
FACULTY PROSPECTUS 2009

FACULTY OF EDUCATION



THE UNIVERSITY OF NAMIBIA

NOTE

This Faculty Prospectus is valid for 2009 only. Regulations and curricula for 2008 may be amended. General regulations and information appear in the **General Prospectus: Information, Regulations and Fees**.

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

The information is correct up to 26 November 2008.

The fact that particulars of a specific Module or field of study have been included in this Faculty Prospectus, does not necessarily mean that such Module or field of study will be offered in 2009 or any consecutive year.

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

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ROLE AND MISSION OF THE FACULTY OF EDUCATION

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

Mission:

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

Objectives:

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

ADVICE, INFORMATION AND GENERAL REGULATIONS

ATTENDANCE OF LECTURES

See **Academic General Regulations**

PART-TIME STUDIES (CENTRE FOR EXTERNAL STUDIES)

See Faculty Prospectus: **Centre for External Studies**.

GENERAL INFORMATION

ADMISSION TO REGISTRATION

No student may be admitted to a Module of study offered by the Faculty of Education if she/he does not meet all the admission requirements of the Faculty. Students who wish to seek employment in another country after their studies should confirm whether they would meet the requirements of the relevant authorities before commencing their studies.

ADMISSION REQUIREMENTS FOR MODULES OFFERED IN OTHER FACULTIES

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

RECOGNITION OF SUBJECT CREDITS FROM OTHER INSTITUTIONS

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

INTERNATIONAL QUALIFICATIONS

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

REGISTRATION: NON-DEGREE AND NON-DIPLOMA PURPOSES

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

NUMBER OF MODULES FOR WHICH STUDENTS MAY REGISTER

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

TRANSFERENCE OF SUBJECT CREDITS

Students who amend their Module of study cannot necessarily transfer priority obtained subject credits in all cases from one Module of study to another. Transference and recognition of such subject credits for the purposes of another Module of study other than for the Module for which the student initially registered, may only take place subject to general regulations and the approval of the Faculty Board: Education. Application for transfer and / or recognition must (if applicable) be handed in to the Faculty Officer by the date as specified in the "Deadlines for the academic year" and must be accompanied by a letter of authority from the bursary donor approving such amendments.

INTERRUPTED STUDIES

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

REGULATIONS

Refer to the Academic General Regulations.

Please Note

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

ACADEMIC YEAR - 2009

FIRST SEMESTER

06 January	University opens
16 January	Lecturers resume office duties
19 January-20 February	Registration – Dist Teaching (CES) (Last day for Late Registration : 25 February)
02 February – 20 February	Registration – Full & Part time (Last day for late registration 25 February)
23 February	Lectures commence for FIRST SEMESTER
14 April	EASTER BREAK starts
20 April	Lectures resume after Easter Break
12 June	Lectures end for FIRST SEMESTER
16 June	First Opportunity Examinations commence (Sem 1 Modules)
03 July	First Opportunity Examinations end (Semester 1 Modules)
03 July	End of 1st Semester

SECOND SEMESTER

27 July	Lectures commence for SECOND SEMESTER
14 September	SPRING BREAK starts
21 September	Lectures resume after Spring Break
06 November	Lectures end for SECOND SEMESTER
10 November	First Opportunity Examinations commence (Sem 2 & Double Modules)
27 November	First Opportunity Examinations end (Sem 2 & Double Modules)
27 November	End of 2nd Semester
17 December	Academic Year ends and University closes (until 11 January 2010)
11 January 2010	University opens (2010 Academic Year)
12 January 2010	Second Opportunity Examinations commence (Sem. 1, 2 & Double Modules)
21 January 2010	Lecturers resume office duties
29 January 2010	Second Opportunity Examinations end (Sem. 1, 2 & Double Modules)

DUE DATES FOR THE 2009 ACADEMIC YEAR

GENERAL

- Last day for Late Registration (Late fee payable)..... 25 February
- Last day for approval of exemption(s) 25 February
- Last day for approval of retention of continuous assessment mark..... 25 February
- Last day for approval of module(s) & qualification changes..... 25 February
- Last day to submit outstanding documentation..... 31 July
- Last day to apply for enrolment cancellation..... 02 October

CANCELLATIONS

Semester I modules

- Last day to cancel Semester 1 modules..... 08 May

Semester II modules

- Last day to cancel Semester II modules.....02 October

Double modules (Double module extends over one academic year)

- Last day to cancel Double modules.....02 October

FINANCE

Semester 1 Modules

- Last day to cancel with 100 % credit.....13 March
- Last day to cancel with 50 % credit.....17 April

Semester 2 Modules

- Last day to cancel with 100 % credit.....07 August
- Last day to cancel with 50 % credit.....04 September

Double Modules

- (A double module normally extends over one academic year)
- Last day to cancel with 100 % credit.....13 March
- Last day to cancel with 50 % credit.....05 June

FACULTY OF EDUCATION PERSONNEL

OFFICIALS AND ADMINISTRATIVE PERSONNEL

Dean Prof. R.K. Auala
Deputy Dean..... Prof. C.D. Kasanda
Faculty Officer..... Mr E.L. van Wyk
Heads of Departments.....see "Academic Personnel"
Teaching Practice/In-Service Co-ordinator..... Ms A. Scott
Specialised Diploma in Gender & Development

Secretary Ms M. van Rooi
Typist.....
Education Technologist: Vacant
Senior Media Lab Technician: *Mr R. Kamerika*
Media Lab Technologist : *Mr R van der Colf*
Assistant Media Lab Technician: *Vacant*

Advice to students:

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

The Faculty Officer
Faculty of Education
University of Namibia
Private Bag 13301
WINDHOEK

Tel : (061) 206-3978
Fax : (061) 206-3980
E-mail: evanwyk@unam.na

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

ACADEMIC PERSONNEL

DEPARTMENT OF LIFELONG LEARNING AND COMMUNITY EDUCATION

Head of Department : **Ms. L. Shaketange**

Associate Professor : **Vacant**

Senior Lecturers **Dr H Beukes**., B.A.(UNISA), B.A. Hon (UNISA), PTED (U. Stell.) PhD (UWC), M.Ed (Pretoria)

Lecturers : **Dr R.K. Shalyefu-Shimopileni**: B. Ped. (UFH)B. Ed (UNISA), M. Ed (UMASS), Cert. in Public Admin. (Polytechnic), Cert. in Distance Ed. (UNISA), Cert. in HIV/AIDS Counselling, (UNAM), Ph.D. (PSU)
Prof. H.Naude: BA, HED (Pret); Dipl. Commerce and Administration (IAC); B.Ed-Hon, M.Ed (Stell); D.Ed (UNISA)
Ms E. Brown: BA (UNISA), M.Ed. Adult Education (Manchester); Adult Diploma (Manchester);
PTED-Khomasdal College of Education
Mr. A. Kanyimba: H.ED, B.ED (UNAM), C.D.E.P; M.Ed (Environmental Education (UNISA);MSc in Social Policy & Strategic Management of Sustainable Development (BOLOGNA-I'ITALIA)
Ms L. Shaketange: Dip.Ed, B.Phil, M.A Adult Education (Hull)

Dr M. Hamunyela: PhD (Pretoria, SA); M. Ed (Umea, Sweden); B. Ped (Fort Hare, SA); HDTE (Umea, Sweden)
Mrs. I Sechogele (BA-Social Work and Community Development/UNAM);(MA-Gender and Women Studies/ISS-Netherlands)

DEPARTMENT OF CURRICULUM STUDIES, INSTRUCTION AND ASSESSMENT

Head of Department Professor	Dr. C.B. Villet Vacant
Senior Lecturers	Dr. F.D.J. Engelbrecht: BA, Ed (RAU), Bed(Hon), MEd (UNISA), Ph.D(Stell) Dr C.B. Villet: BA, HED (UWC), BEd (UNAM), MEd, PhD (Athens, Ohio)
Lecturers :	Dr C.N.Shimwooshili.Shaimemanya: B.A.Ed (NUL), MEd(Howard), Cert.Dist.Ed (UNISA); Ph.D.Science Ed(Florida Tech) Mr.E.A. Zealand: Teachers Dipl.Commerce (PenTech) Further Diploma in Education (Commerce) (UCT), B.Comm(UNAM), B.Ed(UNAM), Diploma in Economic Principles (London), Post-Graduate Diploma in Foreign Trade (Maastricht), MSc Financial Economics (London) Mr C. Kazondovi: BA (Wartburg College, Iowa), MA (Cedar falls, Iowa). Ms. P. Shilamba: Cert. Language Edu. -Russian as Foreign Language (Moscow-USSR); Cert.-Population Dynamics and Development (Sir David Owen Population Center(Cardiff, Wales, UK); Cert.-Teacher Education(Umea, Sweden); Teaching Dipl.(Ivanova, USSR); Master and Bachelor of Arts Combined Degree (Moscow, USSR)

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT

Head of Department:	Dr. G. Likando
Professor:	Prof. R.K. Auala: BA (Univ. of theNorth), PTC (OTC), MEd, PhD (Miami)
Lecturers:	Mr J.M. Lilemba: B.A. HED (Univ. of the North), MEd. (Manchester) Dr. C. Brunette: BA.Ed (Woodwork & Metalwork) (UPE) BA.Hons(UPE) ,BEd (UNAM) , MEd (UOFVS), Ph.D(UOFS). Dr. E.M. Amukugo: B.Sc.Soc. Ed, M.Soc.Sc.Soc. Ed, Ph.D Ed (Lund,Sweden) Dr T.C.K. Iijambo; Dipl. In Teach. Studies(West Sussex Institute of Higher Edu.), B.Ed, M.Ed (Bristol), Ph.D (Michigan state University). Dr. J. Mushaandja: HED(Sec),BEd, MEd (UNAM), Ph.D Dr G. Likando: B.A., PGDE (UNAM) Med (Manchester)

DEPARTMENT OF MATHEMATICS, SCIENCE AND SPORTS EDUCATION

Head of Department:	Dr. D. Zealand
Associate Professor:	Prof. C.D. Kasanda: BScEd (UNZA), MSc, PhD, (Wisconsin)
Senior Lecturer:	Ms M.C. Keyter: BscEd (Home Economics), BScHons, MSc(UStell)
Lecturers:	Dr H.U. Kandjeo- Marenga: BSc, HEDPG, BEd (UNAM), MEd (Ohio), Ph.D(UWC) Mr N. !Gaoseb: BSc, HEDPG (UNAM), MEd(Ohio) Dr H.M. Kapenda: BSc, (FortHare), PGDE (UNAM), MEd (Ohio), Ph.D(UWC) Ms P. Stergiadis: BA HED, BAHons (UP), M.Ed (UNAM) Dr D. Zealand: HDE (Dower), B.ED, MEd (UNAM), Ph.D(Stell)

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND INCLUSIVE EDUCATION

Head of Department:	Dr. M.L. Mostert
Professor:	Prof. R.F. Zimba: BA (with Education) (UNZA), MSc(State Univ. of New York at Albany); PhD (Purdue)
Senior Lecturer:	Dr M.L. Mostert: BA, HED (UOFS), BEd(UNISA), MEd (Bristol), Ph.D (Oslo)
Lecturers:	Mr J.U. Hengari: HED-Sec, Bed-(UNAM),Dipl. In Clinical Child Neuropsychology (University of Jyväskylä., Finland); MPhil (Oslo) Ms C. Haihambo: HED(KCE); Cert. in Teaching and Aids Pandemic (UWC), Bed-Hon (UNAM), MPhil (Oslo) Dr A.D. Möwes: BA; BAHons; PGDE; MEd (UNAM), Dip.in Clinical Child Neuropsychology (University of Jyväskylä, Finland), PhD (UStell) Ms L.P.K. Nuugwedha: B.A., HED (Exemption); B.Ed-Postgraduate (Fort Hare), B.A. Hons, DEAL(UNAM); MEd (UNAM); B.Juris, LL.B(UNAM). Ms P.J. February: PTd (Hewat), HED (UNISA), BEd (UNAM), Dipl. In Clinical Child Neuropsychology (University of Jyväskylä, Finland); MEd (Oslo)

PROGRAMMES

A. DIPLOMAS

The following diplomas may be conferred by the Faculty:

Undergraduate Diploma:

Diploma in Adult Education & Community Development..... 10DAED

Postgraduate Diplomas:

Post Graduate Diploma in Education..... 10PGDE

Specialised Diplomas

Specialised Postgraduate Diploma in Special Education..... 10DSPE

Specialised Diploma in Gender & Development Studies..... 10PGDS

Specialised Diploma in Educational Management and Leadership 10DEML

B. UNDERGRADUATE DEGREES

The following degrees may be conferred by the Faculty:

Bachelor of Education (Adult Education)..... 10BADE

Bachelor of Education 10BEDC

C. POSTGRADUATE DEGREES

Masters Programmes

Master of Education 10MEDU

Master of Education (Literacy and Learning) 10MEDU

Master of Education (Adult Education) 10MAED

Doctorate of Philosophy Programmes

PhD in Curriculum Studies, Instruction and Assessment 10DEDC

PhD in Educational Foundation and Administration..... 10DEDC

PhD in Adult Education 10DEDA

DIPLOMAS

A. UNDERGRADUATE DIPLOMA

A.1. DIPLOMA IN ADULT EDUCATION AND COMMUNITY DEVELOPMENT (10DAED)

A.1.1 RATIONALE AND PROGRAMME DESCRIPTION

This is a 3-year Module programme which will provide training for people who already have some smattering of training in adult education and are working in the field, for example, as extension officers, training officers in industry, literacy officers, 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 organizations and the private sector.

The programme will prepare them for several roles, including teaching, organizing and managing programmes, conducting research, mobilizing 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 Bachelors degree programmes of the University of Namibia or other Universities of comparable status.

AIMS

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

The Diploma will seek to:

Train and produce middle level manpower, for trainers and development workers in government, industry and non-governmental organizations, through community-oriented training in adult education and community development in Namibia.

Orient middle level practitioners towards appreciating the theoretical and practical admissions of adult education and community development practices in Namibia;

Provide relevant skills and attitudes to middle level development workers for a more efficient and effective delivery and handling of programmes and projects in Namibia; and

Provide middle level personnel the opportunity for professional development and for social mobility at workplaces and in society.

A.1.2 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:

either

i. A National Senior Secondary Certificate or equivalent, 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. D symbol in English (NSSC) or a D symbol in English Ordinary Level or an equivalent symbol.

or

ii. At least a credit in the Certificate in Adult Education or related field such as Education and Community Development;

or

iii. A pass in the Certificate in Adult Education or related field with at least three years post certificate professional experience;

or

iv. Pass the Mature Age Entry examination;

A.1.3. DELIVERY MODE

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

A.1.4. DURATION OF STUDY

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

For the distance delivery mode a minimum of three years and maximum of six years of enrolment are required.

A.1.5. PROFESSIONAL DEVELOPMENT PLACEMENT

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

A.1.6 ASSESSMENT

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

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

A.1.7 QUALITY ASSURANCE

This will be in accordance with the general regulations of the University of Namibia, which includes the use of external assessors from within or outside the country.

A.1.8 ACCREDITATION OF OTHER QUALIFICATIONS

On completion of the diploma the students will receive credit for the first two of the Bachelor Degree in Education (Adult Education & Community Development).

A.1.9 AWARD OF THE DIPLOMA

A candidate must meet all the programme requirements to be awarded the diploma of Adult Education & Community Development.

A.1.10 IMPLEMENTATION GUIDELINES

1.10.1 First Year students

All students starting their first year in 2008 will follow the New curriculum. Students should note that in the New Curriculum the Diploma is of three years duration and not two years as was the case with the Old Curriculum.

1.10.2 Second Year students

All students presently enrolled in the above programme will be allowed to start with the second year of the B.Ed (Adult) degree once they complete the diploma and on the condition that they obtain an average mark of 60%. This is only applicable to students that are presently in the system or who have completed this diploma at UNAM previously.

1.10.3 Students with outstanding modules (All new programmes)

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

1.10.4 Returning Students (All new programmes)

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

A.1.11 ACADEMIC ADVANCEMENT RULES

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

A student wishing to pursue his/her studies leading to the Diploma in Adult Education & Community Development will not be permitted to re-register with the Faculty of Education if he/she has not passed a minimum of modules equivalents as indicated below.

A Student advances to the following academic level of study when at least the required number of the modules 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 modules on the following year. In all cases prerequisite for modules have to be passed before a student can proceed to register for modules that require prerequisites.

a) END OF FIRST YEAR

Pass $\frac{3}{4}$ of modules offered (equivalent to 96 credits) in the first year, in order to proceed to 2nd year.

b) **END OF SECOND YEAR**

Pass in the remaining first year modules plus ¼ of the year two modules (equivalent to 96 credits) in order to proceed to third year.

c) **END OF THIRD YEAR**

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

A.1.12 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY

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

9 modules (equivalent to 144 credits) at the end of the **Second year**. This is depending on the school subjects the student is offering (57%).

17 modules (equivalent to 272 credits) at the end of the **Third year** (65%).

A.1.13 Curriculum Frameworks (418 Credits)

Year 1: 128 credits

Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
English for General Communication	ULEG 2410	4	4	None	(16)
Introduction to Foundations of Adult Education 1	EAFA 2480	3	4	None	(12)
Introduction to Business Management	EABM 2410	4	4	None	(16)
Primer Design and Teaching	EAPT 2400	2	4	None	(8)
Introduction to Math Literacy	EAML 2400	2	4	None	(8)
Total					(60)
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
English for General Communication (Continue)	ULEG 2410	4	4	None	16
Introduction to Foundations of Adult Education 2	EAFA 2480	3	4	None	12
Introduction to Business Management	EABM 2410	4	4	None	16
Primer design and Teaching	EAPT 2400	2	4	None	8
Introduction to Math Literacy	EAML 2400	2	4	None	8
Computer Literacy	UCLC3409	2	4	None	8
Total					68

Year 2: 128 credits

Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
English Communication and Study Skills	ULCE 3419	4	4	ULEG 2410	16
Contemporary Social Issues	UCSI3429	2	4	None	8
Historical and Philosophical Foundations of Adult Education	EAHP 2501	2	5	EAFA 2480	8
Introduction to Community Development	EACD 2501	2	5	None	8
Health Education	EAHE 2511	4	5	None	16
Total					56

Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
English for Academic Purposes	ULEA 3419	4	4	ULCE 3419	16
Sociology and Psychology of Adult Education	EASP 2512	4	5	EAF A 2480	16
Youth and Family Life Education	EAYF 2512	4	5	None	16
Introduction to Programme Planning and Evaluation	EAPP 2502	2	5	None	16
Communication and Technology	EACT 2702	2 + 2h	7	None	8
Total					72

Year 3: 142 credits

Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Community Development Studies 1	EACS 2611	4	6	None	16
Needs Assessment in Community Development and Adult Education	EANA 2601	4	6	None	16
Introduction to Educational Research	ECFI 2701	2	7	None	8
Environmental Education	EAE 2601	4	6	None	8
Population Education	EAPE 2601	2	6	None	8
Practical Attachment	EAPA 2680	6 weeks	6	None	(14)
Total					(70)
Semester 2					
Module	Code	Periods	Level	Pre-requisite/Co-requisite	Credits
Community Development Studies 2	EACS 2612	4	6	EACS 2611	16
Project Planning and Evaluation	EAPE 2612	4	6	None	16
Teaching Methods in Adult Education	EATM 2612	4	6	EACT 2702	16
Management of Adult Education	EAMA 2602	2	6	None	8
Gender and Adult Education	EAGA 2602	2	6	None	8
Practical Attachment	EAPA 2680	Individual consultancies	6	None	(14)
Total					72

A.1.14 MODULE DESCRIPTION (see page 76)

B. POSTGRADUATE DIPLOMAS AND SPECIALISED DIPLOMAS

B.1 POSTGRADUATE DIPLOMA IN EDUCATION (10PGDE) [ONLY OFFERED THROUGH THE CENTRE OF EXTERNAL STUDIES {CES}]

B.1.1 RATIONALE & PROGRAMME DESCRIPTION

Candidates with a first degree with appropriate school subjects who wish to become teachers are given an opportunity to do so by studying this diploma. This programme concentrates on offering professional (educational) Modules similar to those provided in the B.Ed degree. The teaching skills the students acquire in this programme together with the subject knowledge they had acquired in their undergraduate studies equip them with sufficient knowledge and skills necessary for becoming competent teachers for the (H)GCSE curriculum.

The programme is offered on full-time, part-time and by distant mode. For 2008 the programme is offered only on a distant mode. The distant mode is intended to provide a greater access to candidates located in various parts of the country. The distant mode is offered through the Centre of External Studies (CES). Please refer to their yearbook for more information.

NOTE: The offering of this program is subjected to the number of students enrolled in the program. If the number of students enrolled is not sustainable, this program will be offered on the distance mode in any given year.

B.1.2 ADMISSION REQUIREMENTS

To register as a candidate for the PGDE at UNAM, a student must meet the following requirements:

- i. hold a recognized degree, with the school subjects on a level as required by the National Qualifications Authority (NQA);
- ii. must have completed all the outstanding Modules in their first degree;

Duration and Delivery Mode

One year full-time or two years part-time at **face-to-face mode** and two years on **distance mode**.

Note that full-time students means taking the complete PGDE Programme in one year.

Full time students are not allowed to occupy jobs while undertaking their studies.

B.1.3 CURRICULUM FRAMEWORK

FIRST SEMESTER

MODULE	CODE	HRS/WK
1. Teaching Practice: PHASE I	EIP4109	(3 WKS)
2. Philosophy of Education	EMP4101	2
3. General teaching Methodology	CAG4101	2
4. Educational Psychology	EEP4120	2
5. Assessment and Evaluation of Instruction	CAE4101	2
6. Education Communication and Technology	CAR4101	2
7. Educational Management	EMM4101	2
8. Teaching Method: School Subject 1*		2 + 2P
9. Teaching Method: School Subject 2*		2 + 2P

SECOND SEMESTER

MODULE	CODE	HRS/WK
1..Teaching Practice: PHASE II	EIP4129	(4 WKS)
2. Introduction to Inclusive Education and Specific Learning Difficulties	ESP4122	2
3. Educational Psychology	EEP4120	2
4. History of Education	EMH4102	2
5. Curriculum and Instructional Studies	CAC4102	2
6. Sociology of Education	EMS4102	2
7. Teaching Method: School Subject 1*		2 + 2P
8. Teaching Method: School Subject 2*		2 + 2P
9. Elective: One Module from the following:		
Computer Application in Education	EST4102	2 + 1P
Comparative Education	EMC4102	2
Introduction to Guidance and Counselling	ESP4102	2
Introduction to Sports & Coaching	ESS4102	2 + 1P
Curriculum Theory, Design and Practice	CAC4109	2
Educational Research and Statistical Methods	CAR4102	2

PGDE TEACHING METHODS MODULES OFFERED IN THE DEPARTMENT OF CURRICULUM, INSTRUCTION & ASSESSMENT STUDIES (CIAS)

	TEACHING METHODS MODULE	CODE
1	Teaching Methods of Geography	CAM4100
2	Teaching Methods of History	CAM4120
3	Teaching Methods of Development Studies	CAM4140
4	Teaching Methods of Accounting	CAM4160
5	Teaching Methods of Business Studies	CAM4180
6	Teaching Methods of Economics	CAN4100
7	Teaching Methods of English	CAN4120
8	Teaching Methods of Oshindonga	CAN4140
9	Teaching Methods of KhoeKhoegowab	CAN4160
10	Teaching Methods of Rukwangali	CAN4180
11	Teaching Methods of Otjiherero	CAO4100
12	Teaching Methods of Oshikwanyama	CAO4120
13	Teaching Methods of German	CAO4140
14	Teaching Methods of French	CAO4160
15	Teaching Methods of Afrikaans	CAO4180
16	Teaching Methods of Portuguese	CAQ4100
17	Teaching Methods of Integrated Performing Arts	CAQ4120
18	Teaching Methods of Arts in Culture	CAQ4140
19	Teaching Methods of Visual Arts	CAQ4160
20	Teaching Methods of Music	CAQ4180
21	Teaching Methods of Drama	CAS4100
22	Teaching Methods of Silozi	CAS4120
23	Teaching Methods of Religious Studies	CAS4140

PGDE TEACHING METHODS MODULES OFFERED IN THE DEPARTMENT OF MATHEMATICS, SCIENCE & SCIENCE EDUCATION (MSSE)

	TEACHING METHODS MODULE	CODE
1	Teaching Methods of Biology	EST4100
2	Teaching Methods of Agriculture	EST4120
3	Teaching Methods of Physical Science	EST4140
4	Teaching Methods of Technology and Computer Studies	EST4160
5	Teaching Methods of Mathematics	EST4180

B.1.4 MODULE DESCRIPTION (SEE PAGE 83)

B.2 SPECIALISED POSTGRADUATE DIPLOMA IN SPECIAL EDUCATION (10DSPE)

B.2.1 RATIONALE AND PROGRAMME DESCRIPTION

In any educational system, some learners and students may have special learning difficulties. This programme provides the candidate with a wide range of knowledge and skills associated with special needs. These learning difficulties include visual -, hearing -, intellectual impairment and specific learning difficulties. Emotional and behavioural difficulties are also addressed.

Thus, the programme is ideal for practising teachers and other educationists who wish to acquire basic and in-depth knowledge and skills associated with a broad range of special needs, which some of the learners may be experiencing. Alternative approaches to dealing with special educational needs are therefore provided in this programme.

NOTE: The offerings of this program or modules in the program are subjected to the number of students enrolled in the program.

B.2.2 ADMISSION REQUIREMENTS

- i. B.Ed. or other relevant Bachelor's degree with Educational Psychology, Psychology or Special Education;
or
- ii. At least 3 years of teaching or relevant experience;
- iii. Applicants without teaching experience but with a Bachelor of Education degree will be admitted to the programme **after** approval from the Head of Department and the Dean of the Faculty of Education.

B.2..3 CURRICULUM FRAMEWORK

In the first year of the programme, students will be required to do the compulsory Module and four of the optional Modules.

In the second year of the programme, students will be required to do the compulsory Module and to specialise in one of the optional Modules. Each of the five subject areas will be offered as a year-long specialisation with practical projects and school teaching practice in special education.

Note!

The selection of optional Modules are subject to:

- i) the availability of staff;
- ii) the number of students opting for a specific Module;
- iii) second year students have a compulsory vacation school of 4 days that is offered at the Windhoek Campus. Students are responsible for their **own** transport and accommodation during this time.

YEAR ONE	YEAR TWO
Core Module (first 7 weeks)	Core Module (first 7 weeks)
General Special Needs Education (ESP4111)	Research Methodology in Special Needs Education (ESP4211)
Optional Modules: Each student offers 4 of the 5 possible Modules listed below (each 2 hours per week + Practical)	Optional Module Each student offers 1of the 5 possible Modules as specialisation listed below (each 4 hours per week + 4 Practical/Tutorial)
Visual Impairment 1 (ESP4100) Hearing Impairment 1 (ESP4120) Intellectual Impairment 1(ESP4140) Specific Learning Difficulties 1(ESP4160) Emotional and Behavioural Difficulties 1 ESP4180)	Visual Impairment 2 (ESP4210) Hearing Impairment 2(ESP4230) Intellectual Impairment 2 (ESP4250) Specific Learning Difficulties 2 (ESP4270) Emotional and Behavioural Difficulties 2 (ESP4290)

B.2.4 MODULE DESCRIPTION (see page 93)

B.3 SPECIALISED DIPLOMA IN GENDER AND DEVELOPMENT STUDIES (10PGDG [Not to be offered in 2009])

B.3.1 RATIONALE AND PROGRAMME DESCRIPTION

This programme aims to acquaint candidates with the basic knowledge and skills associated with gender and socio-economic development issues. Thus, practitioners from various fields, both private and public, will find this Module rewarding, since it equips them with theoretical and practical knowledge and skills related to gender concepts in the context of socio-economic development in Namibia and elsewhere. The programme covers a wide range of themes such as gender research methodology, training of trainers from a gender perspective and, policy formation and programme planning and management.

NOTE: The offerings of this program or modules in the program are subjected to the number of students enrolled in the program.

This programme only runs on a full time basis.

This programme can only be offered if 5 or more students registered for it.

B.3.2 ADMISSION REQUIREMENTS

- (i) Possession of a first Degree in any field of study from a recognized Institution of Higher learning.
- (ii) Serving practitioners with Three years Diploma who are already acting in various capacities in gender related issues, for example, gender focal points of various ministries and NGOs. **(This group shall not normally have direct access to Masters Programs at UNAM because one of the entry requirements to UNAM Masters programs is possession of a Bachelors degree)**

DURATION AND MODE OF DELIVERY

This programme is normally a one-year programme with a minimum period of one year full time registration and two years for part-time registration.

B.3.3 CURRICULUM FRAMEWORK

COMPULSORY MODULES

Core Modules (Compulsory)

(Unless otherwise stated, all Compulsory Modules shall be scheduled in the First Semester.)

MODULE TITLE	MODULE CODE
SEMESTER 1	
Introduction to Gender issues	EDG4111
Sociology of Gender	EDG4131
Introduction to Gender Research Methodology	EDG4151
SEMESTER 2	
Project in Gender Studies in Areas of Specialization	EDG4172
Training of Trainer (ToT) with a gender perspective	EDG4192
YEAR MODULES	
Gender and Policy Formation, Programme Planning and Management.....	EDS4110

Note: EDG 4172 and EDG 4192 will be offered during the second semester, while the rest of the compulsory Modules will be offered in the first semester. EDS 4110 will be offered in both semesters.

OPTIONAL MODULES

Pre-requisite: Introduction to Gender Issues (EDG 4111) is a pre-requisite to all Options. All option Modules shall be scheduled in the Second Semester. Additional options will be developed as the need arises.

Options: (Choose *only one*)

NOTE: *The selection of optional Modules are subject to the number of students opting for a specific Module;*

MODULE TITLE	MODULE CODE
Gender Poverty and Rural Development	EDS4132
Gender in Education	EDS4152
Gender and Reproductive Health	EDS4172
Gender, Media and Communication	EDS4192

B.3.4 MODULE DESCRIPTIONS (SEE PAGE 95)

B.4 SPECIALISED DIPLOMA IN EDUCATIONAL MANAGEMENT AND LEADERSHIP(10DEML)

B.4.1 RATIONALE AND PROGRAMME DESCRIPTION

This programme aims to acquaint candidates with the basic knowledge and skills associated with the development and management of educational institutions. The programme covers a wide range of themes needed to run an institution effectively. The programme focuses on the theoretical and practical aspects needed for effective management of Educational Institutions.

NOTE: The offerings of this program or modules in the program are subjected to the number of students enrolled in the program.

GOALS

The Specialised Diploma in Educational Management and Leadership is designed to train and produce effective educational managers in government ministries, parastatal organizations, private sectors and non-governmental organizations. The Module is concerned with the development of critical inquiry and the understanding of the theoretical and practical aspects of educational management and leadership. Principals and other educational leaders are in daily contact with stakeholders and need to apply Ministerial policies. Another aim is therefore to develop human resource for sustainable implementation of national policies of the Ministries of Education. This Module will provide opportunities for further studies and professional development in the area of educational management and leadership.

AIMS

- * To provide relevant skills and knowledge that may lead to a change of attitude and practices among educational leaders for a more efficient and effective management of educational institutions at different levels.
- * To equip candidates with relevant principles, theory and practice of educational management.
- * To train candidates in the aspects of effective leadership in schools.
- * To develop skills in the governance of schools.
- * To acquire skills on financial management and budgeting in schools.
- * To orient candidates towards human resource management skills.

B.4.2 ADMISSION REQUIREMENTS

Principals, deputy principals, managers in education, serving Heads of Departments (HODs) and teachers in possession of a Basic Education Teachers Diploma (BETD) qualification or equivalent who have at least three years teaching experience.

The Programme

The Specialised Diploma in Educational Management and Leadership at the University of Namibia offers eight Modules. 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.

B.4.3 DELIVERY MODE AND THE DURATION OF THE MODULE

The Specialised Diploma in Educational Management and Leadership is normally a one-year programme with the minimum period of one-year for Full time registration and two years for **Part time** registration.

Each Module will last for one semester.

Part time students may also enroll with a minimum period of two years registration at a **distance-teaching mode**.

B.4.4 CURRICULUM FRAMEWORK

Semester One

MODULE TITLE	MODULE CODE
Principles, theory and practice of Educational Management	EMM4111
Effective leadership in schools	EMM 4131
Governance of schools.....	EMM 4151
Financial management and budgeting.....	EMM 4171

Semester Two

MODULE TITLE	MODULE CODE
Human Resource Management.....	EMM 4112
Educational Policy Studies and the Education System	EMM 4132
Monitoring school effectiveness	EMM 4152
Managing change.....	EMM 4172

Year Modules

Project work	EMP 4110
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Project work

Students identify a project of their choice. The project activities will be based on the work the participants have covered in the Modules they are about to complete. For example, a Module on Financial Management could be followed by an activity on preparing a school budget. A Module on Conflict Resolution could be followed by a case study on handling a strike at school. A Module on Social Health Management could be followed by an activity on how to prevent the HIV/AIDS epidemic in schools among learners. A Module on Managing the Curriculum could be followed by an activity on preparing a school timetable.

B.4.5 MODULE DESCRIPTION (SEE PAGE 98)

C. UNDERGRADUATE DEGREES

C.1. BACHELOR OF EDUCATION (ADULT EDUCATION) DEGREE (10BADE)

C.1.1 RATIONALE AND PROGRAMME DESCRIPTION

The B.Ed (Adult Education) is a four year programme which will provide training for Adult Educators and trainers who should occupy professional positions of responsibility in planning, organization, management and monitoring of adult education programmes and projects, which are provided by government or non-governmental bodies, agencies or organizations. 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.

C.1.2 AIMS

The aim of the B.Ed (Adult Education) is the production of personnel in adult education who will be able to occupy positions of responsibility relating to the planning, organization, management and monitoring of adult education programmes and projects.

C.1.3 DEPARTMENTAL REGULATIONS

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

C.1.4 DURATION

The B.Ed (Adult Education) shall be offered as a four-year programme with entrance at Year Two for those holding a Diploma in Adult Education or related field.

C.1.5 MODE OF DELIVERY

The programme will be operated on a full-time basis initially, and on part-time and distance mode when resources are sufficient for the purpose.

C.1.6 PROFESSIONAL DEVELOPMENT PLACEMENT

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

C.1.7 ADMISSION REQUIREMENT

To be eligible for admission into the Degree in Adult Education and Community Development, 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 25 points (to be reviewed annually) on the UNAM Evaluation Scale. The following will be taken into consideration when computing the point scores:
 - the score will be calculated by adding together the points of the best five subjects only
 - one of the five subjects must be English
 - should a specific subject be a prerequisite for entry to a faculty, that subject must also be one of the five subjects counted.
- b) English is a compulsory subject and should normally be obtained at NSSC (English as a Second Language) grade C or better, or at NSSC (English as a First Language) grade D or better.
- c) A pass in the Diploma Adult Education and Community Development from the University of Namibia.
- d) Other school-leaving qualifications may be accepted on their own merit as alternatives, and will be evaluated according to Regulation G.9 (1)

- 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 as may include an admission test.
- g) The University of Namibia reserves the right to interview candidates before admission.

C.1.8 IMPLEMENTATION GUIDELINES

- a) **Second and Third Year students**
All second and third year students will follow the New Curriculum.
- b) **Fourth Year students**
Fourth year students of 2009 will continue with the Old Curriculum.

C.1.9 TEACHING-LEARNING MODEL

The teaching and learning model will be based on the student-centred approach which is characterized by seminars, self-study elements, lectures, projects, individual and/or group activities, discussions, tutorials, etc.

C.1.10 ASSESSMENT

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

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

C.1.11 QUALITY ASSURANCE

This will be in accordance with the general regulations of the University of Namibia, which includes the use of external assessors from within or outside the country.

C.1.12 ACCREDITATION OF OTHER QUALIFICATIONS

On completion of the UNAM Diploma in Adult Education & Community Development the students will receive credit for the first and second for the following modules in the Bachelor Degree in Education (Adult Education & Community Development).

They will receive credits for the following subjects:

Module	Code
English Communication and Study Skills	ULCE 3419
Contemporary Social Issues	UCSI3429
Historical and Philosophical Foundations of Adult Education	EAHP 3501
Introduction to Community Development	EACD 3501
Health Education	EAHE 3511
English for Academic Purposes	ULEA 3419
Sociology and Psychology of Adult Education	EASP 3512
Youth and Family life education	EAYF 3512
Introduction to Programme Planning	EAPP 3502
Communication and Technology	EACT 3702
Computer Literacy	UCLC3409

Community Development Studies	EACS 3611
Project Planning and Evaluation	EANA 3611
Needs assessment	ECFI 3701
Environmental Education	EAAE 3611
Population Education	EAPE 3601
Community Development Studies	EACS 3612
Project Planning and Evaluation	EAPE 3612
Teaching Methods in Adult Education	EATM 3612
Management of Adult Education	EAMA 3602
Gender and Adult Education	EAGA 3602

C.1.13 AWARD OF THE DEGREE

A candidate must meet all the programme requirements to be awarded the degree.

C.1.14 ACADEMIC ADVANCEMENT RULES

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

A student wishing to pursue his/her studies leading to the B. Ed (Adult Education & Community Development) Degree will not be permitted to re-register with the Faculty of Education if he/she has not passed a minimum of modules equivalents as indicated below.

A Student advances to the following academic level of study when at least the required number of the modules 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 modules on the following year. In all cases prerequisite for modules have to be passed before a student can proceed to register for modules that require prerequisites.

a) END OF FIRST YEAR

Pass $\frac{3}{4}$ of modules offered (equivalent to 120 credits) in the first year, in order to proceed to 2nd year.

b) END OF SECOND YEAR

Pass in the remaining first year modules plus $\frac{3}{4}$ of the year two modules (equivalent to 102 credits), in order to proceed to third year.

c) END OF THIRD YEAR

Pass in the remaining second year modules plus at least $\frac{3}{4}$ of the year three modules (equivalent to 102 credits) in order to proceed to fourth year.

d) END OF FOURTH YEAR

Pass in all outstanding modules/course equivalents in order to be awarded a degree. If at the end of the fourth year a student has not yet completed the required modules for the B. Ed (Adult Education & Community Development) degree, he/she must do so within the next two years of study.

C.1.15 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY

- * 4 modules (equivalent to 64 credits) by the end of the **First year**; 2 of these modules (equivalent to 32 credits) must be non-core. (30%)
- * 9 modules (equivalent to 144 credits) at the end of the **Second year**. (42%)
- * 16 modules (equivalent to 256 credits) at the end of the **Third year**. (57%)
- * 25 modules (equivalent to 400 credits) at the end of the **Fourth year**. (69%)

C.1.16 CURRICULUM FRAMEWORK(Credits 562)

Year 1: 160 credits

Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
English Communication and Study Skills	ULCE 3419	4	4	ULEG 2410	16
Contemporary Social Issues	CSI3429	2	4	None	8
Historical and Philosophical Foundations of Adult Education	EAHP 3501	2	5	None	8
Introduction to Community Development	EACD 3501	2	5	None	8
Health Education	EAHE 3511	4	5	None	16
Primer design and Teaching	EAPT 3400	2	4	None	(8)
Introduction to Business Management	EABM 3511	4	5	None	16
Total					(80)
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
English for Academic Purposes	ULEA 3419	4	4	ULCE 3419	16
Sociology and Psychology of Adult Education	EASP 3512	4	5	None	16
Youth and Family life education	EAYF 3512	4	5	None	16
Introduction to Programme Planning	EAPP 3502	2	5	None	8
Communication and Technology	EACT 3702	2 + 2h	7	7None	8
Primer design and Teaching	EAPT 3400	2	4	None	8
Computer Literacy	UCLC3409	2	4	None	8
Total					80

Year 2: 128 credits

Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Community Development Studies 1	EACS 3611	4	6	None	16
Needs assessment	ECFI 3701	2	7	None	16
Environmental Education	EAEE 3611	4	6	None	16
Population Education	EAPE 3601	2	6	None	8
Curriculum Development in Adult Education	EACU 3701	2	7	None	8
Total					64
Semester 2					
Module	Code	Periods	Level	Pre-requisite/Co-requisite	Credits
Community Development Studies 2	EACS 3612	4	6	EACS 3611	16
Project Planning and Evaluation	EAPE 3612	4	6	None	16
Teaching Methods in Adult Education	EATM 3612	4	6	EACT 3702	16
Management of Adult Education	EAMA 3602	2	6	None	8
Gender and Adult Education	EAGA 3602	2	6	None	8
Total					64

Year 3: 132 credits

Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Introduction to Educational Research	ECFI 3701	2	7	None	8
Life long Learning	EALL 3711	4	7	None	16
Policy Studies in Adult Education	EAPS 3711	4	7	None	8
Entrepreneurship	EAET 3711	4	7	EABM 3511	16
Economics in Adult Education	EAEC 3711	4	7	EABM 3511	16
Total					64
Semester 2					
Module	Code	Periods	Level	Pre-requisite/Co-requisite	Credits
Educational Research	ECFR 3882	3	8	ECFI 3701	12
Project Phase 1	EAPP 3812	Individual Tutoring	8	ECFI 3701	8
Comparative Studies in Adult Education	EACA 3712	4	7	None	16
Education for Marginalized Discourse	EAMD 3712	4	7	None	16
Open & Distance Education	EADE 3712	4	7	None	16
Total					68

C.1.18 MODULES PHASING IN [2010]
Year 4: 132 credits

Semester 1					
Module	Code	Periods	Level	Pre-requisite/Co-requisite	Credits
Project Phase 2*	EAPP 3819	Individual Tutoring	8	EAPP 3812 ECFI 3701	8
Internship	EAIN 3811	8 weeks + 2hp	8	None	16
Educational Technologist	ECFM 3810	4	8	EACT 3702	(8)
Workplace Learning	EAWP 3811	4	8	None	16
Elective Community Development 1 Or Human Resource Management in Adult Education 1	EACS 3711 EAMH 3811	4 4	8 8	EACS 3611 EACS 3612 None	16
Total					64
Semester 2					
Module	Code	Periods	Level	Pre-requisite/Co-requisite	Credits
Advance Literacy Studies	EAAL 3812	4	8	None	12
Adult Education and Social Change	EASC 3812	4	8	None	8
Educational Technologist	ECFM 3810	4	8	EACT 3702	16
Project Management	EAMP 3812	4	8	None	16
Elective Community Development 2 Or Human Resource Management in Adult Education 2	EACS 3812 EAMH 3712	4 4	8 8	EACS 3711 None	16
Total					68

C.1.19 MODULES PHASING OUT IN 2009

YEAR 4	MODULE/CODE
Semester One	
Gender & Adult Education	EAD 3411
Advanced Literacy Studies	EAD 3431
Distance Education	EAD 3451
Semester Two	
Social Issues in Non-formal Education	EAD 3412
Economics of Adult Education	EAD 3432
Educational Reform: Theory & Practice	EAD 3452
Year Modules	
Research Project	EAE 3400

C.1.20 MODULE DESCRIPTIONS (See page 100)

C.2 BACHELOR OF EDUCATION DEGREE (10BEDC)

C.2.1 RATIONALE AND PROGRAMME DESCRIPTION

Following Namibian Independence in 1990, the new Ministry responsible for Education and Culture articulated the general goals of Namibian Education, i.e. access, equity, quality and democracy. In response to these goals and new socio-economic order of Namibia, the Faculty of Education introduced a four-year Bachelor of Education programme. This programme is geared towards the preparation of secondary school teachers who are interested in the intellectual, social, moral and the psychological development (holistic development) of the individual learner. This programme is designed to prepare teachers who would competently handle the (H)IGCSE paradigm. In this regard, candidates are provided with sufficient subject content as well as professional (educational Modules), which assists them in acquiring a wide range of necessary knowledge and skills.

OBJECTIVES OF THE FOUR-YEAR B.ED DEGREE INCLUDE THE FOLLOWING:

- to extend the capacity for independent thinking, creativity and further study;
- to strengthen the foundations in educational theory, practice, instructional strategies and assessment;
- develop the student-teacher's mastery of school teaching subjects;
- provide opportunities for practical school-based experiences;
- prepare teachers for positive involvement and/or development at school, community and national levels; and
- to increase awareness of the need and opportunities for life-long personal and professional growth.

The programme is offered on full-time, part-time and by distant mode. The distant mode is intended to provide a greater access to candidates located in various parts of the country. The distant mode is offered through the Centre of External Studies (CES). Please refer to their yearbook for more information.

C.2.2 DURATION AND MODE OF STUDY

The Faculty of Education offers a 4-year (full-time) Bachelor of Education Degree in a variety of areas of specialization, with a minimum of 4 years of study and a maximum of 6 years of study. The programme is also offered by distance mode through the Centre for External Studies (CES).

