** 16 **Course assessment:** CA (50%) Examination (50%) - 1x3 hours paper

Prerequisites: None

Course Content:

The course will cover inter alia the following areas: The nature, scope and purpose of arbitration; introduction and revision of arbitration; the arbitrator's role during the hearing; the powers of the arbitrator; convening the hearing; representation of the parties; witness and presentation of evidence; conduct of a formal hearing; the confidentiality of arbitration proceedings; applicability of the ordinary rules of evidence of arbitration; the arbitrator's role in the gathering of evidence; the standard and burden of proof; the arbitrator's duty to apply the rules of substantive law; period for making and delivering the award; requirements for a valid award; preparing and drafting of the award publication of the award; the reasoned award, legal consequences of an award; the enforcement of the award; setting aside the award ; and arbitration in labour dispute.

Basic Business Management	MBB2531
NQA level: 5 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
The aim of this module is to develop student's understanding, skills and dispositions regarding management issues such as: components of a business management; elements of a business plan; functions and levels of management, the influence of culture on management; skills required by managers, development management theories as well as managing of diversity, professionalism and ethics. Dealing with HIV/AIDS in the workplace will also be discussed. The course content includes basic concepts of management and business organisations, general management styles, gender management styles, the elements of entrepreneurship, the development of a business plan, the cultural, political, social and environmental influence on management, type of skills required by managers, historical and modern management theories, the management of diversity, ethics and the public image of an organisation.	
Basic Research Methods	SRE2520
NQA level: 5 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
The aim of this module is to introduce students to basic research methods with a specific focus on their use in the field of labour and employment studies. The purpose of the module is to facilitate the development of knowledge and skills related to the review, assessment and conduct of data-based research. It includes steps involved in research and explains basic terms and concepts in research; writing a research proposal as well as carrying out and managing a research project. Students will learn about choosing a researchable issue/topic, choosing sample size, designing data collection tools; data collection and work plan and using research results to write simple reports. The course content includes the steps in conducting research, the different research designs and methodologies, ethics and principles governing research, the development of a data collection tool and plan, developing the ability to synthesize research literature and writing a literature review, research data analysis and report writing, design and management of research projects.	
Collective Bargaining and Dispute Settlement	CBD2412
NQA level: 4 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
The aim of this module is to enable students to examine the legal and policy framework in Namibia for collective bargaining and the settlement of disputes. The module will review past dispute settlement mechanisms as well as the new approach since 2008 through conciliation and arbitration. The concept of collective bargaining will be examined in a historical perspective, drawing on the factors leading to disputes in Namibia before and after independence. Strategies used during negotiations will be explored from a labour perspective. The course content includes the concept of collective bargaining, approaches and strategies used during collective bargaining, the concept of alternative dispute resolution, and the procedures to be followed in conciliation and arbitration and the concept of essential services.	
Comparative International Labour Relations	CCL2512
NQA level: 5 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
The aim of this module is to enable students examine labour relations globally with a brief explanation of different theoretical frameworks and with particular emphasis on labour regimes in developing countries, ranging from repressive regimes to tripartite relations to worker-run enterprises. The module will cover a wide range of international examples and investigate their relevance for Southern Africa and Namibia today. The development of labour relations in Namibia will be analysed from a historical perspective, placing the process in a broader socio-economic and political context. Content will include various economic models (state owned models, Tanzanian model and others and state which model fits Namibia. Various labour relations theoretical frameworks, types of labour relations in various countries, the comparison of various approaches towards labour relations, achievements and shortcomings of the current labour relations system in Namibia.	
International Labour Standards in the Namibian Legal System	CIL2412
NQA level: 4 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	

The aim of this module is to assist students in examining the history and operations of the International Labour Organisation (ILO), including the SADC protocols on labour and with particular emphasis on the formulation and implementation of ILO conventions (especially Conventions 95 on protection of wages, 145 on continuity of employment and 189 on domestic workers). The module will critically assess the impact of the ILO regarding the achievement of fair labour conditions world-wide. Special emphasis will be placed on the ILO core conventions and the decent work agenda. Different labour laws within the SADC region will also be discussed. The course content includes the legal status of international labour related agreements in the Namibian legal system, the role of the ILO, the achievements and shortcomings regarding the implementation of ILO conventions, comparison of the Namibian labour law with some countries in the SADC region and how the notion of "social partnership" and "tripartism" is conceived and implemented.

Globalisation and its impact on Labour	SGL2512
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NQA level: 5	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
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Prerequisites: None

Course Content:

The aim of this module is to enable students examine the process of globalization as a neo-liberal response to the economic crisis of over-production in the 1970s. It analyses the driving force behind globalization and its impact on workers and developing countries during the last 30 years. Particular emphasis will be placed on Structural Adjustment Programmes and their socio-economic impact in Africa. Another central area will be the impact on labour and responses by trade unions and community organizations. The module will also outline possible alternatives to neo-liberal globalization, drawing on international experiences. The module content includes the process of globalisation, the impact of globalisation in Africa, alternative approaches towards socio-economic development, the regional initiatives known as "alternatives to neo-liberalism in Southern Africa" (ANSA) and possible alternative options for Namibia.

Human Capital Development	MHC2511
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NQA level: 5	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
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Prerequisites: None

Course Content:

The aim of this course is to impart skills on how to lead people and deal with change through the transformation of inherent power of human capital. The module will introduce students to different ways of shaping institutional cultures, to ensure that the organisations they work for understand the unique individual and collective qualities and expectations of its employees. Students will be enabled to help organisations understand why it is important to invest resources in recruiting and keeping the right people in the right jobs, and to develop them through appropriate education, career and succession planning and recognition. The module will also offer students an opportunity to learn different theoretical and practical techniques used by various organisations in Namibia and elsewhere to successfully develop their staff and how they managed to develop an organisational culture of loyalty and commitment. The course content includes Human capital approaches view people as valuable assets that bring long-term value rather than merely as a cost to the organisation. In this module, the intangible assets in an organisation such as skills, competencies and overall morale and motivation of employees will be highlighted as key to growth and sustainability of any organisation. Specific content topics will include: value and importance of human resources to organisations, human capital development approaches, human resources management approaches, the intangible assets that are key to the growth and sustainability, the importance and reasons for investing resources in recruiting and keeping the right people in the right jobs, the dynamics and constraints to developing and influencing the organisational culture, theoretical and practical approaches used by Namibian organisations to develop staff, the development of organisational culture of loyalty and commitment, the emotional, social and professional factors to help organisations fulfil their mandates.

Introduction to Development Economics	EED2572
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NQA level: 5	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
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Prerequisites: None

Course Content:

The aim of this course is to help students understand a country's economic choices that often involve trade-offs between efficiency and equity. The module will outline basic economic concepts and approaches to economic development from the market-driven neo liberal development paradigm to developmental state approaches and state-driven redistributive economic policies. The module will draw on relevant international experiences in developing countries such as Tanzania, Eritrea, Chile, Cuba, South-East Asia "Tigers" and others with a view to draw relevant lessons for Namibia and Southern African today. The module will also examine Namibia's national development plans in terms of the development model that underpins them, enabling the students to critically appraise them. The course content includes Namibia's economic choices, the equity-efficiency trade-offs concept, basic economic concepts, approaches to Namibia's economic development, comparisons between market driven neoliberal development paradigms and state-driven redistributive economic policies, economic structures and experiences of other developing countries as well as national development plans and models that underpin them.

Labour Market Theories and Policies

CLM2511

NQA level: 5 Credits: 16

Course assessment: CA (50%) Examination (50%) - 1x3 hours paper

Prerequisites: None

Course Content:

The aim of this course is to enable students examine labour markets in general with particular emphasis on those in Southern Africa, especially Namibia. The module examines labour market structures, skills profiles, unemployment and under-employment, particularly amongst women, youth and low-skilled workers. The labour market will be examined against the background of economic structures with a view of identifying possible areas of intervention. The content of the course includes the labour markets in Southern Africa and Namibia, approaches towards labour market regulation, the achievements and shortcomings of the current employment creation initiatives in Namibia and SADC, challenges facing employment creation efforts and "decent work", alternative approaches towards the labour market and employment creation in the SADC region and labour theories regarding labour demand and supply, skills shortages, wage levels and productivity.

Leadership Development

MLD2512

NQA level: 5 Credits: 16

Course assessment: CA (50%) Examination (50%) - 1x3 hours paper

Prerequisites: None

Course Content:

This course aims to develop students' understanding about the importance of leadership in any organisation, leadership concepts and theories, leadership models and features, styles and functions such as visionary leadership, leadership and human behaviour, how to motivate staff to higher levels of performance, communication styles, problem solving and critical thinking, emotional intelligence development, managing change, handling conflict and negotiations, leading meetings as well as understanding the impact of one's personality type on leadership. The content of the course includes leadership theories and styles; the theory and application of motivation within an organisation; communication models, styles and formats in an organisation; critical and logical thinking skills to leadership and decision making functions and the concept of transformational leadership.