C.2.3 ADMISSION REQUIREMENTS

The Faculty will continue to follow the approved university general admission requirements for undergraduate degree programmes with the following additions:

GENERAL ADMISSION CRITERIA FOR UNDERGRADUATE PROGRAMMES

- Subject to Faculty Special Regulations, the normal basic requirement for entrance to undergraduate programmes shall be a Namibia 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, or passed the UNAM Foundation programme with at least a C-average. 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.*
 - *Candidates with a 2 year diploma (equivalent to 240NQA credits) from a recognized institution may be granted admission to an undergraduate degree programme, provided that the minimum entry requirement to the diploma was at least 22 points in five subjects on the UNAM Evaluation Scale with English as a Second language grade D or better.*
- 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 school-leaving qualifications may be accepted on their own merit as alternatives, and will be evaluated according to Regulation 7.3.1 (1)/(2).
 - 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 stipulated by the respective Faculty Special regulations. Such requirements may include an admission test.
 - f) The University of Namibia reserves the right to interview candidates before admission.
 - g) Normally, candidates intended to register for the two approved schools subjects at the degree level *must have obtained a "C" or better in the similar subjects at the NSSC.*

C.2.4 DEPARTMENTAL REGULATIONS

In addition to normal entry requirements pointed out above Departmental regulations may be required as stipulated in appropriate sections.

C.2.5 PROFESSIONAL DEVELOPMENT PLACEMENT

The award of the degree is subject to satisfactory completion of Teaching Practise Phase 3.

C.2.6 DELIVERY MODE

This programme will be delivered through the face-to face as well as the distance education modes in co-operation with sister faculties.

Implementation Guidelines

- a) ***First, second and third Year students***
All students starting their first, second and third year in 2009 will follow the New curriculum.
- b) ***Fourth Year students***
Fourth year students in 2009 will continue with the Old Curriculum.

The Faculty will not declare equivalents for the new curriculum modules. It is recommended that the student's pick-up failed and outstanding modules through distance education. The Faculty needs to decide on a time limited for this implementation guideline. For the school subjects offered in the B. Ed programme, the faculty will follow the proposed equivalent recommendations from sister faculties if no distance modules are available.

C.2.7 TEACHING-LEARNING MODEL

The teaching and learning model will be based on the student-centred approach which is characterized by seminars, self-study elements, lectures, projects, individual and/or group activities, discussions, tutorials, etc.

C.2.8 ASSESSMENT

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

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

C.2.9 QUALITY ASSURANCE

This will be in accordance with the general regulations of the University of Namibia, which includes the use of external assessors from within or outside the country.

In addition was this programme designed to provide a teaching qualification that will meet all the National Professional Standards for Teachers. This programme goes beyond the minimum requirements for the National Professional Standards for Teachers and included in addition the following level eight modules listed in the table below:

The following modules are offered on level 8:

Module	Code	Semester	Credits
Educational Research		6	12
Project Phase 1		6	8
Teaching Practice Phase 3		7	8
Guidance and Counselling 2		7	8
Project Phase 2		7	12
Career Specialisation Elective		7	16
Professional & Community Development		8	8
Philosophy of Education		8	16
Career Specialisation Elective		8	16
School Subject 1		8	16
School Subject 2		8	16
Total level 8 credits			136

C.2.10 ACCREDITATION OF OTHER QUALIFICATIONS

The Faculty need to revise current approved guidelines in line with the new approved curriculum.

C.2.11 AWARD OF THE DEGREE

A candidate must meet all the programme requirements to be awarded the degree of Bachelor of Education.

C.2.12 ACADEMIC ADVANCEMENT RULES

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

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

A Student advances to the following academic level of study when at least the required number of the modules 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 modules on the following year. In all cases prerequisite for modules have to be passed before a student can proceed to register for modules that require prerequisites.

a) **BEGINNING OF THE FIRST YEAR**

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

b) **END OF FIRST YEAR**

Pass $\frac{3}{4}$ of modules offered (equivalent to 93 - 120 credits, depending on the school subjects offered) in the first year, in order to proceed to 2nd year.

c) END OF SECOND YEAR

Pass in the remaining first year modules plus $\frac{3}{4}$ of the year two modules (equivalent to 102 credits, depending on the school subjects offered) in order to proceed to third year. Teaching Practice Phase 1 should also be passed.

d) END OF THIRD YEAR

Pass in the remaining second year modules plus at least $\frac{3}{4}$ of the year three modules (equivalent to 102 credits, depending on the school subjects offered) in order to proceed to fourth year. Teaching Practice Phase 2 should also be passed. Candidates who have failed in any of the teaching methods modules and/or content school subject modules at the year seven level will not be allowed to register for the Teaching Practice Phase 3 in the fourth year.

e) END OF FOURTH YEAR

Pass in all outstanding modules/course equivalents in order to be awarded a degree. If at the end of the fourth year a student has not yet completed the required modules for the B. Ed degree, he/she must do so within the next two years of study.

C.2.13 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY

- * 3-4 modules (equivalent to 48 - 64 credits) by the end of the **First year**; 2 of these modules (equivalent to 32 credits) must be non-core. (30%)
- * 9 modules (equivalent to 144 credits) at the end of the **Second year**. (42%)
- * 16 modules (equivalent to 256 credits) at the end of the **Third year**. (57%)
- * 25 modules (equivalent to 400 credits) at the end of the **Fourth year**. (69%)

Note: These requirements are dependents on the school subjects the students offer.

C.2.14 CURRICULUM FRAMEWORK (Total credits: 550)

The Basic Curriculum Framework of the B.Ed Degree (excluding the B.Ed., Adult Education) shows that two school subjects should normally be taken. For each school subject, students are expected to study an average of 9 full semester Modules (or equivalent) during the four years of study while a number of professional (educational) Modules are also offered as shown in appropriate semesters and years of study. All professional Modules shown in Table 1 are compulsory. In addition to the above, compulsory UNAM core Modules are offered in the 1st year of study. Notwithstanding the above, there are slight variations in the B.Ed Module offerings.

Year 1 (124 credits excluding Faculty core for School Subjects)

Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Computer Literacy	UCLC3409	2hp	4	None	8
English Communication and Study Skills	ULCE3419	4	4	ULEG 2410	16
Contemporary Social Issues	UCSI3429	2	4	None	8
School Subject 1		4			16
School Subject 2		4			16
Total					64
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
English for Teachers 1	EEET 3502	2 + 2hp	5	ULCE 3419	8
History of Education	EFMH3602	2	6	None	8
Human Development & Learning	EPSH 3682	3+2 hp	6	None	12
School Subject 1		4		None	16
School Subject 2		4		None	16
Total					60

Year 2 (Credits 151)

Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Teaching Practice Phase 1	EETP3608	3 weeks	6	None	3
School Subject 1 x 2		2 x 4			32
School Subject 2 x 2		2 x 4			32
Sociology of Education	EFMS3601	2	6	None	8
Total					75
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
General Teaching Methodology	ECFG3782	3 +2 hp	7	None	12
Introduction to Inclusive Education	EPSI3702	2 + 2 hp	7	None	8
Classroom Communication & Technology	ECFT3702	2 + 2 hp	7	None	8
Curriculum Development & Practice	ECFC3702	2	7	None	8
English for Teachers 2	EEET3602	2 + 2 hp	6	EEET 3502	8
School Subject 1		4			16
School Subject 2		4			16
Total					76

Year 3 (Credits 143)

Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Teaching Practice Phase 2	EETP 3708	3 weeks	7	EETP 3608	3
Teaching Methods School Subject 1	List of codes provided	2 + 2 hp	7	ECFG 3782 Level six school subject content	8
Teaching Methods School Subject 2	List of codes provided	2 + 2 hp	7	ECFG 3782 Level six school subject content	8
Assessment & Evaluation of Learning	ECFE 3711	2 + 2hp	7	None	8
Introduction to Educational Research	ECFI 3701	2	7	None	8
School Subject 1		4			16
School Subject 2		4			16
Total					67
Semester 2					
Module	Code	Periods	Level	Pre-requisite/ Co-requisite	Credits
Project Phase 1	List of codes provided	Individual consultations	8	ECFI 3701	8
Teaching Methods School Subject 1	List of codes provided	2 + 2 hp	7	ECFG 3782 Level six school subject content	8
Teaching Methods School Subject 2	List of codes provided	2 + 2 hp	7	ECFG 3782 Level six school subject content	8
Educational Research	ECFR 3882	3	8	ECFI 3701	12
Introduction to Guidance and Counselling	EPSG 3702	2 + 2 hp	8	None	8
School Subject 1		4			16
School Subject 2		4			16
Total					76

C.2.15 MODULES PHASING IN [2010]

Year 4 (Credits 132)

Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Teaching Practice Phase 3	EETP 3809	8 weeks + 2 hp	8	EETP 3608 Students should have passed two school subject Teaching Methods modules, 80 credits in school subject content	8
Guidance and Counselling	EPSG 3801	2 + 2 hp	EPSG 3702	8	8
Comparative Education	EFMC 3701	2	None	7	8
Educational Management	EFMA 3701	2	None	7	8
First Aid Education	EMFA 3608				None credit bearing
Project Phase 2	List of codes provided	Individual consultations	ECFI 3701 Project Phase 1	8	12
Module	Code	Periods	Level	Pre-requisite	Credits
Career Specialisation: (One Elective)** Teaching and Assessment Mentor 1 Or School Management Or Inclusive Education Or Educational Technologist Or Curriculum Planning and Development Or Advanced Subject Content	ECFA3811 EFMM3810 EPSI3810 ECFM3810 ECFP3810	4	8	ECFC3711 EPSI3702 ECFT3702 ECFC3702	(16)
Total					(60)
Semester 2					
Module	Code	Periods	Level	Pre-requisite/ Co-requisite	Credits
Professional & Community Development	EFMD3812	2	8	None	8
Philosophy of Education	EFMP3812	2	8	None	8
General Education Elective: Cultural Education (Art, Music, Foreign Language, Dance, etc) OR Sport Coaching	EEEC3702 ESSC3702	2 (+2 hp)	7	None	8
School Subject 1		4 + 2 hp			16
School Subject 2		4 + 2 hp			16
Module	Code	Periods	Level	Pre-requisite/Co-requisite	Credits
Career Specialisation: (One Elective)* Teaching and Assessment Mentor 2 Or School Management Or Inclusive Education Or Educational Technologist Or Advanced Subject Content Or Curriculum Planning and Development	ECFA 3812 EFMM3810 EPSI 3810 ECFM3810 ECFP 3810	4	8	ECFC 3711 EPSI 3702 ECFT 3702 ECFC 3702	16
Total					72

NOTE:** The offering of Career Specialisation electives depends on availability of staff as well as sustainable student numbers.

Level 8 subjects

Module	Semester	Credits
Educational Research	6	12
Project Phase 1	6	8
Teaching Practice Phase 3	7	8
Guidance and Counselling 2	7	8
Project Phase 2	7	12
Career Specialisation Elective	7	16
Professional & Community Development	8	8
Philosophy of Education	8	8
Career Specialisation Elective	8	16
School Subject 1	8	16
School Subject 2	8	16
		128

C.2.16 OLD CURRICULUM MODULES [PHASING OUT IN 2009]

YEAR 4 **MODULE** **CODE**

Semester One

Teaching Practice Phase III	EIP3409
Comparative Education	EMC3401
Introduction to Guidance and Counselling	ESP3401
Curriculum Theory & Design	CAC3409

Semester Two

School Subject 1
School Subject 1
School Subject 2
School Subject 2
Project in TM School Subject 1
Project in TM School Subject 2

Year Modules

Introduction to Inclusive Education	ESP3400 1,2
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NB: *Details on Teaching Methods (TM) of School Subject I & II as well as School Subject I & II from other faculties are elsewhere in this Faculty Year Book.*

The approved school subject requirements in the approved curriculum of The B.Ed are as follows:

Year	Semester	Level	School subjects
Year 1	1	5	School subject 1
		5	School subject 2
	2	5/6	School subject 1
		5/6	School subject 2
Year 2	1	6	2 x School subject 1
		6	2 x School subject 2
	2	6	School subject 1
		6	School subject 2
Year 3	1	7	School subject 1
		7	School subject 2
	2	7	School subject 1
		7	School subject 2
Year 4	1		NONE*
	2	8	School subject 1
		8	School subject 2

*Except subjects offered by FHSS.

Regulation

All students intending to take one or two school subjects content in the FHSS at the Fourth year level must contact their respective Departments in the FHSS before the end of their 3rd year in order to receive information and self study materials to be used in the absence of lectures during the Teaching Practice exercise which commences at the beginning of their fourth year."

C.2.17 BACHELOR OF EDUCATION DEGREE SELECTED SCHOOL SUBJECTS

List of School subjects

Accounting
Afrikaans
Business Studies
Biology
Computer Studies
Economics
English
Fashion & Fabrics
French
Geography
German
History
Home Economics
Khoekhoegowab
Mathematics
Oshiwambo
Otjiherero
Physical Science
Portuguese
Sport Education
Rukwangali
Silozi

C.2.18 SCHOOL SUBJECT COMBINATIONS

The following subject combinations are allowed for School Subjects content:

Biology and Mathematics (550 credits)
Biology and Geography (566 credits)
Biology and Economics (566 credits)
Biology and Home Economics (558 credits)
Biology and Sport Education (550 credits)
Biology and English (550 credits) **ONLY OFFERED ON DISTANCE EDUCATION MODE**
Mathematics and Physical Science (582 credits)
Mathematics and Geography (566 credits)
Mathematics and Computer Studies (566 credits)
Mathematics and Economics (566 credits)
Mathematics and Accounting (566 credits)
Mathematics and English (550 credits)
English and History (550 credits)
English and Sport Education (550 credits)
English and Home Economics (558 credits)
English and Geography (566 credits)
English and Business Studies (566 credits)
English and Mathematics (550 credits)
English and **ONE** of the following languages Afrikaans, French, German, Khoekhoegowab, Oshiwambo, Otjiherero, Portuguese, Rukwangali, and Silozi (550 credits)
Geography and History (566 credits)
Geography and Sport Education (566 credits)
Geography and Home Economics (573 credits)
Geography and **ONE** of the following languages Afrikaans, French, German, Khoekhoegowab, Oshiwambo, Otjiherero, Portuguese, Rukwangali, and Silozi (550 credits)
History and **ONE** of the following languages Afrikaans, French, German, Khoekhoegowab, Oshiwambo, Otjiherero, Portuguese, Rukwangali, and Silozi (550 credits)
Accounting and Economics (550 credits)
Business Studies and Economics (550 credits)
Business Studies and Sport Education (566 credits)
Home Economics and Business Studies (558 credits)

Arts, Sport Education and Fashion & Fabrics combine with any other module if the requirements of the timetable **FOR ALL FOUR YEARS** are met. Students have to provide proof of this to the Faculty Officer and a signed copy of the timetable must be attached to the registration form.

C.2.19 LIST OF TEACHING METHODOLOGIES OFFERED IN THE B. Ed

Module	Code	Credits
Teaching Methods of Geography and Development Studies	ECSG 3700	16
Teaching Methods of History	ECSH 3700	16
Teaching Methods of Accounting	ECCA 3700	16
Teaching Methods of Business Studies	ECCB 3700	16
Teaching Methods of Economics	ECCE 3700	16
Teaching Methods of English	ECLC 3700	16
Teaching Methods of Oshindonga	ECLD 3700	16
Teaching Methods of KhoeKhoegowab	ECLK 3700	16
Teaching Methods of Rukwangali	ECLR 3700	16
Teaching Methods of Otjiherero	ECLH 3700	16
Teaching Methods of Oshikwanyama	ECLW 3700	16
Teaching Methods of German	ECLG 3700	16
Teaching Methods of French	ECLF 3700	16
Teaching Methods of Afrikaans	ECLA 3700	16
Teaching Methods of Portuguese	ECLP 3700	16
Teaching Methods of Silozi	ECLS 3700	16
Teaching Methods of Arts	ECAC 3700	16
Teaching Methods of Biology	EMSB 3700	16
Teaching Methods of Agriculture	EMSA 3700	16
Teaching Methods of Physical Science	EMSP 3700	16
Teaching Methods of Computer Studies	EMSC 3700	16
Teaching Methods of Design and Technology	EMSD 3700	16
Teaching Methods of Mathematics	EMMM 3700	16
Teaching Methods of Home Economics	EMHH 3700	16
Teaching Methods of Fashion and Fabrics	EMHF 3700	16
Teaching Methods of Physical Education	EMPP 3700	16

List of Project Phase 1 offered in the B. Ed

Module	Code	Credits
Project Phase 1 of Geography and Development Studies	ECSG 3812	16
Project Phase 1 of History	ECSH 3812	16
Project Phase 1 of Accounting	ECCA 3812	16
Project Phase 1 of Business Studies	ECCB 3812	16
Project Phase 1 of Economics	ECCE 3812	16
Project Phase 1 of English	ECLC 3812	16
Project Phase 1 of Oshindonga	ECLD 3812	16
Project Phase 1 of KhoeKhoegowab	ECLK 3812	16
Project Phase 1 of Rukwangali	ECLR 3812	16
Project Phase 1 of Otjiherero	ECLH 3812	16
Project Phase 1 of Oshikwanyama	ECLW 3812	16
Project Phase 1 of German	ECLG 3812	16
Project Phase 1 of French	ECLF 3812	16
Project Phase 1 of Afrikaans	ECLA 3812	16
Project Phase 1 of Portuguese	ECLP 3812	16
Project Phase 1 of Silozi	ECLS 3812	16
Project Phase 1 of Arts	ECAC 3812	16
Project Phase 1 of Biology	EMSB 3812	16
Project Phase 1 of Agriculture	EMSA 3812	16
Project Phase 1 of Physical Science	EMSP 3812	16
Project Phase 1 of Computer Studies	EMSC 3812	16
Project Phase 1 of Design and Technology	EMSD 3812	16
Project Phase 1 of Mathematics	EMMM 3812	16
Project Phase 1 of Home Economics	EMHH 3812	16
Project Phase 1 of Fashion and Fabrics	EMHF 3812	16
Project Phase 1 of Physical Education	EMPP 3812	16

Every student is required to take two(2) Projects in Phase II in their respective school subjects..

[PHASING OUT IN 2009

	PROJECT IN SCHOOL SUBJECT PHASE II YEAR FOUR OFFERED FOR OPTION A)	CODE
1	Project in School Subject Geography Phase II	CAM3409
2	Project in School Subject History Phase II	CAM3429
3	Project in School Subject Development Studies Phase II	CAM3449
4	Project in School Subject Accounting Phase II	CAM3469
5	Project in School Subject Business Studies Phase II	CAM3489
6	Project in School Subject Economics Phase II	CAN3409
7	Project in School Subject English Phase II	CAN3429
8	Project in School Subject Oshindonga Phase II	CAN3449
9	Project in School Subject KhoeKhoegowab Phase II	CAN3469
10	Project in School Subject Rukwangali Phase II	CAN3489
11	Project in School Subject Otjiherero Phase II	CAO3409
12	Project in School Subject Oshikwanyama Phase II	CAO3429
13	Project in School Subject German Phase II	CAO3449
14	Project in School Subject French Phase II	CAO3469
15	Project in School Subject Afrikaans Phase II	CAO3489
16	Project in School Subject Portuguese Phase II	CAQ3409
17	Project in School Subject Integrated Performing Arts Phse II	CAQ3429
18	Project in School Subject Arts in Culture Phase II	CAQ3449
19	Project in School Subject Visual Arts Phase II	CAQ3469
20	Project in School Subject Music Phase II	CAQ3489
21	Project in School Subject Drama Phase II	CAS3409
22	Project in School Subject Silozi Phase II	CAS3429
23	Project in School Subject Religious Studies Phase II	CAS3449

TEACHING METHODS MODULES OFFERED FOR OPTIONS B, C AND D.

	PROJECT IN TEACHING METHODS MODULE	CODE
1	Project in School Subject Biology Phase II	EST3409
2	Project in School Subject Agriculture Phase II	EST3429
3	Project in School Subject Physical Science Phase II	EST3449
4	Project in School Subject Technology and Computer Studies Phasell	EST3469
5	Project in School Subject Mathematics Phase II	EST3489
6	Project in School Subject Home Economics Phase II	ESH3419
7	Project in School Subject Fashion and Fabrics Phase II	ESH3439
8	Project in School Subject Physical Education Phase II	ESS3419

List of Project Phase 2 offered in the B. Ed**[Phasing in only in 2010]**

Module	Code	Credits
Project Phase 2 of Geography and Development Studies	ECSG 3889	16
Project Phase 2 of History	ECSH 3889	16
Project Phase 2 of Accounting	ECCA 3889	16
Project Phase 2 of Business Studies	ECCB 3889	16
Project Phase 2 of Economics	ECCE 3889	16
Project Phase 2 of English	ECLE 3889	16
Project Phase 2 of Oshindonga	ECLD 3889	16
Project Phase 2 of KhoeKhoegowab	ECLK 3889	16
Project Phase 2 of Rukwangali	ECLR 3889	16
Project Phase 2 of Otjiherero	ECLH 3889	16
Project Phase 2 of Oshikwanyama	ECLW 3889	16
Project Phase 2 of German	ECLG 3889	16
Project Phase 2 of French	ECLF 3889	16
Project Phase 2 of Afrikaans	ECLA 3889	16
Project Phase 2 of Portuguese	ECLP 3889	16
Project Phase 2 of Silozi	ECLS 3889	16
Project Phase 2 of Arts	ECAC 3889	16
Project Phase 2 of Biology	EMSB 3889	16
Project Phase 2 of Agriculture	EMSA 3889	16
Project Phase 2 of Physical Science	EMSP 3889	16
Project Phase 2 of Computer Studies	EMSC 3889	16
Project Phase 2 of Design and Technology	EMSD 3889	16

Project Phase 2 of Mathematics	EMMM 3889	16
Project Phase 2 of Home Economics	EMHH 3889	16
Project Phase 2 of Fashion and Fabrics	EMHF 3889	16
Project Phase 2 of Physical Education	EMPP 3889	16

Regulation

All students intending to take one or two school subjects content in the FHSS at the Fourth year level must contact their respective Departments in the FHSS before the end of their 3rd year in order to receive information and self study materials to be used in the absence of lectures during the Teaching Practice exercise which commences at the beginning of their fourth year.

C.2.20 FRAMEWORK OF SCHOOLSUBJECTS OFFERED IN THE B. Ed

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

Regulation

All students intending to take one or two school subjects content in the FHSS at the Fourth year level must contact their respective Departments in the FHSS before the end of their 3rd year in order to receive information and self study materials to be used in the absence of lectures during the Teaching Practice exercise which commences at the beginning of their fourth year.

Afrikaans

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Afrikaans Language Usage	HLAF 3511	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Foundations of Afrikaans Literature	HLAF 3532	04	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Afrikaans Linguistics	HLAF 3611	04	6	None	16
Foundations of Dutch Language	HLAF 3631	04	6	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Afrikaans Visual Literature	HLAF 3652	04	6	HLAF3532	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Afrikaans Language Studies	HLAF3732	4	7	HLAF3611	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Afrikaans and Dutch Poetry	HLAF3752	4	7	HLAF3532	16

English

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Fundamentals of English Language Studies	HLEN 3511	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Fundamentals of the Study of Literature(s) in English	HLEN 3532	04	None	5	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Lexis and Basic Grammar	HLEN 3611	04	6	None	16
Practical Criticism and Poetry	HLEN 3631	04	6	None	16

Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Selection of Drama and Prose	HLEN 3672	04	6	None	16
Year 3					
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Psycholinguistics	HLEN3732	4	7	None	16
Namibian Literature in English since Independence	HLEL3732	4	7	None	16

French

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Languages Studies in French	HLFS 3511	4	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
French language Usage and literature	HLFS 3532	4	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Intermediate Language Usage in Context	HLFS 3611	4	6	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Foundations Of Linguistics in French	HLFS 3632	4	6	None	16
Advance Language Usage in Context	HLFS 3652	4	6	None	16
Year 3					
Semester 1					
Any ONE of the modules below					
Module	Code	Periods	Level	Pre-requisite	Credits
Theoretical and Practical Grammar in French	HLFS3711	4	7	None	16
Introduction to French and Francophone Literature	HLFS3731	4	7	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Composition, Speaking and Presentation Skills (Compulsory)	HLFS3752	4	7	None	16

Geography

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Fundamentals of Physical Geography	HGHE 3511	04(2hPW)	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Fundamentals of Human Geography	HGHE 3532	04(2hPW)	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Climatology and Geomorphology	HGHE 3611	04(3hPW)	6	None	16
Settlements & Economic Geography	HGHE 3631	04(3hPW)	6	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Pedology & Biogeography	HGHE 3602	02(3hPW)	6	None	8
Social Geography	HGHE 3622	02(3hPW)	6	None	8

Year 3					
B.Ed students - offering the School subject Geography – choose either HGHE3711 or HGHE 3752. HGHE3731 is compulsory for B.Ed students. Although carrying a module code (HGES 3799), an excursion is not to be considered as a module. Departmental rules and regulations governing excursions apply. Students offering the combination Geography and Biology should opt for HGHE3731.					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Environmental Studies or	HGHE3711	4(3hPW)	7	None	16
General Methods and Techniques in Geography	HGHE3731	4(3hPW)4	7	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Regional Geography	HGHE3752	4(3hPW)	7	None	16
Excursion	HGES3799	2	8	Completion of all modules at 1 st , 2 nd and 3 rd year level	16

German

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Basic German Patterns	HLGS 3511	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Basic Literacy and Cultural Concepts	HLGS 3532	04	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Complex German Patterns	HLGS 3611	04	6	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Contemporary German Society and Literature	HLGS 3632	04	6	None	16
Text analysis, directed writing and presentation	HLGS 3652	04	6	None	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Theoretical and Practical German	HLGS3711	4	7	none	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
German Cultural History	HLEF3752	4	7	none	16

History

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
African Civilisations	HHGE 3511	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
History: images, concepts and tools (The History: images, concepts and tools module is obligatory and students are required to pass this module to be able to advance to the second year. Failure of this module means students can only choose one second year module (The Making of the Atlantic World).	HHGE 3532	04	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
The making of the Atlantic World	HHGE 3611	04	6	HHGE 3532	16

Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Early Southern Africa History	HHGE 3632	04	6	None	16
Early Namibian History	HHGE 3652	04	6	None	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
20 th Century Namibia	HHGE 3711	4	7	None	16
Semester 2					
Select ONE of the following:					
Module	Code	Periods	Level	Pre-requisite	Credits
Colonial and Post-Colonial South Africa Or	HHGE 3732	4	7	None	16
Foundations of Archaeology	HHGE 3752	4	7	HHGE3652	16

Khoekhoegowab

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Literary Appreciation of Khoekhoegowab	HLKL 3531	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Language and Culture	HLAC 3532	04	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Speech Sounds and Sound Systems	HLSS 3631	04	6	None	16
Oral Literature of Khoekhoegowab	HLKO 3631	04	6	None	16
Semester 2					
Module	Code	Periods	Level	Co-requisite	Credits
Phonology and Morphology of Khoekhoegowab	HLKM 3632	04	6	HLSS 3631	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Syntax of Khoekhoegowab	HLKS3731	4	7	HLKM3632	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Poetry of Khoekhoegowab	HLKP3732	4	7	None	16

Oshiwambo

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Literary Appreciation of Oshiwambo	HLWL 3531	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Language and Culture	HLAC 3532	04	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Speech Sounds and Sound Systems	HLSS 3631	04	6	None	16
Oral Literature of Oshiwambo	HLWO 3631	04	6	None	16
Semester 2					
Module	Code	Periods	Level	Co-requisite	Credits
Phonology and Morphology of Oshiwambo	HLWM 3632	04	6	HLSS 3631	16

Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Syntax of Oshiwambo	HLWS3731	4	7	HLWM3632	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Poetry of Oshiwambo	HLWP3732	4	7	None	16

Otjijherero

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Literary Appreciation of Otjijherero	HLHL 3531	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Language and Culture	HLAC 3532	04	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Speech Sounds and Sound Systems	HLSS 3631	04	6	None	16
Oral Literature of Otjijherero	HLHO 3631	04	6	None	16
Semester 2					
Module	Code	Periods	Level	Co-requisite	Credits
Phonology and Morphology of Otjijherero	HLHM 3632	04	6	HLSS 3631	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Syntax of Otjijherero	HLHS3731	4	7	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Poetry of Otjijherero	HLHP3732	4	7	None	16

Portuguese

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Basic Portuguese Patterns	HLPS 3511	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Basic Literacy and Cultural Concepts in Portuguese	HLPS 3532	04	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Complex Portuguese Patterns	HLPS 3611	04	6	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Contemporary Portuguese Society and Culture	HLPS 3632	04	6	None	16
Text analysis, directed writing and presentation in Portuguese	HLPS 3652	04	6	None	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Theoretical and Practical Grammar in Portuguese	HLPS3711	4	7	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Portuguese Lusophonous Relations	HLPS3731	4	7	None	16

Rukwangali

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Literary Appreciation of Rukwangali	HLRL 3531	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Language and Culture	HLAC 3532	04	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Speech Sounds and Sound Systems	HLSS 3631	04	6	None	16
Oral Literature of Rukwangali	HLRO 3631	04	6	None	16
Semester 2					
Module	Code	Periods	Level	Co-requisite	Credits
Phonology and Morphology of Rukwangali	HLRM 3632	04	6	HLSS 3631	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Syntax of Rukwangali	HLRS3731	4	7	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Poetry of Rukwangali	HLRP3732	4	7	None	16

Silozi

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Literary Appreciation of Silozi	HLLL 3531	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Language and Culture	HLAC 3532	04	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Speech Sounds and Sound Systems	HLSS 3631	04	6	None	16
Oral Literature of Silozi	HLLO 3631	04	6	None	16
Semester 2					
Module	Code	Periods	Level	Co-requisite	Credits
Phonology and Morphology of Silozi	HLLM 3632	04	6	HLSS 3631	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Syntax of Silozi	HLLS3731	4	7	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Poetry of Silozi	HLLP3732	4	7	None	16

FACULTY OF ECONOMICS AND MANAGEMENT SCIENCE**Regulation**

In certain years and semesters, students may be required to take more Modules than indicated on the B.Ed framework. However, such extra load is compensated by less than normal load in other years or semesters of study. Please see the relevant Module descriptions from the FEMS are stipulated in this yearbook.

Accounting

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Fundamentals of Accounting A	CAFE3511	4	5	None	16

Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Business Mathematics	CBCM3579	4	5	None	16
Fundamentals of Accounting B	CAFE3512	4	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Financial Accounting IA	CAFE3631	4	6	CAFE3511 and CAFE3512	16
Management Accounting IA	CAAM3651	4	6	None	16
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Financial Accounting IB	CAFE3632	4	6	CAFE3511 and CAFE3512	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Financial Accounting 2A	CAFE3751	4	7	CAFE3631 and CAFE3632	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Financial Accounting 2B	CAFE3752	4	7	CAFE3631 and CAFE3632	16

Business Studies

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Principles of Management	CMPP 3579	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Business Mathematics	CBCM3579	04	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Organisational Behaviour 1	CMBO 3671	04	6	CMPP 3579	16
Business Statistics I	CABA 3637	04	6	CBCM3579	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Organisational Behaviour 2	CMBO 3672	04	6	CMPP 3579	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Marketing Management	CMSM3771	4	7	None	16
Human Resource Management I	CMHM3771	4	7	None	16
Semester 2					
Select ONE 1st Semester module					
Module	Code	Periods	Level	Pre-requisite	Credits
Marketing Management	CMSM3772	4	7	None	16

Economics

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Basic Micro-economics	CEMI3571	04	5	None	16
Business Mathematics	CBCM3579	04	5	None	16

Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Basic Macro-economics	CEMA3572	04	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Intermediate Micro-economics I	CEMI3671	04	6	CEMI3571	16
Intermediate Macro-economics I	CEMA3671	04	6	CEMA 3572	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Intermediate Micro-economics II or	CEMI3672	04	6	CEMI3571 and CEMA3572	16
Intermediate Macro-economics II	CEMA36572	04	6	CEMA 3572	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
International Trade	CEIT3771	4	7	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Namibian Economy	CENE3772	4	7	None	16

FACULTY OF SCIENCE

In certain years and semesters, students may be required to take more Modules than indicated on the B.Ed framework. Please see the relevant Module descriptions from the FSc in this yearbook.

Computer Science*

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Programming Fundamentals I	SCMP3511	04	5	Departmental Entry Test	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Programming Fundamentals II	SCMP3512	04	5	SCMP3511	16
Computer Organisation	SCMP3532	4	5	Entry Test	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Introduction to Database Systems	SCMP3611	04 3h Practicals	6	SCMP3511	16
Object Oriented Programming	SCMP3631	04	6	SCMP3511	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Foundation of Data Communication	SCMP3632	04	6	SCMP3532	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Computer Networks (½ module)	SCMP3721	2	7	SCMP3632	8
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Operating Systems (½ module)	SCMP3722	4	6	SCMP3532	8
Advanced Web Programming	SCME3732	2 and 3hPracticals	7	SCMP3511 andSCMP3512	16

Offered only in combination with Mathematics

Mathematics

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Basic Mathematics	SMAT3511	4 + 2 T	5	NSSC Mathematics	16
Analytic Geometry, Complex Numbers and Matrices	SMAT3531	4 + 2 T	5	NSSC Mathematics	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Pre-calculus	SMAT3512	4 + 2T	5	NSSC Mathematics	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Calculus 1	SMAT3611	2 + 2 T	6	SMAT3511 and SMAT3512 OR SMAT3531 and SMAT3512	16
Statistics for Education	EMSE3612	04	6	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Calculus II	SMAT3612	4 + 2 T	6	SMAT3511 and SMAT3512 OR SMAT3531 and SMAT3512	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Function of Single Variables I	SMAE3791	4h + 2T	7	SMAT3611 and SMAT3612	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Function of Single Variables II	SMAE3792	4h + 2T	7	SMAT3611 and SMAT3612	16

Biology

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Introduction to Biology	SBLG 3411	04 (3HpW)	4	NSSC Biology - C symbol	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Chemistry for Life Science	SCHM3532	04(3HpW)	5	None	16
Diversity of Life	SBLG 3512	04(3HpW)	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Animal Form and Function	SBLG3611	04(3HpW)	6	SBLG3411 SBLG3512	16

Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Human Biology	SMBL3652	04(3HpW)	6	(SCHM3411, SCHM3512) OR SCHM3532 SBLG 3411	16
Plant Form and Function	SBLG3612	04(3HpW)	6	SBLG3411 SBLG3512	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Cell Molecular Biology, Microbiology and Genetics for Educators	SMBE3771	4+3HpW	7	SBLG3611 SBLG 3612 SMBL3652	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Environmental Biology for Educators	SEBE3772	4(3HpW)	7	SBLG3611 SBLG 3612	16

Physical Science*

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Physics for Physical Science I	SPHY3511	4 + 1 Practical	5	NSSC Physical Science and Mathematics - C symbols	16
Chemistry IA	SCHM3411	4 – 1 Practical	4	Fac. Entry requirements	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Physics for Physical Science II	SPHY3512	3 1PI	5	NSSC Physical Science and Mathematics - C	16
Chemistry IB	SCHM3512	4 – 1 Practical	5	Fac. Entry requirements	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Classical Mechanics	SPHY3611	4 – 1 Practical	6	SPHY3511 SMAT3511 SMAT3512	16
Physical Chemistry 1	CHM3631	4 – 1 Practical	6	CHM3411, CHM3512, SMAT3511, SMAT3512	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Electricity and Magnetism	SPHE3642	2 – 1 Practical	6	SPHY3512 SMAT3511 SMAT3512	8
Organic Chemistry for Educators	SCHE3622	2 – 1 Practical	6	CHM3411, CHM3512	8
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Modern Physics for Educators	SPHE3751	4 – 1 Practical	7	SPHY3511 SPHY3512 SMAT3511 SMAT3512	16
Module	Code	Periods	Level	Pre-requisite	Credits
Inorganic Chemistry for Educators I	SCHE3742	4 – 1 Practical	7	CHM3411, CHM3512	16

- Offered only in combination with Mathematics

FACULTY OF EDUCATION

Fashion & Fabrics

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Principles of Design	HVPD3511	04	5	None	16
Textiles and Fashion Basics	HVPD3610	02	6	None	(8)
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Principles of Design	HVPD3532	04	None	5	16
Textiles and Fashion Basics	HVPD3610	02	None	6	8
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Textiles, Dyed, Painted and Printed	HVTS3611	04	6	None	16
Fashion Studies	HVFS3611	04	6	HVFD 3610	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Constructed textiles & Sewn Decoration	HVTS3632	04	6	None	16
Fashion Studies	HVFS3612	04	6	HVFS 3611	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Fashion Studies	HVFS3711	04	7	HVFS 3612	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Fashion Studies	HVFS3732	04	7	HVFS 3711	16

Home Economics

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Applied science for Home Economics	EMHE3501	02	5	C in NSSC Biology	8
Introduction to Household resource Management	EMHE3511	04	5	C in NSSC Biology	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Introduction to Human Nutrition	EMHE3612	04	6	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Principles of Food Preparation	EMHE3611	04 +3hp	6	None	16
Household Resource Management	EMHE3631	04	6	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Housing	EMHE3612	04 + 3hp	6	None	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Applied Nutrition	EMHE3711	04	7	EMHE3612	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Principles of Food Preparation and Meal Management	EMHE3712	04+ 3hp	7	EMHE3611	16

Sport Education

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Introduction to Principle of Coaching	EMSS3511	4	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Sport and Recreation Entrepreneurship1	EMSS3612	4	6	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Techniques of Teaching and Coaching Track and Field and Soccer	EMSS3711	4 + 2 hp 4	7	None	16
Foundation of Physical Education and Sport	EMSS3731	4	7	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Techniques of Teaching and Coaching Basketball and Netball	EMSS3712	4 + 2 hp 4	7	None	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Motor Learning and Motor Development	EMSS3711	4	7	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Techniques of Teaching and Coaching Volleyball and Rugby	EMSS3712	4 + 2 hp 4	7	None	16

C.2.22 Fourth Year School Subjects Phasing in in 2010

Afrikaans

Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
*Afrikaans and Dutch Novel and Drama (Compulsory)	HLEAF3860	2	8	None	16

**4th Year modules run for 2 hours per week over 28 weeks and is equal to one full module*

HLAF3840 and HLLL3860 are Career Specialisation Modules**					
Module	Code	Periods	Level	Pre-requisite	Credits
Afrikaans Text Linguistics	HLEAF3840	2	8	None	16
Review Studies	HLLL3860	2	8	None	16

*** Only offered by 4th year students who opt for this particular career specialisation.*

English

Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
*An Overview of African Literature (Compulsory)	HLEL3820	2	8	None	16

**4th Year modules run for 2 hours per week over 28 weeks and is equal to one full module*

HLEN3820, HLEN3830 and HLEL3840 are Career Specialisation Modules**					
Select any two modules					
Module	Code	Periods	Level	Pre-requisite	Credits
Acts of Style and English	HLEN3820	2	8	None	16
Approaches to language Analysis	HLEN3830	2	8	HLEN3611	16
Selected Author or Theme	HLEL3840	2	8	None	16

*** Only offered by 4th year students who opt for this particular career specialisation.*

French

Year 4					
One/Three Modules below (prerequisites respecting)					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Applied Linguistics in French	HLFS3820	2	8	None	16

**4th Year modules run for 2 hours per week over 28 weeks and is equal to one full module*

HLFS3840, HLFS3860 and HLFS3880 are Career Specialisation Modules**					
Select any two modules					
French Literary History	HLFS3840	2	8	None	16
Contemporary French Society and Language	HLFS3860	2	8	None	16
Contemporary French Literature	HLFS3880	2	8	HLFS3731	16

**** Only offered by 4th year students who opt for this particular career specialisation.**

Geography

Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
*Tourism Studies (Compulsory for B.Ed students)	HGHT3800	2	8	Completion of all 1 st , 2 nd and 3 rd year modules	16

**4th Year modules run for 2 hours per week over 28 weeks and is equal to one full module*

HGSP3800, HGHE3800 and HGHE3820 are career specialisation modules. Select any TWO of the following:**					
Concepts of Environmental Management	HGSP3800	2	8	Completion of all 1 st , 2 nd and 3 rd year modules	16
Political Geography	HGHE3800	2	8	Completion of all 1 st , 2 nd and 3 rd year modules	16
Themes in Advanced Geography and Environmental Studies	HGHE3820	2	8	Completion of all 1 st , 2 nd and 3 rd year modules	16

**** Only offered by 4th year students who opt for this particular career specialisation.**

German

Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
*Applied Linguistics in German (Compulsory)	HLGS3840	2	8	None	16

**4th Year modules run for 2 hours per week over 28 weeks and is equal to one full module*

**HLGS320 and HLG3800 are career specialisation modules					
Module	Code	Periods	Level	Pre-requisite	Credits
Modern German Literature and Culture	HLGS3820	2	8	None	16
Intercultural Communication	HLGT3800	2	8	None	16

**** Only offered by 4th year students who opt for this particular career specialisation.**

History

Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
*Public History/Museum and Heritage Studies	HHGE 3820	2	8	None	16
Themes in modern African History	HHGF 3800	2	8	None	16

**4th Year modules run for 2 hours per week over 28 weeks and is equal to one full module*

**** Only offered by 4th year students who opt for this particular career specialisation.**

Khoekhoegowab

Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
*Effective Communication: Style and Meaning in Khoekhoegowab (compulsory)	HLKE3820	2	8	None	16

**4th Year modules run for 2 hours per week over 28 weeks and is equal to one full module*

B.Ed students opting career specialization must take HLKW3820 and HLKAI3820.**					
Written Prose and Drama of Khoekhoegowab	HLKW3820	2	8	None	16
Advanced Issues in the Linguistics of Khoekhoegowab	HLKA3820	2	8	None	16

**** Only offered by 4th year students who opt for this particular career specialisation.**

Oshiwambo

Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
*Effective Communication: Style and Meaning in Oshiwambo (Compulsory)	HLWE3820	2	8	None	16

***4th Year modules run for 2 hours per week over 28 weeks and is equal to one full module**

B.Ed students opting for career specialization must take HLWW3820 and HLWAI3820.**					
Written Prose and Drama of Oshiwambo	HLWW3820	2	8	None	16
Advanced Issues in the Linguistics of Oshiwambo	HLWKA3820	2	8	None	16

**** Only offered by 4th year students who opt for this particular career specialisation.**

Otjiherero

Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
*Effective Communication: Style and Meaning in Otjiherero (Compulsory)	HLHE3820	2	8	None	16

***4th Year modules run for 2 hours per week over 28 weeks and is equal to one full module**

B.Ed students opting for career specialization must take HLHW3820 and HLHI3820.**					
Written Prose and Drama of Otjiherero	HLHW3820	2	8	None	16
Advanced Issues in the Linguistics of Otjiherero	HLHI3820	2	8	none	16

**** Only offered by 4th year students who opt for this particular career specialisation.**

Portuguese

Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
*Applied Linguistics in Portuguese (Compulsory)	HLPS3840	2	8	None	16

***4th Year modules run for 2 hours per week over 28 weeks and is equal to one full module**

HLPS3820 and HLPS3860 are career specialisation modules**					
Modern Portuguese Culture and Society	HLPS3820	2	8	None	16
African Portuguese Literature	HLPS3860	2	8	None	16

**** Only offered by 4th year students who opt for this particular career specialisation.**

Rukwangali

Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
*Effective Communication: Style and Meaning in Rukwangali (Compulsory)	HLRE3820	2	8	None	16

***4th Year modules run for 2 hours per week over 28 weeks and is equal to one full module**

B.Ed students opting for career specialization must take HLRW3820 and HLRI3820.**					
Written Prose and Drama of Rukwangali	HLRW3820	2	8	None	16
Advance Issues in the Linguistics of Rukwangali	HLRI3820	2	8	None	16

**** Only offered by 4th year students who opt for this particular career specialisation.**

Silozi

Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
*Effective Communication: Style and Meaning in Silozii (Compulsory)	HLLW3820	2	8	None	16

**4th Year modules run for 2 hours per week over 28 weeks and is equal to one full module*

B.Ed students opting for career specialization must take HLLW3820 and HLLI3820.**					
Module	Code	Periods	Level	Pre-requisite	Credits
Written Prose and Drama of Silozi	HLLW3820	2	8	None	16
Advance Issues in the Linguistics of Silozi	HLLI3820	2	8	None	16

*** Only offered by 4th year students who opt for this particular career specialisation.*

Accounting

Year 4					
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Financial Accounting 3A	CAFE3859	4	8	CAFE3751 and CAFE3752	16

Business Studies

Year 4					
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Entrepreneurship for Educators	EMHE3812	4	8	NONE	16

Economics

Year 4					
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Development Economics	CEDE3871	4	8	CEMI3571,CEMI3572,C EMA3571CEMA3572	16

Computer Science*

Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Network Administration	SCMP3852	4	8	SCMP3721 and SCMP3722	16

Offered only in combination with Mathematics

Mathematics

Year 4					
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Euclidian Geometry	SMAE3892	4h + 2T	8	SMAE3971 and SMAT3611	16

Biology

Year 4					
Select ONE of the following:					
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Plant Growth and Development	SMOL3832	4(3HpW)	8	SCHM3411 and SCHM3512 or SCHM3532	16

Physical Science*

Year 4					
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Nuclear Physics	SPHY3802	2 – 1 Practical	8	SPHY3732 or SPHE3751	8
Inorganic Chemistry for Educators II	SCHE3862	2 – 1 Practical	8	SCHE3742	8

- Offered only in combination with Mathematics

Fashion & Fabrics

Year 4					
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Entrepreneurship for Educators	EMHE3812	04	8	None	16

Home Economics

Year 4					
Select ONE of the following:					
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Entrepreneurship for Educators	EMHE3812	04	8	None	16

Sport/ Education

Year 4					
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Sport Science	EMSS3812	4 + 2 hp	8	None	16

C.2.23 FOURTH YEAR SCHOOL SUBJECTS PHASING OUT IN 2009**ACCOUNTING**

YEAR 4	MODULE	CODE	SEMESTER
	Financial Management	AMF3472	2
OR	Management Accounting III	AAM3472	2

ECONOMICS

YEAR 4	MODULE	CODE	SEMESTER
	Namibian Economics	ENE3472	2

BUSINESS STUDIES

YEAR 4	MODULE	CODE	SEMESTER
	Entrepreneurship II	MRE7379(3 rd year module)	2

FACULTY OF HUMANITIES AND SOCIAL SCIENCES (FHSS)

B.Ed students taking school subject modules from the FHSS are reminded of the regulation stipulated in the B.Ed Curriculum Framework (B.1.3) when registering for their fourth year papers to avoid being disadvantaged.