Namibian Labour Laws and Policies

CNL2512

NQA level: 5 Credits: 16

Course assessment: CA (50%) Examination (50%) - 1x3 hours paper

Prerequisites: None

Course Content:

The aim of this module is to enable students examine the Namibian labour laws and policies, especially those deal with affirmative action, employment equity and Namibian labour law on domestic workers. It will also focus on the 2007 Namibian Labour Act and its amendments, in particular and drawing comparisons with selected countries in the SADC region. The module will further examine how the notion of "social partnership" and "tripartism" is conceived and implemented in Namibia and elsewhere in the Africa. The course content includes concepts of basic conditions of employment, Namibia's labour laws and policies, the termination of contract of employment, various types of dismissals, the concept of unfair labour practices, and the concepts of a protected and unprotected strikes as well as lockouts.

The History and Role of Trade Unions

SHT2411

NQA level: 4 Credits: 16

Course assessment: CA (50%) Examination (50%) - 1x3 hours paper

Prerequisites: None

Course Content:

The aim of this module is to assist students to gain a better understanding about the role and purpose of trade unions in general and in Namibia in particular, through discussing the principles and history of trade unions in the world and Namibia. As representatives of a specific social class, trade unions play an important role in shaping economic and social developments. The module explores the challenges of unions not only in articulating the interests of formal sector workers but also for other groups of workers such as the unemployed, casual workers, and workers in the small business sector. Attention will also be drawn to constraints experienced by trade unions. Basic concepts of trade unions; the history of the trade union movement in Namibia and South Africa; the role of trade unions in an independent Namibia; skills and strategies required by trade unions and the dynamics of trade unions in an independent Namibia.

**DIPLOMA IN PUBLIC RELATIONS
13DPPR**

Aim

The aim of the Diploma in Public Relations is to improve skills for those intending to work in public relations, corporate communications, advertising and event planning. The programme will develop para-professional level public relations workers who can either work under qualified professionals in the industry or have the ability to start up their own public relations consultancy companies. Holders of this Diploma will have abilities and skills in writing, planning special events, office management, speech writing and media law. They will also have the capacity for decision-making under pressure as well as the ability to play sub-professional managerial roles.

Programme Overview

The Diploma in Public Relations is a two-year level 5 diploma offered via distance education with a combination of video conferencing, telephone tutoring and vacation school sessions. Distance students would normally take three years to complete the diploma, with a maximum period of four year allowed for completion.

This diploma provides introductory training to potential public relations practitioners. It will give them the practical skills required for entry level public relations work. Students can then work under qualified professionals in the industry to build on experience or to continue studies to graduate and then post-graduate level. A distance programme in Public Relations allows current practitioners without qualifications to gain a formal qualification without leaving work. It also allows potential students from all over the country to study a popular and dynamic programme and explore the career opportunities it can open for them.

Admission requirements

- A NSSC or equivalent qualification, obtained in not more than three (3) examination sittings, with a minimum score of 22 in five (5) subjects on the UNAM Evaluation Scale English is a compulsory subject and should have been obtained at English as a First/Second Language NSSC Ordinary Level, symbol D or higher.
- A candidate can be admitted to the programme through the University's Mature Age Entry Scheme.

Assessment policy

Course assessment is based on continuous assessment by means of written tests, tutor-marked assignments, and practical work, and a written examination at the end of a course. For courses worth 8 credits, students must submit one assignment of 100 marks, while for courses of 16 credits they must submit two assignments of 100 marks.

You will be admitted to the examination on a continuous assessment mark of 40%. To complete the course successfully you should obtained a minimum mark of at least 40% in the examination and a final mark of at least 50%. The ratio of the continuous assessment mark to the examination mark is 60:40. If you failed the first opportunity examination with a final mark between 45 – 49%, then you will be admitted to the second opportunity examination that will take place in January the following year.

Re-admission Rules

A student will not be re-admitted into the Faculty if s/he has not passed at least:

- 3 courses (or the equivalent of 48 credits) at the end of the first year of registration
- 7 courses (or the equivalent of 112 credits) at the end of the second year of registration
- 12 courses (or the equivalent of 192 credits) at the end of the third year of registration
- 18 courses (or the equivalent of 288 credits) at the end of the fourth year of registration.

Curriculum

NOTE:

Students are required to do all UNAM English core courses, subject to the exemption guidelines from the Language centre. Students who completed English for General Communication are exempted from English Communication and Study Skills, but students who are exempted from English for General Communication are required to do the other two English core courses (LCE3419 and LEA3419).

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One and Two		40		
CSI3580	Contemporary Social Issues	5	8		

LEG2410	English for General Communication*, or	4	32		
	Semester One		44		
LCE3419	English Communication and Study Skills	4	16		
CLC3509	Computer literacy	5	8		
ISM2481	Introduction to Mass Media	4	12		
ISP2481	Introduction to Public Relations	4	12		
ISF2491	Basics of Professional Writing	4	12		
	Semester Two		48		
ISP2492	Integrated Marketing Communications	4	12		
ISP2482	Introduction to Advertising	4	12		
ISI2482	Office Management and Practice	4	12		
ISM2492	Media Liaison and Speech Writing	4	12		
Year 2	Semester One		48		
ISM2581	Media Theories and Practice	5	12		
ISP2581	Consumer Behaviour and Advertising Strategies	5	12		
ISF2581	Basics of Desktop Publishing	5	12		
ISP2591	Public Relations and Writing Skills	5	12		
	Semester Two		52		
LEA3519	English for Academic Purposes	5	16	LCE3419	English Communication and Study Skills
ISP2582	Advanced Writing	5	12		
ISM2582	Basics of Media Laws	5	12		
ISP2592	Planning of Public Relations Campaigns and Special Events	5	12		
Year 1	Semester One and Two		24		
ISF2580	Field Work Placement	5	24		

Syllabi

UNAM Core:

Computer Literacy

CLC3509

NQF level: 5 Credits: 8

Course assessment: CA 100%

Prerequisites: None

Course 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. Spread sheet: 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.

Contemporary Social Issues	CSI3580
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NQF: 5 **Credits:** 8 **Course Assessment:** Continuous assessment – 100%

Prerequisite: None

Course Content:

This course encourages behavioural change among UNAM students. It offers an integrative and inter-disciplinary basis for the six broad themes on teaching and learning strategies; norms, rules and contact; citizenship, democracy and common good; ethics and responsible leadership; health and human sexuality; environment and sustainability as well as stressing the interconnectedness of such issues/themes. The course shall empower students to responsible behavioural changes and to transform high risk behaviour to the common good and responsible citizenship, including broadening the student's scope and understanding of the environment and sustainability of the ecosystem services and how humans influence these. Therefore, critical transformative theory will under gird the content of the course. After completion students shall be empowered and be prepared to enjoy productive, meaningful careers and lives that benefit a society that increasingly resembles a global community. Flexible modes of assessment may be harnessed and may be combined with in-situ visits to appropriate sites.

English Communication and Study Skills	LCE3419
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NQF Level: 4 **Credits:** 16 **Course Assessment:** CA (60%) Examination (40%) - 1 x 3 hour paper

Pre-requisites: None

Course Content:

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.

English for Academic Purposes	LEA3519
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NQF level: 5 **Credits:** 16 **Course assessment:** CA (60%) Examination (40%) - 1x3 hours paper

Prerequisites: None

Course Content:

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.

English for General Communication	LEG2410
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NQA level: 4 **Credits:** 32 **Course assessment:** CA (60%) Examination (40%) - 1x3 hours paper

Prerequisites: None

Course Content:

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 Content 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.

Other Syllabi:

Advanced Writing	ISP2582
NQA level: 5 Credits: 12	Course assessment: CA (60%) Examination (40%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
The course content includes concepts such as copy editing and use of appropriate reference guides (thesaurus, dictionary, etc.) to ensure correctly edited material for publication. In addition students are introduced to the principles of news order and style guides for various publications.	
Basics of Desktop Publishing	ISF2581
NQA level: 5 Credits: 12	Course assessment: CA (60%) Examination (40%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
This course includes	
<ul style="list-style-type: none">• Tools used in desktop publishing - Contrast, Colour, Balance, Repetition, Alignment' Transparency; Production process – Templates, Runs, Editing, Budget, Planning,• Publisher environment – Tools, File types, Wizards• Using MS Publisher for Print –Brochures, Calendars, Business Cards, Flyers• Web sites - Basic HTML, Web design tools, Practical- design and hosting of web sites	
Basics of Media Laws	ISM2582
NQA level: 5 Credits: 12	Course assessment: CA (60%) Examination (40%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
The course in particular will define the concepts of defamation, libel, copyright, obscenity, slander and malicious publication. Laws regarding media in Namibia, including the Namibian constitution will be covered. Ethical issues regarding the activities of public relations practitioners and advertisers will receive particular attention, including an outline of the PRISA Namibia code of conduct, the Advertising Standards Authority of South Africa and other relevant international standards and codes. Namibian and African case studies of best and worst practice public relations and advertising will be critically analysed. Course content also includes concepts such as legal aspects of media regulation, ethical issues surrounding advertising and public relations content, and ethical code of conduct for advertisers and public relations professionals.	
Basics of Professional Writing	ISF2491
NQA level: 4 Credits: 12	Course assessment: CA (60%) Examination (40%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
This course will focus on the informative, descriptive, argumentative and journalistic writing. It will demonstrate the writing process, brainstorming and building mind maps. It will also cover dictionary use; demonstrating a more detailed use of a dictionary, punctuation and correct APA referencing.	
Consumer Behaviour and Advertising Strategies	ISP2581
NQA level: 5 Credits: 12	Course assessment: CA (60%) Examination (40%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
This course shows how the theoretical areas in consumer behaviour have informed advertising and the general marketing of goods and services. It explains in detail the various areas in consumer behaviour that have a strong impact on marketing such as market segmentation, motivation, family decision-making, culture, consumer loyalty, diffusion of innovation and online and cellular marketing.	
Field Work Placement	ISF2580
NQA level: 5 Credits: 24	Course assessment: CA (100%) (Field Work and Field Work Report)
Prerequisites: None	
Course Content:	
The field work is a supervised project in which the department, host institutions, and the student are directly involved. The field work is determined by the Department in close and continuous consultation with host institutions. Students are required to carry out field work and	