ENGLISH

YEAR 4	MODULE	CODE	SEMESTER
	Acts of Style & English	ENL3410	1, 2
	Aspects of Syntax	ENL3430	1, 2

GERMAN

YEAR 4	MODULE	CODE	SEMESTER
	Modern German Literature & Culture	GGR3430	1, 2
	Applied Linguistics in German	GGR3470	1, 2

FRENCH

YEAR 4	MODULE	CODE	SEMESTER
	Socio-cultural aspects	GFE3450	1, 2
	Applied Linguistics in French	GFE3470	1, 2

PORTUGUESE

YEAR 4	MODULE	CODE	SEMESTER
	Modern Portuguese Literature & Culture	GPR3420	1, 2
	Applied Linguistics in Portuguese	GPT3440	1, 2

AFRIKAANS

YEAR 4	MODULE	CODE	SEMESTER
	Advanced Afrikaans Linguistics	GAC3450	1,2
	Namibian Afrikaans Literature	GAA3410	1,2

AFRICAN LANGUAGES

YEAR 4	MODULE	CODE	SEMESTER
Select TWO from the following:			
	Orature in Africa	ALR3410	1, 2
	Hist. Linguistics	ALH3410	1, 2
	Universals & Typology [Khoekhoegowab students only]	ALG3410	1, 2
	Universals & Typology [Bantu Languages students only]	ALG3430	1, 2

GEOGRAPHY

YEAR 4	MODULE	CODE	SEMESTER
Select TWO from the following:			
	Geography of Tourism	GES3410	1, 2
	Political Geography	GES3430	1, 2
	Themes in Adv. Geography	GES3450	1, 2

HISTORY

YEAR 4	MODULE	CODE	SEMESTER
	Public History	HIS3410	1,2
	Research Thesis	HIS3450	1,2

VISUAL ART, DRAMA & MUSIC

B.ED students intending to take Visual Arts, Drama & Music as a school subject should consult the relevant departments in the FHSS for the selection of Module combinations. However, the guideline in terms of the number of modules is as follows:
Two full semester modules or equivalent in Year 1, **three** in Year 2, **two** in Year 3 and **two** in Year 4, thus bringing it to a total of **NINE full semester Modules** or equivalent during the duration of the study.

(MATHEMATICS AND SCIENCE SECTION)**MATHEMATICS**

YEAR 4	MODULE	CODE	SEMESTER
	Linear Algebra II	SMAT3712	2
	Statistics for Educators	STS3452	2

BIOLOGY

YEAR 4	MODULE	CODE	SEMESTER
Any TWO of the following:			
	Plant Growth and Development	MBL7339	2
	Comparative Animal Physiology	SMBL3752	2
	Ecosystem Ecology	SEBL3712	2
	*Conservation Biology & Biodiversity	SEBL3732	2
	* Not allowed for Biology and Geography combination		

PHYSICAL SCIENCE

YEAR 4	MODULE	CODE	SEMESTER
	Physical Chemistry	SCH3712	2
	Modern Physics	PHC7209	2
	Lab2S2	PHC7229	2

COMPUTER STUDIES

YEAR 4	MODULE	CODE	SEMESTER
	Operating Systems	SCMP3722	2
	Managem. of IT Systems & Bus. Computing	CMP3442	2

Departmental requirements

All students opting for Home Economics should complete a First Aid (ESH 3229) Module offered through this department.

HOME ECONOMICS

YEAR 4	MODULE	CODE	SEMESTER
	Housing And Residential Technology	ESH 3412	2
	Entrepreneurship In Home Economics	ESH 3432	2

FASHION AND FABRICS

YEAR 4	MODULE	CODE	SEMESTER
	Craftwork For Income Generation & Socio-physiological Aspects of Clothing	ESH3452	2
	Entrepreneurship In Home Economics	ESH3432	2

SPORT SCIENCE

YEAR 4	MODULE	CODE	SEMESTER
	Biomechanics in Phys. Education & Sport	ESS 3402	2
	Motor Learning and Motor Development	ESS 3422	2
	Techniques in Teaching and Coaching Basketball, Volleyball and Tennis	ESS 3432	2

NOTE: *All students opting for Sport Education should further complete two coaching certificates accredited by relevant sport controlling bodies.*

Coaching Modules in Sport Education

Module Title	Module Code	Module Description
Volley Ball Coaching	ESS3429	Certificate by relevant sport controlling body. Students need to hand in the certificate to confirm the certification and accreditation by the relevant sport controlling body.
Tennis Coaching	ESS3409	
Basket ball Coaching	ESS3469	

MODULE SECRPTIONS (SEE PAGE 113)

D. POSTGRADUATE DEGREES

D.1 MASTER OF EDUCATION DEGREE

D.1.1 RATIONALE AND PROGRAMME DESCRIPTION

Education is faced with complex challenges for which undergraduate education may not provide adequate solutions. The M.Ed aims at bridging that gap. This programme is designed to cater for postgraduate students intending to pursue a second degree in education and thereby more and in-depth knowledge and skills in their respective areas of educational specialisations.

The programme can be done either by thesis only or by Modulework and dissertation. It is expected of students to take four full year or equivalent Modules whose breakdown is as follows:

Advanced Educational Research (compulsory); and

Three Modules chosen from an area of specialisation, namely: Educational Psychology and Special Education; Educational Foundations and Management; Sport Science Education; Mathematics and Science Education; and Curriculum Instruction and Assessment Studies.

Specialisation in Adult Education is stipulated separately in this Prospectus. However, under special arrangement, students may be allowed to opt for one Module from another area of specialisation instead of taking all three Modules from one group.

SPECIAL REGULATIONS FOR THE M.Ed DEGREE

Subject to the provisions of the Regulations for Postgraduate Modules of study of the University of Namibia, the following Special Regulations of the Faculty of Education shall apply:

D.1.2 ADMISSION REQUIREMENTS

The normal admission requirements for admission to the M.Ed programme shall be:

- (i)
 - (a) A B.Ed degree from this or any recognised university or equivalent institution with at least a 60% classification or its equivalent or
 - (b) A Bachelor's degree in the first or second class division with a concurrent Diploma in Education a Postgraduate Diploma in Education or an equivalent approved by Senate.
- (ii) At least three years of appropriate post bachelor's professional experience in education which may be acquired concurrently with part-time studies.
- (iii) At least two satisfactory professional references.
Where appropriate, evidence of potential to perform successfully in graduate level programme.

NOTE: The offerings of this program or modules in the program are subjected to the number of students enrolled in the program or the availability of qualified lecturing staff. It will remain the prerogative of the Faculty of Education to determine the number of Master of Education and Ph.D. students that can enrolled each year.

DURATION OF STUDY

The Master's degree shall be in two forms:

- (i) **M.Ed by thesis only.**
Candidates may register for the degree by thesis alone provided they have satisfied the Department/Faculty, and Senate of their ability to conduct research, by submitting to the Department/Faculty a comprehensive research proposal in the approved form. An honours degree or at least a second class first division 12(1) in the first degree shall normally be an additional requirement. Senate may require the candidate to audit certain Modules, under this arrangement.
- (ii) **M.Ed by Modulework, examination and dissertation:** under this arrangement each student shall successfully complete a minimum of four full Modules, sit and pass examinations in at least three of them, before starting formal work on the dissertation.
- (iii) The duration of the programme shall be two (2) years on full-time basis. In special cases, the programme will be offered on part-time basis for a minimum of three (3) years.

ASSESSMENT

The assessment of students' academic achievement shall involve the following basic segments:

CONTINUOUS ASSESSMENT:

Students will be assessed through continuous assessment work in forms of assignments, tests, homework and such exercises, as may be in conformity with the general norm in this University.

Continuous assessment shall have a weighting of 50% of the Final Mark in a Module. A Continuous Assessment mark of 50% will be required for each Module in order to sit for the examination.

EXAMINATION:

Students' performance in all taught Modules will also be assessed through written examinations.

The general rubric of the examination shall conform to the Academic General Regulations of the University of Namibia.

The Examination shall count for 50% of the Final Mark in a Module.

A subminimum of 50% is required for each paper.

FINAL MARK:

The final mark in each Module shall consist of the total Continuous Assessment and Examination scores on a 50/50 basis.

However a student needs to have an average of 60% for each Module in order to pass that Module.

SUPPLEMENTARY EXAMINATIONS:

There shall be allowance for supplementary examinations for students who fail to pass the requirements in a Module or Modules. The eligibility and other issues for supplementary examinations shall be determined by the provisions of the Academic General Regulations of the University of Namibia.

PROGRESSION

Students' progression from one level of the M. Ed to the next shall be determined by the conditions specified in the Faculty Regulations and those of general application in the University. However, for clarity, it should be noted that no student shall be allowed to commence the writing of the Research Dissertation/Thesis, until the Module work is successfully completed.

AWARD OF THE MASTERS IN EDUCATION

To qualify for the award of the Masters in Education (with specialization in Adult Education) a student must:

- a) have registered and passed the four (4) taught Modules (two core and two electives);
- b) have completed as well as passed an oral examination of the M. Ed Dissertation/Thesis, which must comply with the specifications of the Regulations for postgraduate Modules of study of the University of Namibia, and
- c) fulfil all other requirements which the Department, the Faculty and the University may specify.

Note!

The selection of optional Modules are subject to:

- (i) availability of staff;
- (ii) number of students opting for a specific Module

D.1.3 CURRICULUM FRAMEWORK

One COMPULSORY Faculty of Education **core** Module, namely: **ESP6110** Advanced Educational Research Methodology and three additional year Modules selected from the following five groups. The three full year Modules or equivalent (i.e. 2 one semester Modules = one full year Module) must be from the same group. However students may be allowed to take one Module from any other group, meaning that two Modules remain in the same group and one from the other. Such an arrangement must be approved by the relevant Head of Department.

Group 1: Department of Curriculum, Instruction and Assessment Studies

Principles of Curriculum Theory & Design (Compulsory)	CAC6110
Contemporary Issues in Curriculum Instruction and Assessment	CAC 6131
Measurement, Testing & Evaluation in Education	CAC 6151
Curriculum in a Specified Subject Area	CAC 6172
Conducting Educational Evaluation	CAC 6192
Principles of Teaching and Learning	CAC6109

Group 2: Department of Educational Foundations and Management

Philosophy of Education	EMP6110
History of Education	EMH6130
Sociology of Education	EMS6150
Educational Management and Administration	EMM6170
Comparative Education	EMC6190

Group 3: Department of Mathematics, Science and Sport Education

Pedagogy of Sports & Physical Education (core) (Only applicable for M Ed Physical Ed students)	ESS6110
Psychology of Physical Education and Sport	ESS6130
Sociology of Physical Education and Sport	ESS6150
Exercise Physiology	ESS6170
Biomechanics of Sport	ESS6190
Sport Medicine	ESM6110
Adapted Physical Education and Sport	ESM6130
Sport Management and Administration Theory	ESM6150
History of Physical Education and Sports	ESM6170
Philosophy of Physical Education and Sport	ESM6190
Nutrition and Sport	ESH6110
Physical Activity, Fitness and Health	ESH6130
Sport Science	ESH6150

Group 4: Department of Mathematics, Science and Sport Education

Advanced Methods of Teaching Science & Maths	SME6111
Computers in Science/Mathematics Education	SME6121
Science/Mathematics and technology in society	SME6112
Principles of Curriculum Theory and Design in Science/Mathematics Education	SME6122
Survey of Women in Science/Mathematics	SEM6112
Independent Study in Mathematics/Science Educ.	SEM6130

Group 5: Department of Educational Psychology and Inclusive Education

Advanced Special Education	ESP6130
Guidance and Counselling	ESP6150
Advanced Educational Social Psychology	ESP6170
Early Childhood Education	ESP6190

M.ED. DISSERTATION

EDM 6100

D.1.4 MODULE DESCRIPTIONS (SEE PAGE 154)**D.2 MASTER OF EDUCATION IN LITERACY AND LEARNING - M ED (LITERACY AND LEARNING)****Introduction**

Studies have shown that several Namibian and Zambian primary school learners display very low reading and writing abilities. One of the main reasons for this is inadequate teacher capacity to provide optimal reading and writing instruction to the learners. In an effort to mitigate this, the Masters' degree in Literacy and learning has been designed.

D.2.1 RATIONALE

Literacy is a crucial catalyst in the social and economic development of any nation. It is also acknowledged that no nation whose literacy levels are low has achieved any significant sustainable socio-economic development. Literacy is also vital for the promotion of a vibrant reading culture, which is acknowledged as a facilitating factor for continuous individual learning and personality development.

Research results from a survey conducted by the Southern African Consortium for Monitoring Educational Quality (SACMEQ) clearly demonstrated that there are serious gaps in the reading competencies of learners in upper primary phases.

Given the vital role it is known to play in the socio-economic development of individuals and the nation that they constitute, This programme is specially designed to focus on the promotion of literacy. It aims at increasing and sustaining literacy levels of pupils in schools and could therefore also add to the improvement of the quality of education. The programme will also contribute to the achievement of the Education for All goals which advocate for increased literacy levels by 2015. Since literacy skills are critical in learning other subjects in the curriculum, it is hoped that there will be improvements in the learning of other subjects too.

Aim of the Programme

The aim of the Masters Degree programme in Literacy and Learning is to empower students with competence to promote and improve literacy and learning in schools, to increase and sustain literacy levels of pupils, and thus contribute to the improvement of education in Namibia. The programme also aims to produce men and women equipped with the knowledge, skills, and motivation to research into and promote literacy in schools and communities. Furthermore, the programme will build staff capacity and competence through exchange programmes.

D.2.2 ADMISSION REQUIREMENTS

To be admitted to the programme, a candidate shall be required to have:

- (i) a bachelors' degree with a major in any language and with at least a C-grade average (i.e., 60% average);
- (ii) a teaching qualification; and
- (iii) at least three years of teaching experience in any language.

In addition, other University of Namibia admission requirements for Masters' degree programmes will apply.

Duration of the study

The duration of the programme shall be two years on full time basis and three years part time.

Delivery mode

The programme shall be delivered through full time or part time face to face mode in co-operation with sister faculties. For NOMA sponsored candidates the programme shall be offered on fulltime face to face basis only. The programme will be offered by coursework and thesis. Distance mode may be considered for the future.

Implementation

The programme will commence in January 2009.

Teaching-learning model

The teaching and learning model will be based on the student-centred approach which is characterized by seminars, self-study elements, lectures, projects, individual and/or group activities, discussions, tutorials, etc.

Assessment

Assessment of both the coursework and the thesis shall be in accordance with the general regulations of the University of Namibia

Coursework

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

The student must pass all coursework modules before he or she may proceed with the thesis.

Quality Assurance

This degree will be in accordance with the general regulations of the University of Namibia, which include the use of external examiners.

Award of the degree

A candidate must meet all the programme requirements to be awarded the Masters Degree in Literacy and Learning.

D.2.3 COURSEWORK

Core modules

Advanced Educational Research Methodology (core): Students will do the present M. Ed module for Advanced Educational Research Methodology presently offered in the Faculty of Education.

Theories of Literacy.

Initial Literacy in First Language.

Literacy in a Multi-lingual Context.

Teaching Literacy Skill.

Electives (two to be selected- one per semester)

Theories of Learning:(semester 1)

Language Culture and Cognition. (semester 1)

Language Education Policy:(semester 2)

Reading and Writing Difficulties: Mr Hengari (semester 2)

Pragmatics and Discourse Analysis: (semester 2)

If suitable lecturers cannot be identified for the two electives *Language Education Policy* and *Pragmatics and Discourse Analysis*, these two electives will not be offered in 2009. Students will then take the remaining elective, *Reading and Writing Difficulties*, during the second semester. Nevertheless, staff will be identified to receive staff development, with the assistance of the partner institutions, so that at least one of these modules can be offered as from 2010.

Thesis

All staff involved in coursework will also be responsible for theses supervision. The main supervisor for each student enrolled at UNAM, will be from UNAM and the co-supervisor/s may be from the co-operating institutions.

D.2.4 CURRICULUM FRAMEWORK

This programme will be housed in the Faculty of Education but will be offered jointly by the Faculty of Education, the Faculty of Humanities and Social Science and the Language Centre.

(Total credits: 312)

Year 1 (192 credits)

Semester 1				
Module	Code	Periods	Level	Credits
Advanced Educational Research Methodology (core)	EPSR 5910	4	9	24
Theories of Literacy (core)	EPSL 5911	4	9	24
Literacy in multi-lingual context (core)	EPSL 5931	4	9	24
Theories of Learning (elective)	EPSL 5951	4	9	24
Language Culture and Cognition (elective)	EPSL 5971	4	9	24
Total		16		96
Semester 2				
Module	Code	Periods	Level	Credits
Advanced Educational Research Methodology (core)	EPSR 5910	4	9	24
Teaching Literacy Skills (core)	EPSL 5912	4	9	24
Initial literacy in First Language (core)	EPSL 5932	4	9	24

Language Education policy (elective)	EPSL 5952	4	9	24
Reading and writing difficulties (elective)	EPSL 5972	4	9	24
Pragmatics and Discourse Analysis (elective)	EPSL 5992	4	9	24
Total		16		96

Note: students select only one elective module per semester

Year 2 (120 credits)

Semester 1 and 2			
Module	Code	Level	Credits
Thesis	EPSL 5910	9	120

30 of the 120 credits of the thesis (EPSL 5910) will be for the thesis seminars that will be compulsory during the year of study.

D.2.5 MODULE DESCRIPTIONS (SEE PAGE 163)

D.3. MASTER OF EDUCATION (ADULT EDUCATION) DEGREE

D.3.1 RATIONALE AND PROGRAMME DESCRIPTION

The M. Ed (Adult Education) is a higher degree which normally lasts for 2 calendar years and caters for the professional needs of applicants who may have been in or aspire to occupy higher positions of responsibilities in Adult Education, Training, Community Development, Social Welfare, Youth, Health and related development work areas. The programme is based on a pool of taught Modules and the completion of a dissertation.

AIM

The programme is intended to provide advanced knowledge, skills and competence for adult educators, trainers and related practitioners, in order to meet the high level manpower requirements of relevant institutions and departments of government, the private sector and non-governmental organizations engaged in a variety of development work for the promotion of Namibia's national interests and expectations.

DEPARTMENTAL REGULATIONS

Subject to the provisions of the Regulations for Postgraduate Modules of study of the University of Namibia, the following Departmental Regulations shall apply:

D.3.2 ADMISSION REQUIREMENTS

To qualify for entry into the M.Ed (Adult Education) programme, applicants should hold:

either

A B. Ed (Adult Education) degree of the University of Namibia or any recognized institution of Higher Learning as may be acceptable to the Postgraduate Studies Committee, with a minimum of second-class division or equivalent;

or

A Bachelor's degree in related disciplines with a minimum of 60%. The related disciplines shall include Education, Community Development, Social Welfare, Mass Communication, Social Sciences and Humanities;

and

All candidates should have valid professional work experience in Adult Education, Training and related development work, for at least three (3) years; All applicants should also submit at least two (2) satisfactory professional references; and Applicants may also be required to provide evidence of potential to perform successfully in a postgraduate level programme.

NOTE: The offerings of this program or modules in the program are subjected to the number of students enrolled in the program or the availability of qualified lecturing staff. It will remain the prerogative of the Faculty of Education to determine the number of Master of Education and Ph.D. students that can enrolled each year.

DURATION

The duration of the programme shall be two (2) years on a full-time basis. In special cases, the programme will be offered on a part-time basis for duration of a minimum of three (3) years.

D.3.3 CURRICULUM FRAMEWORK

The M. Ed (Adult Education) will have two basic components of taught Module work and the conduct of research and submission of a Dissertation.

MODULE OFFERINGS

The following full year Modules shall be offered for the taught Module work component and students will be expected to take two (2) core Modules and two (2) elective Modules as follows;

Core Module (compulsory)

Advanced Educational Research (Faculty Core)	ESP6110
Foundations of Adult Education	EAD6110

Elective Modules (Students required to select TWO Modules)

Adult Education Planning and Policy in Namibia	EAF6110
Management Techniques in Adult Education	EAF6130
Curriculum Studies in Adult Education	EAF6150
Twentieth Century Thinkers in Adult Education	EAF6170
Advanced Community Education Studies	EAF6190
Mass Communication in Adult Education	EA06110

D.3.4 MODULE DESCRIPTIONS (SEE PAGE 166)

D.4 DOCTOR OF PHILOSOPHY (PH.D.) PROGRAMME OFFERED BY THE DEPARTMENT OF CURRICULUM, INSTRUCTIONAL & ASSESSMENT STUDIES

D.4.1 RATIONALE AND PROGRAMME DESCRIPTION

The Department shall offer a Doctoral Programme that shall basically be governed by the General Regulations for Doctoral Modules as documented in the relevant sections of UNAM's general regulations.

The Department will offer a programme leading to the attainment of **Doctor of Philosophy: Educational Studies [Ph.D (Education Studies)]**.

The Ph.D in Curriculum Instruction and Assessment Studies seeks to provide specialised advanced training for employees of the two Ministries of Education, leaders in various Public sector, Private sector and Non-Governmental organisations dealing with the Development and Management of Curriculum Instruction, and education as a whole. Such persons could be from Namibia and outside Namibia.

Great need has been expressed by those who have completed the M.Ed. programme at UNAM and from other Institutions wanting to advance themselves in the area of Curriculum Instruction and Assessment Studies.

D.4.2 ADMISSION REQUIREMENTS

1. Candidates for admission into the CIAS Doctoral Programme should be in possession of an appropriate Master of Education (M.Ed) degree or its equivalent form a recognized University of Institution of Higher learning.
2. Candidates who do not yet have a Masters Degree, that is, with only a Bachelor of Education (B.Ed.) degree, or a Bachelor's degree (BA) and a Post Graduate Diploma in Education (PGDE), or the Specialised Post-Graduate Diploma in Special Education, must initially be enrolled first for the Master of Education (M.Ed) degree. Such a candidate must complete the Module-work requirement as spelt out in the M.Ed programme by Module work before seeking transfer to the Doctoral Programme during the second year of research. If during the second year of research such candidates demonstrate exceptional abilities, and having scored an average of 75 % and above in the Modulework in the first year, they may be considered for advancement into the Doctoral Programme.

Prospective candidates must also satisfy specific requirements of the Faculty of Education, for example, must have the necessary teaching experience.

Notwithstanding the above admission criteria, the Department shall limit the number of admissions per academic year on the basis of available qualified staff for supervision of Ph.D. Theses.

Submission of Application

- a. A candidate who intends to study for Doctor of Philosophy with the Department of CIAS must first discuss the intended programme with the Department to establish whether the intended topic of study is viable, and whether there will be a person available for supervision.
- b. Application for admission must be in line with current General Regulations. The applicant must also submit a Working Title and an acceptable outline of the proposed research project using the approved UNAM guidelines.
- c. Applications may be submitted any time in the normal academic year of the UNAM.
- d. Acceptance to proceed with the study shall be granted by SENATE only after receiving recommendations from the Department through the Postgraduate Studies Committee.

- e Candidates shall be notified by the Registrar's Office of the outcome of their applications. Only successful candidates shall be allowed to proceed with their studies.

Registration

- a) A candidate becomes a student of UNAM upon formal registration after approval of intended topic of study and acceptance of candidature by SENATE.

Accepted candidate must comply with registration formalities of UNAM including payment of required fees. Candidates should not proceed with their studies until registration formalities are completed. Supervisors have a right to demand proof of formal registration.

THESIS

EDT8100

D.4.3 CURRICULUM FRAMEWORK

A. Module work and Thesis Mode

- * This mode is specifically meant for the candidates who intend to enroll while having either B.Ed or B.A./B.Sc./B.Agric. + Postgraduate Diploma in Education, and the Specialized Post-Graduate Diploma in Special Education.
- * Candidates for this mode must take and pass all the first year Module for the Faculty of Education M.Ed., and in particular Module EPS 6190 (Advanced Educational Research) with an average of 75 % and above.

B. Thesis only Mode

- * This mode is meant for candidates who possess M.Ed or its equivalent from a recognized institution.
- * Candidates opting for this option have to ascertain the Department that they have taken and passed a research methodology Module in their previous programmes.
- * Candidates who have not taken and passed a research methodology Module shall be required to enrol in Module ESP6110 (Advanced Educational Research) concurrently.: ESP6110 is a M.Ed module.
- * Candidates who have M.Ed degrees or equivalents in areas other than Curriculum Instruction and Assessment Studies shall be required to enroll in Module CAC6110 (Principles of Curriculum Theory and Design) concurrently.: CAC6110 is an M.Ed module
- * In addition one module may be recommended in the area of specialization which the candidate intends to pursue.

Supervision

- a) A Ph.D. candidate registered with the Department of CIAS shall be required to pursue studies under the direction of a main Supervisor who shall be a member of the academic staff of the Department of CIAS.
- b) The CIAS Departmental Board shall nominate the main Supervisor after consultation with the Senior Staff in the department. Such as Supervisor shall be approved by the Postgraduate Studies Committee and appointed by SENATE.
- c) A Co-Supervisor shall also be appointed from within the Faculty of Education or UNAM. A Co-Supervisor can also be appointed from outside UNAM as need may arise. When appointed from outside UNAM, the CV of such a person shall be presented to Postgraduate Studies Committee for approval.
- d) It shall be the duty of the main Supervisor to monitor the progress of the candidate. The Main Supervisor shall be required to submit reports to the Higher Degrees Committee.
- e) Progress reports shall be submitted on half-year basis for full-time students and yearly for part-time students.
- f) Change of Supervisors may only occur upon recommendation by the Department of CIAS.

Submission of Thesis

- a) The candidate shall be required to submit the Final Title and Abstract of the Thesis Six months before the submission of the complete Thesis. After the Title has been approved, the Candidate or the Supervisor may not change this approved Title without the permission of the Postgraduate Studies Committee. However, the abstract may be modified to match the final piece of work.
- b) The **Final Thesis** shall be submitted in English
- c) The maximum length for the Ph.D. Thesis shall be 100,000 words excluding the reference list.
- d) Originality shall be a key factor in recognizing the Final Thesis. The Final Thesis shall be Typed or Printed 'double-spacing', International A4 paper size (210mm x297 mm).
- f) The Candidate shall be required to submit three loose bound copies for examination

Examination of Thesis

- a) The Candidate must register, in writing, with the Department and the Registrar's Office the intention for the Thesis to be examined.
- b) Accompanying such intention shall be signed statement from the main Supervisor that the Thesis is indeed ready for examination.
- c) Notwithstanding (b), the candidate shall not be refused from submitting the Thesis in the absence of a signed statement from the supervisor provided that all other procedures have been adhered to.
- d) One External Examiner and One internal Examiner shall examine the CIAS Ph.D. Thesis appointed by SENATE on recommendations of the CIAS Departmental Board through the Postgraduate Studies Committee.
- e) The reports from both the External and Internal Examiners shall be presented to a Board of Examiners before onward transmission to SENATE for final approval through the Postgraduate Committee.

- f) The Board of Examiners shall be:
- * The Chairperson of the Postgraduate Studies Committee.
 - * Professors/Academic Staff from CIAS with at least a Ph.D
 - * Head of CIAS
 - * The Main Supervisor (in attendance)
 - * Internal Examiner (outside the Faculty of Education)
 - * External Examiner
- g) Candidates shall only be informed of their results by the office of the Registrar.
- h) Candidates have a right of appeal to SENATE on decisions taken under these CIAS departmental regulations. Such an appeal should be lodged first with the Office of the Registrar.

Duration

Under normal circumstances candidates will be required to complete their studies within a minimum of 3 years and a maximum of 5 years. The candidate should remain registered for the entire period of study. If the candidate does not register he/she shall be answered to have dropped out of the programme.

Conferment of Degree

Conferment of The Ph.D shall be in accordance with general regulation 9.4.10 of UNAM which stipulate:

Candidates who have satisfied all the regulations and passed their examinations to the required standards of performance shall be awarded the Doctoral Degree, in accordance with the Statutes of UNAM, on recommendation by the Committee for the Postgraduate Studies, and approved by SENATE.

D.4.4 MODULE DESCRIPTIONS (SEE PAGE 167)

D.5 DOCTOR OF PHILOSOPHY (EDUCATIONAL FOUNDATIONS AND MANAGEMENT) OFFERED BY THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT.

D.5.1 RATIONALE AND PROGRAMME DESCRIPTION

There is a great need to provide training and education at this level for the great majority of human resources in Namibia, holding Honnours and Masters degrees in the public and private sectors who may wish to pursue advanced studies.

Some of the candidates who enroll for Ph.D. studies at UNAM may eventually take up employment with the institution on completion, if already not employed by the institution, and so enhance local capacity building. In addition, the graduates should also be able to occupy leadership positions in teaching, research and development institutions and agencies in and outside UNAM. Furthermore, institutions like the Polytechnic of Namibia, the Institute of Higher Learning, Teachers' Colleges, the Vocational Training Institutions and other training institutions may benefit from the programme which in turn will increase the pool of people with the necessary skills capable of conducting research in fields that are badly needed at this stage of development of the nation. Finally, the programme would ensure extra financial income for UNAM.

Vision 2030 requires no development of human research development.

D.5.2 ADMISSION REQUIREMENTS

As per UNAM and Faculty of Education General requirements.

D.5.3 CURRICULUM FRAMEWORK

- (a) The Doctor of Philosophy (Ph. D) Degree Programme shall be in the following areas of specialization:

Educational Management and Administration;
 Comparative and International Education;
 Philosophy of Education;
 Sociology of Education;
 History of Education.
 Philosophical Research Methods.

- (b) (i) The Doctor of Philosophy(Ph. D) Degree Programme will normally be undertaken through research and writing of a dissertation;
 (ii) Module-work and Dissertation Mode.
 As per UNAM and Faculty of Education General requirements.

- (c) **Dissertation Mode only**

As per UNAM and Faculty of Education General requirements.

(d) **Modulework and Dissertation Mode**

As per UNAM and Faculty of Education General requirements.

In addition to UNAM and the Faculty of Education General requirements, the number of Modules to be taken by the candidate will be four Modules as identified below:

Candidates should take the following Modules:

- i) One compulsory Module: Advanced Educational Research
- ii) Two other Modules from the area of specialisation
- iii) One other Module selected from either in the Department of Educational Foundations and Management or other Modules offered in other Departments at UNAM.

There will be a 3 hour examination paper at the end of each Module.

(e) **Duration**

As per UNAM and Faculty of Education General requirements.

(f) **Mode of study**

As per UNAM and Faculty of Education General requirements.

(g) **Submission of Application**

As per UNAM and Faculty of Education General requirements.

(h) **Registration**

As per UNAM and Faculty of Education General requirements.

(i) **Supervision**

As per UNAM and Faculty of Education General requirements.

(j) **Submission of Dissertation**

As per UNAM and Faculty of Education General requirements.

(k) **Examination of the Dissertation**

As per UNAM and Faculty of Education General requirements.

(l) **Conferment of the Degree**

As per UNAM and Faculty of Education General requirements.

D.5.4 MODULE DESCRIPTION (SEE PAGE 167)

D.6 DOCTOR OF PHILOSOPHY (ADULT EDUCATION) OFFERED BY THE DEPARTMENT OF LIFELONG LEARNING AND COMMUNITY EDUCATION

D.6.1 RATIONALE AND PROGRAMME DESCRIPTION

The Doctorate degree is an advanced programme that is designed to prepare higher-level manpower for a variety of adult education professionals working in government, the private sector and non-governmental organizations. The programme is oriented towards the refinement of the service and intellectual skills and competencies of potential or actual professional leaders through intense scholarly study and research in the discipline of adult education, community development, communication arts and related areas and fields. The programme is similar in status to Ph.D.'s in this University as well as comparable to those in other Universities.

AIM

The Ph.D. in Adult Education seeks to provide advanced training for and production of leaders in the public sector, the private sector and non-governmental organizations. Holders of this qualification should also be able to occupy leadership positions in teaching, research and development institutions and agencies in Namibia and in other countries.

Subject to the Provisions of the Regulations for Postgraduate Modules of study of the University of Namibia, the following Departmental Regulations shall apply:

Module Assessment:

Continuous assessment (60%)

2 tests (reading and writing)

2 reading assignments 1 oral presentation

Examination (40%): 1 x 3 hour examination paper

Module Title: Contemporary Social Issues	
Code:	UCSI3429
NQF Level:	4
Semester Offered:	Year one, 1 st semesters
National Professional Standard Competencies:	N/A
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

The module raises awareness on the need for a personal, national and global ethics. The main objectives of the module are to help students reflect on social moral issues; to discover themselves in a learner-centred, contextual, religious and life-related setting. It also stimulates students for critical thinking and helps them to appreciate their values, standards and attitudes. Furthermore, it orientates students with regards to the epidemiology of HIV/Aids; the prevalence of the disease on Namibia, Africa and internationally. It also informs students on the psycho-social and environmental factors that contribute to the spread of the disease, the impact of HIV/Aids on their individual lives, families and communities at large. The unit further seeks to enhance HIV/Aids prevention skills among students by means of paradigm shift and behaviour change and also to impart general introductory knowledge on gender, to make students aware, as well as sensitise them towards gender issues and how they affect our society, sub-region and continent at large.

Module Assessment:

Continuous assessment 50% :

Examination 50% (1 x 2 hour examination paper)

Module Title: English for Teachers 1	
Code:	EEET 3502
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	(C 9)
Contact Hours:	2 for 14 weeks + 2 hours practical for 14 weeks
Credits:	8
Prerequisite:	English Communication and Study Skills ULCE 3419

Module Description:

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

Module Assessment:

Continuous assessment 50%

At least two assessments

Examination 50%.

Module Title: History of Education	
Code:	EFMH 3602
NQF Level:	6
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	(C 3, C 6, C 20, C 21, C27, C 28, C 29)
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

This module 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.

Module Assessment:

Continuous assessment 50%

At least 2 assessments

Examination 50%.

Module Title:	Human Development & Learning
Code:	EPSH 3682
NQF Level:	6
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	(C 2, C 3, C 6, C 8, C 10, C12, C 26)
Contact Hours:	3 for 14 weeks + 2 hours practical for 14 weeks
Credits:	12
Prerequisite:	None

Module Description:

This module 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 life long self-directed learning. Grounded in the Namibian context and based on the National Professional Standards for teachers. The module will cover selected theories of human development and learning that are sensitive to the practice of education in a school environment characterised by the diversity of aptitude, need, adversity, resource and culture.

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

Year 2

Module Title: Teaching Practice Phase 1	
Code:	EETP 3608
NQF Level:	6
Semester Offered:	1 st semester, year 2
National Professional Standard Competencies:	C 1, C 2, C 9, C 28
Contact Hours:	3 Weeks
Credits:	3
Prerequisite:	None

Module Description:

The module 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.

Module Assessment:

Final assessment 100%
Portfolio assignments contribution to final assessment 100%

Module Title: Sociology of Education	
Code:	EFMS 3601
NQF Level:	6
Semester Offered:	1 st semester, year 2
National Professional Standard Competencies:	(C 3C 6, C 8, C 21, C 22, C 23, C 25, C 26, C 27, C 28, C 29)
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

This module develops a student's understanding, skills and dispositions regarding the school as a social institution and the interaction between schools and the larger social life. The module offers the opportunity to examine schools and all the stakeholders thereof in a local, national and global context. As such, the module will introduce students to sociological interpretations of education, key concepts and thinkers in Sociology of Education, and the role of schooling in the development of Namibia.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%.

Module Title: General Teaching Methodology	
Code:	ECFG 3782
NQF Level:	7
Semester Offered:	2 nd semester, year 2
National Professional Standard Competencies:	(C 3, C 4, C 6, C 8, C 10, C 11, C 12, C 27)
Contact Hours:	3 for 14 weeks + 2 hours practical for 14 weeks
Credits:	12
Prerequisite:	None

Module Description:

This module 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.

Module Assessment:

Continuous assessment 50%
Examination 50%.

At least 3 assessments

Module Title:	Introduction to Inclusive Education
Code:	EPSI 3702
NQF Level:	7
Semester Offered:	2 nd semester, year 2
National Professional Standard Competencies:	(C 3, C 8, C 13, C21, C 25)
Contact Hours:	2 for 14 weeks + 2 hours practical for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

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.

Module Assessment:

Continuous assessment 50%
Examination 50%.

At least 2 assessments

Module Title:	Classroom Communication & Technology
Code:	ECFT 3702
NQF Level:	7
Semester Offered:	2 nd semester, year 2
National Professional Standard Competencies:	(C 3, C 6, C 7, C 8, C 11, C 16, C 27)
Contact Hours:	2 for 14 weeks + 2 hour practical for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

This Module aims at preparing students to become proficient in classroom 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.

Module Assessment:

Continuous assessment 50%
Examination 50%.

At least 2 assessments

Module Title:	Curriculum Development & Practice
Code:	ECFC 3702
NQF Level:	7
Semester Offered:	2 nd semester, year 2
National Professional Standard Competencies:	(C 3, C 4, C 5, C 6, C 14, C 27)
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

This module 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.

Module Assessment:

Continuous assessment 50%
Examination 50%.

At least 2 assessments

Module Title:	English for Teachers 2
Module:	English for Teachers 2
Code:	EEET 3702
NQF Level:	7
Semester Offered:	2 nd semester, year 2
National Professional Standard Competencies:	C 9
Contact Hours:	2 for 14 weeks + 2 hours practical for 14 weeks
Credits:	8
Prerequisite:	English for Teachers 1 EEET 3502

Module Description:

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

Module Assessment:

Continuous assessment 50%
Examination 50%.

At least 2 assessments

Year 3

Module Title:	Teaching Practice Phase 2
Code:	EETP 3708
NQF Level:	7
Semester Offered:	1 st semester, year 3
National Professional Standard Competencies:	(C 1, C 2, C 7, C 9, C 12, C 13, C 15, C 16, C 28)
Contact Hours:	3 Weeks
Credits:	3
Prerequisite:	EETP 3608 Teaching Practice Phase 1

Module Description:

This module 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.

Module Assessment:

Final assessment 100%

Contribution to final assessment mark:

Portfolio	80%
Lesson preparation	10%
Lesson presentation	10%

Module Title:	Teaching Methods School Subject 1 & 2
Code:	See list below for individual codes
NQF Level:	7
Semester Offered:	1 st & 2 nd semester, year 3
National Professional Standard Competencies:	(C 1, C 4, C 5, C 6, C 7, C 8, C 10, C 11, C 12, C 14, C 15, C 16, C 17, C 23, C 24)
Contact Hours:	2 for 28 weeks + 2 hour practical per week for 28 weeks
Credits:	16
Prerequisite:	General Teaching Methodology ECFG 3782. Level six school subject content

Module Description:

This module 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.

Module Assessment:

Continuous assessment counts 50% towards the final mark and consists of 50% theory and 50% practical work.

The examination contributes 50% towards the final mark.

Note: Teaching Methods School Subject 1 & 2 (See list below for individual names)

List of teaching methodologies offered in the B. Ed

Module	Code	Credits
Teaching Methods of Geography and Development Studies	ECSG 3700	16
Teaching Methods of History	ECSH 3700	16
Teaching Methods of Accounting	ECCA 3700	16
Teaching Methods of Business Studies	ECCB 3700	16
Teaching Methods of Economics	ECCE 3700	16
Teaching Methods of English	ECLE 3700	16
Teaching Methods of Oshwambo	ECLO 3700	16
Teaching Methods of KhoeKhoegowab	ECLK 3700	16
Teaching Methods of Rukwangali	ECLR 3700	16
Teaching Methods of Otjiherero	ECLH 3700	16
Teaching Methods of Oshikwanyama	ECLW 3700	16
Teaching Methods of German	ECLG 3700	16
Teaching Methods of French	ECLF 3700	16
Teaching Methods of Afrikaans	ECLA 3700	16
Teaching Methods of Silozi	ECLS 3700	16
Teaching Methods of Arts and design	ECAC 3700	16
Teaching Methods of Biology	EMSB 3700	16
Teaching Methods of Agriculture	EMSA 3700	16
Teaching Methods of Physical Science	EMSP 3700	16
Teaching Methods of Computer Studies	EMSC 3700	16
Teaching Methods of Design and Technology	EMSD 3700	16
Teaching Methods of Mathematics	EMMM 3700	16
Teaching Methods of Home Economics	EMHH 3700	16
Teaching Methods of Fashion and Fabrics	EMHF 3700	16
Teaching Methods of Physical Education	EMPP 3700	16

Module Title:	Assessment & Evaluation of Learning
Code:	ECFE 3711
NQF Level:	7
Semester Offered:	1 st semester, year 3
National Professional Standard Competencies:	(C 3, C 6, C 9, C 14, C 15, C 16, C 17, C 27, C 28)
Contact Hours:	2 for 14 weeks + 2 hour practical for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%.

Module Title Descriptor:	Introduction to Educational Research
Code:	ECFI 3701
NQF Level:	7
Semester Offered:	1 st semester, year 3
National Professional Standard Competencies:	(C 3, C 15, C 16, C 26, C 27, C 28)
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

This module 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.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%.

Module Title: Project Phase 1	
Module:	Project Phase 1
Code:	List of codes provided
NQF Level:	8
Semester Offered:	2 nd semester, year 3
National Professional Standard Competencies:	(C 3, C 26, C 27, C 28)*
Contact Hours:	Individual consultations
Credits:	8
Co-requisite:	Introduction to Educational Research ECFI 3701

Module Description:

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

Module Assessment:

Proposal contributes 100% to final assessment

List of Project Phase 1 offered in the B. Ed

Module	Code	Credits
Project Phase 1 of Geography and Development Studies	ECSG 3812	16
Project Phase 1 of History	ECSH 3812	16
Project Phase 1 of Accounting	ECCA 3812	16
Project Phase 1 of Business Studies	ECCB 3812	16
Project Phase 1 of Economics	ECCE 3812	16
Project Phase 1 of English	ECLC 3812	16
Project Phase 1 of Oshiwambo	ECLD 3812	16
Project Phase 1 of KhoeKhoegowab	ECLK 3812	16
Project Phase 1 of Rukwangali	ECLR 3812	16
Project Phase 1 of Otjiherero	ECLH 3812	16
Project Phase 1 of German	ECLG 3812	16
Project Phase 1 of French	ECLF 3812	16
Project Phase 1 of Afrikaans	ECLA 3812	16
Project Phase 1 of Silozi	ECLS 3812	16
Project Phase 1 of Arts and Design	ECAC 3812	16
Project Phase 1 of Biology	EMSB 3812	16
Project Phase 1 of Agriculture	EMSA 3812	16
Project Phase 1 of Physical Science	EMSP 3812	16
Project Phase 1 of Computer Studies	EMSC 3812	16
Project Phase 1 of Design and Technology	EMSD 3812	16
Project Phase 1 of Mathematics	EMMM 3812	16
Project Phase 1 of Home Economics	EMHH 3812	16
Project Phase 1 of Fashion and Fabrics	EMHF 3812	16
Project Phase 1 of Physical Education	EMPP 3812	16

Module Title:	Educational Research
Code:	ECFR 3882
NQF Level:	8
Semester Offered:	2 nd semester, year 3
National Professional Standard Competencies:	(C3, C 16, C 27, C 28)*
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Co-requisite:	Introduction to Educational Research ECFI 3701

Module Description:

The module 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.

Module Assessment:

Continuous assessment 50%

At least 3 assessments

Examination 50%.

Module Title:	Introduction to Guidance and Counselling
Code:	EPSP 3702
NQF Level:	7
Semester Offered:	2 nd semester, year 3
National Professional Standard Competencies:	(C 20, C 21)
Contact Hours:	2 for 14 weeks + 2 hour practical per week for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

The aim of this module 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.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%.

Year 4

Module Title:	Teaching Practice Phase 3
Code:	EETP 3809
NQF Level:	8
Semester Offered:	1 st semester, year 4
National Professional Standard Competencies:	C 1, C4, C 5, C 6, C7, C 8, C 9, C 10, C 11, C 12, C 13, C 14, C 15, C 18, C 20, C 26, C 28
Contact Hours:	Eight weeks in schools, 2 hrs practical per week during remainder of semester
Credits:	8
Prerequisite:	Students should have passed two school subject Teaching Methods modules, 80 credits in school subject content, and Teaching Practice Phases 2 EETP 3708

Module Description:

This module is designed to provide supervised practice-based exercises intended to demonstrate readiness for employment in different facets of learning, teaching and management.

Module Assessment:

Final assessment 100%
Contribution to final assessment mark:
Portfolio 10%
Lesson preparation 30%
Lesson presentation 60%

Module Title:	Guidance and Counselling
Code:	EPSP 3801
NQF Level:	8
Semester Offered:	1 st semester, year 4
National Professional Standard Competencies:	(C3, C 20, C 21, C 24)*
Contact Hours:	2 for 14 weeks + 2 hour practical for 14 weeks
Credits:	8
Prerequisite:	Introduction to Guidance and Counselling EPSP 3702

Module Description:

The aim of this module to sensitise the teacher trainees to the social psychological needs and to develop their guidance and counselling know-how and skills.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50

Module Title:	Comparative Education
Code:	EFMC 3701
NQF Level:	7
Semester Offered:	1 st semester, year 4
National Professional Standard Competencies:	(C 3, C 27)
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

This module 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

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%.

Module Title:	Educational Management
Code:	EFMA 3701
NQF Level:	7
Semester Offered:	1 st semester, year 4
National Professional Standard Competencies:	(C 3, C 8, C 12, C 18, C 19, C 25, C 28)
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

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.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%.

Module Title:	First Aid Education
Code:	EMFA 3608
Semester Offered:	Any, year 4
National Professional Standard Competencies:	C 24
Contact Hours:	3 day Workshop
Credits:	None credit bearing
Prerequisite:	None

Module Description:

First Aid accreditation

Module Assessment:

Examination 100%

Module Title:	Project Phase 2
Code:	List of codes provided
NQF Level:	8
Semester Offered:	1st semester, year 4
National Professional Standard Competencies:	(C 3, C 26, C 27, C 28)*
Contact Hours:	Individual consultations
Credits:	8
Prerequisite:	Project Phase 1: List of codes provided

Module Description:

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

Module Assessment:

Proposal contributes 100% to final assessment

List of Project Phase 2 offered in the B. Ed

Module	Code	Credits
Project Phase 2 of Geography and Development Studies	ECSG 3889	16
Project Phase 2 of History	ECSH 3889	16
Project Phase 2 of Accounting	ECCA 3889	16
Project Phase 2 of Business Studies	ECCB 3889	16
Project Phase 2 of Economics	ECCE 3889	16
Project Phase 2 of English	ECLE 3889	16
Project Phase 2 of Oshwambo	ECLO 3889	16
Project Phase 2 of KhoeKhoegowab	ECLK 3889	16
Project Phase 2 of Rukwangali	ECLR 3889	16
Project Phase 2 of Otjiherero	ECLH 3889	16
Project Phase 2 of German	ECLG 3889	16
Project Phase 2 of French	ECLF 3889	16
Project Phase 2 of Afrikaans	ECLA 3889	16
Project Phase 2 of Silozi	ECLS 3889	16

Project Phase 2 of Arts and Design	ECAC 3889	16
Project Phase 2 of Biology	EMSB 3889	16
Project Phase 2 of Agriculture	EMSA 3889	16
Project Phase 2 of Physical Science	EMSP 3889	16
Project Phase 2 of Computer Studies	EMSC 3889	16
Project Phase 2 of Design and Technology	EMSD 3889	16
Project Phase 2 of Mathematics	EMMM 3889	16
Project Phase 2 of Home Economics	EMHH 3889	16
Project Phase 2 of Fashion and Fabrics	EMHF 3889	16
Project Phase 2 of Physical Education	EMPP 3889	16

Module Title:	Teaching and Assessment Mentor 1
Code:	ECFA 3811
NQF Level:	8
Semester Offered:	1 st semester, year 4
National Professional Standard Competencies:	(C 3, C 6, C 8, C 10, C 11, C 12, C 26, C 30)*
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	Assessment & Evaluation of Learning ECFE 3711

Module Description:

This module develops a student's understanding, skills and dispositions regarding teaching and assessment mentoring issues such as: aims of secondary education; teaching principles; motivation of learners; national standards; mentoring purposes and models; features and roles of a mentor; the mentor-protégé relationship; manage the mentoring process mentoring methods and techniques.

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%.

Module Title:	School Management
Code:	EFMM 3810
NQF Level:	8
Semester Offered:	1 st & 2 nd semester, year 4
National Professional Standard Competencies:	(C 3, 19, 25, 26 30)*
Contact Hours:	4 for 28 weeks
Credits:	32
Prerequisite:	None

Module Description:

This module 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.

Module Assessment:

Continuous assessment 50% At least 6 assessments
Examination 50%.

Module Title:	Inclusive Education
Code:	EPSI 3810
NQF Level:	8
Semester Offered:	1 st & 2 nd semester, year 4
National Professional Standard Competencies:	(C 8, C 13)*
Contact Hours:	4 for 28 weeks
Credits:	32
Prerequisite:	Introduction to Inclusive Education EPSI 3702

Module Description:

The aim of this module 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.

Module Assessment:

Continuous assessment 50% At least 6 assessments
Examination 50%.

Module Title: Educational Technologist

Module Title: Curriculum Planning and Development

Module Title:	Professional & Community Development
Module:	Professional & Community Development
Code:	EFMD 3812
NQF Level:	8
Semester Offered:	2
National Professional Standard Competencies:	(C 3, C 19, C 22, C 25, C 26, C 27, C 28, C 29, C 30)
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

This module 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.

Module Assessment:

Continuous assessment 50%
Examination 50

At least 2 assessments

Module Title: Philosophy of Education	
Code:	EFMP 3812
NQF Level:	8
Semester Offered:	2 nd semester year 4
National Professional Standard Competencies:	C 3
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

This module 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.

Module Assessment:

Continuous assessment 50%
Examination 50%.

At least 2 assessments

Module Title: Cultural Education

Module Title: Sport Coaching	
Code:	ESSC 3702
NQF Level:	7
Semester Offered:	2
National Professional Standard Competencies:	(C 3)*
Contact Hours:	2 for 14 weeks and 2 hour practical for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

This module 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.

Module Assessment:

Continuous assessment 50%
Examination 50%.

At least 2 assessments

Module Title:		Teaching and Assessment Mentor 2
Code:		ECFA 3812
NQF Level:		8
Semester Offered:		2 nd semester, year 4
National Professional Standard Competencies:		(C 4, C 6, C 8, C 10, C 11, C 12, C 14, C 15, C 16, C 17, C 19)*
Contact Hours:		4 for 14 weeks
Credits:		16
Prerequisite:		None
Co-requisite		Teaching and Assessment Mentor 2 ECFA 3811

Module Description:

This module develops a student's understanding, skills and dispositions regarding teaching and assessment mentoring issues such as: institutional instructional management; managing discipline on an institutional level; methods for developing character, thinking skills and emotional intelligence in learners; assess the growth of learning.

Module Assessment:

Continuous assessment 50%
Examination 50%.

At least 3 assessments

Module Title:	English for Academic Purposes
Code:	ULEA 3519
NQF Level:	5
Semester Offered:	
National Professional Standard Competencies:	N/A
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None
Co-requisite	

Module description: This module develops a student's understanding, and competencies regarding academic conventions such as academic reading, writing, listening and oral presentation skills for academic purposes. 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.

Module assessment: Continuous assessment (60%)

- 2 tests (reading and writing)
- 1 academic written essay
- 1 Oral presentation

Examination (40%) 1x3 hours examination paper

DIPLOMA IN ADULT EDUCATION AND COMMUNITY DEVELOPMENT

A.3. DIPLOMA IN ADULT EDUCATION AND COMMUNITY DEVELOPMENT MODULE DESCRIPTORS

YEAR 1

Module Title: English for General Communication

Code:	ULEG 2410
NQF Level:	4
Semester Offered:	Year one, 1 st & 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 28 weeks
Credits:	32
Prerequisite:	D symbol in English (NSSC) or a D symbol in English Ordinary Level or an equivalent symbol

Module Description:

This module attempts to assist students to improve their general English proficiency. It is intended for students registered for diploma modules. The main goal of this module 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 module description and expected outcomes of the English for General Communication (ULEG 2410) module focuses on the skills needed by students to perform cognitive academic tasks in an academic environment.

Module Assessment:

Continuous Assessment 60%: 4 reading tests, 4 writing tests, 2 oral presentations, 1 literature worksheet
Examination Assessment 40%: 1x3 hour paper

Module Title: Introduction to Foundations of Adult Education

Code:	Eafa 2480
NQF Level:	4
Semester Offered:	Year one, 1 st & 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	3 hours per week for 28 weeks
Credits:	24
Prerequisite:	None

Module Description:

This module is designed to introduce students to the theory and practice of adult education. In particular, the module 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.

Module Assessment:

Continuous assessment 50% At least 4 assessments
Examination 50%

Module Title: Introduction to Business Management

Code: EABM 2410
NQF Level: 4
Semester Offered: Year one, 1st & 2nd semester
National Professional Standard Competencies: N/A
Contact Hours: 4 hours per week for 28 weeks
Credits: 32
Prerequisite: None

Module Description:

This module 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.

Module Assessment:

Continuous assessment 50% At least 6 assessments
Examination 50%

Module Title: Primer Design and Teaching

Code: EAPT 2400
NQF Level: 4
Semester Offered: Year one, 1st & 2nd semester
National Professional Standard Competencies: N/A
Contact Hours: 2 hours per week for 28 weeks
Credits: 16
Prerequisite: None

Module Description:

The module is designed to introduce adult education students to methods of designing a primer. The module will focus on steps involved in designing a primer and strategies used to teach it.

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

Module Title: Introduction to Math Literacy

Code: EAML 2400
NQF Level: 4
Semester Offered: Year one, 1st & 2nd semesters
National Professional Standard Competencies: N/A
Contact Hours: 2 hours per week for 28 weeks
Credits: 16
Prerequisite: None

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

Module Title: Computer Literacy

Code: UCLC3409
NQF Level: 4
Semester Offered: Year one, 2nd semester
National Professional Standard Competencies: N/A
Contact Hours: 2 hours per week for 14 weeks
Credits: 8
Prerequisite: None

Module Description:

The aim of this module is to equip the student through hands-on experience with the necessary skills to use applications software such as Word processing, Spreadsheets, Database, Presentations and communications packages for increasing their productivity in an education and training environment.

Module Assessment:

Continuous Assessment 100%

Contribution to final Mark:

2 Practical Tests 50%

2 Theory Tests 50%

YEAR 2**Module Title: English Communication and Study Skills**

Code:	ULCE 3419
NQF Level:	4
Semester Offered:	Year two, 1st semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module 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 module also focuses on study skills that students need throughout their academic careers and beyond.

The module 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 module therefore, focuses on the skills that students need throughout their academic careers and beyond.

Module Assessment:

Continuous assessment (60%)
 2 tests (reading and writing)
 2 reading assignments
 1 oral presentation

Examination (40%): 1 x 3 hour examination paper

Module Title: Contemporary Social Issues

Code:	USCI3429
NQF Level:	4
Semester Offered:	Year two, 1 st semester
National Professional Standard Competencies:	N/A
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

The module raises awareness on the need for a personal, national and global ethics. The main objectives of the module are to help students reflect on social moral issues; to discover themselves in a learner-centred, contextual, religious and life-related setting. It also stimulates students for critical thinking and helps them to appreciate their values, standards and attitudes. Furthermore, it orientates students with regards to the epidemiology of HIV/Aids; the prevalence of the disease on Namibia, Africa and internationally. It also informs students on the psycho-social and environmental factors that contribute to the spread of the disease, the impact of HIV/Aids on their individual lives, families and communities at large. The unit further seeks to enhance HIV/Aids prevention skills among students by means of paradigm shift and behaviour change and also to impart general introductory knowledge on gender, to make students aware, as well as sensitise them towards gender issues and how they affect our society, sub-region and continent at large.

Module Assessment:

Continuous assessment 50% :
 Examination 50% (1 x 2 hour examination paper)

Module Title: Historical and Philosophical Foundations of Adult Education

Code:	EAHP 2501
NQF Level:	5
Semester Offered:	Year two, 1st semester
National Professional Standard Competencies:	N/A
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	EAFA 2480

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

Module Title: Introduction to Community Development

Code: EACD 2501
NQF Level: 5
Semester Offered: Year two, 1st semester
National Professional Standard Competencies: N/A
Contact Hours: 2 hours per week for 14 weeks
Credits: 8
Prerequisite: None

Module Description:

This module addresses the process of planned change at the community level. The aim of the module 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 module 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.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

Module Title: Health Education

Code: EAHE 2511
NQF Level: 5
Semester Offered: Year two, 1st semester
National Professional Standard Competencies: N/A
Contact Hours: 4 hours per week for 14 weeks
Credits: 16
Prerequisite: None

Module Description:

The ultimate goal of this module 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. It presents the structure of the health care systems and utilizations of health care facilities.

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

Module Title: English for Academic Purpose

Code: ULEA 3419
NQF Level: 4
Semester Offered: Year two, 2nd semester
National Professional Standard Competencies: N/A
Contact Hours: 4 hours per week for 14 weeks
Credits: 16
Prerequisite: UCLE 3419

Module Description:

This module develop 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 module 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.

Module Assessment:

Continuous assessment 60% At least 4 assessments
Examination 40%

Module Title: Sociology and Psychology of Adult Education

Code: EASP 3512
NQF Level: 4
Semester Offered: Year two, 2nd semester
National Professional Standard Competencies: N/A
Contact Hours: 4 hours per week for 14 weeks
Credits: 16
Prerequisite: EAFA 2480

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

Module Title: Youth and Family Life Education

Code: EAYF 2512
NQF Level: 5
Semester Offered: Year two, 2nd semester
National Professional Standard Competencies: N/A
Contact Hours: 4 hours per week for 14 weeks
Credits: 16
Prerequisite: None

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

Module Title: Introduction to Programme Planning and Evaluation

Code: EAPP 2512
NQF Level: 5
Semester Offered: Year two, 2nd semester
National Professional Standard Competencies: N/A
Contact Hours: 4 hours per week for 14 weeks
Credits: 16
Prerequisite: None

Module Description:

This module 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.

Module Assessment:

Continuous assessment 50% At least 4 assessments
Examination 50%

Module Title: Communication & Technology

Code: EACT 2702
NQF Level: 7
Semester Offered: 2nd semester, year 2
National Professional Standard Competencies: N/A
Contact Hours: 2 + 2 hour practical
Credits: 8
Prerequisite: None

Module Description:

This Module 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.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%.

YEAR 3

Module Title: Community Development Studies 1

Code:	EACS 2611
NQF Level:	6
Semester Offered:	Year three, 1 st semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

The aim of the module is offer understanding of the wide-ranging complex relationships between adult education and development. The module 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.

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

Module Title: Needs Assessment in Community Development and Adult Education

Code:	EANA 2601
NQF Level:	6
Semester Offered:	Year three, 1 st semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

The aim of the modules is to enable students to understand the theory and practice of assessment of needs in adult and community development needs. The module 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

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

Module Title: Introduction to Educational Research

Code:	ECFI 2701
NQF Level:	4
Semester Offered:	Year one, 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

This module 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.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

Module Title: Environmental Education

Code:	EAAE 2601
NQF Level:	6
Semester Offered:	Year Three, 1 st semester
National Professional Standard Competencies:	N/A
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

The aim of the module is to enable students to understand the theories and principles of environmental education teaching and management. The module 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.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

Module Title: Population Education

Code: EAPE2601
NQF Level: 6
Semester Offered: Year three, 1st semester
National Professional Standard Competencies: N/A
Contact Hours: 2 hours per week for 14 weeks
Credits: 8
Prerequisite: None

Module Description:

The aim of the module is to increase understanding of population issues in education, its status in the education curriculum and methodologies of teaching and evaluating population education. The module 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 module 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.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

Module Title: Practical Attachment

Code: EAPA 2680
NQF Level: 6
Semester Offered: Year Three, 1st & 2nd semester
National Professional Standard Competencies: N/A
Contact Hours: 6 weeks practical attachments, individual consultancies for 2nd semester
Credits: 14
Prerequisite: None

Module Description:

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 module has been designed to provide supervised practice-based activities to demonstrate readiness for employment in different facets of learning teaching and management.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

Module Title Community Development Studies 2:

Code: EACS 2612
NQF Level: 6
Semester Offered: Year Three, 2nd semester
National Professional Standard Competencies: N/A
Contact Hours: 4 hours per week for 14 weeks
Credits: 16
Prerequisite: None

Module Description:

The module 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.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

Module Title: Project Planning and Evaluation

Code:	EAPE 2612
NQF Level:	4
Semester Offered:	Year one, 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

The module 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.

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

Module Title: Teaching Methods in Adult Education

Code:	EATM 2612
NQF Level:	6
Semester Offered:	Year three, 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module 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.

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

Module Title: Management of Adult Education

Code:	EAMA 2602
NQF Level:	6
Semester Offered:	Year three, 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

Module Title: Gender and Adult Education

Code:	EAGA 2602
NQF Level:	6
Semester Offered:	Year three, 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

The goal of this module 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 module 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 emphasis will be placed on the role of adult educators in raising of gender inequalities in society and in adult education.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

C.2.4 POSTGRADUATE DIPLOMA IN EDUCATION (10PGDE)

FACULTY CORE

TEACHING PRACTICE

TEACHING PRACTICE PHASE I: SCHOOL OBSERVATION EIP4109

Module Equivalent:	None
Prerequisite:	None
Duration:	3 weeks

Module Description

The Teaching Practice I (School Observation) takes place before PGDE students register for their year of study. TP I provides opportunities for the students to meet the learners in a classroom situation and try out various teaching methods and techniques at senior secondary schools. It further helps the students to interact with future colleagues and learn from their experiences and to apply theoretical knowledge in practical situation and to experience the tasks of teachers with regard to assessment, class and time managements, lesson preparation, etc. It is a vehicle for the student teacher to participate in extra-curricular activities and gain an insight into organisation and administration of senior secondary schools.

TEACHING PRACTICE PHASE II EIP4129

Module Equivalent:	None
Prerequisite:	None
Duration:	4 weeks

Module Description

The Teaching Practice II takes place during the first semester of their fourth year. It provides opportunities for the PGDE students to meet the learners in a classroom situation and use and try out various teaching methods and techniques at senior secondary schools. It further helps the students to interact with future colleagues and learn from their experiences and to apply theoretical knowledge in practical situation and to experience the tasks of teacher with regard to assessment, class and time managements, lesson preparation, etc. It is a vehicle for the student-teacher to participate in extra-curricular activities and gain an insight into organization and administration of senior secondary schools.

DEPARTMENT OF CURRICULUM, INSTRUCTION AND ASSESSMENT STUDIES

GENERAL TEACHING METHODOLOGY CAG4101

Prerequisite:	None
Duration:	One Semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% EXAMINATION – 50%

Module Description

This Module introduces the student teacher to the basic teaching issues that underline the teaching of any school subject in Namibia and focus on topics like: The national curriculum, learner-centred paradigm, aims of secondary education, creating conducive learning environments, lesson planning, general methods and games, generic features of methods, questioning and explanation techniques, classroom management and maintaining discipline, using questionnaires to monitor the teaching process.

EDUCATIONAL COMMUNICATION AND TECHNOLOGY CAR4101

Prerequisite:	None
Duration:	One Semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

Quality teacher education cannot be full achieved without studying educational communication and technology. This Module aims at preparing students to enter the exciting field of educational communication and technology. Apart from becoming classroom instructors, there are many career opportunities for those who become proficient in the operation, programming, support or application of latest technological option in education. This is so because educational communication and technology offers the candidates an opportunity to study various technological and production techniques, which are complimentary to teaching approaches and resource production for the classroom use. This Module further aims at promoting learning activities and bringing reality into the classroom by challenging learner's creativity through the principles of visualization and perception.

ASSESSMENT AND EVALUATION OF INSTRUCTION CAE4102

Prerequisite:	None
Duration:	One Semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

This Module introduces students to concepts and procedures central to the management of assessment and evaluation of instructional outcomes in senior secondary in Namibia and elsewhere. The need to understand basic terminology essential for the management of assessment and evaluation of instruction shall be central to this Module. The different uses of different forms of assessment for evaluating instructional outcomes shall be covered. Central to instructional assessment shall be the management and understanding the demands of (H)IGCSE curriculum and its assessment procedures. Thus coverage of Modulework assessment and the role of teachers and learners in preparing for taking public tests and examinations shall be dealt with in considerable detail. The need to carry out classroom evaluation, including qualities of well constructed tests, and presentation and analysis of information arising for different forms of assessment shall also be dealt with briefly.

CURRICULUM AND INSTRUCTIONAL STUDIES

CAC4102

Prerequisite:	None
Duration:	One Semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

This Module aims at helping student teachers develop a more holistic understanding of the process of teaching and learning. They will thus be introduced to the concepts of curriculum and instruction, and gain a deeper understanding of the issues in both fields of study that impact upon education practices in Namibian schools. The issues will pertain to definitions of both curriculum and learning, how we conceptualize both concepts in Namibia, the application of such concepts to current schooling practices, as well as the ways in which we go about the process of planning and developing curriculum.

EDUCATIONAL RESEARCH AND STATISTICAL METHODS

CAR4102

Prerequisite:	None
Duration:	Two Semesters
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examinations – 50%

Module Description

This Module aims at helping student teachers develop critical thinking capacity about research problems in education. Students will thus acquire a basic understanding of the key principles of educational research. They will develop basic skills in research proposal writing, collecting both qualitative and quantitative research data, as well as in the analysis of both kinds of data. Students will also learn the basics of research report writing.

CURRICULUM THEORY, DESIGN AND PRACTICE

CAC4109

Prerequisite:	None
Duration:	One Semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

This Module builds on the Curriculum and Instruction Module and covers the aims of secondary schooling in the SADC region, a curriculum that prepare learners for the future, different approaches/orientations to curriculum design, issues in curriculum implementation like how to design an integrated curriculum for developing thinking skill in school, and how to evaluate a curriculum.

Note on Teaching Methods Modules which follow:

For all Teaching Methods Modules, which follow, contact hours per week is two hours. However, two additional hours per week are reserved for practicals (i.e. Micro-teaching).

TEACHING METHODS OF GEOGRAPHY

CAM4100

Module Equivalent:	CIT3330/CIT4100
Prerequisite:	General Teaching Methodology & Pass in Year I & II Geography related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module aims at introducing students to a variety of teaching/learning techniques in Geography as a school subject. Lesson planning, schemes and records of work and classroom management skills are discussed. In addition, the nature and structure of Geography as a school subject, the (H) IGCSE paradigm as well as the structure of the (H) IGCSE syllabus are explored in depth. Special emphasis is also placed on the assessment procedure, the structure of the (H) IGCSE Geography examination papers as well as practical activities that are mainly conducted through micro-teaching in preparation for teaching practice in schools.

TEACHING METHODS OF HISTORY**CAM4120**

Module Equivalent:	CIT3320/CIT4120
Prerequisite:	General Teaching Methodology & Pass in Year I & II History related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module aims at introducing students to a variety of teaching/learning techniques in History as a school subject. Lesson planning, schemes and records of work and classroom management skills are discussed. In addition, the nature and structure of History as a school subject, the (H) IGCSE paradigm as well as the structure of the (H) IGCSE syllabus are explored in depth. Special emphasis is also placed on the assessment procedure, the structure of the (H) IGCSE History examination papers as well as practical activities that are mainly conducted through micro-teaching in preparation for teaching practice in schools.

TEACHING METHODS OF DEVELOPMENT STUDIES**CAM4140**

Module Equivalent:	CIT3330/CIT4130
Prerequisite:	General Teaching Methodology & Pass in Year I & II Development Studies related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module aims at introducing students to a variety of teaching/learning techniques in History as a school subject. Lesson planning, schemes and records of work and classroom management skills are discussed. In addition, the nature and structure of Development Studies as a school subject, the (H) IGCSE paradigm as well as the structure of the (H) IGCSE syllabus are explored in depth. Special emphasis is also placed on the assessment procedure, the structure of the (H) IGCSE Development Studies examination papers as well as practical activities that are mainly conducted through micro-teaching in preparation for teaching practice in schools.

TEACHING METHODS OF ACCOUNTING**CAM4160**

Module Equivalent:	CIT3350/CIT4150
Prerequisite:	General Teaching Methodology & Pass in Year I & II Accounting related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module introduces students to fundamental principles of teaching Accounting in Namibia with special emphasis on (H) IGCSE Curriculum. The need for a critical analysis of the learning process and complex process of concept formation that will enable the application of teaching methods techniques in Accounting will be central to this Module. Principles of measuring, testing, examining and marking are dealt with.

TEACHING METHODS OF BUSINESS STUDIES**CAM4180**

Module Equivalent:	CIT3360/CIT4160
Prerequisite:	General Teaching Methodology & Pass in Year I & II Business Studies related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module introduces students to fundamental principles of teaching Business Studies in Namibia with special emphasis on (H) IGCSE Curriculum. The need for a critical analysis of the learning process and complex process formation that will enable the application of teaching methods techniques in Business Studies will be central to this Module. Principles of measuring, testing, examining and marking are dealt with.

TEACHING METHODS OF ECONOMICS**CAN4100**

Module Equivalent:	CIT3370/CIT4161
Prerequisite:	General Teaching Methodology & Pass in Year I & II Economics related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module introduces students to fundamental principles of teaching Economics in Namibia with special emphasis on (H) IGCSE Curriculum. The need for a critical analysis of the learning process and complex process formation that will enable the application of teaching methods techniques in Economics will be central to this Module. Principles of measuring, testing, examining and marking are dealt with.

TEACHING METHODS OF ENGLISH**CAN4120**

Module Equivalent:	CIT3310/CIM4111
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in English
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in English as a school subject. The nature and structure of English as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers, as well as other curriculum materials for teaching English in secondary schools, are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF OSHINDONGA**CAN4140**

Module Equivalent:	CIM3320/CIT4110
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Oshindonga
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in Oshindonga as a school subject. The nature and structure of Oshindonga as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers as well as other curriculum materials for teaching Oshindonga in secondary schools are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF KHOEKHOEGOWAB**CAN4160**

Module Equivalent:	CIM3380
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Khoekhoegowab
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in Khoekhoegowab as a school subject. The nature and structure of Khoekhoegowab as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers, as well as other curriculum materials for teaching Khoekhoegowab in secondary schools, are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF RUKWANGALI**CAN4180**

Module Equivalent:	CIM3350
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Rukwangali
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in Rukwangali as a school subject. The nature and structure of Rukwangali as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers as well as other curriculum materials for teaching Rukwangali in secondary schools are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF OTJIHERERO**CAO4100**

Module Equivalent:	CIM3330/CIM4130
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Otjiherero
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in Otjiherero as a school subject. The nature and structure of Otjiherero as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers, as well as other curriculum materials for teaching Otjiherero in secondary schools, are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF OSHIKWANYAMA**CAO4120**

Module Equivalent:	CIM3320/CIT4110
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Oshikwanyama
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in Oshikwanyama as a school subject. The nature and structure of Oshikwanyama as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers, as well as other curriculum materials for teaching Oshikwanyama in secondary schools, are analysed. Practical activities in a form of micro teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF GERMAN**CAN4140**

Module Equivalent:	CIM3340/CIM4360
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in German
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in German as a school subject. The nature and structure of German as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers, as well as other curriculum materials for teaching German in secondary schools, are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF FRENCH**CAO4160**

Module Equivalent:	CIM3370/CIM4140
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in French
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in French as a school subject. The nature and structure of French as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers, as well as other curriculum materials for teaching French in secondary schools, are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF AFRIKAANS**CAO4180**

Module Equivalent:	CIM33140/CIM4160
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Afrikaans
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in Afrikaans as a school subject. The nature and structure of Afrikaans as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers as well as other curriculum materials for teaching Afrikaans in secondary schools are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF PORTUGUESE**CAQ4100**

Module Equivalent:	None
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Portuguese
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in Portuguese as a school subject. The nature and structure of Portuguese as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers as well as other curriculum materials for teaching Portuguese in secondary schools are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF INTEGRATED PERFORMING ARTS**CAQ4120**

Module Equivalent:	CIT4170
Prerequisite:	General Teaching Methodology & Pass in Year I & II Integrated Performing Arts related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

To prepare students to be effective and competent teachers of the integrated Performing Arts subjects in grade 8-10, the Module will examine some key links between the Performing Arts (music, dance and drama) and provide students with opportunities to develop strategies for successful transmission of skills, concepts and values to the learners. A particular emphasis in this Module is the study of indigenous performing arts from Namibia as well as performance art forms from around the world.

TEACHING METHODS OF ART-IN-CULTURE**CAQ4140**

Module Equivalent:	CIT4170
Prerequisite:	General Teaching Methodology & Pass in Year I & II Art-in-Culture related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module focuses on combined arts activities in order to facilitate experience and appraisal of human expression in arts production. It will also promote cross-curricular teaching with emphasis on culture as a medium of education to foster understanding of Namibian and other societies.

TEACHING METHODS OF VISUAL ARTS**CAQ4160**

Module Equivalent:	CIM3350
Prerequisite:	General Teaching Methodology & Pass in Year I & II Visual Arts related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module focuses on art production as an individual and universal form of cultural expression. In addition, a variety of teaching approaches applicable to the secondary school curriculum for visual art are explored. Analysis of the secondary school syllabi, lesson planning, schemes and records of work as well as classroom management skills evaluation techniques and micro-teaching are also undertaken.

TEACHING METHODS OF MUSIC**CAQ4180**

Module Equivalent:	None
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Music
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)

Assessment: Continuous assessment - 50%
Examination – 50%

Module Description

This Module aims at introducing students to the philosophy of music education, the nature, structure and objectives of music. In addition, the present status of music in secondary schools, lesson planning, teaching approaches, evaluation techniques, classroom management and the structure of the secondary school music syllabi are analyzed. Micro teaching is an integral part of this Module.

TEACHING METHODS OF DRAMA

CAS4100

Module Equivalent: CIM4390
Prerequisite: General Teaching Methodology & Pass in Year I & II Modules in Drama
Duration: 2 Semesters
Contact hours: 2 hours per week (excluding Practicals)
Assessment: Continuous assessment - 50%
Examination – 50%

Module Description

This Module aims at introducing students to the principles of teaching approaches to drama as a school subject in secondary schools. The philosophy of drama education, the nature, structure and objectives of drama as well as the present status of drama in secondary schools are explored. In addition, lesson planning, teaching methods, evaluation techniques, classroom management and the structure of the secondary school drama syllabi are analyzed. Micro teaching is also undertaken.

TEACHING METHODS OF SILOZI

CAS4120

Module Equivalent: None
Prerequisite: General Teaching Methodology & Pass in Year I & II Modules in Silozi
Duration: 2 Semesters
Contact hours: 2 hours per week (excluding Practicals)
Assessment: Continuous assessment - 50%
Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in Silozi as a school subject. The nature and structure of Silozi as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers as well as other curriculum materials for teaching Silozi in secondary schools are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF RELIGIOUS STUDIES

CAS4140

Module Equivalent: CIT4140
Prerequisite: General Teaching Methodology & Pass in Year I & II Modules in Religious Studies
Duration: 2 Semesters
Contact hours: 2 hours per week (excluding Practicals)
Assessment: Continuous assessment - 50%
Examination – 50%

Module Description

The Module focuses on religious and moral education as a school subject. A variety of teaching/learning techniques in religious studies as well as lesson planning, schemes and records of work and classroom management skills are discussed. In addition, the nature and structure of religious studies as a school subject, the structure of the IGCSE religious studies syllabi, assessment procedures and micro-teaching are undertaken.

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT

HISTORY OF EDUCATION

EMH4122

Module Equivalent: EFH4119
Prerequisite: None
Duration: One Semester
Contact Hours: 2 hours per week
Assessment: Continuous Assessment – 50%
Examination – 50%

Module Description

The Module is designed to introduce students to the historical development of formal education, with specific emphasis on major landmarks of change. It also introduces students to factors, which have helped to shape the present educational systems of the world, in general and of Namibia in particular. Influences from Greek, Roman and English educational theories and practices are discussed in relation to the present educational systems in the world and in Namibia.

PHILOSOPHY OF EDUCATION**EMP4101**

Module Equivalent:	EFP4119
Prerequisite:	None
Duration:	One Semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

This Module is a deliberate attempt to initiate meaningful learning through the establishment of set of expectations, which would enable students to gain greater clarity and understanding of educational matters through a rigorous analysis of concepts, meanings and problems contextualised within the educational milieu in which they will be expected to work; think deeply about what they are doing in order to give depth and breadth of meaning, as well as direction, to their professional endeavours; develop a personal philosophy of education through 'responsible eclecticism' an approach that is willing to seek out and evaluate any number of possibilities in a given situation; and acquire the analytical skills and theoretical understanding necessary to decode their particular socio-cultural milieu.

EDUCATIONAL MANAGEMENT**EMM4101**

Module Equivalent:	EFM4110
Prerequisite:	None
Duration:	One Semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

The Module is designed for aspiring educational leaders who intend to work as school managers and education officers. The Module intends to develop critical inquiry and professional knowledge and skills, attitudes and values in the field of educational management and leadership.

COMPARATIVE EDUCATION**EMC4102**

Module Equivalent:	EFC4119
Prerequisite:	None
Duration:	One Semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

The aim of this Module is to introduce students to educational systems and the forces, which are shaping these systems internationally and nationally. In comparing the education systems, alternatives and solutions to common problems are critically interpreted. Emphasis is placed on the relation between education systems and development of society.

SOCIOLOGY OF EDUCATION**EMS4102**

Module Equivalent:	EFS4119
Prerequisite:	None
Duration:	One Semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

The aim of the Module is to introduce students to the interaction between schools and the larger social life, the nature of educational processes, and how to improve the character of the institution we call schools.

In a broad sense, the Module offers the hope and opportunity to look at schools in a broader and complicated way to deepen our understanding of schools in a local and global context. As such, the Module will introduce students to sociological interpretations of education, key concepts/terms and thinkers in sociology of education, and the role of schooling in development of Namibia.

DEPARTMENT OF MATHEMATICS, SCIENCE AND SPORT EDUCATION

TEACHING METHODS OF BIOLOGY**EST4100**

Prerequisite:	Major in first degree or equivalent
Co-requisite:	General Teaching Methodology
Duration:	Two Semesters
Contact Hours:	2 hours per week + 1 Practical
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

Learner centred education in Biology. Micro-teaching. Preparation for teaching practice. Management and safety in the school laboratory. Investigations and projects (Modulework). Misconceptions or alternative conceptions. Syllabus analysis and selection of textbooks. Evaluation and testing. Creativity in teaching Biology: selected topics in school Biology. Design and marking of tests and examinations.

TEACHING METHODS OF AGRICULTURE**EST4120**

Prerequisite:	Major in first degree or equivalent
Co-requisite:	General Teaching Methodology
Duration:	Two Semesters
Contact Hours:	2 hours per week + 1 Practical
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

Learner centred education in Agriculture. Micro-teaching. Preparation for teaching practice. Management and safety in the school laboratory. Investigations and projects (Modulework). Misconceptions or alternative conceptions. Syllabus analysis and selection of textbooks. Evaluation and testing. Creativity in teaching Agriculture: selected topics in Agriculture. Design and marking of tests and examinations.

TEACHING METHODS OF PHYSICAL SCIENCE**EST4140**

Prerequisite:	Major in first degree or equivalent
Co-requisite:	General Teaching Methodology
Duration:	Two Semesters
Contact Hours:	2 hours per week + 1 Practical
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

Learner centred education in Physical Science. Micro-teaching. Preparation for teaching practice. Management and safety in the school laboratory. Investigations and projects (Modulework). Misconceptions or alternative conceptions. Syllabus analysis and selection of textbooks. Evaluation and testing. Creativity in teaching Physical Science: selected topics in Physical Sciences. Design and marking of tests and examinations.

TEACHING METHODS OF TECHNOLOGY AND COMPUTER STUDIES**EST4160**

Prerequisite:	Major in first degree or equivalent
Co-requisite:	General Teaching Methodology
Duration:	Two Semesters
Contact Hours:	4 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

Learner centred education in Technology and Computer Studies. Micro-teaching. Preparation for teaching practice. Investigations and projects (Modulework) and problem solving. Misconceptions or alternative conceptions. Syllabus analysis and selection of textbooks. Management and safety in the laboratory. Evaluation and testing. Creativity in teaching Technology and Computer Studies: selected topics in Technology and Computer Studies. Uses and abuses of computers and technology in society. Design and marking of tests and examinations.

TEACHING METHODS OF MATHEMATICS**EST4180**

Prerequisite:	Major in first degree or equivalent
Co-requisite:	General Teaching Methodology
Duration:	Two Semesters
Contact Hours:	4 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

Learner centred education in Computer Studies. Micro-teaching. Preparation for teaching practice. Classroom facilities and organisation. Mathematical investigations/projects and problem solving. Modulework in Mathematics. Misconceptions or alternative conceptions. Syllabus analysis and selection of textbooks. Evaluation and testing. Creativity in teaching Mathematics. Design and marking of tests and examinations.

COMPUTER APPLICATION IN EDUCATION**EST4102**

Prerequisite:	Major in first degree or equivalent
Co-requisite:	General Teaching Methodology
Duration:	One Semester
Contact Hours:	2 hours per week + 1 Practical
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

Basic concepts of information technology: hardware, software, networks, viruses, security. Using a computer and managing files. Using word processing, spreadsheet, and data base programs. Using presentation tools on a personal computer. How to use the Internet: browsers, e-mail, networking in Namibia, web navigation and web searching. Get to know educational software (CAI and CMI) and learn how to use it.

INTRODUCTION TO SPORTS AND COACHING**ESS4102**

Prerequisite:	None
Duration:	One Semester
Contact Hours:	2 hours per week + 1 Practical
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

Students will acquire rules, regulations and basic skills in selected school sports and games. Students will also acquire the techniques of teaching and coaching these school sports. Basic skills in track and field, netball, soccer, volleyball and basketball.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND INCLUSIVE EDUCATION**EDUCATIONAL PSYCHOLOGY****EEP4120**

Prerequisite:	None
Duration:	Two Semesters
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

The aim of the Module is to examine and apply in a teaching-learning context the Educational Psychological Principles emanating from human development, human learning, social psychology of education and educational measurement and evaluation. Students will be expected to understand and apply principles of educational psychology to better understand students and classroom events; understand and apply in a classroom teaching-learning situation the development, learning and motivation in mixed ability teaching.

INTRODUCTION TO GUIDANCE AND COUNSELLING**ESP4102**

Prerequisite:	None
Duration:	One semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

The aim of this Module is to sensitise teacher trainees to the Social Psychological and Educational needs of secondary school learners and to introduce them to the basic skills, knowledge and ethics related to guidance and counselling of learners. Students are expected to acquire a broad understanding of what guidance and counselling entails for the classroom teacher; develop a general understanding of potential sources of human concerns, frustrations and problems as well as ways to detect and help people deal realistically with them; become aware of the basic counselling skills and strategies; develop a sense of social responsibility and interest in their learners so that they feel compelled to provide assistance even under difficult circumstances; develop skills for the provision, administration and management of guidance services in schools; and develop skills to help learners grow as individuals and appreciate themselves.

INTRODUCTION TO INCLUSIVE EDUCATION AND SPECIFIC LEARNING DIFFICULTIES**ESP4122**

Prerequisite:	None
Duration:	One semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

One of the most prevalent categories of special needs in Namibian schools is Specific Learning Difficulties.

This Module will aim at providing students with skills and competencies for understanding and helping learners with learning problems in the regular classroom. In addition, the Module is aimed at providing students with competencies to identify and to assess children's special educational needs; acquire problem-solving abilities in the context of inclusive education and equip students with knowledge and various instructional strategies to help learners with learning problems in school and at home.

B.2.4 SPECIALISED POSTGRADUATE DIPLOMA IN SPECIAL EDUCATION (10DSPE)

GENERAL SPECIAL NEEDS EDUCATION

ESP4111

Prerequisite:	None
Duration:	1st semester (Year 1)
Contact hours:	8 hours per week
Assessment:	Continuous assessment - 100%

Module Description

The aim of the Module is to familiarise students with principles and concepts related to Special Needs Education and also to lead them to understand and apply the new thinking in Special Needs Education.

RESEARCH METHODOLOGY IN SPECIAL NEEDS EDUCATION

ESP4211

Prerequisite:	None
Duration:	1st semester (Year 2)
Contact hours:	8 hours per week
Assessment:	Continuous assessment - 100%

Module Description

The aim of the Module is to familiarise students with principles and strategies related to research in Special Needs Education. The Module is practical in nature and will therefore prepare students to embark on their individual research in the field.

VISUAL IMPAIRMENT I

ESP4100

Prerequisite:	None
Duration:	2 semesters
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The Module aims at providing students with knowledge pertaining to various theoretical aspects of early childhood stimulation; identification; screening and assessment; Modules of visual impairment; the impact of visual impairment on human development; curriculum access and adaptation; practical aspects pertaining to Braille, mobility and orientation skills and inclusive education.

VISUAL IMPAIRMENT II

ESP4210

Prerequisite:	None
Duration:	2 semesters
Contact hours:	4 hours + 4 hours tutorial/attachment per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The Module aims at equipping students with knowledge and skills pertaining to a holistic understanding of visual impairment with special reference to intensive research methodologies accompanied by a field reports, family-coping strategies; curriculum modification; the development and use of educational aids; community based rehabilitation programmes and inclusion of person with visual impairment into regular schools, communities and society. Teaching Practice and Institutional Attachment form an integral part of this Module.

HEARING IMPAIRMENT I

ESP4120

Prerequisite:	None
Duration:	2 semesters
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module aims at providing teachers (and parents) with a wide understanding of the child with hearing impairment. The Module focuses on basic learning and teaching strategies and principles of the child with hearing impairment and his/her relationship with society.

HEARING IMPAIRMENT II

ESP4230

Prerequisite:	None
Duration:	2 semesters
Contact hours:	4 hours + 4 hours tutorial/attachment per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module covers in-depth application of Hearing Impairment theories into practice through conducting research and writing an in-depth field report, as well as through Teaching Practice and Institutional Attachment. The Module also provides practitioners with basic sign language skills and total communication.

INTELLECTUAL IMPAIRMENT I**ESP4140**

Prerequisite:	None
Duration:	2 semesters
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The Module aims to consider the emergence and definitional aspects of intellectual impairment, to analyse the learning characteristics of intellectually impaired children as well as the causes of intellectual impairment and to equip students with knowledge that will help them to identify, assess and teach children who are intellectually impaired.

INTELLECTUAL IMPAIRMENT II**ESP4250**

Prerequisite:	None
Duration:	2 semesters
Contact hours:	4 hours + 4 hours tutorial/attachment per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module aims to acquaint prospective teachers with practical knowledge and skills with regard to intellectual impairment, accessing the curriculum for children with intellectual impairment and monitoring their learning progress. The Module furthermore aims at enhancing students' understanding of research principles in order for them to conduct a small scale research project. This will be accompanied by the attachment of students to an institution in order to gain practical experience in the field of research.