data collection with a host organisation for research into a particular work-related topic/issue. This research will contribute towards an extensive piece of writing. The field work paper will apply the theories and concepts learnt in class.

Integrated Marketing Communications	ISP2492
NQA level: 4 Credits: 12	Course assessment: CA (60%) Examination (40%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
This course introduces students the concepts of integrated marketing communications (IMC) and shows the broader picture of where public relations fit into overall marketing. It explains the separate components of IMC such as advertising, public relation, direct marketing, sales promotions, personal selling, sponsorship and e-communication. It will show how these components can be combined to improve the marketing efforts of companies	
Introduction to Advertising	ISP2482
NQA level: 4 Credits: 12	Course assessment: CA (60%) Examination (40%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
This course will provide a foundation for an understanding of the relationship between advertising and public relations. It allows students to explore their creativity through practical application of advertising strategies and advertisement design. The course will provide student with the skills to analyse advertisements. It also gives an outline of the historical, legal, ethical and research aspects of advertising. It will allow students to plan and design advertisements for particular audiences.	
Introduction to Mass Media	ISM2481
NQA level: 4 Credits: 12	Course assessment: CA (60%) Examination (40%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
The course includes concepts such as the media environment in Namibia, including media ownership patterns, the methodology of a newsroom structure and news flow, as well as media entrepreneurship. The course also looks at the interface between culture and the media, strengths and weaknesses of the various media, media as a business, media deadlines and beats, media as an effective tool for public relations or advertising campaigns, the structure of a newsroom, where journalists gain story ideas, new media developments, media entrepreneurship, as well as the seeking of employment in the media.	
Introduction to Public Relations	ISP2481
NQA level: 4 Credits: 12	Course assessment: CA (60%) Examination (40%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
The course focuses on organisational communication, community relations, crisis communication, media relations, corporate identity and reputation management and communications planning.	
Media Liaison and Speech Writing	ISM2492
NQA level: 4 Credits: 12	Course assessment: CA (60%) Examination (40%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
This course will introduce students to the requirements of the public relations industry regarding the media. This will include the giving of interviews on both radio and television, using the media and ensuring coverage of events, as well as the writing and delivering of speeches.	
Media Theories and Practice	ISM2581
NQA level: 5 Credits: 12	Course assessment: CA (60%) Examination (40%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
Course content includes concepts such as media economics, globalization of the media and the uses and effects of mass communication are covered. The course includes an historical background on the development of the media, with a focus especially on Namibian media history.	

Office Management and Practice	ISI2482
NQA level: 4 Credits: 12	Course assessment: CA (60%) Examination (40%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
The content includes office functions, design and equipment, receptionist/secretarial duties, human relations and interpersonal skills, personal supervision and supervision of employees, office records and systems and postal, electronic and mobile communication.	
Public Relations and Writing Skills	ISP2591
NQA level: 5 Credits: 12	Course assessment: CA (60%) Examination (40%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
Students will practice the following: media release writing; media pitch letter writing, newsletter article writing, feature article writing with focus on company or product, discursive writing with a focus on issues specific to particular industries, personality profile writing, informative writing with a focus on issues specific to particular industries and advertorial writing.	
Planning of Public Relations Campaigns and Special Events	ISP2592
NQA level: 5 Credits: 12	Course assessment: CA (60%) Examination (40%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
This course will focus specifically of planning PR campaigns giving students practice in planning campaign as well as discussing case study examples of campaigns by local, regional and international companies. The course will also give students an understanding of how to plan events – gala dinners, media conferences, cocktail functions, promotional events and workshops.	