SPECIFIC LEARNING DIFFICULTIES I**ESP4160**

Prerequisite:	None
Duration:	2 semesters
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The Module is designed to provide a broad view of the field of Special Education and Specific Learning Difficulties for Special Education teachers and resource persons who wish to work with individuals with specific learning difficulties. The Module aims at providing students with knowledge, skills and expertise in the areas of identification, assessment and management of students learning problems, including those with attention, memory, language development, organisation, thinking, reading, arithmetic and writing problems.

SPECIFIC LEARNING DIFFICULTIES II**ESP4270**

Prerequisite:	None
Duration:	2 semesters
Contact hours:	4 hours + 4 hours tutorial/attachment per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The Module aims to provide students with knowledge and skills that will enable them to advise and solve problems in their area of specialization. The Module is designed to enable students to observe, organize special education services and programmes, change and modify the national curriculum to suit the special needs of the children, and to teach and socialize children with specific learning difficulties in a school situation. Students will be attached to a school or an institution with special needs students to do teaching practice, gain practical experience and to write a critical empirical research report.

EMOTIONAL AND BEHAVIOURAL DIFFICULTIES I**ESP4180**

Prerequisite:	None
Duration:	2 semesters
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The Module aims at equipping students with theoretical and practical knowledge and skills pertaining to the Identification; types; teaching and learning strategies and classroom management of learners with emotional and behavioural difficulties, as well as, the abused and the neglected child. It also ventures into aspects of parental and community involvement. Inclusive education is also a major theme in this Module.

EMOTIONAL AND BEHAVIOURAL DIFFICULTIES II ESP4290

Prerequisite:	None
Duration:	2 semesters
Contact hours:	4 hours + 4 hours tutorial/attachment per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The Module aims at equipping students with theoretical knowledge and skills with regard to intensive Research Methodology, accompanied by a fieldwork report; learning and socialisation skills of learners with Emotional and Behavioural Difficulties; and guidance and counselling for learners with Emotional and Behavioural Difficulties and their parents. The inclusion and placement of learners with Emotional and Behavioural Difficulties in regular classrooms, schools and societies is an important ingredient of this Module, as is Teaching Practice and Institutional Attachment.

B.3.5 SPECIALISED DIPLOMA IN GENDER AND DEVELOPMENT STUDIES (10PGDG)

INTRODUCTION TO GENDER ISSUES EDG4111

Prerequisite:	None
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module aims to enable students to equip students with a basic understanding of concepts used in gender analysis; become acquainted with androcentric / eurocentric assumptions in the social sciences and the application of gender analysis in different disciplinary fields; acquire a historical understanding of the emergence of feminist theory; and develop a gender aware and gender sensitive approach to analyze social issues. The Module is divided into three sections.

The first section addresses the question “What is Gender?” by introducing the basic concepts of gender analysis. The distinction between ‘sex’ and ‘gender’ is discussed through an assessment of the ways in which women/gender have been conceptualized in social science disciplines such as sociology, anthropology, history and economics. The Module analyses the theoretical and practical aspects of sex and gender differences, asking how such differences shape social roles within daily lives, how they interact with issues of race, and class, and how they function socially, culturally and politically. The Module provides an opportunity to explore the process of socialization/of becoming gendered highlighting differences of culture/ethnicity/race and class.

The second section of the Module addresses the question “What is Feminist theory and Feminism” by tracing the historical development of the feminist movement, particularly in Southern Africa. The Module will introduce the different stands of feminist thought and debates on Western feminism vs. Third World feminism. The Module provides an opportunity for critical reflection on what is feminism (s) and its relevance to the Namibian context.

The third section introduces the relationship between gender and development. Changes in policy perspectives from Women In Development (WID) to Women And Development (WAD) to Gender And Development (GAD) are discussed in relation to development processes in Southern Africa.

SOCIOLOGY OF GENDER EDG4131

Prerequisite:	None
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module focuses on the working of gender in areas of immediate concerns to students, such as: family, work, law, property rights, sexuality and popular culture. It provides a more advanced theoretical understanding of the ways in which gender is embedded in different social institutions. Recent feminist theories are introduced and related to the gendered realities of women and men in Southern Africa, particularly Namibia.

The Module is divided into three sections.

The first section addresses the gender division of labour in the household/ family. Theories of the household and intra-household relations, and gender and power are introduced. Issues related to gender and law, land rights, family law, laws on rape, sexual violence and prostitution will be discussed.

The second section addresses the issue of gender discrimination in the labour market and the workplace.

Theories of labour market discrimination such as dual labour markets, human capital, marxist and feminist approaches are discussed. Recent trends in women’s employment and gender segregation are discussed through the use of case studies.

The third section addresses the issue of politics, citizenship and women’s empowerment. It discusses current actions and debates as reflected in the Beijing Platform of Action, the SADC Gender Declaration, the Namibian Gender Policy and Plan of Action.

INTRODUCTION TO GENDER RESEARCH METHODOLOGY**EDG4151**

Prerequisite:	None
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The aim of this Module is to enable students to become acquainted with key questions of epistemology and methodology in the analysis of gender relations; acquire a critical understanding of the global/gendered politics of knowledge production; and to apply gender sensitive field research methods and data analysis. The Module provides students with critical and new premises of knowledge production, which can inform social and policy practices towards gender equality and human development in Namibia. The Module is divided into two sections.

The first section focuses on feminist epistemology and addresses questions such as “who can be a knower”, “what counts as legitimate knowledge”. These are related to the issues of ethics, validity, and objectivity vs. subjectivity, location and ‘positionality’. It highlights the differences between feminist research, research on women and gender-focussed research.

The second section addresses a variety of research methods such as participatory action research, participatory appraisals, focus groups, oral history, use of new information and communication technologies (ICT) and provides the skills to undertake gender sensitive qualitative and quantitative research.

PROJECT IN GENDER STUDIES IN AREAS OF SPECIALISATION**EDG4172**

Prerequisite:	Introduction to Gender Research Methodology (EDG4132)
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 100%

Module Description

This Module enables students to apply research techniques learnt in the Introduction to Gender Research Methodology Module by way of conducting a research and writing a research report, from a gender perspective, from their areas of specialisation.

TRAINING OF TRAINERS IN MANAGEMENT OF PROGRAMS WITH A GENDER PERSPECTIVE**EDG4192**

Prerequisite:	Introduction to Gender Studies (EDG4121)
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module is based on the belief that people learn more effectively when own capacities and knowledge are valued and when they are able to share and analyses their experience in a safe collective environment. It also acknowledges that people learn more effectively when they are active participants in the process. The Module aims to indicate how gender training can transform people’s perceptions of their selves and their community. Rather than promoting a mechanical implementation of gender equitable development, gender training aims to develop thought and action in a transformational manner, enable participants to explore issues, understand the dynamics of their society and apply the concept of gender analysis to everyday development practices. Gender training seeks to stimulate recognition and respect for women’s own knowledge, leading to increased awareness and ability to address gender equality.

The Module will provide a wide range of skills and tools used in gender training. Three major gender analytical frameworks will be critically reviewed: The Harvard framework, the Moser Method and the Women’s Empowerment Framework. The applicability of these tools for gender training in the Namibian context will be assessed.

GENDER PLANNING, POLICIES AND PROGRAMME MANAGEMENT**EDS4110**

Prerequisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Gender Planning in policy and program management is today recognized as essential to address gender inequality in the development process. Development institutions at various levels have integrated gender analysis in the process of planning, monitoring, evaluating and management. This module deals with the history of various planning rationales and the conceptualization of gender in these rationales. It reviews various methodologies developed to integrate gender into policies and projects. It provides skills and tools to undertake project planning, implementation & evaluation from a gender perspective.

The Module is divided into **three** sections:

The first section introduces students to the theories and practices of gender planning from historical perspective, highlighting the contributions from program planning and management paradigms, tracing their potential and limitations from a gender perspective.

The second section focuses on institutional dynamics and provides a comparative analysis of the differences in policy frames and processes in program management and sustainability.

The third section explores ways to integrate gender perspectives into Logical Framework and Project Cycle Management and trains the students in methods to establish a Gender Management System developed by the Commonwealth Secretariat.

OPTION 1:	GENDER, POVERTY AND DEVELOPMENT	EDS4132
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Prerequisite: Introduction to Gender Studies (EDG4121)
Duration: 1 semester
Contact hours: 4 hours per week
Assessment: Continuous assessment - 50%
Examination – 50%

Module Description

The module provides students with the skills of understanding the importance of poverty reduction as a goal of development policy and the relationship between poverty and gender disadvantages. The module will critically review approaches to poverty reduction highlighting those, which are gender blind or reductionist in subsuming gender with poverty concerns. The Module will draw on case studies to illustrate the gendered impact of economic and political policies such as industrialization, agricultural transformation, democratization and structural adjustment programs. The concept and process of the “feminization of poverty” will be critically assessed. Dynamics relating to gender equity: access to resources, empowerment, gender specific needs and interests will be addressed.

The module is divided into **four** sections.

The **first** part of the Module aims to explore the current trends and issues in the field of poverty, relevant agents and institutions and their roles in poverty reduction.

The **second** part of the Module focuses on employment and economic empowerment which aims to address capacity building and training, control and access to resources, credit scenes, land, education.

The **third** session will look at population and environment, which will tackle housing poverty, strategies of land provisions and settlement improvement.

The Module **concludes** with discussions on gender and food security.

OPTION 2: GENDER IN EDUCATION	EDS4152
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Prerequisite: Introduction to Gender Studies (EDG4121)
Duration: 1 semester
Contact hours: 4 hours per week
Assessment: Continuous assessment - 50%
Examination – 50%

Module Description

This Module looks at how various ideologies contribute or hinder women’s education, and shape the understanding and experience of gender in education. The role-played by education/instruction in achieving gender equality and equity and social and economic development, with particularly attention to the girl child is discussed. Gendered experiences in education are shaped by a combination of state policies, social institutions, cultural and traditional socio-economic systems. In Namibia the legacy of colonialism and apartheid has had a deep impact on the education system. The issue of persistent gender and racial inequalities in the education sector are addressed in this module. These inequalities are found, for instance in management personnel in decision-making roles, curriculum content and reform, gender in classroom instruction, in the school curriculum, and in community education. The module examines both formal and non-formal education. The unifying theme of gender in education is the significance of social contexts and gender relations for women’s development/empowerment. The module focuses on important educational issues for women in Sub-Saharan African, particularly in Namibia today.

The Module is divided into four blocks.

Education, Sexuality and the Girl-child: This section offers an opportunity to examine the relationship between gender and education in the social construction of femininity and masculinity. Cultural barriers and structural constraints faced by the girl child, for instance school drop out rates due to teenage pregnancies are highlighted.

Gender Issues in classroom instruction and Management: The section is based on the idea of reflectivepractice. It aims to develop knowledge and understanding, and to improve professional capability in analyzing the established views about gender in classroom instruction. It will be specially relevant for those who are directly working in schools.

The school curriculum: The third block is primarily designed for students who want to specialize in the waythe school curriculum are constructed. It will contribute to the professional development in the field of the school curriculum. This section will provide the necessary knowledge and strategies to analyze the Namibia National curriculum in education, and to reflect critically on and extend current issues on gender at the national level.

Community Education for Gender Empowerment: Non-formal education is an important tool for the empowerment of girls and women. This section explores experiments in community education, particularly in Southern Africa. It identifies areas that can make women aware of their subordination in family, community and state institutions, and to challenge this subordination. Policies that can support these initiatives are also discussed.

OPTION 3: GENDER AND REPRODUCTIVE HEALTH	EDS4172
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Prerequisite: Introduction to Gender Studies (EDG4121)
Duration: 1 semester
Contact hours: 4 hours per week
Assessment: Continuous assessment - 50%
Examination – 50%

Module Description

This is an interdisciplinary model, which examines the gendered dynamics of reproductive decision-making, childbearing and fertility regulation from a demographic, economic and gender perspective. Reproductive choices and rights, duties and responsibilities are placed within a broader framework of individual, family and community survival strategies. In the first section population control policies are analysed in a historical perspective. Gender issues in primary health care and Family Planning in Namibia are examined in depth.

The second section addresses the issue of nutrition and gender examining social regulations on the distribution of food. These issues are linked in the third section to gender and household management. The fourth section focuses on HIV/AIDS and related issues in the SADC region and examines the epidemiological, political and economic issues around the epidemic. The module provides guidelines for policies in the area of public health.

OPTION 4: GENDER, MEDIA AND COMMUNICATION

EDS4192

Prerequisite:	Introduction to Gender Studies (EDG4121)
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The Module considers gender, media and communication from a range of disciplinary perspectives and enables students to develop a critical appreciation of feminist theories of media and communication. The module explores the significance of socio-economic, cultural, regulatory and other factors in shaping media systems and the markets. The Module will address the ways in which gendered representations in the media reinforce or subvert social roles and ideologies. It will discuss the way the gender division of labor impacts on working environments in the different media and influences content. It will look at the different relations women and men have to the media and the gendered expectations producers have of their audiences. The role of different media in globalization and social transformation, and the impact of these processes on gendered representations and gender relations will be analyzed. It will explore the possibilities for alternative media representations. The module uses examples mainly from Sub-Saharan Africa with emphasis on Namibia and South Africa to examine key issues of the role of gender and media in development and the various strategies that are produced and reproduced in portraying gendered images.

The Module is divided into **four** sections.

Gender and Communication: This section covers theories of contemporary media and communications studies and addresses key feminist concepts and debates. Topics normally include tradition, concepts and debates in communication, theories of communication and society, meanings and representations, communication and cultural process, communication and social problems, communication regulation. The mass media and social structure of communication from the perspective of their relation to democratic citizenship and gender will concentrate upon Namibia, but also use examples from several Sub-Saharan African and political systems. Topics include: communicating citizenship, public relations, and theory of public opinion.

Public relations from a gender perspective: The Module will consider feminist theories in relation to public relations policy and to the concepts relevant to their understanding, notably: public service broadcasting and public sphere. The block will also examine gendered differences in the practices of corporate communication and public relations, corporate identity, corporate symbols and the relationship of corporate communication to corporate culture, organizations and the public channels of communication.

Marketing with a gender perspective: The third block will be based on analysis of the radio – television, drama producers and audience nexus. It will examine the reception of radio - television program. In addition, comprehension and interpretation of popular texts (songs, legends, proverbs, oral history etc) relating to the issues of gender, class and culture in audience interpretation will be discussed. The market and competition in relation to gender relations are one of the important discussions of this block. Other issues examined through a gender lens are: the relationships of commercial and other organizations to the mass media; managed use of interpersonal communication; new communications technologies and convergence communication.

Gender Networking and Research: This section will examine the experiences of women's communication networks. It will discuss communication within and by networking organizations. This Module provides an opportunity for media practitioners to become aware of the ways in which networking organizations can facilitate careers in media related professions.

B.4.5 SPECIALISED DIPLOMA IN EDUCATIONAL MANAGEMENT AND LEADERSHIP (10 DEML)

PRINCIPLES, THEORY AND PRACTICE OF EDUCATIONAL MANAGEMENT

EMM 4111

Prerequisite:	None
Duration:	1 semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module looks at the different school management principles and how it could be applied in reality to ensure effective management of schools. The management principles and theories which are needed for effective school management will be studied in detail. The main functions of a principal in order to create a suitable working environment for teachers, learners, non-teaching staff and parents will be spelled out. Aspects of decision-making and problem solving will be covered extensively.

Participants will also be encouraged to reflect on own performance and consider ways which could lead to improved management practices. Methods and tools which could streamline school management will be investigated and applied, such as the use of Information Communication Technology (ICT) programmes concerning statistics, networking, records and timetabling.

EFFECTIVE LEADERSHIP IN SCHOOLS**EMM 4131**

Prerequisite:	None
Duration:	1 semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module will introduce leadership holistically as well as focus on enhancing effective leadership in Namibian educational institutions. The balance between power, influence and leadership will be reflected in order to ensure that democracy is achieved. The different leadership styles will be studied and how these styles could be utilized to the benefit of school communities, depending on specific needs and localities. As effective leadership without proper communication is not possible, participants will study communication skills.

GOVERNANCE OF SCHOOLS**EMM 4151**

Prerequisite:	None
Duration:	1 semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The purpose of this Module is to enable principals of schools and educational leaders to develop an understanding and insight into the nature and dimensions of school governance. They would be able to work effectively and productively with the various stakeholders and bodies which are part of the governance and management of schools. Through this Module, educators can acquire an understanding of all the forces and factors which contribute towards good governance of schools.

FINANCIAL MANAGEMENT AND BUDGETING IN EDUCATION**EMM 4171**

Prerequisite:	None
Duration:	1 semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module provides students with an understanding of handling financial matters at schools. The principal as a financial administrator who is accountable for all financial matters will be taught. Principles of good financial management especially with regard to financial school management, planning and control in schools will be an important part of this Module. This includes budgeting procedures and the acquirement of school stock. Principals also need to be creative business people and this Module intends to teach the necessary business skills to generate funds.

HUMAN RESOURCE MANAGEMENT IN EDUCATION**EMM 4112**

Prerequisite:	None
Duration:	2 semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Schools as dynamic educational institutions need a motivated and dedicated staff component as well as motivated learners who feel secure and challenged in order to excel. As schools become increasingly self-managing organizations, educational leaders therefore need to develop new skills and expertise in human resource management. This Module therefore is about creating good interpersonal relationships among stakeholders who are direct or indirect involved in education, which is conducive to productive and effective teaching and learning. It is also essential for participants to develop a human rights perspective on management and training. The teacher's organisational behaviour and group dynamics will form important parts of this Module.

EDUCATIONAL POLICY STUDIES**EMM 4132**

Prerequisite:	None
Duration:	2 semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The characteristics and the structure of Namibia's education system which will be taught to participants. Without this background knowledge, participants will find it difficult to link the educational realities with current policies and educational practices. Students will be made familiar to the ministerial policies with regard to the provision of education and the management of educational institutions in Namibia.

MONITORING SCHOOL EFFECTIVENESS

EMM 4152

Prerequisite:	None
Duration:	2 semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module is about improving and monitoring the effectiveness of schools. Participants will be made aware of the factors which necessitate a school to be effective. They will look at the school ethos and the qualities of a good principal as a leader. The professionalism and productivity of teachers will form an important part. The principal's role in the process of establishing and monitoring school effectiveness will be emphasized. Ensuring that quality education takes place also implies a motivated staff and necessary materials and equipment. The principal's role in establishing a suitable environment will therefore form an essential part of the Module.

MANAGING CHANGE IN EDUCATION

EMM 4172

Prerequisite:	None
Duration:	2 semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

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 Module is about making principals aware of the changes that need to be initiated and managed in order to stay relevant to the needs of the society. In order to change for the better, participants must have a vision and a mission, which will be investigated. The Vision 2030 of the different governmental ministries will be studied and changes which need to be made to achieve the Vision will be discussed. 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.

PROJECT WORK

EMP 4110

Prerequisite:	None
Duration:	1 st and 2 nd semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module intends to provide the knowledge and skills to students to do project work. Participants will be introduced to project management. Each participant will choose a problem area which needs investigation in collaboration with the programme coordinator. In this Module participants will be taught the practical applications of various skills.

C1.19.5 BACHELOR OF EDUCATION (ADULT EDUCATION & COMMUNITY DEVELOPMENT)

Module Title: English Communication and Study Skills	
Code:	ULCE 3419
NQF Level:	4
Semester Offered:	Year one, 1st semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module 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 module also focuses on study skills that students need throughout their academic careers and beyond. The module 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 module therefore, focuses on the skills that students need throughout their academic careers and beyond.

Module Assessment:

Continuous assessment (60%)
 2 tests (reading and writing)
 2 reading assignments
 1 oral presentation
 Examination (40%):
 1 x 3 hour examination paper

Module Title: Contemporary Social Issues	
Code:	UCSI3429
NQF Level:	4
Semester Offered:	Year one, 1 st semester
National Professional Standard Competencies:	N/A
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None

Module Description: *Not available at time of going to press*

The module raises awareness on the need for a personal, national and global ethics. The main objectives of the module are to help students reflect on social moral issues; to discover themselves in a learner-centred, contextual, religious and life-related setting. It also stimulates students for critical thinking and helps them to appreciate their values, standards and attitudes. Furthermore, it orientates students with regards to the epidemiology of HIV/Aids; the prevalence of the disease on Namibia, Africa and internationally. It also informs students on the psycho-social and environmental factors that contribute to the spread of the disease, the impact of HIV/Aids on their individual lives, families and communities at large. The unit further seeks to enhance HIV/Aids prevention skills among students by means of paradigm shift and behaviour change and also to impart general introductory knowledge on gender, to make students aware, as well as sensitise them towards gender issues and how they affect our society, sub-region and continent at large.

Module Assessment:

Continuous assessment 50% :
 Examination 50% (1 x 2 hour examination paper)

Module Title: Historical and Philosophical Foundations of Adult Education	
Code:	EAHP 3501
NQF Level:	5
Semester Offered:	Year one, 1 st semester
National Professional Standard Competencies:	N/A
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments
 Examination 50%

Module Title: Introduction to Community Development	
Code:	EACD 3501
NQF Level:	5
Semester Offered:	Year one, 1 st semester
National Professional Standard Competencies:	N/A
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

This module addresses the process of planned change at the community level. The aim of the module 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 module 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.

Module Assessment:

Continuous assessment 50% At least 2 assessments
 Examination 50%

Module Title: Health Education	
Code:	EAHE 3511
NQF Level:	5
Semester Offered:	Year one, 1st semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

The ultimate goal of this module 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. It presents the structure of the health care systems and utilizations of health care facilities.

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

Module Title: Primer Design and Teaching	
Code:	EAPT 3400
NQF Level:	4
Semester Offered:	Year one, 1 st & 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	2 hours per week for 28 weeks
Credits:	16
Prerequisite:	None

Module Description:

The module is designed to introduce adult education students to methods of designing a primer. The module will focus on steps involved in designing a primer and strategies used to teach it.

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

Module Title: Introduction to Business Management	
Code:	EABM 3511
NQF Level:	4
Semester Offered:	Year one, 1 st semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module 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.

Module Title: English for Academic Purpose	
Code:	ULEA 3419
NQF Level:	4
Semester Offered:	Year one, 2nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	UCLE 3419

Module Description:

This module develop 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 module 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.

Module Assessment:

Continuous assessment 60% At least 4 assessments
Examination 40%

Module Title: Sociology and Psychology of Adult Education	
Code:	EASP 3512
NQF Level:	4
Semester Offered:	Year one, 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

Module Title: Youth and Family Life Education	
Code:	EAYF 3512
NQF Level:	5
Semester Offered:	Year one, 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

Module Title: Introduction to Programme Planning and Evaluation	
Code:	EAPP 3502
NQF Level:	4
Semester Offered:	Year one, 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module 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.

Module Assessment:

Continuous assessment 50% At least 4 assessments
Examination 50%

Module Title: Communication & Technology	
Code:	EACT 3702
NQF Level:	7
Semester Offered:	2 nd semester, year 1
National Professional Standard Competencies:	N/A
Contact Hours:	2 + 2 hour practical
Credits:	8
Prerequisite:	None

Module Description:

This Module 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.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%.

Module Title: Computer Literacy	
Code:	UCLC3409
NQF Level:	4
Semester Offered:	Year one, 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

The aim of this module is to equip the student through hands-on experience with the necessary skills to use applications software such as Word processing, Spreadsheets, Database, Presentations and communications packages for increasing their productivity in an education and training environment.

Module Assessment:

Continuous Assessment 100%

Contribution to final Mark:

2 Practical Tests 50%

2 Theory Tests 50%

YEAR 2

Module Title: Community Development Studies 1	
Code:	EACS 3611
NQF Level:	6
Semester Offered:	Year two, 1 st semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments

Examination 50%

Module Title: Needs Assessment and Community Development	
Code:	EANA 3601
NQF Level:	7
Semester Offered:	Year two; 1 st semester
National Professional Standard Competencies:	
Contact Hours:	2 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module description

The aim of the module is to introduce and familiarize students with the meaning and significance of needs assessment in adult and community development. The course provides students with understanding of processes, guidelines and steps involved for conducting community needs assessment, prioritization of needs in a complex situation, training in needs assessment and ethics in needs assessment practice. Students will also acquire knowledge and skills to collect and examine information about community issues and utilize that data to determine and provide accurate, preventive, correctional and humanitarian services.

Module Assessment

Continuous assessment 50%; At least 3 assessments; Examination 50%

Module Title: Environmental Education	
Code:	EAAE 3601
NQF Level:	6
Semester Offered:	Year Two, 1 st semester
National Professional Standard Competencies:	N/A
Contact Hours:	2 hours per week for 14 weeks

Credits:	8
Prerequisite:	None

Module Description:

The aim of the module is to enable students to understand the theories and principles of environmental education teaching and management. The module 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.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

Module Title: Population Education	
Code:	EAPE 3601
NQF Level:	6
Semester Offered:	Year two, 1 st semester
National Professional Standard Competencies:	N/A
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

The aim of the module is to increase understanding of population issues in education, its status in the education curriculum and methodologies of teaching and evaluating population education. The module 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 module 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.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

Module Title: Curriculum Development in Adult Education	
Code:	EACU 3701
NQF Level:	6
Semester Offered:	Year Two, 1 st semester
National Professional Standard Competencies:	N/A
Contact Hours:	2 per week for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

This module aims to acquaint the student with an overview of curriculum development. The intention is that students should be able to understand the process of curriculum development.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

Module Title Community Development Studies 2:	
Code:	EACS 3612
NQF Level:	6
Semester Offered:	Year Two, 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Co-requisite:	None

Module Description:

The module 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.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

Module Title: Project Planning and Evaluation	
Code:	EAPE 3612
NQF Level:	4
Semester Offered:	Year two, 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

The module 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.

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

Module Title: Teaching Methods in Adult Education	
Code:	EATM 3612
NQF Level:	6
Semester Offered:	Year two, 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module 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.

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

Module Title: Management of Adult Education	
Code:	EAMA 3602
NQF Level:	6
Semester Offered:	Year two, 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

Module Title: Gender and Adult Education	
Code:	EAGA 3602
NQF Level:	6
Semester Offered:	Year two, 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

The goal of this module 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 module 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.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

Year 3

Module Title:	Introduction to Educational Research
Code:	ECFI 3701
NQF Level:	7
Semester Offered:	1 st semester, year 3
National Professional Standard Competencies:	N/A
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

This module 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.

Module Assessment:

Continuous assessment 50% At least 2 assessments
 Examination 50%.

Module Title:	Life Long Learning
Code:	EALL 3711
NQF Level:	7
Semester Offered:	1 st semester, year 3
National Professional Standard Competencies:	N/A
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments
 Examination 50%.

Module Title:	Policy Studies in Adult Education
Code:	EAPS3711
NQF Level:	7
Semester Offered:	1 st semester, year 3
National Professional Standard Competencies:	N/A
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

The aim of this module 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.

Module Assessment:

Continuous assessment 50% At least 3 assessments
 Examination 50%.

Module Title:	Entrepreneurship
Code:	EAET 3711
NQF Level:	7
Semester Offered:	1 st semester, year 3
National Professional Standard Competencies:	EABM3511
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	EABM 3511

Module Description:

This module develops students understanding, skills and dispositions regarding Entrepreneurship and entrepreneurial skills for small and medium enterprises. The module 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.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%.

Module Title:	Economics in Adult Education
Code:	EAEC 3711
NQF Level:	7
Semester Offered:	1 st semester, year 3
National Professional Standard Competencies:	N/A
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	EABM 3511

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments Examination 50%.

Module Title:	Educational Research
Code:	ECFR 3882
NQF Level:	8
Semester Offered:	2 nd semester, year 3
National Professional Standard Competencies:	N/A
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Co-requisite:	Introduction to Educational Research ECFI 3701

Module Description:

The module 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.

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%.

Module Title:	Project Phase 1
Module:	Project Phase 1
Code:	EAPP 3812
NQF Level:	8
Semester Offered:	2 nd semester, year 3
National Professional Standard Competencies:	N/A
Contact Hours:	Individual consultations
Credits:	8
Co-requisite:	Introduction to Educational Research ECFI 3701

Module Description:

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

Module Assessment:

Proposal contributes 100% to final assessment

Module Title:	Comparative Studies in Adult Education
Module:	Project Phase 1
Code:	EACA 3712
NQF Level:	7
Semester Offered:	2 nd semester, year 3
National Professional Standard Competencies:	N/A
Contact Hours:	hours per week for 14 weeks
Credits:	16
Co-requisite:	None

Module description

The aim of the module 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 analyse and ascertain what could be learnt from other education systems which might be of use for one to understand his/her own system better, and contribute to the development of that education system.

Module assessment

50% continuous assessment; 50% examination

Module Title:	Education for Marginalized Discourse
Code:	EAMD3712
NQF Level:	7
Semester Offered:	2 nd semester, year 3
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50%
Examination: 50%.

At least 2 assessments

Module Title:	Open & Distance Education
Code:	EADE 3712
NQF Level:	8
Semester Offered:	Year 3; 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	3 hours per week for 14 weeks
Credits:	12
Prerequisite:	None

Module Description

This module develops a students 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.

Module Assessment

Continuous assessment 50%; At least 3 assessments; Examination 50%

Module Title:	Project Phase 2
Code:	EAPP 3819
NQF Level:	8
Semester Offered:	Year 4; 1st semester
National Professional Standard Competencies:	N/A
Contact Hours:	Individual consultations
Credits:	8
Prerequisite:	:EAPP 3812 & ECFI 3701

Module Description

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

Module Assessment

Proposal contributes 100% to final assessment.

Module Title:	Internship
Code:	EAIN 3811
NQF Level:	8
Semester Offered:	Year 4; 1st semester
National Professional Standard Competencies:	N/A
Contact Hours:	8 weeks + 2hp
Credits:	16
Prerequisite:	None

Module description

The aim of the module 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.

Module Assessment

Report contributes 100% to final assessment.

Module Title: Educational Technologist

Note: Availability of senior staff, finalisation of outstanding policy issues in MEC and the availability of dedicated computer laboratories in the faculty will determine module descriptor development.

Module Title:	Workplace learning
Code:	EAWP 3811
NQF Level:	8
Semester Offered:	Year 4; 1st semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module description

The aim of the module 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 module 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.

Module Assessment

Continuous Assessment 50%; At least 3 assignments, which may include a field project; Examination 50%

Module Title:	Human Resource Management in Adult Education 1 & 2
Code:	EAMH 3811 & EAMH 3812
NQF Level:	8
Semester Offered:	Year 4; 1st & 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 28 weeks
Credits:	16 (1 st semester) & 16 (2 nd semester)
Prerequisite:	None

Module description

The aim of the module 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 module 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 module 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 module 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 module 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.

Module Assessment

Continuous Assessment 50%; At least 6 assignments, which may include a field project; Examination 50%

Module Title:	Community Development 1 & 2
Code:	EACS 3711 & EACS 3712
NQF Level:	8
Semester Offered:	Year 4; 1 st and 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 28 weeks
Credits:	16 (1 st semester) and 16 (2 nd semester)
Prerequisite:	None

Module Description

The aim of the module 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 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 module 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

Module Assessment:

Continuous assessment 50%; At least 3 assessments; Examination 50%

Module Title:	Advance Literacy Studies
Code:	EAAL 3812
NQF Level:	8
Semester Offered:	Year 4; 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	12
Prerequisite:	None

Module description

This module 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 module explores sustainable livelihood programmes and their possible incorporation into literacy skills or ability to incorporate literacy skills into livelihood programmes. Finally, the module examines literacy as a vehicle for poverty reduction.

Module Assessment

50% continuous assessment; At least two assignments; 50% examinations.

Module Title:	Adult Education and Social Change
Code:	EASC 3812
NQF Level:	8
Semester Offered:	Year 4; 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	8
Prerequisite:	None

Module description

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:

1. forces at work within a society
2. contact between societies
3. changes in the natural environment

Module Assessment

Continuous assessment 50%; At least 2 assessments; Examination 50%

Module Title:	Project Management
Code:	EAMP 3812
NQF Level:	8
Semester Offered:	Year 4; 2 nd semester
National Professional Standard Competencies:	N/A

Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description

The aim of the module 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 module 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.

Module Assessment

Continuous assessment 50%; At least 3 assessments which may include field projects; Examination 50%

SCHOOL SUBJECTS MODULE DESCRIPTIONS

SECTION I: NEW CURRICULUM: FIRST, SECOND AND THIRD YEAR LEVEL STUDENTS IN 2009

C.5 Important Note to BEd Students

C.5.1 As the Faculty of Humanities and Social Sciences offers year-modules in the fourth year of study, BEd students will lose at least six weeks of lectures due to the teaching practice programme of the Faculty of Education. Since the Faculty of Humanities and Social Sciences recognises the fact that it is responsible for the provision of school subject content modules indicated in the relevant sections of the Faculty of Education curriculum framework, special arrangements (as per the regulation below, C.8.2) have been put into place so that the affected students are not put to a disadvantage due to loss of lecturing hours. C.5.2 BEd students intending to take school subject(s) in the Faculty of Humanities and Social Sciences at fourth year level must contact the relevant department(s) in the Faculty of Humanities and Social Sciences before the end of the third year in order to receive information and self-study materials to be used in their absence from lectures during the teaching practice period taking place at the beginning of their fourth year. **It is the student's responsibility to contact the relevant department(s) to obtain instructions and materials before the end of his/her third year of study**

AFRIKAANS

First Year Level

HAF 3511 Afrikaans Language Usage

Proposed NQF Level: 5

Credits: 16 Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This module 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

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HAF 3532 Foundations of Afrikaans Literature

Proposed NQF Level: 5

Credits: 16 Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

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.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Second Year Level

HAF 3611 Afrikaans Linguistics

Proposed NQF Level: 6

Credits: 16 Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module familiarises the student with the scientific study of language structure in Afrikaans. Five topics are covered, although not each exhaustively every year: Phonetics: the human sound-producing system; sound classes and types in Afrikaans; phonetic transcription; Phonology: sound segments and phonemes in Afrikaans; major phonological processes in Afrikaans; Morphology: simplex and complex words; types of morphemes in Afrikaans; derivation and inflection; the major word formation processes and their products; Syntax: the main syntactic categories and structures and their

functions in basic sentences; Semantics: the structure of the lexicon; the main lexical relations in the lexicon; the major elements of the relation between semantics and syntax in Afrikaans.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLAF 3631 Foundations of Dutch Language and Literature

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

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 module is offered in two components: a language acquisition component and an introductory literature component. Language: Students will acquire basic communicative proficiency in Dutch and focus on the most important differences between Afrikaans and Dutch in terms of country and culture, pronunciation, spelling, grammar and vocabulary. Literature: The literature component follows the language component and the focus is on the reading and comprehension of modern Dutch in newspapers and in short stories.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLAF 3652 Afrikaans Visual Literature

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HLAF 3532 Foundations of Afrikaans Literature

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.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

HLAF 3732 Afrikaans Language Studies

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HLAF 3611 Afrikaans Linguistics

Content: This module 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.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLAF 3752 Afrikaans and Dutch Poetry

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HLAF 3532 Foundations of Afrikaans Literature

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.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fourth Year Level

HLAF 3860 Afrikaans and Dutch Novel and Drama

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

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 module. 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.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLAF 3840 Afrikaans Text Linguistics

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Content: During the first semester, this module 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 module *HLAF 3732 Afrikaans Language Studies*. Some general theoretical aspects of style are discussed before focussing on two contrasting text types: academic texts and advertisements.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLLL 3840 Review Studies

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Content: In this module the student will be familiarised with the complex system of book production and the important role of reviewing. The focus will fall on recent published texts, the language that is necessary to describe and discuss literary texts and the implications of individual styles, opinions on review writing, the implicit theory that comes with review studies, opinions on a text as a time bound document within a certain culture, and the evaluation of a recently published text. Although the reviewing of literary works will be the main focus of this module, film and drama reviewing will also be dealt with.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

ENGLISH

First Year Level

HLEN 3511 Fundamentals of English Language Studies

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This module is designed to develop students' understanding of fundamental issues pertaining to the nature, functions and structure of the English language.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLEN 3532 Fundamentals of the Study of Literature(s) in English

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: The module 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.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Second Year Level

HLEN 3611 Lexis and Basic Grammar

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module 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.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLEN 3631 Practical Criticism and Poetry

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: The module 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 module will be based on lectures and practical exercises.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLEN 3672 Selection of Drama and Prose

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: The module 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.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

HLEN 3732 Psycholinguistics

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module 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.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLEL 3732 Namibian Literature in English Since Independence

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: The module 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.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fourth Year Level

HLEL 3820 An Overview of African Literature

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: This module 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.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLEN 3820 Acts of Style and English

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: This module 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 module 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 module also explores how text varieties change over time and the functions in society those particular texts take on.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLEN 3830 Approaches to Language Analysis

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level and HLEN 3611 Lexis and Basic Grammar and HLEN 3711 The Sound System of English

Content: This module 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 module also analyses the syntax of English and how theory informs practice. The module follows a descriptive approach that encourages associations and contrasts. Participants practise how they explain problem areas of English syntax to colleagues and school learners.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLEL 3840 Selected Author or Theme: Contrasting Images of Africa

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: The module 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".

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

FRENCH

First Year Level

HLFS 3511 Language Studies in French

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This module enables a student who has had previous experience with learning French to reinforce his/her knowledge and to acquire a better understanding of how the language works. Students will be able to write, read and understand short written texts, as for example informal letters, very short newspaper articles and e-mails at the end of this module. Furthermore a student will be able to hold a short conversation in a variety of situations. This module presents an integrated approach of the four language skills: reading, writing, listening and speaking.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLFS 3532 French Language Usage and Literature

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This module allows a student to build on his/her existing French skills and to deepen and expand his/her knowledge of the language. Particular emphasis is placed on the accurate use of French grammar, orthography, pronunciation and vocabulary. Furthermore a student will become familiar with texts of a formal and functional nature. Students will also be introduced to very basic literary and cultural texts allowing a deeper insight into French culture and society.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Second Year Level

HLFS 3611 Intermediate Language Usage in Context

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: In this module students build on their acquired skills during the first year in order to expand and refine their knowledge. Furthermore students are introduced to basic research skills and presentation methods. Grammar is also introduced on a more theoretical basis in order for learners to acquire a conscious view of how the language works.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLFS 3632 Foundations of Linguistics in French

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: At the end of this module students will be able to analyse and understand basic and intermediate morphological, syntactical and discursive structures of French in context.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLFS 3652 Advanced Language Usage in Context

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module introduces students to concepts of argumentation. Furthermore, students are required to critically evaluate themselves and their peers through presentations and discussions. At the same time students continue to expand their grammatical, phonological and cultural knowledge in French.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

HLFS 3711 Theoretical and Practical Grammar in French

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: At the end of this module students will be able to analyse and apply a number of advanced linguistic and grammatical elements in French. They will acquire the ability to recognise the importance of grammar and discursive structures in text analysis. Furthermore they will be aware of differences between English and French grammar and by implication of their first language.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLFS 3731 Introduction to French and Francophone Literature

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module introduces students to French literary history through the reading and analysis of various extracts of the works of authors in the French canon. In addition students are required to read a complete literary work and discussing it against its historical and social background.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLFS 3752 Composition Speaking and Presentation Skills

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: In this module students acquire the most current French writing and research methods. Furthermore students are required to read and understand a number of technical and academic texts, thus moving away from the merely functional use of language. In addition students are required to do presentations on academic and technical topics.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fourth Year Level

HLFS 3800 Applied Linguistics in French

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: In this module students look at French through a comparative approach. Differences and similarities of expression and grammar are highlighted with a view to translation. Students are required to expand their vocabulary range from the merely functional to fields that require a highly specialised vocabulary.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLFS 3820 French Literary History

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: In this module students take a closer look at a specific literary period and its authors. Furthermore, students learn to effect a textual analysis of some depth and complexity by looking at a text in its historical and social context as well as paying close attention to literary genres and their conventions.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLFS 3840 Contemporary French Society and Language

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: In this module students will take a conscious look at the differences between contemporary French and Namibian culture and society. Furthermore, students will develop an awareness of socio-linguistic aspects that influence the use and status of French in the world.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLFS 3860 Contemporary French Literature

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level and HLFS 3731 Introduction to French and Francophone Literature

Content: In this module students will do largely independent research on various literary works and their authors.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

GEOGRAPHY

First Year Level

HGHE 3511 Fundamentals of Physical Geography

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: Students acquaint themselves with the essential foundations of Physical Geography, including common links to auxiliary disciplines and fields of study. The module presents structures, functions, processes and distributional patterns inherent in phenomena of "natural" environments, relating to climate, geomorphology, hydrology, soils and vegetation. The content focuses on the interrelationship of geo-ecosystems, including the human factor. With particular reference to Namibian conditions, the module offers fundamental applications of concepts inherent in the functioning of the atmo-, litho-, hydro- and biosphere.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGHE 3532 Fundamentals of Human Geography

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: Students acquaint themselves with foundations and concepts of Human Geography, including the subject's links to auxiliary disciplines. The module presents structures, functions, processes and distributional patterns inherent in phenomena of human environments. The content focuses on demographic features of population, rural and urban settlements and economic activities including tourism, land-use and infrastructure, regional diversity / similarity as well as politico-geographical perspectives relating to spatial development. Local to international references cover Namibia, the African continent and selected regions of the world. The module structure implies practical exercises/assignments aiming at fostering application of knowledge, reflective thinking and practical skills.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Second Year Level

HGHE 3611 Climatology and Geomorphology

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: The module investigates components, patterns, processes and functions relating to phenomena of climatology such as air temperature, atmospheric moisture and precipitation, atmospheric pressure motion and circulation. In geomorphology, the content focuses on processes such as weathering and mass wasting; and the creation of structural terrestrial, marine and aeolic landforms. Landscapes from Namibia and southern Africa exemplify the relevant types of landforms.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGHE 3631 Settlement and Economic Geography

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: The module builds students' in depth comprehension and skills in fields of Human Geography, in particular settlement and economic geography, including tourism. The content familiarises students with structures, patterns, processes, trends and developments relating to urbanisation and economic growth. Regional examples collected from Namibia and internationally, present varying spatial scales and time frames. The content demonstrates the application of recognised models and theories in the analysis of settlements and economic development. Case studies strengthen the reflective comprehension of distinct phenomena and problem formations emerging from human settlement and economic endeavour.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGHE 3602 Pedology and Biogeography (halfmodule)

Proposed NQF Level: 6

Credits: 8

Contact Hours: 2 hours/week over 14 weeks = 28 contact hours

Prerequisite: None

Content: The module investigates components, functions, processes, patterns and phenomena of pedology and biogeography. Content referring to pedology examines soil components, illustrates processes and properties of soils as well as explains the classification of soils. Lectures focussing on biogeography define components of ecological and historical properties and processes as well as unfold the complexity of terrestrial ecosystems by characterising their biomes. The half module emphasises spatial and temporal frameworks applicable to Namibia and southern Africa.

Assessment: Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)

HGHE 3622 Social Geography (halfmodule)

Proposed NQF Level: 6

Credits: 8

Contact Hours: 2 hours/week over 14 weeks = 28 contact hours

Prerequisite: None

Content: This module offers students concepts and approaches to essential thinking in Social Geography, broadening students' understanding of the interplay between society and space, including the interface experienced between society, crime and space. The content encompasses topics such as types of society and their structures; indicators defining disparities in livelihood; gender equality and social justice; as well as conditions of access to health and socio-economic development. Lectures present key concepts assumed to be "organising principles in societies", complemented by "culture-specific" perceptions pertaining to groups / classes of society and their regional distribution with an emphasis on Namibia.

Assessment: Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)

Third Year Level

HGHE 3711 Environmental Studies

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module allows students to comprehend the paramount interaction of humans and their environment, the reasons for and consequences of this interrelationship and in many instances the ameliorating scenarios society can implement. Students should achieve this objective by integrating disciplines through the application of knowledge and research with oral and written presentations.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGHE 3731 General Methods and Techniques in Geography

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: The module offers application-oriented insights into scientific methods and techniques, comprising the formulation of hypotheses and assumptions; collection and compilation of data; research design and selection of research methods. Examples from field surveys and the formulation of research findings aim at strengthening course and project work capabilities. With view to secondary school course work and post-graduate studies the content exposes students to map production and basic geodesy. Map interpretation and aerial photography analysis complements essential skills in geographic analysis techniques, needed for course work and research. The module familiarises students with statistical methods applied to quantitative geographic problem analysis, together with the use of techniques in collecting and analysing qualitative data. Introductory hands-on lecturing builds necessary experiences in GIS for special application at senior secondary school level, seeking to ensure that all participants share a working knowledge of spreadsheet capabilities

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGHE 3752 Regional Geography

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: The module familiarises students with concepts of and approaches to Regional Geography and furthers students' comprehension of the complexity of the system "region", comprising regional structures and functions (politico-economic, socio-cultural). It reflects data in distinct regions, emphasising the interaction of local and external factors, forces and processes over distance and time in Namibia, Africa and other continents. The module incorporates aspects of regional disparity and explains regional development against the background of different paradigms and concepts of regional development.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGES 3799 Excursion

Excursions encourage students to apply methods and techniques required for observing, analysing, assessing and comprehending the particularities of landscapes on site. They offer crucial experiences in team work and prepare for course work design and research.

Fourth Year Level

HGHT 3800 Tourism Studies

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: Students acquaint themselves with the generation and application of complex data sets for tourism planning and development with the assistance of principles, theories and trans-disciplinary methods applied to tourism studies. The module responds to the growing significance of and need for tourism research in Namibia, taking into consideration the growth of the tourism industry and the country's subscription to sustainable development, which require ethical behaviour, informed consumption of natural resources and sharing distribution of wealth.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGSP 3800 Concepts of Environmental Management

Proposed NQF Level: 8

Credits: 16 **Contact Hours: 2 hours/week over 28 weeks = 56 contact hours**

Prerequisite: Admission to the fourth year level

Content: This module advances students' comprehension of the interdependent functioning whole of the geo-system, biological and human system (gecosystem) through a strong focus on environmental resources and selected environmental problem formations. The content demonstrates the need for conservation and environmental management. Discussions examine academic perspectives and build intellectual skills required in evaluation procedures such as Environmental Impact Assessment (EIA) and Social Impact Assessment (SIA). Practice-orientated assignments apply principles of Integrated Environmental Management (IEM). The module fosters the internalisation of environmental obligations, environmental auditing and environmental ethics needed for sustainable societies.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGHE 3800 Political Geography

Proposed NQF Level: 8

Credits: 16 **Contact Hours: 2 hours/week over 28 weeks = 56 contact hours**

Prerequisite: Admission to the fourth year level

Content: This module guides students in studying independently patterns of politico-economic and socio-cultural landscapes in Namibia, Africa and elsewhere. The content addresses complex social processes of change, including deliberations on the regulating role of state and the creation of nations with their local-regional identities and landscapes of power. Lectures investigate phenomena of territorial control, the continuing competition and particular interests of and amongst countries in the ongoing capitalist restructuring of international economies with their shifting centres of politico-economic gravity.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGHE 3820 Themes in Advanced Geography and Environmental Studies

Proposed NQF Level: 8

Credits: 16 **Contact Hours: 2 hours/week over 14 weeks = 56 contact hours** **Prerequisite:** Admission to the fourth year level

Content: The content focuses on themes in Physical and Human Geography as well as Environmental Studies that were recently or are currently researched or published by members of the Section, including professional members working in fields of applied geography, environmental management and/or tourism. This seminar-style module requires discussion and research assignments. Students choose their research assignments from specific topics announced during the first week of lecturing in the first semester of the relevant academic year.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

GERMAN

First Year Level

HLGS 3511 Basic German Patterns

Proposed NQF Level: 5

Credits: 16 **Contact Hours: 4 hours/week over 14 weeks = 56 contact hours**

Content: Acquainting students with formal German grammar thereby upgrading their communicative skills and written expression in various social contexts.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLGS 3532 Basic Literary and Cultural Concepts

Proposed NQF Level: 5

Credits: 16 **Contact Hours: 4 hours/week over 14 weeks = 56 contact hours**

Content: Introducing students to literary genres as well as pragmatic texts and thus increasing awareness of contemporary German literary and culture concepts.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Second Year Level

HLGS 3611 Complex German Patterns

Proposed NQF Level: 6

Credits: 16 **Contact Hours: 4 hours/week over 14 weeks = 56 contact hours**

Prerequisite: None

Content: Enhancement of communicative skills and written expression by focusing on more advanced aspects of German grammar.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLGS 3632 Contemporary German Society and Literature

Proposed NQF Level: 6

Credits: 16 **Contact Hours: 4 hours/week over 14 weeks = 56 contact hours**

Prerequisite: None

Content: Making students aware of the interaction between literary texts and society, concentrating on recent German history, societal developments and relevant published materials.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLGS 3652 Text Analysis Directed Writing and Presentation

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: Analysis of various types of texts, enabling students to identify these, produce these themselves (in writing) and present them orally.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

HLGS 3711 Theoretical and Practical German

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: By concentrating on German syntax, students become aware of the essential function of academic writing.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLGS 3752 German Cultural History

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: Introduction to German cultural and literary history from Absolutism to the outbreak of World War I. This includes a study of selected literary texts and manifestations of culture in German society of that period with emphasis on students presenting their findings in adequate academic oral and written form.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fourth Year Level

HLGS 3840 Applied Linguistics in German

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Content: Examine psycho- and socio-linguistic aspects with special reference to the Namibian situation (variety linguistics).

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLGS 3820 Modern German Literature and Culture

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Content: Study various literary texts from World War I through to contemporary Germany in conjunction with relevant aspects of the German society.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLGT 3800 Intercultural Communication

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Content: Introduction to the theory of intercultural communication in a multicultural and multilingual society, with special reference to Namibian society.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HISTORY

First Year Level

HHGE 3511 African Civilisations

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks 56 contact hours

Content: This module serves to introduce the student to African history. One important and very old African civilisation – Ethiopia – will focus the student's attention on important aspects of general African history: archaeology, ancient cultures, art, material culture, trade, society, gender, literature, religion and

politics. At the same time students will be introduced to the tools of the trade and methodological and theoretical issues will be dealt with by way of introduction. The module explores the issues through lectures.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HHGE 3532 History: Images

Concepts and Tools

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This module will emphasise the skills historians are expected to acquire. 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 module 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 module serves as the foundation for the fourth-year research paper, along with the third year level module *20th Century Namibia*.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Second Year Level

HHGE 3611 The Making of the Atlantic World

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module 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 module work is devoted to research methodology.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HHGE 3632 Early Southern African History

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: *HHGE 3532 History: Images, Concepts and Tools*

Content: This module 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 module. The basic requirements for research methodology in Archaeology will be covered during a two week period.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HHGE 3652 Early Namibian History

Proposed NQF Level: 6

Credits: 16 **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module 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.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HHGE 3711 Twentieth Century Namibia
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Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours **Prerequisite:** None

Content: This module centres on the colonial period with a focus on interaction between Africans and Europeans; the role of indigenous populations and rulers is explored, with special attention to resistance and collaboration; the aims and impact of German and South African colonialism, westernisation, the liberation struggle and the dynamics of Namibian nationalism are key themes; of special concern is methodology: the utilisation of archives and familiarisation with key secondary texts on twentieth century Namibia. The research methodology section (two weeks) aims to impart essay-writing and research skills. This module serves as a foundational module for the fourth-year level research paper.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

HHGE 3732 Colonial and Post

Colonial South Africa

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module explores the following themes: continuities and changes in Dutch and British colonialism; expansion of British rule in nineteenth century South Africa and African and Boer responses to it; the Mineral Revolution: the emergence of African proletarianisation; the consolidation of European hegemony and the origins of African nationalism; Segregation and Apartheid; the period from 1950-1990; focus on the nature and evolution of apartheid-colonialism and African resistance. Methodologically the module will focus on critical reading and writing and the mastering of referencing, reading and writing skills elaborated on in the History Study Guide, and serves to build on the research methodology work done in the first semester module *HHGE 3711 Twentieth Century Namibia*.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HHGE 3752 Foundations of Archaeology

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: Minimum final mark of 60% in both HHGE 3632 Early Southern African History and HHGE 3652 Early Namibian History

Content: This module introduces students to the historical context in which archaeology has been practiced with particular emphasis on African Archaeology. It aims at promoting a critical understanding of the development of archaeology as a discipline. It also focuses on the shared concepts and themes in history, anthropology and archaeology. The module acquaints students with field archaeological methods (theory) and a practical component at selected archaeological sites. Its prime objective will be to develop an understanding of how archaeological data collection, treatment, analysis and interpretation are achieved. This forms part of the research methodology skills required, particularly for Archaeology. An Archaeology field excursion forms an integral part of the module and comprises a 10 day field school at a selected site with official permission of the National Heritage Council of Namibia. Students will be assessed on their performance.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fourth Year Level

HHGE 3820 Public History/Museum and Heritage Studies

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: This module 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 module a critical tool with which to investigate the ways and means through which the past is structured and remembered.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

KHOEKHOEGOWAB

First Year Level

HLKL 3531 Literary Appreciation of Khoekhoegowab

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This module provides a general background to the concept *literature* and other related concepts such as *oral literature* and *written literature*, different genres of literature, literary appreciation and different approaches to the study of literature and different functions of literature. Texts to be discussed are in English.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLAC 3532 Language and Culture

Proposed NQF Level: 5

Credits: 16 **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

Content: This module is intended to let students reflect on issues of identity, self-perception and the inseparability of language and culture. The essence of the course rests on dialogue between lecturers and students of the same and of different cultures in class so as to deepen one's perception of one's own culture and to gain respect through understanding for the other cultures represented. Particular domains of the language and culture that tend to become obliterated should be discussed and contrasted, e.g. naming practises, kinship systems, figurative language, etiquette. Students are also encouraged to accept dialects as enrichment of the language.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Second Year Level

HLSS 3631 Speech Sounds and Sound Systems

Proposed NQF Level: 6

Credits:16 **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This generic module is designed to provide some fundamental tools and concepts required for understanding the sound system of any language. By way of introduction students will become familiarised with the central concerns, concepts and methods of *articulatory phonetics* as indispensable tool for linguistic studies and investigation. In *phonology* students will acquire the standard technique to determine which sounds are significant in a particular language: practical analysis will clarify the concept of the phoneme. In the study of *sound systems and sound changes* students will be enabled to recognise how speech sounds of a language interact with each other. Students shall also appreciate the role of the *syllable*, and the role of *tone* or *stress* in distinguishing meaning in certain languages. The strength of the module lies in its hands-on approach. Students will be familiarised with abstract concepts like the "phoneme" by means of practical case studies, that is, by means of regular exercises to practise the analytic techniques as applied to any language in the world. While the relevance of issues to familiar Namibian languages is pointed out during tuition, only foreign languages will be used for assessment purposes, as the techniques are valid irrespective of the language examined. While the course should enhance any student's general ability to handle issues of spelling and articulation, the course lays the essential foundation for phonetic and phonological studies in specific languages. It is a corequisite for *HLKM 3612 Phonology and Morphology of Khoekhoegowab*.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLKO 3631 Oral Literature of Khoekhoegowab

Proposed NQF Level: 6

Credits:16 **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: In this module students are introduced to the oral nature of traditional/oral African literature and its significance and function as an art, forms, content and performance, for instance folktales, praises, songs, riddles and proverbs. The module should also give the students explicit understanding of characterisation: characters, their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits). Students are expected to engage in field-work.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLKM 3612 Phonology and Morphology of Khoekhoegowab

Proposed NQF Level: 6

Credits:16 **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

Co-requisite: HLSS 3631 Speech Sounds and Sound Systems

Content: This module requires first language proficiency, as it investigates and describes the phonology (sound system) and morphology (word categories and their structures) of Khoekhoegowab. The module should give the student an explicit understanding of the linguistic processes that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students should be able to explain and discuss the features studied and provide pertinent instantiation.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

HLKS 3731 Syntax of Khoekhoegowab

Proposed NQF Level: 7

Credits:16 **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module also requires first language proficiency, as it investigates and describes the sentence types of Khoekhoegowab, their structures and how sentences are joined in complex sequences. The module should give the student an explicit understanding of the grammar that he/she has already internalised subconsciously. While the module should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students will also be enabled to analyse (parse) syntactic structures according to established procedures. The knowledge gained will form the foundation for using the grammatical and stylistic resources more effectively for communication.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLKP 3732 Poetry of Khoekhoegowab

Proposed NQF Level: 7

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module is meant to deepen students' understanding and analytical skills concerning the study of the structure, characteristics, literary devices and other literary aspects of oral and written poetry in Khoekhoegowab.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fourth Year Level

HLKE 3820 Effective Communication: Style and Meaning in Khoekhoegowab

Proposed NQF Level: 8

Credits:16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: This module centres on the use of the living language in practice, but on the basis of the linguistic understanding previously acquired. It focuses on the sensitisation to and practical application of communicative skills, on the choices one makes among the devices that a language offers. Analytic as well as creative skills of the student are addressed. The module concentrates on the discussion of theoretical aspects of stylistics and semantics, the analysis of recorded oral and literary texts (e.g. speeches, sermons, advertisements, admonitions) and production of own samples.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLKW 3820 Written Prose and Drama of Khoekhoegowab

Proposed NQF Level: 8

Credits:16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: This module deepens students' knowledge and skills in the critical analysis of selected prose, and of drama and plays such as radio plays or film scripts with regard to their structure, themes, characters, style and literary devices, content, and their relevance to current social issues and cultural identity..

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLKA 3820 Advanced Issues in the Linguistics of Khoekhoegowab

Proposed NQF Level: 8

Credits:16 **Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: Issues of a universal and typological nature concerning the phonology and grammar of Khoekhoegowab and the Khoe (sub-)family will be dealt with here. The module consists of a *common component* (14 weeks) attended by students of all African language courses and a *language-specific component* (14 weeks) attended by students of the specific language family (Bantu or Khoe) respectively. In the language-specific components students will also receive a brief introduction to the most outstanding features of the other language family, so as to widen their horizon with regard to their own language. Components which are attended by students of different languages will be taught through the medium of English. All study guides will be in English.

Common component:
Isolating, agglutinative and inflecting languages; grammatical gender in languages; semantic case; the order of sentence elements. Features of the language(s) chosen will be highlighted by contrasting them to corresponding features of the other language family. *Language-specific component* for Khoekhoegowab: The Khoekhoegowab noun as a word; typical features of Khoe languages; an intensification of previous studies in sentence constructions and the tone system.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

OSHIWAMBO

First Year Level

HLWL 3531 Literary Appreciation of Oshiwambo

Proposed NQF Level: 5

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This module provides a general background to the concept *literature* and other related concepts such as *oral literature* and *written literature*, different genres of literature, literary appreciation and different approaches to the study of literature and different functions of literature. Texts to be discussed are in English.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLAC 3532 Language and Culture

Proposed NQF Level: 5

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This module is intended to let students reflect on issues of identity, self-perception and the inseparability of language and culture. The essence of the course rests on dialogue between lecturers and students of the same and of different cultures in class so as to deepen one's perception of one's own culture and to gain respect through understanding for the other cultures represented. Particular domains of the language and culture that tend to become obliterated should be discussed and contrasted, e.g. naming practises, kinship systems, figurative language, etiquette. Students are also encouraged to accept dialects as enrichment of the language.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Second Year Level

HLSS 3631 Speech Sounds and Sound Systems

Proposed NQF Level: 6

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This generic module is designed to provide some fundamental tools and concepts required for understanding the sound system of any language. By way of introduction students will become familiarised with the central concerns, concepts and methods of *articulatory phonetics* as indispensable tool for linguistic studies and investigation. In *phonology* students will acquire the standard technique to determine which sounds are significant in a particular language: practical analysis will clarify the concept of the phoneme. In the study of *sound systems and sound changes* students will be enabled to recognise how speech sounds of a language interact with each other. Students shall also appreciate the role of the *syllable*, and the role of *tone* or *stress* in distinguishing meaning in certain languages. The strength of the module lies in its hands-on approach. Students will be familiarised with abstract concepts like the "phoneme" by means of practical case studies, that is, by means of regular exercises to practise the analytic techniques as applied to any language in the world. While the relevance of issues to familiar Namibian languages is pointed out during tuition, only foreign languages will be used for assessment purposes, as the techniques are valid irrespective of the language examined. While the course should enhance any student's general ability to handle issues of spelling and articulation, the course lays the essential foundation for phonetic and phonological studies in specific languages. It is a corequisite for *HLKM 3612 Phonology and Morphology of Oshiwambo*.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLWO 3631 Oral Literature of Oshiwambo

Proposed NQF Level: 6

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: In this module students are introduced to the oral nature of traditional/oral African literature and its significance and function as an art, forms, content and performance, for instance folktales, praises, songs, riddles and proverbs. The module should also give the students explicit understanding of characterisation: characters, their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits). Students are expected to engage in field-work.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLWM 3612 Phonology and Morphology of Oshiwambo

Proposed NQF Level: 6

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Co-requisite: HLSS 3631 Speech Sounds and Sound Systems

Content: This module requires first language proficiency, as it investigates and describes the phonology (sound system) and morphology (word categories and their structures) of Oshiwambo. The module should give the student an explicit understanding of the linguistic processes that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students should be able to explain and discuss the features studied and provide pertinent instantiation.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

HLWS 3731 Syntax of Oshiwambo

Proposed NQF Level: 7

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module also requires first language proficiency, as it investigates and describes the sentence types of Oshiwambo, their structures and how sentences are joined in complex sequences. The module should give the student an explicit understanding of the grammar that he/she has already internalised subconsciously. While the module should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students will also be enabled to analyse (parse) syntactic structures according to established procedures. The knowledge gained will form the foundation for using the grammatical and stylistic resources more effectively for communication.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLWP 3732 Poetry of Oshiwambo

Proposed NQF Level: 7

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module is meant to deepen students' understanding and analytical skills concerning the study of the structure, characteristics, literary devices and other literary aspects of oral and written poetry in Oshiwambo.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fourth Year Level

HLWE 3820 Effective Communication: Style and Meaning in Oshiwambo

Proposed NQF Level: 8

Credits:16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: This module centres on the use of the living language in practice, but on the basis of the linguistic understanding previously acquired. It focuses on the sensitisation to and practical application of communicative skills, on the choices one makes among the devices that a language offers. Analytic as well as creative skills of the student are addressed. The module concentrates on the discussion of theoretical aspects of stylistics and semantics, the analysis of recorded oral and literary texts (e.g. speeches, sermons, advertisements, admonitions) and production of own samples.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLWW 3820 Written Prose and Drama of Oshiwambo

Proposed NQF Level: 8

Credits:16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: This module deepens students' knowledge and skills in the critical analysis of selected prose, and of drama and plays such as radio plays or film scripts with regard to their structure, themes, characters, style and literary devices, content, and their relevance to current social issues and cultural identity..

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLWA 3820 Advanced Issues in the Linguistics of Oshiwambo

Proposed NQF Level: 8

Credits:16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: Issues of a universal and typological nature concerning the phonology and grammar of Oshiwambo and the Khoe (sub-)family will be dealt with here. The module consists of a *common component* (14 weeks) attended by students of all African language courses and a *language-specific component* (14 weeks) attended by students of the specific language family (Bantu or Khoe) respectively. In the language-specific components students will also receive a brief introduction to the most outstanding features of the other language family, so as to widen their horizon with regard to their own language. Components which are attended by students of different languages will be taught through the medium of English. All study guides will be in English. *Common component:* Isolating, agglutinative and inflecting languages; grammatical gender in languages; semantic case; the order of sentence elements. Features of the language(s) chosen will be highlighted by contrasting them to corresponding features of the other language family. *Language-specific component* for Oshiwambo: The Oshiwambo noun as a word; typical features of Khoe languages; an intensification of previous studies in sentence constructions and the tone system.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

OTJIHERERO

First Year Level

HLHL 3531 Literary Appreciation of Otjiherero

Proposed NQF Level: 5

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This module provides a general background to the concept *literature* and other related concepts such as *oral literature* and *written literature*, different genres of literature, literary appreciation and different approaches to the study of literature and different functions of literature. Texts to be discussed are in English.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLAC 3532 Language and Culture

Proposed NQF Level: 5

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This module is intended to let students reflect on issues of identity, self-perception and the inseparability of language and culture. The essence of the course rests on dialogue between lecturers and students of the same and of different cultures in class so as to deepen one's perception of one's own culture and to gain respect through understanding for the other cultures represented. Particular domains of the language and culture that tend to become obliterated should be discussed and contrasted, e.g. naming practises, kinship systems, figurative language, etiquette. Students are also encouraged to accept dialects as enrichment of the language.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Second Year Level

HLSS 3631 Speech Sounds and Sound Systems

Proposed NQF Level: 6

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This generic module is designed to provide some fundamental tools and concepts required for understanding the sound system of any language. By way of introduction students will become familiarised with the central concerns, concepts and methods of *articulatory phonetics* as indispensable tool for linguistic studies and investigation. In *phonology* students will acquire the standard technique to determine which sounds are significant in a particular language: practical analysis will clarify the concept of the phoneme. In the study of *sound systems and sound changes* students will be enabled to recognise how speech sounds of a language interact with each other. Students shall also appreciate the role of the *syllable*, and the role of *tone* or *stress* in distinguishing meaning in certain languages. The strength of the module lies in its hands-on approach. Students will be familiarised with abstract concepts like the "phoneme" by means of practical case studies, that is, by means of regular exercises to practise the analytic techniques as applied to any language in the world. While the relevance of issues to familiar Namibian languages is pointed out during tuition, only foreign languages will be used for assessment purposes, as the techniques are valid irrespective of the language examined. While the course should enhance any student's general ability to handle issues of spelling and articulation, the course lays the essential foundation for phonetic and phonological studies in specific languages. It is a corequisite for *HLKM 3612 Phonology and Morphology of Otjiherero*.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLHO 3631 Oral Literature of Otjiherero

Proposed NQF Level: 6

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: In this module students are introduced to the oral nature of traditional/oral African literature and its significance and function as an art, forms, content and performance, for instance folktales, praises, songs, riddles and proverbs. The module should also give the students explicit understanding of characterisation: characters, their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits). Students are expected to engage in field-work.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLHM 3612 Phonology and Morphology of Otjiherero

Proposed NQF Level: 6

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Co-requisite: *HLSS 3631 Speech Sounds and Sound Systems*

Content: This module requires first language proficiency, as it investigates and describes the phonology (sound system) and morphology (word categories and their structures) of Otjiherero. The module should give the student an explicit understanding of the linguistic processes that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students should be able to explain and discuss the features studied and provide pertinent instantiation.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

HLHS 3731 Syntax of Otjiherero

Proposed NQF Level: 7

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module also requires first language proficiency, as it investigates and describes the sentence types of Otjiherero, their structures and how sentences are joined in complex sequences. The module should give the student an explicit understanding of the grammar that he/she has already internalised subconsciously. While the module should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students will also be enabled to analyse (parse) syntactic structures according to established procedures. The knowledge gained will form the foundation for using the grammatical and stylistic resources more effectively for communication.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLHP 3732 Poetry of Otjiherero

Proposed NQF Level: 7

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module is meant to deepen students' understanding and analytical skills concerning the study of the structure, characteristics, literary devices and other literary aspects of oral and written poetry in Otjiherero.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fourth Year Level

HLHE 3820 Effective Communication: Style and Meaning in Otjiherero

Proposed NQF Level: 8

Credits:16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: This module centres on the use of the living language in practice, but on the basis of the linguistic understanding previously acquired. It focuses on the sensitisation to and practical application of communicative skills, on the choices one makes among the devices that a language offers. Analytic as well as creative skills of the student are addressed. The module concentrates on the discussion of theoretical aspects of stylistics and semantics, the analysis of recorded oral and literary texts (e.g. speeches, sermons, advertisements, admonitions) and production of own samples.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLHW 3820 Written Prose and Drama of Otjiherero

Proposed NQF Level: 8

Credits:16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: This module deepens students' knowledge and skills in the critical analysis of selected prose, and of drama and plays such as radio plays or film scripts with regard to their structure, themes, characters, style and literary devices, content, and their relevance to current social issues and cultural identity..

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLHA 3820 Advanced Issues in the Linguistics of Otjiherero

Proposed NQF Level: 8

Credits:16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: Issues of a universal and typological nature concerning the phonology and grammar of Otjiherero and the Khoe (sub-)family will be dealt with here. The module consists of a *common component* (14 weeks) attended by students of all African language courses and a *language-specific component* (14 weeks) attended by students of the specific language family (Bantu or Khoe) respectively. In the language-specific components students will also receive a brief introduction to the most outstanding features of the other language family, so as to widen their horizon with regard to their own language. Components which are attended by students of different languages will be taught through the medium of English. All study guides will be in English. *Common component:* Isolating, agglutinative and inflecting languages; grammatical gender in languages; semantic case; the order of sentence elements. Features of the language(s) chosen will be highlighted by contrasting them to corresponding features of the other language family. *Language-specific component* for Otjiherero: The Otjiherero noun as a word; typical features of Khoe languages; an intensification of previous studies in sentence constructions and the tone system.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

PORTUGUESE

First Year Level

HLPS 3511 Basic Portuguese Patterns

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: Acquainting students with formal Portuguese grammar, thereby upgrading their communicative skills and written expression in various social contexts.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLPS 3532 Basic Literary and Cultural Concepts in Portuguese

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: Introducing students to literary genres as well as pragmatic texts and thus increasing awareness of contemporary Portuguese literary and culture concepts.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Second Year Level

HLPS 3611 Complex Portuguese Patterns

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: Enhancing students' communicative skills and written expression by focusing on central aspects of Portuguese grammar.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLPS 3632 Contemporary Portuguese Society and Culture

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours Prerequisite: None

Content: Making students aware of the interaction between literary texts and society, concentrating on recent Portuguese history, societal developments and relevant published materials.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLPS 3652 Text analysis

Directed Writing and Presentation in Portuguese

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours Prerequisite: None

Content: Analysis of various types of Portuguese texts enabling students to identify, produce and present similar texts.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

HLPS 3711 Theoretical and Practical Grammar in Portuguese

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours Prerequisite: None

Content: Enhancing students' communicative skills in Portuguese by concentrating on Portuguese syntax to enable them to practically use it on academic writing.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLPS 3731 Portuguese Lusophone Relations

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours Prerequisite: None

Content: Read selected Portuguese texts of colonial and post colonial literature with reference to lusophone African countries and depicting several aspects of present and past relationship between these countries and Portugal.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fourth Year Level

HLPS 3840 Applied Linguistics in Portuguese

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: Examine psycho-socio-linguistic aspects with special reference to the Lusophone situation.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLPS 3820 Modern Portuguese Culture and Literature

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: Study several selected texts from the first republic to contemporary Portugal in conjunction with the relevant aspects of the Portuguese society.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLPS 3860 African Portuguese Literature

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: Study of selected cultural and literary texts and authors from those Portuguese speaking countries during their independence movements and after their political independence.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Rukwangali Studies

Rukwangali Studies is not offered in 2009. For further information please contact the Head: Department of Language and Literature Studies.

Silozi Studies

Silozi Studies is not offered in 2009. For further information please contact the Head: Department of Language and Literature Studies.

ECONOMICS AND MANGEMENT SCIENCES

ACCOUNTING

First Year Level

CAFE 3511 Fundamentals of Accounting A

Credits: 16

Contact Hours: 4 hours/week over 14 weeks= 56 contact hours

Content: Introduction to the basic principles of accounting – nature and function of accounting and accounting theory, financial position and financial result, single and double entry systems; treatment of incomplete records, collecting and processing accounting data, the accounting cycle, journals, trial balance, introduction to VAT, pre- and post-trial balance adjustments, closing-off procedures, the financial result of service and trading entities, inventory systems, preparing financial statements for a sole proprietorship.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

CAFE 3512 Fundamentals of Accounting B

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks= 56 contact hours

Content: 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, financial statements of non-profit organisations.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

CBCM 3579 Business Mathematics

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks

Prerequisite: None

Content: The module 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 in equalities, and introduction to algebra.

Assessment: Continuous assessment 50% : two test and one assignment
Examination 50% (1 x 3 hour examination paper)

CAFE 3611 Financial Accounting 1A

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: CAFE 3512 Fundamentals of Accounting B

Content: Basic principles of accounting: nature and function of accounting and accounting theory; financial position and financial result; double entry system. Collecting and processing accounting data: processing accounting data; adjustments; closing-off procedure; determining profit in a trading concern and preparing financial statements. Account for current and non-current assets: cash and cash equivalents; trade and other receivables; inventory; property; plant and equipment and other non-current assets. Account for current and non-current liabilities, financial reporting: financial statements of a sole proprietorship; non-profit organisations and incomplete records.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

CAAM3651 Management Accounting IA

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 week

Prerequisite: CAFE 3512 Fundamentals of Accounting B

Content: This course is designed to introduce students to the concepts, techniques and application of cost and management accounting. The focus is on the accumulating cost information and preparing reports that help managers in decision making. The topics include cost systems design and cost accumulation, raw materials costs and stock management, labour costing and control, production overheads, budgeted, applied and actual, production overheads and service departments cost allocation, direct and absorption costing models, job-order and process costing, activity-based costing. The detailed contents are as follows: Introduction to Cost and Management Accounting: cost concepts and cost flows, cost behavior and systems 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, Job order costing: Contract costing: main features of contracts and types of contracts, cost calculation of contracts, methods of determining profit for incomplete contracts, contract cost accounts, 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 decision for joint products, spoilage, reworked units and scrap, Activity based costing: activity based costing defined, comparison between traditional and activity based costing defined, comparison between aim of this module is to give an exposition of the presentation of financial systems, activities and transactions as cost drivers, strengths and weaknesses of activity based cost system.

Assessment: Continuous assessment 50% : two test and one assignment Examination 50% (1 x 3 hour examination paper)

CAFE 3632 Financial Accounting 1B

Proposed NQF Level: 6

Credits: 16 Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: CAFE 3512 Fundamentals of Accounting B

Content: The aim of this module is to give an exposition of the presentation of financial statements in accordance with statements of GAAP and IFRS, to arrange the theoretical terms with which the students are acquainted within a defined structure, known as a conceptual framework, to various business entities, e.g. sole traders, partnerships, close corporations, manufacturing concerns.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

Third Year Modules

CAFE 3751 Financial Accounting 2A

Proposed NQF Level: 7

Credits: 16 Contact Hours: 4 hours/week over 14 weeks

Prerequisite: CAFE 3631/2 Financial Accounting IA and IB

Content: The purpose of this module is to introduce the students to intermediate aspects of financial accounting and to explain the recognition, measurement and disclosure of various items in the annual financial statements in accordance with IFRS (International Financial Reporting Standards). The detailed contents are as follows: revenue (IAS18), accounting policies, changes in accounting estimates, and errors (IAS8), related party disclosures (IAS24), earnings per share (IAS33), property plant and equipment (IAS16), inventories (IAS2), provisions, contingent liabilities and contingent assets (IAS37), events after balance sheet date (IAS10), intangible assets (IAS38).

Assessment: Continuous assessment 50% : two test and one assignment
Examination 50% (1 x 3 hour examination paper)

CAFE 3752 Financial Accounting 2B

Proposed NQF Level: 7

Credits: 16 Contact Hours: 4 hours/week over 14 weeks

Prerequisite: CAFE 3631/2 Financial Accounting IA and IB

Content: The detailed contents are as follows: International Financial Reporting Standards IFRS – Impairment of assets (IAS36), investment property (IAS40), non-currents assets held for sale and discontinued operations (IFRS5), borrowing costs (IAS23), segment reporting (IAS14), Introduction to group financial statements consolidated and separate financial statements (IAS27) – business combinations (IFRS3), definitions, consolidations at and after date of acquisition, intragroup transactions, preference shares and dividends, sundry aspects.

Assessment: Continuous assessment 50% : two test and one assignment
Examination 50% (1 x 3 hour examination paper)

CAFE 3852 Financial Accounting 3A

Proposed NQF Level: 8

Credits: 16 Contact Hours: 4 hours/week over 14 weeks

Prerequisite: CAFE 3751/2 Financial Accounting 2A and 2B

Content: The detailed contents are as follows: Group statements: interim acquisitions, complex groups, insolvent subsidiaries, non-consolidated subsidiaries, investment 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).

Assessment: Continuous assessment 50% : two test and one assignment
Examination 50% (1 x 3 hour examination paper)

BUSINESS STUDIES

First Year Level

CMPP 3579 Principles of Management

Code: CMPP3579

Proposed NQF Level: 5

Credits: 16 Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This is an introductory course in Business Management which offers specific topics that include an introduction to business management and entrepreneurship. Different types of business and the business environment, including general discussion of principles of General Management, and different functions such as planning, organizing, leading and controlling will be discussed.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

Module title: Business Mathematics

Code: CABM2411

NQA level: 4

National Professional Competencies:

Contact hours: 4 hours per week for 14 weeks

Credit:	16
Module assessment:	Continuous assessment 50% (Minimum 2 tests and 1 assignment) Examination 50% (1 x 3 hour examination paper)
Prerequisites:	None

Module description: The detailed contents are as follows: time value of money (interest calculations), set operations, simple linear functions and equations, additions, subtractions, multiplication, division, matrix algebra.

Module title: Organizational Behaviour 1

Code:	CMBO 3671
NQF level:	6
National Professional Standards competencies:	Not available
Contact hours:	4 lectures per week for 14 weeks
Credits:	16
Module assessment:	Continuous assessment 50% (minimum of 2 tests and 1 Assignment) Examination 50% (1x 3 hour examination paper)
Prerequisites:	None

Module description (content):

The module will focus on the following topics:

The module 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.

Module title: Business Statistics A
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Code:	CABA3631
NQA level:	6
National Professional Standards Competencies:	N/A
Contact hours:	4 hours per week for 14 weeks
Credit:	16
Module assessment:	Continuous assessment (50%): two tests and one assignment Examination (50%): 1 x 3 hour paper
Prerequisites:	CBCM3579 Business Mathematics

Module description: 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).

Module title: Organizational Behaviour 2

Code:	CMBO 3672
NQF level:	6
National Professional Standards competencies:	N/A
Contact hours:	4 lectures per week for 14 weeks
Credits:	16
Module assessment:	Continuous assessment 50% (minimum of 2 tests and 1 assignment) Examination 50% (1 x 3 hour examination paper)
Prerequisites:	None

Module description (content): **The module 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.

Module Title: Marketing Management

Module Code:	CMSM 3771
NQA Level:	7
National Professional Standards Competencies:	
Contact Hours:	1 x 4 hours per week x 14 weeks.
Credits:	16
Module Assessment	Continuous assessment 50% (minimum of 2 tests and 1 assignment) Examination 50% (1 x 3 hour examination paper)
Prerequisites:	None

Module description:

The purpose of this module is to expose students to the subject terminology, marketing concepts, and the overview of marketing management, the marketing mix, the nature of goods and services; consumer needs and wants. The product mix, Social Responsibility, ethics, consumer behaviour, consumer purchase decision process; psychological influence; socio-cultural influences; Organizational Buyer; Marketing Communication process and Integrated Marketing Communication.

Module Title: Human Resources Management I

Module Code:	CMHM3771
NQA Level:	7
National Professional Competency Level:	N/A
Credit Points:	16
Contact Hours:	1 x 4 hours per week x 14 weeks.
Prerequisites:	None
Continuous assessment	50% (Minimum 2 tests and 1 assignment) Examination 50% (1x 3 hour paper)

Module Description/Content: The purpose of human resource management including the relation to traditional personnel management. The process and techniques of recruitment and selection and socialization in meeting organizational objectives, including interviewing, the use and abuse of selection tests, establishing the employment contract, probation and induction. The following topics are covered:

Introduction and overview of human resources management.; functional areas and structure of human resources management and departments; the role of human resources in organization; the art and design of work; influences of external factors on human resources management; labour demographics and its implication on human resources management; international human resources management

Module Title: Marketing Management

Module Code:	CMSM 3772
NQA Level:	7
National Standards Competencies:	N /A
Contact Hours:	1 x 4 hours per week x 14 weeks
Credits:	6
Module Assessment	Continuous assessment 50% (minimum of 2 tests and 1 assignment) Examination 50% (1 x 3 hour examination paper)
Prerequisite:	None

Module description:

Strategic Marketing Management develops a structured approach to understanding and managing the marketing function. By 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.

ECONOMICS**First Year Level**

CEMI 3571 Basic Microeconomics

Proposed NQF Level: 5	Contact Hours: 4 hours/week over 14 weeks = 56 contact hours
Credits: 16	

Content: Economics is the study of how society allocates scarce resources to satisfy the needs of its members for goods and services. 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 in microeconomics and facilitating 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.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

CBCM 3579 Business Mathematics

Proposed NQF Level: 5	Contact Hours: 4 hours/week over 14 weeks
Credits: 16	
Prerequisite: None	

Content: The module 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 in equalities, and introduction to algebra.

Assessment: Continuous assessment 50% : two test and one assignment
Examination 50% (1 x 3 hour examination paper)

CEMA 3572 Basic Macroeconomics

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

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.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

Second Year Level

CEMI 3671 Intermediate Microeconomics I

Proposed NQF Level: 6

Credits: 16 Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: CEMI 3571 Basic Microeconomics

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: 1. Introduction 2. Consumer theory 3. Theory of the firm 4. Production 5. Cost 6. Perfect competition 7. Monopoly 8. Imperfect competition.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

CEMA 3671 Intermediate Macroeconomics I

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: CEMA 3571 Basic Macroeconomics

Content: This module 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

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

CEMI 3672 Intermediate Microeconomics II

Proposed NQF Level: 6

Credits: 16 Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: CEMI 3571 Basic Microeconomics and CEMA 3572 Basic Macroeconomics

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

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

CEMA 3672 Intermediate Macroeconomics II

Proposed NQF Level: 6

Credits: 16 Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: CEMA 3572 Basic Macroeconomics

Content: This module 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.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

CEIT 3771 INTERNATIONAL TRADE

Contact hours:	4 lectures per week over 14 weeks
Module Assessment:	Continuous assessment 50% (2 test and 1 assignment) Examination 50% (1 X 3 hour examination paper)
Prerequisites:	Intermediate Microeconomics I & II (CEMI3671/2) and Intermediate Macroeconomics I & II (CEMA3671/2)

Module description: The subject matter of international trade, then, consists of issues raised by the special problems of economic interaction between sovereign states. International 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, 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.

Module title: NAMIBIAN ECONOMY

Code:	CENE3772
NQF Level:	7
Contact hours:	4 lectures per week over 14 weeks
Credits:	16
Module Assessment:	Continuous assessment 50% (2 tests and 1 assignment) Examination 50% (1 X 3 hour examination paper)
Prerequisites:	None

Module description: 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.

Module title: DEVELOPMENT ECONOMICS

Code:	CEDE3872
Contact hours:	4 lecture per week / 14 weeks
NQF Level:	8
Credits:	16
Module Assessment:	Continuous assessment 50% (2 test and 1 assignment) Examination 50% (1 X 3 hour examination paper)
Prerequisites:	Intermediate Microeconomics I & II (CEMI3671/2) and Intermediate Macroeconomics I & II (CEMA3671/2)

Module description: This course will introduce students to the field of development economics. The course provides a foundation for the study of economic development. It examines the meanings and measurement of development and then reviews development theories, issues, institutions and policies.

Course Content: The concept and measurement of development; Domestic barriers to development and policies; Agricultural transformation and rural development; Theories of economic growth and development; Financing development; Development planning; Industrial development.

SCIENCE**COMPUTER SCIENCE
FIRST YEAR LEVEL****SCMP 3511 PROGRAMMING FUNDAMENTALS I**

Module title:	Programming Fundamentals I
Code:	SCMP 3511
NQF level:	5
Contact hours:	4 lecture periods / week for 14 weeks
Credits:	16
Module Assessment	Continuous Assessment 50% (Minimum of 2 tests and 2 assignments) Final Examinations 50%
Prerequisites:	Departmental Entry Test

Module description: This module introduces the students to the foundational skills for all computing disciplines. It develops the student's skills and concepts that are essential to good programming practice and problem solving. The module will cover the following topics: -

PROBLEM SOLVING STRATEGIES: The role of algorithms in the problem solving process, Implementation strategies for algorithms, Debugging strategies, The concept and properties of algorithms. **PROGRAM DEVELOPMENT STEPS:** Planning Phase, Analysis, Design, Implementation, Testing, Maintenance. **PROGRAMMING CONSTRUCTS:** Primitive data types, Variables, Expressions & assignment, Strings and string processing, Arrays, Records, Files, Scope and lifetime of variables, Strategies for choosing the right data structures. **CONDITIONAL AND ITERATION CONSTRUCTS:** The Selection structure, Comparison operators, Logical operators, Nested selection structures, The Case selection structure, The Repetition structure, The For...Next Statement, The Do...Loop Statement. **EVENT-DRIVEN PROGRAMMING CONSTRUCTS:** Event-handling methods, Event propagation, Exception handling, Functions and Parameter passing, Structured Decomposition.

SCMP 3512 PROGRAMMING FUNDAMENTALS II

Module title:	Programming Fundamentals II
Code:	SCMP 3512
NQF level:	5
Contact hours:	4 lecture periods / week for 14 weeks
Credits:	16
Module Assessment	Continuous Assessment 50% (Minimum of 2 tests and 2 assignments) Final Examinations 50%
Co-Requisites:	SCMP 3511 Programming Fundamentals I

Module description: This module is a follow up on Programming Fundamentals 1 and provides the student with a rich set of tools to create advanced programs as required in today's business environment. The module will cover the following topics:

Introduction to vb.net applications: Design and Implementation of the .NET Framework, The Common Language Runtime, The .NET Framework Class Library, Creating a .NET Application. Designing windows based applications using the Visual Studio.NET IDE: Organizing a Windows based application, Using controls (e.g. Scroll Bar, groupbox, etc), Introduction to event handlers, Dynamic event handling. Creating programs using component based programming: Introduction to Component Based Programming, Controlling Visibility with Access Modifiers, Introduction to Classes, Introduction to the Object-Oriented Paradigm, Exception handling.

SCMP 3532 COMPUTER ORGANIZATION

Module title	Computer Organization
Code:	SCMP 3532
NQF level:	5
Contact hours:	4 Lecture Periods per Week for 14 Weeks
Credits:	16
Module Assessment:	Continuous Assessment 50% (Minimum of 2 tests and 2 assignments) Final Examinations 50%
Prerequisites:	Departmental Entry Test

Module Description : This module gives a general introduction to digital computer systems. It introduces key terminologies and concepts that give a clear understanding of the computer as a digital computing machine including functional organization, memory categorization and addressing, units of memory measurement, input/output devices, serial and parallel communication. It also introduces the classical Von Neumann Architecture. The following topics will be covered in the module: -

Introduction to Computers; Circuit Technology; Binary (Boolean) Algebra; Introduction to Memories; Memory and Registers Instructions; Memory organization; Arithmetic and Logic Instructions; Useful Circuits; Input and Output organization; Control Unit; Bus; Data Representation; a Simple Computer; Addressing Modes; Topics; High-Level Circuit Design; Hardware Elements; Examples of Coding; Exceptions; Subroutines and Macros.

SECOND YEAR MODULES

SCMP 3611 INTRODUCTION TO DATABASE SYSTEMS

Module title:	Introduction to Database Systems
Code:	SCMP 3611
NQF level:	6
Contact hours:	4 Lecture Periods + 3 hours of practical per week for 14 Weeks
Credits:	16
Module Assessment:	Continuous Assessment 50% (Minimum of 2 tests and 2 assignments) Final Examinations 50%
Prerequisites:	SCMP3511 – Programming Fundamentals I

Module Description: This module covers material necessary to provide the students with the required skills for working with a variety of database systems. The module will cover the following topics:- Types of databases; Evolution of Database technologies; Database technology versus conventional file-processing systems; The Systems Development Life Cycle (SDLC); The prototyping methodology ;The enterprise data model; Conceptual Data Modeling; Types of entities; ER diagrams; Business rules; Integrity Control Statements; Writing SQL statements; ER Diagram to relation transformation; Functional Dependencies; Normalization and Demoralization.

SCMP 3631 OBJECT ORIENTED PROGRAMMING

Module title:	Object Oriented Programming
Code:	SCMP 3631
NQF level:	6
Contact hours:	4 Lecture Periods per Week for 14 Weeks
Credits:	16
Module Assessment:	Continuous Assessment 50% (Minimum of 2 tests and 2 assignments) Final Examinations 50%
Prerequisites:	SCMP3511 – Programming Fundamentals I

Module Description: This module introduces a student to the Object Oriented paradigm that is widely adopted in modern software design and implementation. The student should demonstrate an in-depth understanding of Object-Oriented concepts and apply these concepts using a selected OOP language like Java or C++ to solve simple to medium sized programming tasks. The module will cover the following topics: -

Introduction to OOP, and Java; Objects and classes, understanding class definitions; Object interaction; Grouping objects; More sophisticated behavior - libraries; Well-behaved objects - testing, maintaining, debugging; Designing classes; Well-behaved objects - testing, maintaining, debugging; Designing classes; Inheritance; Polymorphism; Threads; Further abstraction techniques: abstract classes and interfaces; Building Graphical User Interfaces; Handling errors; Designing applications; Networking and Case study.