FACULTY OF HEALTH SCIENCES – SCHOOL OF NURSING
POSTGRADUATE DIPLOMA IN NURSING SCIENCE
(HEALTH SERVICE MANAGEMENT)
14PGDN

Aim

This qualification provides a career path for professional nurses who want to specialise in Health Service Management and Nursing Education. As such, registration with the Nursing Council of Namibia is a requirement. A postgraduate diploma in nursing science would assist in preparing a professional nurse to function with advanced intellectual and clinical competence in specialized nursing settings as leaders, consultants, educators and nurse managers. In addition this qualification provides qualified nurses with high quality career orientation that meet their lifelong learning needs as well as the health needs of the community and society.

Programme Overview

The Post Graduate Diploma in Nursing Science is a one-year level 8 programme that will be offered via distance education with a combination of video conferencing, telephone tutoring and vacation school sessions. Distance students would normally take two years to complete the diploma, with a maximum period of four year allowed for completion.

The postgraduate diploma with specialisation in Health Service Management is initiated to prepare professional nurses who want to specialise in Health Service Management. This post graduate diploma is necessary to develop leadership and ensure effective quality health services within the health care delivery system.

The postgraduate diploma with specialisation in Nursing Education is initiated to prepare nurse educators and is essential in the training of nursing professionals both in theory and in clinical practice.

Admission requirements

To be admitted for the Postgraduate Diploma in Nursing, the prospective candidate must be in possession of a Bachelor's degree in Nursing (at least at level 7), or an equivalent qualification. In addition, students should have at least six (6) months appropriate clinical experience with proven evidence. Registration with the Nursing Council of Namibia is a requirement.

Assessment policy

Course assessment is based on continuous assessment by means of written tests, tutor-marked assignments, and practical work, and a written examination at the end of a course. For admission to the exam, the student must obtain at least 40%. To pass a module, a student must obtain a final mark of at least 50%. The subminimum in both the CA and examination is 40% for theory.

Special School Examination rule

- A supplementary examination will be allowed if a student obtained a percentage between 35% and 39% irrespective of how many have been written, provided that the final mark is between 45% and 49%.
- In case of a practical paper, (Part B), a supplementary examination will be allowed with a mark between 45% and 49%, with the provision that the final mark is $\geq 45\%$.

The final mark is based on a weighting ratio of 50:50 of the continuous assessment mark (CA) and the examination mark, unless otherwise indicated in the module descriptor.

Re-admission Rules

In order to be re-admitted into this programme, a student must pass at least:

- 24 credits at the end of the first year of registration
- 56 credits at the end of the second year of registration
- 96 credits at the end of the third year of registration

Advancement and progression rules

To advance to the second year a student must have passed at least 40 credits.

Maximum number of courses per year

Year 1: 64 credits

Year 2-4: Prescribed curriculum and a maximum of 32 failed credits, provided that the total number of credits in a particular year of registration does not exceed 96 credits.

Requirements for Qualification Award

A student will be awarded with the Postgraduate Diploma in Nursing Science if the student has passed all modules prescribed for the qualification.

Career Opportunities

On completion of this diploma, the students are eligible to register this postgraduate diploma as an additional qualification at the Nursing Council of Namibia. In some specialisations it provides the opportunity to practice as nursing specialists

Curriculum – Specialisation Health Service Management

Code: 14PGHM

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One and Two		16		
HRM4860	Human Resource Management in Health Services	8	16		None
	Semester One		40		
FPP4861	Foundations of Professional Practice	8	8		None
UAE4819	Academic Writing for Post Graduate Students	8			None
PPP3771	Public Policy	7	16		None
NHR4811	Health Research Methods	8	16		None
	Semester Two		8		
DAP4862	Dynamics of Advanced Nursing Practice	8	8		None
Year 2	Semester One and Two		48		
MHS4860	Managing Health Services	8	16		None
HSP4850	Health Service Management Practicum	8	32		None
	Semester Two		16		
NRP4812	Health Research Project	8	16	NHR4811	Co: Health Research Methods
TOTAL			128		