SCMP 3632 FOUNDATION OF DATA COMMUNICATION

THIRD YEAR MODULES

SCMP 3721 COMPUTER NETWORKS

Module title:	Computer Networks
Code:	SCMP 3721
NQF level:	7
Contact hours:	2 lecture periods / week for 14 weeks
Credits:	8
Module Assessment:	Continuous Assessment 50% (Minimum of 2 tests and 2 assignments) Final Examinations 50%
Prerequisites:	SCMP 3632 Foundation of Data Communications

Module description: This module introduces the problems, solutions, and limitations associated with interconnecting computers by communication networks (LAN or WAN). The seven layer ISO Open Systems Interconnection (OSI) reference model serves as a framework for the module with major emphasis on the physical layer standards, data link protocols, network and transportation layer protocols. Topics include: modems, baseband and broadband communications, HDLC, Ethernet and token ring LANs, cell and frame relay networks, bridges, routers, services of the upper layers (Session, Presentation, Application), and network security.

FOURTH YEAR MODULES

SCMP 3882 NETWORK ADMINISTRATION

Module title:	Network Administration
Code:	SCMP 3882
NQF level:	8
Contact hours:	4 lecture periods / week for 14 weeks
Credits:	16
Module Assessment:	Continuous Assessment 50% (minimum of 2 tests and 2 assignments) 1×3 Hrs Final Examination 50%
Prerequisites:	SCMP 3721 Computer Networks, SCMP 3722 Operating Systems

Module description: This module will focus on managing and maintaining physical and logical network devices, network users, computers, and groups, and access to network resources. Modules include general system administration, core networking with extensive lab work, routing, security analysis and implementation. This module is designed to provide the student with an understanding of the fundamental concepts and tools necessary to administrate Unix based computer systems and network services. The module also aimed at providing hands on experience on Linux server setup, configuration and maintenance.

MATHEMATICS

FIRST YEAR MODULES

SMAT 3511: BASIC MATHEMATICS

Module name:	Basic Mathematics
Code:	SMAT 3511
NQF level:	5
Contact hours:	4 lectures per week for 14 weeks 2 tutorials per week for 14 weeks
Credits:	16
Assessment:	Continuous assessment 50% (at least 3 tests), examination 50% (3 hours examination paper).
Prerequisite:	IGCSE mathematics

Module description: Sets: notations and diagrams to represent sets, subset, empty set, equality of sets, intersection, union, complement. Algebraic expressions: simplification, expansion, polynomials, remainder and factor theorem, partial fractions. Trigonometry: trigonometric functions, basic trigonometric identities. The absolute value, linear equations, linear inequalities, quadratic equations, the quadratic formula, quadratic inequalities. Functions: domain, codomain, image, preimage, even function, odd function. Sequences: the general term, the geometric sequence, the arithmetic sequence. The Binomial Theorem.

SMAT 3531: ANALYTIC GEOMETRY, COMPLEX NUMBERS AND MATRICES (4L/WEEK)

Module name:	Analytic Geometry, Complex Numbers and Matrices
Code:	SMAT 3531
NQF level:	5
Contact hours:	4 lectures per week for 14 weeks 2 tutorials per week for 14 weeks
Credits:	16
Assessment:	Continuous assessment 50% (at least 3 tests), examination 50% (3 hours examination paper).
Prerequisite:	IGCSE mathematics

Module description: Points and lines in a plane: the distance formula, the triangle inequality, parallel and perpendicular lines, circles and tangent lines. Conic sections: ellipse, parabola, hyperbola. Vectors in two and three dimensions: addition of vectors, multiplication by a scalar, magnitude, dot product, cross product. Matrices: addition, multiplication, scalar multiplication and transpose (for up to 3×3 dimension), determinant and inverse (with emphasis on 2×2), solutions of systems of linear equations by Cramer's rule (for 2×2), and by Gaussian elimination method (for up to 3×3 matrices). Complex numbers: operations on complex numbers, the complex conjugate, Argand diagram, modulus-argument form, de Moivre's formula, fundamental theorem of algebra.

SMAT 3512: PRECALCULUS (4L/WEEK)

Module name:	Precalculus
Code:	SMAT 3512
NQF level:	5
Contact hours:	4 lectures per week for 14 weeks 2 tutorials per week for 14 weeks
Credits:	16
Assessment:	Continuous assessment 50% (at least 3 tests), examination 50% (3 hours examination paper).
Prerequisite:	IGCSE mathematics

Module description: Functions: one-to-one and onto functions, horizontal line test, composition of functions, inverse of a function. Introduction to exponential and logarithmic functions. Limit of a function: definition, left and right limits, infinite limits, limits at infinity, continuity in terms of limits. Differentiation: rate of change, derivative of a function, rules of differentiation, increasing and decreasing functions and graph sketching. Integration: antiderivatives, the definite integral, area under a graph. Trigonometry: further trigonometric identities, area of a sector and segment of a circle, derivatives and integrals of trigonometric functions.

SECOND YEAR MODULES

SMAT 3611: CALCULUS I (4L/WEEK)

Module name:	Calculus I
Code:	SMAT 3611
NQF level:	6
Contact hours:	4 lectures per week for 14 weeks 2 tutorials per week for 14 weeks
Credits:	16
Assessment:	Continuous assessment 50% (at least 3 tests), examination 50% (3 hours examination paper).
Prerequisite:	[SMAT 3511(Basic Mathematics) and SMAT 3512 (Precalculus)] OR [SMAT 3531(Analytic Geometry, Complex Numbers and Matrices) and SMAT 3512 (Precalculus)]

Module description: 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'Hospital's rule, related rates, optimization, concavity. Integration: antiderivatives, integration by substitution, the fundamental theorem of calculus, area of a region bounded by graphs.

EMSE3612 STATISTICS FOR EDUCATORS

Module name:	Statistics for Education
Code:	EMSE3612
NQF level:	6
Contact hours:	4 lectures per week for 14 weeks
Credits:	16
Prerequisite:	None

Module description: Definitions and Scope of Statistics. Types of data. Methods of collecting data: Sampling techniques-Simple random sampling, Stratified sampling, Cluster sampling, Systematic sampling, Multi-stage sampling, Quota sampling, Convenience sampling, Participant observation, Experiments. Data presentation: Frequency distribution, pie charts, bar charts, multiple bar charts. Descriptive Statistics: Mean, Median, Mode, Range, Standard deviation & Variance, Quartiles and Percentiles. Probability: Laws of probability, Random variables, Sets-Union and Intersection, conditional probability. Simple linear regression & correlation. Chi-square, t-distribution, normal distribution, binomial, One-way ANOVA

SMAT 3612 CALCULUS II	(4L/Week)
Module name:	Calculus II
Code:	SMAT 3612
NQF level:	6
Contact hours:	4 lectures per week for 14 weeks 2 tutorials per week for 14 weeks
Credits:	16
Assessment:	Continuous assessment 50% (at least 3 tests), examination 50% (3 hours examination paper).
Prerequisite:	[SMAT3511(Basic Mathematics) and SMAT3512 (Precalculus)] or [SMAT3531(Analytic Geometry, Complex Numbers and Matrices) and SMAT 3512 (Precalculus)]

Module description: 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.

THIRD YEAR MODULES

SMAE 3791 FUNCTIONS OF A SINGLE VARIABLE I	
Module title:	FUNCTIONS OF A SINGLE VARIABLE I
Code:	SMAE3791
NQF Level:	7
NPST Competency:	C 1
Contact hours:	4 Lectures per week for 14 weeks, 2 Tutorials per week
Credits:	16
Module assessment:	Continuous assessment 50% (at least 3 tests), examination 50% (3hour examination paper)
Pre-requisites:	Calculus I (SMAT3611) and Calculus II (SMAT3612)

Module description

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.

SMAE 3792 FUNCTIONS OF A SINGLE VARIABLE II	
Module title:	FUNCTIONS OF A SINGLE VARIABLE II
Code:	SMAE3792
NQF Level:	7
NPST Competency:	C 1
Contact hours:	4 Lectures per week for 14 weeks, 2 Tutorials per week
Credits:	16
Module assessment:	Continuous assessment 50% (at least 3 tests), examination 50% (3hour examination paper)
Pre-requisites:	Calculus I (SMAT3611) and Calculus II (SMAT3612)

Module description

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.

FOURTH YEAR MODULES

SMAE 3892 EUCLIDEAN GEOMETRY	
Module title:	EUCLIDEAN GEOMETRY
Code:	SMAE3892
NQF Level:	8
NPST Competency:	C 1
Contact hours:	4 Lectures per week for 14 weeks, 2 Tutorials per week
Credits:	16
Module assessment:	Continuous assessment 50% (at least 3 tests), examination 50% (3hour examination paper)
Pre-requisites:	Calculus I (SMAT3611) and Functions of a Single Variable I (SMAE3791)

Module description

Incidence structures, principle of double counting and applications thereof. Affine planes: parallel classes, order of an affine plane, isomorphisms and collineations. The real affine plane \mathbb{R}^2 : theorem of Desargues, theorem of Pappus, ratios, examples of affinities. The real Euclidean plane \mathbb{R}^2 : orthogonality of lines, distances, motions, reflections in points and lines.

BIOLOGY
FIRST YEAR MODULES

SBLG3411 INTRODUCTION TO BIOLOGY

Module title:	Introduction to Biology
Code:	SBLG 3411
NQF level:	4
Contact hours:	4 lectures/ week for 14 weeks and one 3-hour practical session per week for 14 weeks
Credits:	16
Module assessment:	Continuous assessment (40%): Theory (not less than 3 tests and 2 assignments), 40% Practicals (not less than 10 marked assignment), 60% Examination (60%): 3 hour examination paper.
Prerequisites:	NSCC (Biology C or better)

Module description: 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.

SCHM3532 CHEMISTRY FOR LIFE SCIENCES

Module Title:	Chemistry for Life Sciences
Code:	SCHM3532
NQF Level:	5
Contact Hours:	4 lecture periods per week and 1 practical session per week for 14 weeks.
Credits:	16
Module Assessment:	CA: 50% (minimum 3 tests 75%, laboratory component 15%, tutorial assignments 10%) Final Exam: 50%; (1 x 3 hour exam paper)
Pre-requisites:	Faculty Entry Requirements

Module Description: This module 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.

SBLG3512 DIVERSITY OF LIFE

Module title	Diversity of Life
Code:	SBLG 3512
NQF level:	5
Contact hours:	4 lecture periods / week for 14 weeks and one three hour practical session per week
Credits:	16
Module assessment:	Continuous assessment: Theory (not less than 3 tests and 2 Assignments) 40%, Practicals (not less than 10 marked assignments) 50% Examination: 60% (1 x 3 hour examination paper)
Prerequisites:	NSCC (Biology C or better)

Module description: This module is designed to give students a detailed understanding of the diversity of life. It gives students the broader appreciation of biodiversity in the different ecological habitats. The course shall describe diagnostic characteristics of principle taxonomic categories for each phylum. Coverage of each Phylum shall follow a phylogenetic (evolutionary) approach as well as introduce broad ecological and physiological principles. Various aspects of reproduction and development shall be highlighted. This module prepares students to understand subsequent courses such as Introduction to Ecology and Microbiology, Population Ecology, Comparative physiology, Biogeography, Plant and Animal Form and Function.

SECOND YEAR MODULES

SBLG3611 ANIMAL FORM AND FUNCTION

Module title:	ANIMAL FORM AND FUNCTION
Code:	SBLG3611
NQF Level:	6
Contact hours:	4L/week for 14 weeks + 1P/week for 14 weeks
Credits:	16
Module assessment:	Continuous assessment (40%): Theory 50% (not less than 2 tests and 2 assignments); Practicals 50% (not less than 10 marked assignments); Examination (60%): 1 x 3 hour theory examination paper (70%); 1x2 hour practical paper (30 %)
Pre-requisite:	SBLG3411 Introduction to Biology, SBLG3512 Diversity of Life

Module description: This module 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.

SMBL 3652 HUMAN BIOLOGY

Module title:	HUMAN BIOLOGY
Code:	SMBL3652
NQF Level:	6
Contact hours:	4L/week for 14 weeks + 1P/week for 14 weeks
Credits:	16
Module assessment:	Continuous assessment (40%): (not less than 2 tests and at least 8 practical marks); Examination (60%): 1 x 3 hour theory examination paper
Pre-requisite:	SBLG3411 and (SCHM3411 and SCHM3512) OR SCHM3532

Module description:

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.

SBLG3612 PLANT FORM AND FUNCTION

Module title:	Plant Form and Function
Code:	SBLG3612
NQF level:	6
Contact hours:	4 lecture periods / week for 14 weeks and one three hour practical session per week
Credits:	16
Module assessment:	Continuous assessment (40%): Theory 50% (not less than 2 tests and 2 assignments); Practicals 50% (not less than 10 marked assignments) Examination (60%): 1 x 3 hour theory examination paper (70%); 1x2 hour practical paper (30 %)
Prerequisites:	SBLG3411 Introduction to Biology, SBLG3512 Diversity of Life

Module description: 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.

THIRD YEAR MODULES

SMBE 3771 CELL MOLECULAR BIOLOGY, MICROBIOLOGY AND GENETICS FOR EDUCATORS

Module title:	Cell Molecular Biology, Microbiology and Genetics for Educators
Code:	SMBE 3771
NQF level:	7
NPSC:	C1
Contact hours:	4 lecture periods / week for 14 weeks and one three hour practical session per week
Credits:	16
Module assessment:	Continuous assessment 40% ([50% theory+50% practicals] minimum of 2 tests and 2Assignments), Examination 60% (1 x 3hour examination paper)
Prerequisites:	SBLG3612 Plant Form and Function, SBLG3611 Animal Form and Function, SMBL3652 Human Biology

Module description:

This is a broad based module 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.

SEBE 3772 ENVIRONMENTAL BIOLOGY FOR EDUCATORS

Module title:	Environmental Biology for Educators
Code:	SEBE 3772
NQF level:	7
NPSC:	C1
Contact hours:	4 lecture periods / week for 14 weeks and one three hour practical session per week
Credits:	16
Module assessment:	Continuous assessment (40%): Theory 50% {50% practicals + 50% theory (at least 5 assessed practicals, 3 tests)} Examination 60%: 1 x 3 hr theory paper
Prerequisites:	SBLG3611Animal Form and Function, SBLG 3612 Plant Form and Function

Module description:

This module is designed to equip students with the necessary understanding of various topics in environmental studies. The main focus of this module is to enhance understanding of relationships of organisms with one another and with their environment including the human dimension The following will be covered in this module:-

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.

FOURTH YEAR MODULES

SMOL3832 PLANT GROWTH AND DEVELOPMENT 4L + 1PS / week

Module title:	Plant Growth and Development
Code:	SMOL3832
NQF level:	8
Contact hours:	4 L/week for 14 weeks + 3h P/week for 14 weeks
Credits:	16
Module assessment:	Continuous assessment 40%: (at least 2 tests and at least 8 practical marks) Examination 60%: (1 x 3h paper)
Prerequisites:	SCHM3411 (Chemistry 1A) OR SCHM3512 (Chemistry 1B) OR SCHM3412 Chemistry for Life Sciences

Module description: This module is designed to provide students with an understanding and appreciation of the complex processes of plant growth and development from a molecular perspective. The module 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 module 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 module will conclude with an investigation of flowering by considering aspects such as floral induction and floral development.

PHYSICAL SCIENCE

FIRST YEAR MODULES

SPHY3511: PHYSICS FOR PHYSICAL SCIENCES I

Module title:	PHYSICS FOR PHYSICAL SCIENCES I
Code:	SPHY3511
NQF level:	5
Contact hours:	56 Lectures and 14 Practical Sessions/Tutorials
Credits:	16
Module assessment:	Continuous Assessment (50%) and 1 x 3-hour Exam Paper (50%) Continuous Assessment will consist of class tests, tutorial tests/assignments and practical reports.
Pre-requisites:	NSSC Physical Science and Mathematics (C-symbols)

Module description (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.

SCHM3411 CHEMISTRY 1A

Module Title:	Chemistry 1A
Code:	SCHM3411
NQF Level:	4
Contact Hours:	4 lecture periods per week and 1 practical session per week for 14 weeks
Credits:	16
Module Assessment:	CA: 50% (minimum 3 tests 75 %, laboratory component 15 %, tutorial assignments 10%). Final Exam: 50%; (1 x 3 hour exam paper)
Prerequisites:	Faculty Entry Requirements

Module Description: This module 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

SPHY 3512: PHYSICS FOR PHYSICAL SCIENCES II

Module Title:	PHYSICS FOR PHYSICAL SCIENCES II
Code:	SPHY 3512
NQF Level:	5
Contact Hours:	Lectures per week for 14 weeks, Practical Time: 14 sessions (42 hours)
Credits:	16
Module assessment:	Continuous assessment (50%, Minimum 2 tests, 4 assignments and practical reports) Examination (50%, 1 x 3- hour paper)
Pre-requisites:	IGCSE Physical Science and Mathematics (C-symbols)

Module description (contents): This module 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.

SCHM3512 CHEMISTRY 1B

Module Title:	Chemistry 1B
Code:	SCHM3512
NQF Level:	5
Contact Hours:	4 lecture periods per week and 1 practical session per week for 14 weeks
Credits:	16
Module Assessment:	CA: 50% (minimum 3 tests 75%, laboratory component 15%, tutorial assignments 10%) Final Exam: 50%; (1 x 3 hour exam paper)
Prerequisites:	Faculty Entry Requirements

Module Description: This module 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.

SECOND YEAR MODULES

SPHY3611: CLASSICAL MECHANICS

Module title:	CLASSICAL MECHANICS
Code:	SPHY3611
NQF level:	6
Contact hours:	56 Lectures and 14 Practical Sessions/Tutorials
Credits:	16
Module assessment:	Continuous Assessment (50%) and one 3-hour Exam Paper (50%). Continuous assessment will consist of class tests, assignments and practical reports.
Pre-requisites:	SPHY3511: Physics for Physical Sciences I, SMAT3511: Basic Mathematics and SMAT3512: Precalculus

Module description (content): Vectors, vector operations & the calculus of vectors; straight line and general motion particles; polar co-ordinates; rigid bodies: rotating about a fixed axis & planar motion; reference frames; inertial frames and the law of inertia; Laws of: mutual interaction, multiple interactions, universal gravitation; mass distributions; principle of equivalence; rectilinear motion in a force field; constrained rectilinear motion; resisting media; projectiles; circular motion; classical SHM: damped & forced; coupled oscillations and normal modes; energy principle; rectilinear motion; conservative fields; orbits in a central field: orbital motion, path equation, Homann transfer orbits, attractive & repulsive inverse square fields; Rutherford scattering; non-linear oscillations and phase space; phase plane in dynamics; limit cycles; driven non-linear oscillations; degrees of freedom; rigid bodies; linear momentum;

rocket motion; collision theory; zero-momentum frame; 2-body problem; scattering; integrable mechanical systems; moment of a force; angular momentum; planar rigid body motion; Rigid body statics;

SCHM3631 PHYSICAL CHEMISTRY I

Module title:	Physical Chemistry I
Code:	SCHM3631
NQF Level:	6
Contact Hours:	4 lecture periods per week and 1 practical session per week for 14 weeks.
Credits:	16
Module Assessment:	CA: 50% (minimum 3 tests 80%, laboratory component 20%) Final Exam: 50%; (1 x 3 hour exam paper)
Pre-requisites:	SCHM 3411 (Chemistry 1A), SCHM3512 (Chemistry 1B), SMAT3531 (Analytic geometry, Complex Numbers, Matrices), SMAT3512 (Precalculus)

Module Description: 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.

SPHE3642 ELECTRICITY AND MAGNETISM

Module Title:	ELECTRICITY AND MAGNETISM
Code:	SPHE3642
NQF Level:	6
NPSC:	C 1
Credits:	8
Contact Time:	28 Lectures and 7 Practical sessions (21 hours)
Module Assessment:	Continuous assessment (class tests, assignments and practical reports) 50%, two-hour exam 50%
Pre-requisites:	SPHY3512: Physics for Physical sciences II, SMAT3511: Basic Mathematics and SMAT3512: Precalculus.

Model description :

The content of the module 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.

SCHE3622 ORGANIC CHEMISTRY FOR EDUCATORS

Module Title:	ORGANIC CHEMISTRY FOR EDUCATORS
Code:	SCHE3622
NQF Level:	6
NPSC:	C1
Contact Hours:	28 hours lectures, 21 hours of practical sessions
Credits:	8
Module Assessment:	CA: 50% (minimum 2 tests 80%, laboratory component 20%) Final Exam: 50%; (1 x 3 hour exam paper)
Prerequisites:	CHM3411 (Chemistry IA), CHM3512 (Chemistry IB)

Module Description:

This module 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.

THIRD YEAR MODULES

SPHE3751 MODERN PHYSICS FOR EDUCATORS

Module title:	MODERN PHYSICS FOR EDUCATORS
Code:	SPHE3751
NQF Level:	7
NPSC:	C1
Contact hours:	4 Lectures per week and 1 (3h) Practical Sessions per week
Credits:	16
Module assessment:	Continuous assessment (class tests, assignments and practical reports) 50%, Three-hour exam 50%
Pre-requisites:	SPHY3511: Physics for Physical sciences I, SPHY3512: Physics for Physical sciences II, SPHY3611: Classical Mechanics, SMAT3511: Basic Mathematics and SMAT3512: Precalculus.

Module description (contents)

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.

SCHE3742 INORGANIC CHEMISTRY FOR EDUCATORS

Module Title:	INORGANIC CHEMISTRY FOR EDUCATORS I
Code:	SCHE3742
NQF Level:	7
NPSC:	C1
Contact Hours:	56 hours lectures, 42 hours practical sessions
Credits:	8
Module Assessment:	CA: 50% (minimum 2 tests 80%, laboratory component 20%) Final Exam: 50% (1 x 2 hour exam paper)
Prerequisite:	CHM3411 (Chemistry IA), CHM3512 (Chemistry IB)

Module Description:

This module 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).

SPHY3802: NUCLEAR PHYSICS

Module title:	NUCLEAR PHYSICS
Code:	SPHY3802
NQF Level:	8
Contact hours:	2 lecture periods per week for 14 weeks and 7 Practical/Tutorial sessions
Credits:	8
Module assessment:	Continuous assessment (50%) and one 2-hour Examination (50%). Continuous assessment consists of a minimum of 3 assignments, 2 tests and practical reports.
Pre-requisites:	SPHY3732: Modern Physics II

Module description : 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.

SCHE3862 INORGANIC CHEMISTRY FOR EDUCATORS II

Module Title:	INORGANIC CHEMISTRY FOR EDUCATORS II
Code:	SCHE3862
NQF level:	8
NPSC:	C1
Contact hours:	28 hours lectures, 21 hours practical sessions.
Credits:	8
Module Assessment:	CA: 50% (minimum 2 tests 80%, laboratory component 20%, Final Exam: 50% (1 x 2 hour exam paper)
Prerequisite:	SCHE3742

Module Description:

This module deals with the organometallic chemistry which is a hybrid discipline comprising the knowledge of inorganic and organic chemistry. The following topics will be covered:

Content:

Organometallic chemistry: organometallic compounds of d block elements with emphasis to iron complexes; Physical and chemical properties of organometallic compounds; Reactivity of coordinated cyclopentadienyl and cyclobutane ligands. Transition metal carbonyls: metal clusters, bonding and synthesis; Catalysis involving organometallic compounds. Chemistry of f-block elements; Nuclear Chemistry.

FASHION AND FABRICS**FIRST YEAR MODULES****HVPD 3511 Principles of Design****Proposed NQF Level:** 5**Credits:** 16**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours**Prerequisite:** None

Content: This is the introductory module that will provide a theoretical base and build up basic practical knowledge needed for creating the appropriate visual art forms expected. This will be done through researching of and working in three diverse art and design activities to stimulate individual creativity to provide an art and design vocabulary. This module together with *HVPD 3532 Principles of Design* will provide background for visual art and design courses to follow from second year level onwards

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper plus exhibition/ presentation)

HVTF 3600 Textiles and Fashion Basics**Proposed NQF Level:** 6**Credits:** 16**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours**Prerequisite:** *HVPD 3532 Principles of Design* or *HVLD 3532 Visual Literacy and Drawing*

Content: The Textiles and Fashion Basics module is designed to provide a foundation for modules in Fashion and Textiles. By the end of the module all students should be working with the same basic knowledge. The module focuses on knowledge and skills that are essential for both Fashion and Textiles students. *Textiles:* The textiles component of the module concentrates on essential understanding of the production and characteristics of textiles. The module, which is predominantly theoretical, covers the ways in which different fibres are produced and how they are identified, fabric production, fabric dyeing and finishing. *Fashion:* The fashion component of this module concentrates on essential practical and theoretical understanding of sewing techniques for fashion. In the course of the module students will produce a collection of samples presented in an A4 file which includes all the work produced during the module

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper plus exhibition/ presentation)

HVPD 3532 Principles of Design**Proposed NQF Level:** 5**Credits:** 16**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours**Co-requisite:** *HVPD 3511 Principles of Design*

Content: This module provides additional theoretical and practical knowledge needed for the creating of new and more advanced visual art and design forms. It further aims at stimulating and augmenting individual creativity and reinforcing art and design theory and conceptualisation. This will be done through working in a series of art and design activities to produce different products to those done in the prerequisite module *HVPD 3511 Principles of Design*. Furthermore this module will provide background for visual art and design modules to follow at subsequent year levels

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper plus exhibition/ presentation)

SECOND YEAR MODULES**HVTS 3611 Textiles: Dyed****Painted and Printed****Proposed NQF Level:** 6**Credits:** 16**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours**Prerequisite:** *HVPD 3532 Principles of Design* or *HVLD 3532 Visual Literacy and Drawing*

Content: This module 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

Assessment:Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper plus exhibition/ presentation)

HVFS 3611 Fashion Studies

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HVPD 3532 Principles of Design or HVLD 3532 Visual Literacy and Drawing

Content: This module builds on the skills and knowledge consolidated in HVTF 3600 Textiles and Fashion Basics. This module includes both practical and theoretical activities focusing on the competitive international fashion industry in all three major divisions of the subject Fashion

HVTS 3632 Constructed Textiles and Sewn Decoration

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HVTS 3611 Textiles: Dyed, Painted and Printed

Content: This module has both a practical and a theoretical component. *Practical:* Students will learn about tapestry weaving technique, felted fabrics and applied decoration in the form of appliqué and embroidery. They will produce examples of each technique covered in the module and a final piece that reflects their own researches. *Theory:* Theory will include aspects of the history of the different techniques, particularly in Africa. Students will look at the ways in which hand crafted textiles are produced and marketed nowadays. Particular focus is placed on the Namibian carpet industry and the use of embroidery and appliqué to produce home textiles in Namibia. The history of constructed textiles is a massive subject, as is that of sewn decoration. It is not possible to cover more than a small part of this history in one module. The topics covered in this module should however prove interesting and stimulating and encourage further investigation

Assessment:Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper plus exhibition/ presentation)

HVFS 3632 Fashion Studies

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HVFS 3611 Fashion Studies

Content: This module 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

Assessment:Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper plus exhibition/ presentation)

THIRD YEAR MODULES

HVFS 3711 Fashion Studies

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HVFS 3632 Fashion Studies

Content: This module builds on the skills and knowledge consolidated in the previous module. This module covers both practical and theoretical aspects of design and soft tailoring components and students will cover all three major divisions of the subject Fashion Studies, namely creative fashion illustration, pattern- and garment construction. All these areas are developed within a collective design concept. *Practical:* Practical activities cover the design and illustration of a soft tailoring garment with a fashion accessory. *Theory:* Theoretical work covers the historical aspects of fashion and clothing design; students will study various histories of costume eras, which will result in the design of costumes for a stage play setting. Other areas of theory cover fashion product costing and the implementation of the Designer Work Sheet

Assessment:Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper plus exhibition/presentation)

HVFS 3732 Fashion Studies

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Co-requisite: HVFS 3711 Fashion Studies

Content: This module builds on the skills and knowledge consolidated in the previous module. This module covers both theoretical and practical work with a focus on design and evening wear components in all three major divisions of the subject Fashion Studies, namely creative fashion illustration and pattern- and garment construction. All these areas are developed within a collective design concept. *Practical:* Practical activities cover the design and illustration of evening wear with a fashion accessory. *Theory:* Theoretical work covers marketing aspects for fashion design as well as the historical aspects of fashion and clothing design; students will study various eras in the history of costume. Based on this knowledge, students will design costumes for a film play setting. Other areas of theory that are covered include fashion product costing and marketing

Assessment:Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper plus exhibition/ presentation)

HOME ECONOMICS

FIRST YEAR MODULES

Module Title: Applied Science for Home Economics	
Code:	EMHE 3501
NQF Level:	5
Semester Offered:	1 st semester, year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

This module will enable students to understand basic scientific principles as applied to individuals, families and household systems; address issues of safety in the household.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%.

Module Title: Introduction to Household Resource Management	
Code:	EMHE 3511
NQF Level:	5
Semester Offered:	1 st semester, year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module 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.

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%.

Module Title: Introduction to Human Nutrition	
Code:	EMHE 3612
NQF Level:	6
Semester Offered:	2 ND semester, year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module 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 phytochemicals 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.

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%.

SECOND YEAR MODULES

Module Title: Principles of Food Preparation	
Code:	EMHE 3611
NQF Level:	6
Semester Offered:	1 st semester, year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks and 3 hours practical per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module 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.

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%.

Module Title: Household Resource Management	
Code:	EMHE 3631
NQF Level:	6
Semester Offered:	1 st semester, year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module 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.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%.

Module Title: Housing	
Code:	EMHE 3612
NQF Level:	6
Semester Offered:	2 ND semester, year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	2 for 14 weeks and 3 hours practical per week for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

This module will enable students to identify norms values and housing needs that are specific to the cultural, psychological, sociological differences of culture and other specific groups; educate groups in home ownership and responsible choice; to interpret housing plans and to suggest alterations that will improve the well being of individuals, households and sustainable environments; identify materials use in housing and the effect there of on sanitation, energy consumption and decoration of the house.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%.

THIRD YEAR MODULES

Module Title: Applied Nutrition	
Code:	EMHE 3711
NQF Level:	7
Semester Offered:	1 st semester, year 3
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	EMHE 3612

Module Description:

This module will assist students to gain knowledge, understanding and the ability to implement factors concerning nutrition during the life cycle of an individual; gain knowledge, understanding and the ability to implement factors concerning nutrition by identifying, evaluating and controlling chronic life style and infectious diseases. This module will further assist students with issues as nutritional assessment and screening and enable students to plan a healthy diet based on the Namibian Food and Nutrition Guidelines and acquire knowledge about food safety and food security This knowledge and understanding will equip students to prevent chronic lifestyle and infectious diseases and will contribute to the promotion of a healthy lifestyle.

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%.

Module Title: Principles of Food Preparation and Meal Management	
Code:	EMHE 3712
NQF Level:	7
Semester Offered:	2 ND semester, year 3
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks and 3 hours practical per week for 14 weeks
Credits:	16
Prerequisite:	EMHE3611

Module Description:

This module 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.

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%.

SPORT EDUCATION

FIRST YEAR MODULES

Module Title: Introduction to Principles of Coaching	
Code:	EMSS 3511
NQF Level:	5
Semester Offered:	1 st Semester; 1 st Year
National Professional Standard Competencies:	
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module 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.

Module Assessment:

Continuous assessment counts 50% towards the final mark and consists of 50% theory and 50% practical work.
The final examination contributes 50% towards the final mark.

Module Title: Sport and Recreational Entrepreneurship	
Code:	EMSS 3672
NQF Level:	6
Semester Offered:	2 nd semester; 1 st Year
National Professional Standard Competencies:	
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module is designed to develop students' knowledge in regard to recreational and entrepreneurial aspects of sport. Students will be able to develop plans for sport administration and management and they will be able to design learning sessions for learners.

Module Assessment:

Continuous assessment counts 50% towards the final mark and consists of 50% theory and 50% practical work.
The final examination contributes 50% towards the final mark.

SECOND YEAR MODULES

Module Title: Techniques of Teaching and Coaching Track and Field and Soccer	
Code:	EMSS 3711
NQF Level:	7
Semester Offered:	3
National Professional Standard Competencies:	1 st semester; 2 nd Year
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module develops a student's understanding, skills and disposition regarding track and field and soccer. It has as its aim that the student will have the knowledge of the rules and regulations. Learning the fundamental motor skills, basic attitudes and understanding of these sports. The students must be able to teach, coach and manage these sports.

Module Assessment:

Continuous assessment counts 50% towards the final mark and consists of 50% theory and 50% practical work. The examination contributes 50% towards the final mark.

Module Title: Foundations of Physical Educations and Sport	
Code:	EMSS 3731
NQF Level:	7
Semester Offered:	1 st semester; 2 nd Year
National Professional Standard Competencies:	1
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

The philosophical, historical, sociological and psychological aspects of Sport and physical Education will be examined. The foundation of the nature and scope of Physical Education and Sport. The role of Sport in today's world and the contribution that persons involved in Physical Education and Sport can make to society. The different domains and objectives of Physical Education: cognitive, affective, psychomotor, socio-cultural and biological are studied.

Module Assessment:

Continuous assessment counts 50% towards the final mark and consists of 100% theory work. The examination contributes 50% towards the final mark.

Module Title: Techniques of Teaching and coaching Basketball and Netball	
Code:	EMSS 3712
NQF Level:	7
Semester Offered:	2 nd Semester; 2 nd Year
National Professional Standard Competencies:	1
Contact Hours:	4 periods per week
Credits:	16
Prerequisite:	None

Module Description:

This module develops a student's understanding, skills and disposition regarding Basketball and Netball. It has as its aim that the student will have the knowledge of the rules and regulations. Learning the fundamental motor skills, basic attitudes and understanding of these sports. The students must be able to teach, coach and manage these sports.

Module Assessment:

Continuous assessment counts 50% towards the final mark and consists of 50% theory and 50% practical work. The examination contributes 50% towards the final mark.

THIRD YEAR MODULES

Module Title: Motor learning and Motor development in Physical Education and Sport	
Code:	EMSS 3711
NQF Level:	7
Semester Offered:	1 st Semester; 3 rd Year
National Professional Standard Competencies:	1
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None

Module description: Age-related changes in motor behavior and skill performance of children and adolescents. Geriatrics and sport. Motor development and motor behavior.

Module assessment:

Continuous assessment counts 50% towards the final mark and consists of 100% the theory work. The examination contributes 50% towards the final mark.

Module Title: Techniques of Teaching and coaching Volleyball and Rugby	
Code:	EMSS 3712
NQF Level:	7
Semester Offered:	2 nd Semester; 3 rd Year
National Professional Standard Competencies:	1
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module develops a student's understanding, skills and disposition regarding track and field and soccer. It has as its aim that the student will have the knowledge of the rules and regulations. Learning the fundamental motor skills, basic attitudes and understanding of these sports. The students must be able to teach, coach and manage these sports.

Module Assessment:

Continuous assessment counts 50% towards the final mark and consists of 50% theory and 50% practical work. The examination contributes 50% towards the final mark.

FOURTH YEAR MODULES

Module Title: Sport Science	
Code:	EMSS 3812
NQF Level:	8
Semester Offered:	2 nd Semester; 4 th Year
National Professional Standard Competencies:	
Contact Hours:	4 periods per week plus 2 hours practicals for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

The students will be able to know the relationship between physical activity and health. The muscular and neurological control of movement in the human body. The principles of sport injuries and their treatment and first aid. The biomechanics in sport. Applied sport physiology, factors responsible for sport performance and excellence. Exercise testing and prescription. The different energy systems of the human body and sports nutrition.

Module Assessment:

Continuous assessment counts 50% towards the final mark and consists of 60% theory and 40% practical work. The examination contributes 50% towards the final mark.

C. POSTGRADUATE DEGREES**MODULE DESCRIPTION FOR MASTER OF EDUCATION DEGREE****D.1.4 MASTER OF EDUCATION DEGREE****FACULTY CORE MODULE****ADVANCED EDUCATIONAL RESEARCH METHODOLOGY ESP6110**

Pre-requisites:	None
Duration:	2 Semesters
Contact Hours:	4 Hours/week
Assessment:	Continuous Assessment- 50% Examination – 50%

Module Aim

The main purpose of this Module is to enable M.Ed students to learn how to conduct postgraduate quantitative and qualitative research in education. To attain this goal, students will be exposed to varieties of educational knowledge generation and construction and to different alternative ways of packaging research knowledge to serve educational policy and practice ends.

Module Objective

By the end of the Module, students will be able to:

- * assess and apply various educational research theoretical perspectives;
- * locate, identify and formulate viable educational research problems;
- * review literature related to particular research problems;
- * be familiar with and learn how to use various quantitative and qualitative research designs when conducting different types of research projects;; prepare quantitative and qualitative research proposals;
- * collect and analyse quantitative and qualitative research data using appropriate statistical tests and other data analysis procedures
- * prepare research reports and an M.ED theses.

GROUP 1 OPTION : DEPARTMENT OF CURRICULUM INSTRUCTION AND ASSESSMENT STUDIES

PRINCIPLES OF CURRICULUM THEORY AND DESIGN CAC6110

(Compulsory Module)

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

The Module will include a detailed analysis of sources that generate the curriculum. It shall review different theories, concepts and principles of curriculum design and development. It will cover different approaches, processes, and models for designing, planning, and evaluating curriculum materials for school subjects and other educational programmes including their applicability at different educational levels.

CONTEMPORARY ISSUES IN CURRICULUM, INSTRUCTION AND ASSESSMENT CAC6131

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

This Module will specifically address contemporary issues in the field of school curriculum, assessment, and supervision of curriculum and Instruction with a special emphasis on provision of quality education in Namibia and elsewhere. It will include analysis of policy documents with respect to curriculum, assessment, and supervision of curriculum at different levels in the Namibian educational system in particular and in the Southern African countries in general and elsewhere.

MEASUREMENT, TESTING AND EVALUATION IN EDUCATION CAT6151

Pre-requisite:	None
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

The Module shall basically address issues surrounding assessment and evaluation of instructional programmes for quality assurance. The Module shall cover principles of educational measurement and testing. Different types of assessment procedures; Quality assessment and evaluation of instructional outcome including different types of item format for use in educational evaluation, their advantages and disadvantages, techniques for setting, administration and marking tests and examination.. Also the Module shall cover, other than classroom tests, different types of educational instruments for data collection. The interpretation and application of test outcomes shall be one of the key aspects of the Module.

CURRICULUM IN A SPECIFIED SUBJECT AREA CAC6172

Pre-requisite:	None
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

The Module focuses on specified school subjects being offered at the Senior Secondary school, and at the Teachers' colleges. Candidates shall review recent developments and activities in their specified subjects, and evaluate such activities with the intention of proposing effective means of improving the teaching, learning, and assessment procedures in the specified subject areas. The Module is practical oriented and shall thus be wholly assessed through an evaluation project in specified subject area.

CONDUCTING EDUCATIONAL EVALUATION CAC6192

Pre-requisite:	None
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50%; Examination - 50%

Module Description

This Module aims at examining prominent theoretical and methodological issues in educational evaluation.

Students will thus develop critical understanding of the theories that underlie current educational evaluation practices, and develop skills to examine and analyze how these are applied in the Namibian education context. Students will also be required to explore and critique evaluation practices in their own settings, and to propose a small-scale evaluation project to be carried out in a local educational setting.

PRINCIPLES OF TEACHING AND LEARNING**CAC6109**

The Module is intended to make an analysis of contemporary theories of teaching and learning with particular reference to their applicability and implications for curriculum planning, and school based instruction, at different levels in Namibia. The Module shall further explore ways in which the theories covered can be applied to specific subject areas.

GROUP 2 OPTION: DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT

PHILOSOPHY OF EDUCATION**EMP6110**

Pre-requisite: None
Duration: 2 semesters
Contact hours: 4 hours per week
Assessment: Continuous assessment - 50%
Examination - 50%

Module Description

This Module aims to initiate the students to the basic philosophical foundations of education both as a process as well as an end. This is done by introducing the students to the basic meanings of philosophy of education – as a framework and also as a discipline of knowledge. Further, the students are exposed to some leading philosophical perspectives in order to determine their influence on the current concept of education. In the last part of the Module, the students will be assisted to analyse how educational philosophies are related to national philosophies.

HISTORY OF EDUCATION**EMH6130**

Pre-requisite: None
Duration: 2 semesters
Contact hours: 4 hours per week
Assessment: Continuous assessment - 50%
Examination - 50%

Module Description

The aims of History of Education are to introduce educators to the subject History of Education which might help understanding the nature of development of History of Education; understanding the contribution of History of Education to economic and social development in countries; and iii) putting emphasis on application of ideas and concepts to the nature of the History of Education. By the end of the Module, educators should gain knowledge which can enable them to understand how the education systems of different countries have developed over time, including their own; know that History of Education is important as a guide as to the direction and education system should develop in a country.

SOCIOLOGY OF EDUCATION**EMS6150**

Pre-requisite: None
Duration: 2 semesters
Contact hours: 4 hours per week
Assessment: Continuous assessment - 50%
Examination - 50%

Module Description

The aim of this upper level Module in sociology of education is to equip educators with theoretical perspectives necessary logical and effective teaching; healthy classroom and group interaction, creative and critical pedagogy; and curricula designs informed by socio-cultural, economic, and political variables which impact upon education. Ultimately, the intent of the Module is to create an awareness and deeper understanding of theoretical issues surrounding sociology and education, which give meaning to empirical facts. The objectives of the Module are to prepare students with relevant sociological theories; encourage students to be able to locate each major theoretical thinker in Sociology of Education into a theoretical perspective or to identify major theorists within each school of thought; situate students to be in a position to show an understanding of these theories; theorists and their concepts and to explain issues in depth; help students to analyse major assumptions of these theories as well as advancing critical, coherent and constructive arguments for or against them; and prepare students to be able to apply or relate these theories to the Namibian context.

EDUCATIONAL MANAGEMENT**EMM6170**

Pre-requisite: None
Duration: 2 semesters
Contact hours: 4 hours per week
Assessment: Continuous assessment - 50%
Examination - 50%

Module Description

The Module is designed for experienced educational administrators working or who have worked in national, regional and local education departments, Universities, Colleges and Schools. The Module is concerned with the development of critical enquiry and professional knowledge and expertise in Educational Management and Administration. According to the needs assessment, the Ministry of Basic Education and Culture and other stakeholders

indicated that an M.Ed. in Educational Management and Administration is needed. The Module intends to prepare individuals with a high level of theoretical knowledge and practical skills in Educational Management who will serve as educational leaders in the Namibian education system as well as lecturers, consultants and tutors in the field of Educational Management and Administration; develop critical and independent thinking as a basis for enhanced professional practice; develop the capacity to act as effective professionals, including acting as a consultant to colleagues in particular areas of leadership, planning and administration; develop the capacity to evaluate perspective educational reform policies and performance at individual, institutional, local and national levels; develop the potential to contribute to contemporary educational debate and reform.

COMPARATIVE EDUCATION

EMC6190

Pre-requisite: None
 Duration: 2 semesters
 Contact hours: 4 hours per week
 Assessment: Continuous assessment - 50%
 Examination - 50%

Module Description

The aims of Comparative Education are to introduce educators to the nature, the theoretical perspectives and major ideological/legal foundations underlying education provision, which might assist in understanding the theoretical perspectives; understanding the ideological/legal base of education systems; understanding the contribution of education to economic and social development in countries.

The Module aims to encourage educators to be aware of the complexity of education systems and the forces that have an influence, engage educators in both independent and cooperative inquiry, and to foster critical thinking and research about educational issues, in a comparative framework.

**GROUP 3 OPTION : DEPARTMENT OF MATHEMATICS, SCIENCE AND SPORT EDUCATION
 (SPORT SCIENCE EDUCATION SECTION)**

PEDAGOGY OF SPORT AND PHYSICAL EDUCATION

ESS6110

Pre-requisite: None
 Duration: 2 semesters
 Contact hours: 4 hours per week
 Assessment: Continuous assessment - 50%
 Examination - 50%

Module Description

The concept, nature, process, type and principles of learning, learning factors and conditions in physical education, learning and performance, national goals, aims and objectives of learning physical education at different instructional levels. Planning for teaching physical education (syllabi, scheme of work, lesson plans). Methods/styles of teaching physical education. A critical examination of the physical education curriculum. assessment and evaluation techniques. The organization and use of learning facilities and equipment in physical education. Use and maintenance of facilities for physical education and sport. Students will be exposed to principles of learning; aims and objectives of Physical Education; instructional strategies in Physical Education and Sport; Physical Education curriculum; and use, maintenance and improvisation of facilities and equipment.

PSYCHOLOGY OF PHYSICAL EDUCATION AND SPORT

ESS6130

Pre-requisite: None
 Duration: 2 semesters
 Contact hours: 4 hours per week
 Assessment: Continuous assessment - 50%
 Examination - 50%

Module Description

Application of psychological theories to performance in sport and physical education with emphasis on the athlete: theories on motivation, anxiety, aggression, arousal, personality and stress. Students will be provided with knowledge on psychological theories; and application of psychological theories to physical education and sport.

SOCIOLOGY OF PHYSICAL EDUCATION AND SPORT

ESS6150

Pre-requisite: None
 Duration: 2 semesters
 Contact hours: 4 hours per week
 Assessment: Continuous assessment - 50%
 Examination - 50%

Module Description

How each of the following affects sports performance: social groups, social control, group decision-making, and deviance. Gender issues. An in-depth study of physical education and sport and its application within the following sociological contexts: social groups, social control, relations, conformity and norms, deviance, tension management, models of group decision-making, development, achievement, motivation and culture. Gender issues in physical education and sport.

EXERCISE PHYSIOLOGY**ESS6170**

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

Energy supply during exercise. Effects of exercise on body systems. Factors involved in performance. Exercise testing and prescription. Circulatory system and work: oxygen dissociation curve and the factors influencing it, carbon dioxide, heat, nutrients and metabolic product transport. Blood pressure as a function of age. Regulation and blood volume. Respiration and control of breathing. Physical performance capacity. Altitude and pressure. Body temperature and heat balance. Salt and water balance. Measurements of energy metabolism in open and closed systems. Laboratory methods and exercise testing and the interpretation and application of the results Exercise prescription. Evaluation of body composition.

BIOMECHANICS OF PHYSICAL EDUCATION AND SPORT**ESS6190**

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

Application of the laws of the physical science to sport. The kinematics of the body (an athlete) at rest and in motion under varying forces (gravity and friction). Coaching methods and aids. Vector geometry. The force of gravity and methods to determine the center of gravity. Frictional force. Equations of motions. Biomechanical curves. The principle of the optimum path of acceleration. The principle of the initial force. The principle of the chronological co-ordination of individual impulses. The principle of reaction. The principle of conservation of momentum.

SPORT MEDICINE**ESM6110**

Pre-requisite:	None
Duration:	semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

First aid and safety. Injuries and rehabilitation. Fitness training and performance. Exercise testing and prescription for different populations. Hypo-kinetic disease and exercise. Drugs and sport. Medical management of a sports team. Motor components of performance: co-ordination, flexibility, strength, speed and endurance, in relation to elite sport. Exercise testing, loading and control in normal populations, pulmonary disease, congenital and acquire heart disease, diabetes, hypertension, stroke and other chronic diseases. Medications in exercise and sport.

ADAPTED PHYSICAL EDUCATION AND SPORT**ESM6130**

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

Theories of learning applied to the handicapped/disable and sport. Disabling diseases. Socialization considerations and the disabled. The rehabilitation team, medical and psychological interventions in rehabilitation. Aetiology, signs and symptoms, prognosis, treatment, rehabilitation of disabling diseases and conditions. Aims of physical education and sport for various forms of disabilities. Disability and stress. Social rehabilitation of the disabled. Chronic disease and hospitalization. Methods of combating negative attitudes in society. Adapted physical education as a vehicle of socialization.

SPORT MANAGEMENT AND ADMINISTRATION**ESM6150**

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

Administrative and management theories and sport. Personnel management. Marketing. Management and financing of sport organizations. Knowledge and application of different types of tournaments/competitions. Detailed knowledge of administrative functions of planning, organizing, directing, controlling, supervising personnel management in physical education and sport. Public relations in sport.

HISTORY OF PHYSICAL EDUCATION AND SPORT **ESS6130**

Pre-requisite: None
Duration: 2 semesters
Contact hours: 4 hours per week
Assessment: Continuous assessment - 50%
Examination - 50%

Module Description

Ancient and modern history of physical education and sports. Colonial influences on African physical education and sports. Namibia: pre- and post independence sport and physical education. Students will be knowledgeable on history and development of physical education and sport in USA and Europe; history and development of physical education and sport in Africa, including Namibia; and significance of physical activity to Namibia

PHILOSOPHY OF PHYSICAL EDUCATION AND SPORT **ESM6190**

Pre-requisite: None
Duration: 2 semesters
Contact hours: 4 hours per week
Assessment: Continuous assessment - 50%
Examination - 50%

Module description

The nature and scope of western philosophies of idealism, realism, naturalism, pragmatism, progressivism, essentialism, and existentialism. The application of all these philosophies to physical education and sports in curriculum, objectives and goals, methodology, learner, teacher, teaching aids and evaluation. African philosophies applied to physical education and sports.

NUTRITION AND SPORT **ESH6110**

Pre-requisite: None
Duration: 2 semesters
Contact hours: 4 hours per week
Assessment: Continuous assessment - 50%
Examination - 50%

Module Description

Nutrients and sports performance. Ergogenic aids. Sport education in schools. Muscle activity and energy expenditure. Hormonal control of energy balance. Major food groups, their sources and functions. Nutritional needs and practice in sports. Calorimetry. Nutrient related deficiency diseases and sport. Mineral and vitamin supplements. Nutritional aspects of team preparation.

PHYSICAL ACTIVITY, FITNESS AND HEALTH **ESH6130**

Pre-requisite: None
Duration: 2 semesters
Contact hours: 4 hours per week
Assessment: Continuous assessment - 50%
Examination - 50%

Module Description

Lifestyle and exercise in health and disease. Components and principles of fitness. Exercise and the body system. Factors in performance. Degenerative diseases and exercise. Exercise and wellness throughout the lifespan. Drug use and exercise. Students will be provided with instruction on the acquisition of fitness; self-responsibility for health; lifestyle and behaviour modification; and degenerative diseases and exercise.

SPORT MEDICINE **ESH6150**

Pre-requisite: None
Duration: 2 semesters
Contact hours: 4 hours per week
Assessment: Continuous assessment - 50%
Examination - 50%

Module Description

The physiological and psychological basis of human movement and performance. Assessment of human skills and human performance. Energy systems, foodstuff and energy supply during performance. Environmental influence and performance. Psychological theories and performance (personality, aggression, motivation, anxiety etc.). Ergogenic aids and performance. Laboratory assessment/measurement, protocols and performance.

GROUP 4 OPTION : DEPARTMENT OF MATHEMATICS, SCIENCE AND SPORT EDUCATION (MATHEMATICS AND SCIENCE EDUCATION SECTION)

ADVANCED METHODS OF TEACHING SCIENCE/MATHEMATICS SME6111

Pre-requisite:	B.Ed (Science & Mathematics Education) or equivalent
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

This Module is designed to assist the student in becoming familiar with the latest strategies and tactics available to the teacher of mathematics and science. It requires extensive reading in the current research literature, class participation involving lectures, discussions and peer teaching demonstrations. The Module will cover several issues such as emerging instructional problems for teachers, advanced concepts of planning and advanced techniques of classroom management.

COMPUTERS IN SCIENCE/MATHEMATICS EDUCATION SME6131

Pre-requisite:	B.Ed (Science & Mathematics Education) or equivalent
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

With a reformation under way in science and math education, new methods, materials, and instructional delivery systems must be considered. The computer has become a key instrument in this reformation to improve science and mathematics teaching and learning. Computers play a multitude of curricular roles from personal tutor to learning and management tool. In recent years, the power and versatility of the computer has been significantly enhanced with the coming of multimedia systems and telecommunications capabilities. The amount of software available for use by science and math students is growing almost exponentially, and what can be accessed via the internet is virtually limitless.

It is important that science and mathematics teachers learn about the capabilities of computers and other electronic technologies and consider how best to use them to lessen some of the burdensome tasks associated with teaching and to enhance the science and math learning experiences of their students. The Module will cover several topics such as computers and electronic technology in science and mathematics education.

SCIENCE/MATHEMATICS AND TECHNOLOGY IN SOCIETY SME6152

Pre-requisite:	B.Ed (Science & Mathematics Education) or equivalent
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

The development of technology literacy can result only from learning experiences that go beyond those that center upon traditional science and mathematics Module subject matter. This calls for new instructional approaches that link science, mathematics and technology together, stressing the application of knowledge. Consequently, we must engage learners in a variety of learning activities, including those that involve the design of products and systems. The new instructional approaches must also provide opportunities for learners to analyze the impact of science, math and technology on society and to determine their costs and benefits. This masters degree level Module is designed to prepare teachers and curriculum developers to apply this philosophy within the Namibian context. Topics to be covered include designing technological products and systems and action learning.

PRINCIPLES OF CURRICULUM THEORY AND DESIGN IN SCIENCE/MATHEMATICS EDUCATION SME6192

Pre-requisite:	B.Ed (Science & Mathematics Education) or equivalent
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

This Module addresses both theory and development concepts needed to successfully design and implement improved or new curriculum in elementary or secondary science/mathematics. The Module requires extensive reading of the current literature in curriculum development, implementation and evaluation. Students will be expected to take part in class discussions based on instructor presentations and reading assignments. A term project will be required and a final examination given at the conclusion of the Module.

SURVEY OF WOMEN IN SCIENCE/MATHEMATICS EDUCATION SEM6112

Pre-requisite:	B.Ed (Science & Mathematics Education) or equivalent
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

The Module aims at identifying, critically discussing and documenting the contributions of women in the development and advancement of science and/or mathematics. Identification of women in Namibia in the science/mathematics fields will be encouraged in order to identify possible role models for female learners.

INDEPENDENT STUDY IN SCIENCE/MATHEMATICS EDUCATION SEM6130

Pre-requisite: B.Ed (Science & Mathematics Education) or equivalent
Duration: 2 semesters
Contact hours: 4 hours per week
Assessment: Continuous assessment - 100%

Module Description

This Module, consisting mainly of periodic seminars and independent study, is focused on helping the masters candidate gain experience in practical work identifying a topic of interest and producing a synthesized and coherent paper on the materials read in science or mathematics education on a topic of interest.

The emphasis of this Module is to guide the student through the process of critical assessment of materials within his/her area of interest analyzing the issues and problems in mathematics and/or science education in Namibia and proposing a workable solution to these.

GROUP 5 OPTION: DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND INCLUSIVE EDUCATION

ADVANCED SPECIAL EDUCATION ESP6130

Pre-requisite: None
Duration: 2 semesters
Contact hours: 4 hours per week
Assessment: Continuous assessment - 50%
Examination - 50%

Module Description

The purpose of this Module is to enable students in education to critically examine selected topics in the area of learners with special educational needs. The goal of doing this will be to assist students to identify learners with these difficulties, design and implement intervention strategies. This Module has been designed as a response to the Ministry of Education and Culture's request for some expertise in remedial education. It is expected that by the end of the Module, students will be able to critically analyse special needs education from a variety of view points; examine and employ the ecological perspective in teaching learners with special educational needs; identify and assess learners with language, mathematical, emotional and behavioural learning difficulties; design and implement intervention strategies with respect to learners with language, mathematical, emotional and behavioural learning difficulties; work with teachers of learners with special educational needs.

GUIDANCE AND COUNSELLING ESP6150

Pre-requisite: None
Duration: 2 semesters
Contact hours: 4 hours per week
Assessment: Continuous assessment - 50%
Examination - 50%

Module Description

This Module is aimed at enhancing the understanding of guidance and counselling principles of professionals already working within institutions and providing guidance and counselling services at Headquarters, Regional and or school levels. The Module intends to provide a broad understanding of what guidance and counselling entails; provide a general understanding of potential sources of human concerns, frustrations and problems as well as ways to detect and help people deal realistically with them; equip student with counselling skills and strategies to be able to apply them to their life and working situations and/or assist others who may be in need; equip student with a sense of a social responsibility and interest so that they feel compelled to provide assistance even in the face of resentment and hostility (i.e. enabling them to be patient and persistent); equip students with skills for the provision, administration and management of counselling services; and provide experiences and knowledge that will help students grow as individuals and appreciate themselves.

ADVANCED EDUCATIONAL SOCIAL PSYCHOLOGY ESP6170

Pre-requisite: None
Duration: 2 semesters
Contact hours: 4 hours per week
Assessment: Continuous assessment - 50%
Examination - 50%

Module Description

The main purpose of this Module is to enable advanced students in education to stimulate, create and provide reflective, democratic and problem-solving oriented educational social psychological teaching and learning environments. In creating these environments, special attention will be paid to Namibia's educational goals of access, equity, quality and democracy. Students will be able to understand and apply group processes to motivate students and facilitate academic achievement; promote the creation of school and classroom climates that are conducive to optimal teaching and learning; create

Module Description:

The purpose of this module is to provide students with the understanding of how initial literacy is acquired, and appreciation of the role it plays in social development.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

Module Requirements and Expectations:

Punctuality and regular class attendance; acquisition of prescribed material is compulsory; reading of prescribed materials in advance; active participation in class discussions and seminars; assignments handed in on time; plagiarism, cheating and other forms of academic dishonesty are prohibited; admission to exams depends upon successful attainment of the required continuous assessment mark; engaging in learning circles is recommended'

Module Title:	Language Education policy (elective)
Code:	EPSL 5952
NQF Level:	9
Semester Offered:	2 nd semester, Year 1
Contact Hours:	4 for 14 weeks
Credits:	24

Module Description:

The purpose of this module is to provide students with insight into language policy formulation processes in order to appreciate how policy may influence literacy development.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

Module Requirements and Expectations:

Punctuality and regular class attendance; acquisition of prescribed material is compulsory; reading of prescribed materials in advance; active participation in class discussions and seminars; assignments handed in on time; plagiarism, cheating and other forms of academic dishonesty are prohibited; admission to exams depends upon successful attainment of the required continuous assessment mark; engaging in learning circles is recommended'

Module Title:	Reading and writing difficulties (elective)
Code:	EPSL 5972
NQF Level:	9
Semester Offered:	2 nd semester, Year 1
Contact Hours:	4 for 14 weeks
Credits:	24

Module Description:

The purpose of this module is to provide students with insight into reading and writing difficulties and how to mitigate them.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

Module Requirements and Expectations:

Punctuality and regular class attendance; acquisition of prescribed material is compulsory; reading of prescribed materials in advance; active participation in class discussions and seminars; assignments handed in on time; plagiarism, cheating and other forms of academic dishonesty are prohibited; admission to exams depends upon successful attainment of the required continuous assessment mark; engaging in learning circles is recommended'

Module Title:	Pragmatics and Discourse Analysis (elective)
Code:	EPSL 5992
NQF Level:	9
Semester Offered:	2 nd semester, Year 1
Contact Hours:	4 for 14 weeks
Credits:	24

Module Description:

The purpose of this module is to provide students with insight into how people actually use languages for communication purposes in order to appreciate the characteristic features of different oral and written texts.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

Module Requirements and Expectations:

Punctuality and regular class attendance; acquisition of prescribed material is compulsory; reading of prescribed materials in advance; active participation in class discussions and seminars; assignments handed in on time; plagiarism, cheating and other forms of academic dishonesty are prohibited; admission to exams depends upon successful attainment of the required continuous assessment mark; engaging in learning circles is recommended'

D.3.4 MODULE DESCRIPTION FOR MASTER OF EDUCATION (ADULT EDUCATION) DEGREE**Core Modules****ADVANCED EDUCATIONAL RESEARCH METHODOLOGY ESP6110**

(Faculty of Education Core Module)

FOUNDATIONS OF ADULT EDUCATION EAD6110

Pre-requisite: None
 Duration: 2 Semesters
 Contact hours: 4 hours per week
 Assessment: Continuous assessment - 50%
 Examination - 50%

Module Description

- a) Psychological Foundations of Adult Education: Psychology of personality development and maturation; learning theory; behaviour modification; psychological basis of human interaction; application of psychological principles to the speciality of the individual learner; especially adult learner; the adult learner in Namibia: nature, problems, and strategies of teaching;
- b) Philosophical Foundations of Adult education: Philosophy of Education and Philosophy of Adult Education; Basic concepts and values in Adult Education; Application of philosophical methods to the study of problems and issues in adult education; liberal and radical traditions; current philosophical and policy concerns on adult education in Namibia, etc.
- c) Historical Foundations of Adult Education: the origin, growth and development of the adult education movements in Europe, the USA, and in Africa; adult education in the Southern African States and Namibia in particular; and the contributions of groups, including religious groups, the state in pre-colonial, colonial and apartheid periods.

ADULT EDUCATION PLANNING AND POLICY IN NAMIBIA EAF6110

Pre-requisite: None
 Duration: 2 Semesters
 Contact hours: 4 hours per week
 Assessment: Continuous assessment - 50%
 Examination – 50%

Module Description

Planning: conception and perspectives; policy; elements, principles and philosophical bases: the planning and policy; context; political parties and adult education plan and policy; the roles of government and the responses of non-governmental organisations; Adult Education in the constitution, Adult Education and General Education Reforms; Adult Education in Education for All (EFA) in Namibia; issues and problems in planning and policy in Adult Education.

MANAGEMENT TECHNIQUES IN ADULT EDUCATION EAF6130

Pre-requisite: None
 Duration: 2 Semesters
 Contact hours: 4 hours per week
 Assessment: Continuous assessment - 50%
 Examination - 50%

Module Description

This Module essentially seeks to familiarise students with the techniques of applying management methods and strategies in the administration of adult education especially in relation to project, programme conception and implementation. Attention will also focus on the application of the computer for efficient and effective adult education administration in Namibia.

CURRICULUM STUDIES IN ADULT EDUCATION EAF6150

Pre-requisite: None
 Duration: 2 Semesters
 Contact hours: 4 hours per week
 Assessment: Continuous assessment - 50%
 Examination - 50%

Module Description

Theories and models of curriculum design: Ralph Tyler's Linear; M Siclbeck's cyclical, the adults and disciplines in curriculum design; principles, practice, procedures and problems in the development of curriculum for adult education programmes; the pedagogy versus andragogy debate; proponents, opponents, issues, Adult Education curriculum in Namibia; plans, problems and prospects.

TWENTIETH CENTURY THINKERS IN ADULT EDUCATION**EAF6170**

Pre-requisite:	None
Duration:	2 Semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

The Module will focus on the efforts towards the development of Adult Education as an academic discipline. The contributions of key thinkers of the 20th century will be critically examined. Such thinkers of the 20th century will include: Albert Mansbridge; Basil Yeaxlee; R. H. Tawney; John Dewey; Malcolm S. Knowles; Robby Kidd; Moses Coady; Julius Nyerere; Paulo Freire; Ivan Illich; etc. Emphasis will be placed on application of thoughts to contemporary adult education theory and practice.

ADVANCED COMMUNITY EDUCATION STUDIES**EAF6190**

Pre-requisite:	None
Duration:	2 Semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

Community education: Concepts, principles, methods and approaches; states roles and functions; the roles of voluntary educational bodies and organisations; community's concerns and approaches to curricular synchronisation; values in community education; case studies in community education projects in Namibia; issues and problems in community education in Namibia.

MASS COMMUNICATION IN ADULT EDUCATION**EAO6110**

Pre-requisite:	None
Duration:	2 Semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

Mass communication: concepts, principles and practices; methods and technologies of mass communication in adult education; mass media and the promotion of adult education programmes with particular reference to Adult Basic Literacy Education Campaigns in developing countries; issues, problems and prospectuses; mass media and Adult Education in selected SADC countries; the case of Namibia.

MODULE DESCRIPTION FOR DOCTOR OF PHILOSOPHY DEGREE**D.5.4 DOCTOR OF PHILOSOPHY (EDUCATIONAL FOUNDATIONS AND MANAGEMENT) OFFERED BY THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT.****PHILOSOPHY OF EDUCATION****EMP8610**

Pre-requisite:	M.Ed or Masters Degree with PGDE
Duration:	One Academic Year
Contact hours:	2 hours per week (1 hour tutorial)
Assessment:	2 Assignments & 1 test - 50% Examination (1 x 3 hour paper) – 50%

Module Description

The Module intends to provide the students with philosophical foundations of education both as process as well as an end. The students will be initiated into knowledge and the normative (value) dimensions of education. Further, the influence of the nature of a human being (as we perceive it) to the concept of education will be elucidated.

PHILOSOPHICAL RESEARCH METHODS**EMR8600**

Pre-requisite:	M.Ed or Masters Degree with PGDE
Duration:	One Academic Year
Contact hours:	2 hours per week

Assessment: (1 hour tutorial)
2 Assignments & 1 test - 50%
Examination (1 x 3 hour paper) – 50%

Module Description

The Module aims at introducing students into a variety of philosophical research methods currently in use in seeking philosophical knowledge. After being familiar with various philosophical research methods, students are guided into developing a philosophical oriented research proposal in the field of education.

HISTORY OF EDUCATION EMH8610

Pre-requisite: M.Ed or Masters Degree with PGDE
Duration: One Academic Year
Contact hours: 2 hours per week
(1 hour tutorial)
Assessment: 2 Assignments - 50%
Examination (1 x 3 hour paper) – 50%

Module Description

The aim with this upper research Module in History of Education is to expose educators/researchers to the nature and development of the subject. Furthermore, it should equip them with the necessary skills and knowledge to conduct research in historical issues, both oral and recorded.

EDUCATIONAL MANAGEMENT AND ADMINISTRATION EMM 8670

Duration: 2 Semesters
Contact Hours: 2 Hours/week
Tutorials: 1 Hour
Examination: 50%; Continuous Assessment:50%
Examination 3 Hour paper

Module Description

The Module is designed for experienced educational managers and leaders in education. The Module provides an opportunity for in-depth study in educational management and administration. The Module facilitates the development of educators who possess a body of Specialist knowledge and competencies and who are capable of providing leadership in their specialist areas. It enhances each student's capacity of providing leadership in his/her specialist area. It enhances each student's capacity to critically analyse relevant professional practices in their major area of study using problem solving approaches and applied research in educational management.

COMPARATIVE AND INTERNATIONAL EDUCATION EMC 8650

Duration: 2 Semesters
Contact Hours: 2 Hours/week
Tutorials: 1 Hour
Examination: 50%; Continuous Assessment:50%
Examination 3 Hour paper
STATUS: Required Subject

Module Description

The Module is intended to give students and educators the building blocks from which to understand and analyse the meanings and goals of educational systems and practice as they connect to their region and larger world contexts. The Module explores development of theoretical perspectives and approaches, ii) the understanding of ideological and policy frameworks within educational systems, and iii) the understanding of the contribution of education to social and economic development in country and regional contexts.

SOCIOLOGY OF EDUCATION EMS 8690

Duration: 2 Semesters
Contact Hours: 2 Hours/week
Tutorials: 1 Hour
Examination: 50%; Continuous Assessment: 50%
Examination 3 Hour paper

Module Description

The aim of this upper research Module is to introduce educators/researchers to prominent social theoretical thinkers in the discipline of Sociology of Education. Furthermore, educators/researchers should be able to critique and apply these theories in classroom situations. Furthermore, it is aimed at equipping educators/researchers with logical and effective teaching and acquires information on socio-cultural, economic, and political variables which impact upon education.

D.6.4 DOCTOR OF PHILOSOPHY (PH.D.) PROGRAMME OFFERED BY THE DEPARTMENT OF LIFELONG LEARNING AND COMMUNITY EDUCATION

AREAS OF SPECIALIZATION

ADULT EDUCATION

EAD8110

Duration: 2 Semesters
Contact Hours: 4 Hours/week

Module Description

This will cover Historical Foundations; Philosophical Foundations; Comparative Studies; Organization and Administration; Psychological Foundations; Principles and Methods and Curriculum Studies.

COMMUNITY DEVELOPMENT

EAD8130

Duration: 2 Semesters
Contact Hours: 4 Hours/week

Module Description

This will comprise of areas such as: Community Development and National Development; Community Development Planning; Contemporary Theories and Practice in Community Development; and Community Organization Studies.

COMMUNICATION IN ADULT EDUCATION AND COMMUNITY DEVELOPMENT

EAD8150

Duration: 2 Semesters
Contact Hours: 4 Hours/week

Module Description

This specialization consists of sub-areas like: The process of human communication; understanding media; selecting, producing and using media in adult education; media and community mobilization; mass communication and social change.

THESIS

EAD 8100

The conduct of the Ph. D. research and the submission of the Thesis shall conform to the provisions of Regulations for Postgraduate Modules of study of the University of Namibia.

Candidates who are registered for the Ph.D. (Adult Education) degree by research must undertake a research in an approved area and topic, as well as complete and submit a Thesis.

The candidates shall be assigned supervisors to guide them in their research programmes, and shall write the Thesis in accordance with guidelines provided by the Postgraduate Studies Committee as approved by Senate. As a standard practice, every Thesis shall be accompanied by a declaration stating that it has not been previously submitted for a similar degree in any other University or Institution of Higher Learning.

The Thesis must contain an abstract of not than 400 words indicating the general findings of the research, and the major conclusions reached. Both the format and the literary presentation (in English) must be satisfactory.

Every Ph.D. Thesis submitted shall be examined by at least three (3) examiners appointed by Senate, one (1) of whom must be external to the University. The supervisor shall be one of the examiners.

The examiners shall be required to submit a detailed assessment of the Thesis and also write definite recommendations on whether the degree should be awarded to the candidate unconditionally, or whether the degree should be awarded subject to specified corrections or revisions being made, or whether the Thesis should be referred back to the candidate for rewriting, or whether the Thesis should be rejected outright.

In cases where the examiners of the Thesis disagree in their recommendations, the Postgraduate Studies Committee shall study the case and recommend to Senate the appointment of an additional independent examiner to serve as referee on the Thesis.

A candidate who disagrees with the results of the examination as approved by Senate, may appeal, giving reasons and evidence to support the appeal. Senate will then have the case examined by an Appeals Committee.

Candidates who are registered for the Ph.D. (Adult Education) degree by Thesis, will normally appear for a viva voce (or oral) examination. The examination will be conducted in accordance with the procedures approved by Senate to pass the requirements in a Module or Modules. The eligibility and other issues for supplementary examinations shall be determined by the provisions of the General Regulations for Postgraduate Modules of study of the University of Namibia.

MODULE DESCRIPTIONS (SYLLABI) OF MODULES PHASING OUT IN 2009

B.1.4 MODULE DESCRIPTIONS FOR BACHELOR OF EDUCATION (ADULT EDUCATION)

YEAR 1

BACHELOR OF EDUCATION (ADULT EDUCATION) YEAR IV

GENDER AND ADULT EDUCATION EAD3411

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Theory of gender; Namibia: Adult Education programme provisions across gender interest; participation in programmes especially issues of enrolment, retention and utilization of programme output for women's empowerment; predisposing factors to participation: parents, husbands, and community's attitude, gender talented curriculum development and programme design; roles of non-governmental organizations, especially women's groups and associations; roles of donor bodies; compensatory approaches to women's disadvantages in access to education.

ADVANCED LITERACY STUDIES EAD3431

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Literacy for social reconstruction of society: Paulo Freire's Conscientisation Model; Literacy and Development; Traditional and neo-radical literacy methods; Public Management of Adult Literacy for national development; co-ordination of Literacy efforts in Namibia, especially between governmental and non-governmental organizations; costs of literacy on individual, the State and Society; case studies of literacy programmes in industrialized and less developed nations (LDCs): USSR, USA, China, Iran, India, Ethiopia, South Africa.

DISTANCE EDUCATION EAD3451

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Concepts of Distance Education; Historical Development; Open Learning, Correspondence Education; Access and Distance Learning Efforts; Modes of Distance Education; Distance Learning Techniques and Strategies; Programme design in practical need areas; Module material writing and production; Administration, Organization and Management of Distance Education. Distance Education efforts in Namibia: the NAMCOL, Polytechnic and CES, UNAM contributions; Funding for Distance Education; Impact, problems and prospects.

SOCIAL ISSUES IN NON-FORMAL EDUCATION EAD3412

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Non-formal Education's concerns and goals; social issues in Society: Racial segregation: Socio-economic inequality; poverty; illiteracy, especially adult illiteracy and consequences on society and the pursuit of equity and even-development; Roles of Non-formal Education; Equality of educational opportunity: Edu-credit, Government subsidy and promotion of Universal access to Education; anti-poverty and poverty alleviation measures; non-formal education for health; for value reorientation, for promotion of welfare and for political participation in Namibia.

ECONOMICS OF ADULT EDUCATION**EAD3432**

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Education and economic growth: the classical and human capital schools of thought; indexes of human resource development; the role of adult education in capital formation; categories and components of human resource development in Namibia; cost effectiveness and economy of scale of adult and nonformula education programmes; approaches to adult education planning; manpower requirements, social demand, and rate of return; effects of adult education on issues of equity and efficiency; adult education and employment.

EDUCATIONAL REFORM: THEORY AND PRACTICE**EAD3452**

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Theories of Social change and reform modules; Social reform; the roles of education; educational institutions and schooling in question: Distilling movement and concerns for school value and skills functions; Selection issues: assessment and certification, education and relationships to World of Work; Schooling reforms: Paulo Freire's transformation mode; Ivan Illich's Deschooling Society; Open University (University without walls); the fusion of non-formal and formal education for lifelong learning.

RESEARCH PROJECT**EAE3400**

Pre-requisite:	None
Duration:	2 Semesters
Contact hours:	2 hours per week
Assessment:	Research Report - 100%

Module Description

Students will be required to submit a written Research Project as part of the fulfilment of the requirements for the award of the B.Ed (Adult Education). It must be a project in Adult and Non-formal Education that shall be supervised by a member of the academic staff.

TEACHING PRACTICE (FACULTY CORE MODULE)

TEACHING PRACTICE PHASE III**EIP 3409**

Module Equivalent:	None
Prerequisite:	EIP3209; EIP3309
Duration:	8 weeks

Module Description

The Teaching Practice III takes place during the first semester of their fourth year. It provides opportunities for the B.Ed IV students to meet the learners in a classroom situation and use and try out various teaching methods and techniques at senior secondary schools. It further helps the students to interact with future colleagues and learn from their experiences and to apply theoretical knowledge in practical situations the tasks of teacher with regard to assessment, class and time management, lesson preparation etc. It is a vehicle for the student teacher to participate in extra-curriculum activities and gain an insight into organization and administration of senior secondary schools.

They must pass all school subjects, micro-teaching, teaching methods and teaching practice phases I and II before they proceed to teaching practice phase III.

DEPARTMENT OF CURRICULUM INSTRUCTION & ASSESSMENT STUDIES

CURRICULUM THEORY, DESIGN AND PRACTICE**CAC3409**

Module Equivalent:	CIC3419
Prerequisite:	None
Duration:	1 Semester (in the 1 st or 2 nd Semester: 2 groups)
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module builds on the Curriculum and Instruction Module and covers the aims of secondary schooling in the SADC region, a curriculum that prepares learners for the future, different approaches/orientations to curriculum design, issues in curriculum implementation like how to design an integrated curriculum for developing thinking skill in school, and how to evaluate a curriculum.

INTRODUCTION TO INCLUSIVE EDUCATION AND SPECIFIC LEARNING DIFFICULTIES ESP3400

Module Equivalent:	EPS3410
Prerequisite:	None
Duration:	2 Semesters
Contact hours:	2 hours per week + 1 Practical
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

One of the most prevalent categories of special needs in Namibian schools is Specific Learning Difficulties. This Module aims at providing students with skills and competencies for understanding and helping learners with learning problems in the regular classroom. In addition, the Module is aimed at providing students with competencies to identify and to assess children's special educational needs; acquire problem-solving abilities in the context of inclusive education, and equip students with knowledge and various instructional strategies to help learners with learning problems in school and at home.

INTRODUCTION TO GUIDANCE AND COUNSELLING ESP3401

Module Equivalent:	ESP3410
Prerequisite:	None
Duration:	1 Semester
Contact hours:	2 hours per week + 1 Practical
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The aim of this Module is to sensitise teacher trainees to the Social Psychological and Educational needs of secondary school learners and to introduce them to the basic skills, knowledge and ethics related to guidance and counselling of learners.

FACULTY OF ECONOMICS AND MANAGEMENT SCIENCES**FOURTH YEAR MODULES**

FINANCIAL MANAGEMENT AMF3472

Equivalent: AFM3402/3
4 Lecture hours a week for 14 weeks
1 X 3 hour examination paper

Module Description:

The subject matter of financial management, sources of capital, financial institutions, interest rates theory, money and capital markets, the stock exchange market valuations, financial statement analysis, Beaver financial ratio analysis and business failure, capital structure, dividend policy, mergers, acquisitions and reconstructions, leasing, the cost of capital, financial planning and control, financial engineering, foreign exchange market, working capital management, modern portfolio management theory, capital budgeting techniques, and cases in financial management, valuation models, risk management and the role of the stock exchange, raising equity and debt finance, interest determination, term structure and duration; swaps, futures and options; overseas finance and investment and international financial management.

MANAGEMENT ACCOUNTING

MANAGEMENT ACCOUNTING III AMM3472

Equivalent: AMA3402/3
4 Lecture hours per week for 14 weeks
1 X 3-hour examination

Module Description

This Module deals with the development of analytical skills using management accounting problems and the behavioural implications of using managerial accounting methods in decision-making. Case analysis of both manufacturing and service organizations is used extensively in this Module. Topics include: budgetary processes and related performance evaluation techniques, cost volume to profit relationships, and product costing methods. Constrained optimization: linear programming, integer programming and transportation, network analysis, queuing theory, simulation, decision theory: risk and probabilities, control and organizations, responsibility accounting and its application, cost management: quality, time and theory of constraints, relevant cash flows: costs and revenues, determining prices and product profitability, cost of capital, advanced aspects of capital budgeting, learning curves, performance measurement and contemporary issues in management accounting.

DEPARTMENT OF ECONOMICS

NAMIBIAN ECONOMY

ENE3472

4 Lectures per week
14 weeks
1 x 3 hour exam paper

Module Description:

Structure and performance of Namibian economy-National accounts, balance of payments, CPI, Employment, HIES, Population census. Trade and agreements: SACU, SADC, WTO, Lome - in historical perspective, absolute and comparative advantage and alternative theories, effects of tariff. Savings and Investment- private and public, foreign, financial institutions. Land reform- Institutions, economics of property rights, experiences from elsewhere. Monetary aspects- institutions, instruments and limitations, monetary policy and CMA. Fiscal aspects - taxation; revenue, expenditure and borrowing; public debt.

Employment- Human capital, minimum wages and unions, discrimination, unemployment problems and policies. Poverty- state, policies to combat poverty, policies on rural and regional development, agriculture and human capital. Public services- Education and health, public infrastructure.

THIRD AND FOURTH YEAR MODULES

ENTREPRENEURSHIP I & II

MRE3351, MRE3352

Equivalent: MER3401 for MER3351 and MER3402/2 for MER3352
4 lectures per week
14 weeks
1x 3hour examination paper

Module Description:

The basics of starting and operating a small business. Opportunities, risks and personal characteristics associated with entrepreneurial success. Business plans, acquisition of capital, personnel problems and marketing in a small

FACULTY OF HUMANITIES AND SOCIAL SCIENCES (FHSS)

B.Ed students taking school subject modules from the FHSS are reminded of the regulation stipulated in the B.Ed Curriculum Framework (B.1.3) when registering for their fourth year papers to avoid being disadvantaged.

AFRICAN LANGUAGES

The following Modules for African Languages (AL) are offered to B.ED students. Code letters are as follows:

H – Otjiherero, K – Khoekhoegowab, N – Oshindonga, R – Rukwangali, S – Silozi, Y – Oshikwanyama. In addition, where AL appears, replace with the name of that particular language.

ALR3410 ORATURE IN AFRICA

General: Common features of orality in Africa as exemplified in texts; approaches to and research methods in African orature. Specialisation: Comparative orature of (Western) Bantu or Central Khoesaan.

Select ONE from the following:

ALH3410 HISTORICAL LINGUISTICS AND DIALECTOLOGY

General: Nature of historical linguistics and methods of reconstruction; genetic and typological classification; processes of linguistic change; classification of African and Namibian (Bantu and Khoesaan) languages; basics of dialectology. Specialisation: Historical reconstruction and dialectology of the chosen language/ group/family (Bantu or Central Khoesaan).

ALG3410 UNIVERSALS AND THE TYPOLOGY OF BANTU LANGUAGES

[for students of Khoekhoegowab only]

Nature and approaches to universals; grammaticalisation and typology as pertaining to a Central Khoesaanlanguage (Khoekhoegowab); universals, grammaticalisation and typological features of a Namibian Bantu language.

ALG3420 UNIVERSALS AND THE TYPOLOGY OF KHOEKHOEGOWAB

[For students of Bantu languages only]

Nature and approaches to universals; grammaticalisation and typology as pertaining to Namibian Bantu languages; universals, grammaticalisation and typological features of a Central Khoesaaan language (Khoekhoegowab).

AFRIKAANS STUDIES

GAC3450 ADVANCED AFRIKAANS LINGUISTICS

Advanced study of selected topics in the theoretical and/or applied Afrikaans linguistics.

GAA3410 NAMIBIAN AFRIKAANS LITERATURE

Namibian authors (including e.g. storytellers); historical approach; texts dealing with the Namibian situation; texts written/told in Namibian Afrikaans.

ENGLISH

ENL3410 ACTS OF STYLE AND ENGLISH

This paper will investigate disparate modes of expression through English in its various written and spoken realisations. Attention will be given to a range of language styles and mediums of delivery, specifically those associated with advertising, journalism, constitutions, political discourse, academic writing and law; further selections will be discussed and a selection made from alternative categorisations including but not limited to religious/sect proselytisation, song lyrics, various letter styles, self-promotion, annual reports, bureaucratic memoranda and abusiveness. Speech Act Theory and pragmatic conceptual framework will inform investigative processes, and axes of measurement will include syntactic complexity, lexical diversity and etymology, punctuation conventions/prosodic contour and medium of communication.

Students will be required to present class seminars and undertake limited-scope research.

ENL3430 ASPECTS OF SYNTAX

Development of "grammar" from its traditional roots to the present: traditional grammar, phrase structure grammar, case grammar, structural grammar, transformational grammar; extensive applications of theory to contemporary English.

FRENCH STUDIES

GFE3450 SOCIOCULTURAL ASPECTS THROUGH FRENCH AND FRANCOPHONE LITERATURE

Research in socio-cultural views and community identity in selected texts pertaining to French and Francophone culture.

GFE3470 FRENCH AS AN APPLIED FOREIGN LANGUAGE

Introduction to the different perspectives and theories in French linguistics and didactics.

GERMAN STUDIES

GGR3430 MODERN GERMAN LITERATURE & CULTURE

From World War I to contemporary Germany with a study of modern/contemporary texts in conjunction with relative aspects of German society.

GGR3470 APPLIED LINGUISTICS IN GERMAN

Psycho- and socio-linguistic aspects with special reference to the Namibian situation (Süderwesterdeutsch).

PORTUGUESE STUDIES

GPR3430 MODERN PORTUGUESE CULTURE AND LITERATURE

From first Republic to contemporary Portugal historical and cultural situation, with a study of modern/contemporary texts in conjunction with relevant aspects of Portuguese society.

GPR3410 APPLIED LINGUISTICS IN PORTUGUESE

Psycho-socio linguistic aspects with special reference to the Africa Portuguese language situation.

GEOGRAPHY AND ENVIRONMENTAL STUDIES

GES3440 GEOGRAPHY OF TOURISM

Focusing on aspects such as regional distribution of tourism patterns; mass tourism versus alternative modes of tourism like eco-tourism, cultural tourism and adventure tourism; tourism as alternative economic activity for rural populations and sensitive environments; as mode to broaden the benefits to society; and the social, economic and environmental impacts of tourism; this paper investigates the growing significance of tourism research for Namibia in terms of ethical, environmental and economical responsibility.

GES3430 POLITICAL GEOGRAPHY

This paper focuses on changing patterns of politico-economic and socio-cultural landscapes, including Africa, addressing phenomena relating to the restructuring of the world economy.

GES3450 THEMES IN ADVANCED GEOGRAPHY

This paper focuses on themes in Physical and Human Geography, which may have been researched by staff members or visiting lecturers. Themes require a great deal of Module work and student presentation.

HISTORY

HIS 3410 PUBLIC HISTORY

The origins of museums, debates about ethnographic representation and the repatriation of cultural artifacts, practical analysis of museum displays and their meanings. Consideration of tourism and the heritage industry, discussion of the concept of 'the tourist gaze' and forms of representation in the marketing of culture; monuments, commemorations and memorials, debates over what is remembered, dissonant heritage and dark history.

STATISTICS DEPARTMENT

STS3452 STATISTICS FOR EDUCATORS

4L PER WEEK

14 weeks

1 x 2 hour exam paper

Pre-requisite:

None

Assessment:

Continuous-40%,

Examination- 60%

Content: A person who has done this Module will be versed enough to teach (H) IGCSE Statistics. In order to be able to do that, one has to know a bit more than what is in the (H)IGCSE syllabus. This Module intends to strengthen potential teachers in this respect. The Module content include:

Types of Data; Sampling Techniques; Presentation of Data; Descriptive Statistics; Basic Probability

Concepts; Simple Linear Regression and Correlation; and Testing Association using Chi-square distribution, t-distribution, etc.

COMPUTING DEPARTMENT

CMP3311 SOFTWARE ENGINEERING 1 - CLASSICAL S/E

4L+1PS/WEEK

Examination:

1 x 3Hrs

Assessment:

Continuous- 60%,

Examination- 40%

Prerequisites:

CMP3101 Computing 1A ,CMP 3112 Computing 1 and CMP3211

Contents: The need for software engineering. Systems development models. The software life cycle. Requirements, specification and analysis. Design methods. Graphical techniques, DFDs, ERDs etc..

Project management concepts. Costing of development projects. Implementation issues. Testing strategies and techniques. Other development options - re-use and outsourcing.

CMP 3332 OPERATING SYSTEMS

4L+1PS/WEEK

Examination:

1 x 3Hrs

Prerequisites:

CMP 3112 Computing 1

Contents: Study of history and modern single user, multi user and distributed operating systems.

Particular studies of UNIX, LINUX and Windows NT or 2000. Memory and file management, synchronisation and security.

CMP 3442 MANAGEMENT OF IT SYSTEMS AND BUSINESS COMPUTING

2L+1/2PS/WEEK

Examination:

1 x 2hrs

Assessment:

Continuous- 60%,

Examination- 40%

Pre-requisite:

CMP 3312 Software Engineering II

Contents: Problems in managing an IT operation in a rapidly changing environment. Human resources and man management, technical considerations, project management, budgeting, crisis management and outsourcing.

FACULTY OF EDUCATION (HOME ECONOMICS SECTION)

HOUSING AND RESIDENTIAL TECHNOLOGY

ESH3412

Module Equivalent:	HEE3311:	Housing and Residential Technology I
	HEE3322:	Housing and Residential Technology II
Pre-requisite:	None	
Duration:	Full One Semester Module	
Contact hours:	4 hours per week (excluding Practicals)	
Assessment:	Continuous assessment - 50%	
	Examination – 50%	

Module Description

Study family housing in relationship to needs, processes and alternatives, policy and economics. Study design of physical environment in relationship with neighbourhoods, communities and constraints affecting housing decisions. Human and environmental considerations for planning, design and use of housing. Exploration of equipment and technological systems in the residential environment. Emphasis on consumption and conservation of natural resources and human considerations in planning kitchens and appliance design. Effective use of appropriate technology. Creative adaptations of old technology.

ENTREPRENEURSHIP IN HOME ECONOMICS

ESH3432

Module Equivalent:	None
Pre-requisite:	None
Duration:	Full One Semester Module
Contact hours:	4 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50%
	Examination – 50%

Module Description

An introduction to the running of small enterprises with specific reference to the utilisation of skills acquired over the past three years.

FASHION AND FABRICS

CRAFTWORK FOR INCOME GENERATION AND SOCIO-PSYCHOLOGICAL ASPECTS OF CLOTHING

ESH3452

Module Equivalent:	None
Prerequisite:	None
Duration:	Full One Semester Module
Contact hours:	4 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50%
	Examination – 50%

Module Description

An introduction to craftwork and the production of craft articles for sale as well as an introduction to reasons why people wear clothes (socio-psychological aspects of clothing).

(SPORT SCIENCE EDUCATION)

FIRST AID

ESH 3229

Module Description

Level one certificate by relevant medical controlling body. Students need to hand in the certificate to confirm their accreditation by the relevant medical controlling body.

BIOMECHANICS IN PHYSICAL EDUCATION AND SPORT

ESS 3402

Module Equivalent:	None
Prerequisite:	Basic Sport Science
Duration:	Half Semester Module
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50%
	Examination – 50%

Module Description

Application of laws of the physical sciences to sports and games. Biomechanical analyses of skills in selected sports and games. Knowledge on linear kinematics and kinetics (distance, velocity, acceleration, vectors, gravity, equilibrium and levers) and the influence of this to different sports.

MOTOR LEARNING AND MOTOR DEVELOPMENT**ESS 3422**

Module Equivalent:	None
Prerequisite:	