Code	Course	NQF level	Credits	Pre-/Co-requisite Code	Pre-/Co-requisite Course
Year 1	Semester One and Two		32		
NED4850	Nursing Education: The Science of Teaching	8	32		None
	Semester One		24		
FPP4861	Foundations of Professional Practice	8	8		None
NHR4811	Health Research Methods	8	16		None
UAE4819	Academic Writing for Post Graduate Students	8			None
	Semester Two		8		
DAP4862	Dynamics of Advanced Nursing Practice	8	8		None
Year 2	Semester One and Two		24		
NEP4880	Nursing Education Practicum	8	24		None
	Semester One		12		
HAP4881	Specialised Human Anatomy and Physiology	8	12		None
	Semester Two		28		
CIN4882	Contemporary Issues in Nursing Education	8	12		None
NRP4812	Health Research Project	8	16	NHR4811	Co: Health Research Methods
TOTAL			128		

Syllabi

UNAM Core:

Academic Writing for Post Graduate Students	UAE4819
NQF level: 8	Credits: Non-credit bearing
Prerequisites: None	Course assessment: CA (50%) Exam (50%) - 1x3 hours paper
Course Content:	
This course aims 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. It also aims to empower students with the capacity to undertake the challenges of academic writing by exposing the students to the different rhetorical and stylistic elements typical of academic texts. It also introduces students to the American Psychological Association (APA) writing style and will be equipped with the necessary skills to format.	

Other Syllabi:

Foundations of Professional Practice	FPP4861
NQA level: 8 Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
This module aims to enable the nurse to apply nursing theories in specialized nursing practice, to provide cultural congruent care to patients and to protect human rights in specialized nursing practice. The module furthermore provides content on the duty of the nurse specialist as a role model and patient advocate and the prevention of harm to patients in specialized nursing practice. This module provides students with the opportunity to study content on cultural and human rights aspects of nursing practice. Patients' rights in the Patient and HIV/AIDS Charter are critically discussed. Role modelling, patient advocacy, nursing duties and the prevention of harm to patients are critically discussed in an effort to evaluate and critique their own and others' nursing actions considering these aspects. Good communication, proper supervision, proper procedures, recordkeeping and effective standards of care is critically discussed. The duty of the specialist nurse in the prevention of harm regarding negligence, defamation and assault are also covered. Students also study the nursing theories of Nightingale, Orem and Leininger and apply these theories in an attempt to improve nursing practice.	
Dynamics of Advanced Nursing Practice	DAP4862
NQA level: 8 Credits: 8	Course assessment: CA (50%) Examination (50%) - 1x2 hours paper
Prerequisites: None	
Course Content:	
This module aims to enable the nurse specialist to critically discuss the caring and ethical nature of specialized nursing practice, the regulatory and legal framework of specialized nursing practice, including rules and conditions and scope of specialized nursing practice. This module provides content on the caring nature and ethical foundation of specialized nursing practice. It presents content on sources of law and selected legal concepts relevant in nursing practice to facilitate the critical discussion and interpretation of regulatory and legal aspects of specialized nursing practice in Namibia. The current Nursing Act, No. 8 of 2004, Government Notice (GN) 10 (in Government Gazette 2040 of 28 January 1999) and GN 206 (in Government Gazette 5591 of 17 October 2014) are studied and interpreted according to specialized areas of nursing practice.	
Health Research Methods	NHR4811
NQA level: 8 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
This module aims to prepare the student to conduct research by applying appropriate research techniques, as an individual or a member of a research team. The ultimate goal is to prepare students to provide evidence-based care that promotes quality outcomes for patients, families, health care providers and the health system. In this module the fundamental concepts of research are taught. The whole research process is positioned within a philosophy of science and relevant ethical aspects. Both quantitative and qualitative approaches are presented with the applicable methods of data collection and analysis for both approaches.	
Health Research Project	NHR4812
NQA level: 8 Credits: 16	Course assessment: CA (100%)
Prerequisites: None	
Course Content:	
This module aims to prepare the student to conduct research by applying appropriate research techniques, as an individual or a member of a research team. The ultimate goal is to prepare an edited scientific report. This module aims to develop skills in writing a research proposal, conducting the research, write the report and disseminate the findings.	
Human Resources Management in Health Services	HRM4850
NQA level: 8 Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
Prerequisites: None	
Course Content:	
Human Resources Management in Health Services is a course aimed to equip the student with the skills and knowledge in human resources management, specifically nursing personnel, in both private and public health services, which include district, regional and national level. The module entails the stages in strategic human resources planning, principles of planning and provision of adequate quantity and quality of nursing personnel, human resources retention strategies in health services, leadership in human resources	

management, lateral relations in the provision of health care services, industrial relation in human resources management, and contemporary labour relations.

Managing Health Services	MHS4860
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NQA level: 8	Credits: 16	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
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Prerequisites: None

Course Content:

This module focuses on skills and strategies needed by the nurse manager / health programme administrator, at district, regional and national level, and thus aims to equip the student with skills and knowledge to operate on strategic management level. The content entails the preparation of nurse managers as leaders in the health care delivery system and the nursing profession. Thus content are covered related to roles and functions, management models, management and organisational development strategies, change and leadership theories, problem solving models, information management, planning physical health facilities, quality improvement and budgeting.

Health Service Management Practicum	MSP4850
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NQA level: 8	Credits: 32	Course assessment: CA (100%) A practicum portfolio/workbook, a 40 hour placement, attending a skills workshop
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Prerequisites: None

Course Content:

This module aims to prepare an executive nurse manager that would be able to function on strategic level to plan and manage health services at national level. This module is the practical application of concepts studied in the theoretical courses, and includes the calculation of nursing personnel requirements, recruitment and selection of personnel, performance appraisal, communication in health services, the development of quality improvement programmes and compilation of budgets.

Nursing Education: The Science of Teaching	NED4850
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NQA level: 8	Credits: 32	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
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Prerequisites: None

Course Content:

This module aims to develop a student's understanding, skills, and dispositions regarding teaching and learning issues such as aims of nursing education, student-centred paradigm, planning of educational aspects, teaching and assessment strategies and techniques, creation of a conducive environment for learning, curriculum development and to engage in scholarship. This module includes learning and education theories; learning types; learning styles of nursing students; principles and strategies of assessment; nurse educator competencies; memory, perception, critical thinking, reflection. It also include curriculum development and review in nursing education; teaching strategies; teaching objectives; empowerment of nurse educators and leadership.

Contemporary Issues in Nursing Education	CIN4882
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NQA level: 8	Credits: 12	Course assessment: CA (50%) Examination (50%) - 1x3 hours paper
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Prerequisites: None

Course Content:

This module aims to develop a student's understanding, skills and dispositions regarding contemporary issues in nursing education such as the concept of competence in nursing, support mechanisms such as monitoring and supervision, design, implement and assessment of simulation practice, leadership, emotional intelligence, quality assurance and the use of effective skills in oral, written and electronic communication. This module includes the historical background of nursing education worldwide and in Namibia; emotional intelligence in general and in nursing practice; continuous professional development; quality assurance; nurse educator as change agent and leader; clinical accompaniment and recordkeeping.

Nursing Education Practicum	NEP4880
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NQA level: 8	Credits: 24	Course assessment: CA (100%) 50% at least 5 teaching strategies - 50% workbook
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Prerequisites: None

Course Content:

This module aims to prepare a nurse educator who would be able to teach effectively in both a clinical (health facility) and academic environment, by integrating theory and practice. This module includes different teaching strategies: lectures, demonstrations, role play and small group discussion; case scenarios, ward rounds and teachable moments; portfolio; poster design. Utilization of teaching equipment: white board; LCD projector & Smart board.

NQA level: 8 **Credits:** 12**Course assessment:** CA (50%) Examination (50%) - 1x3 hours paper**Prerequisites:** None**Course Content:**

This module aims at equipping the post graduate nursing student with knowledge and skills to recognize anatomical and physiological changes that could occur in patients with life threatening disorders. The focus is on the cardiovascular, respiratory, renal, nervous and endocrine systems as well as immunity. This module includes anatomy, physiology and pathophysiology of the cardiovascular system, respiratory system, nervous system, endocrine system, lymphatic system, immunity and the urinary system. Oxygenation, ventilation and fluid balance.

**UNIVERSITY OF NAMIBIA
CENTRE FOR EXTERNAL STUDIES**

NOTIFICATION OF CHANGE OF ADDRESS AND/OR EXAMINATION CENTRE

Surname:.....

First names:

Student number:									
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Programme:.....

OLD ADDRESS

POSTAL ADDRESS

RESIDENTIAL ADDRESS

NEW ADDRESS

POSTAL ADDRESS

RESIDENTIAL ADDRESS

Old Telephone Number

New Telephone Number

Home:	Home:
Work:	Work:

My examination centre will be:

Magisterial District:

.....

.....

SIGNATURE

DATE

**UNIVERSITY OF NAMIBIA
CENTRE FOR EXTERNAL STUDIES**

AMENDMENT OF PROGRAMMES AND ADDITIONS/CANCELLATIONS OF COURSES

Surname:.....

First names:

Student number:									
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Programme:.....

Postal Address:

Tel Number: Cell Number: Fax Number.....

Addition of Courses:

Cancellation of Courses:

Reason for Cancelling:.....

Signature:..... Date:

Approved: Date:

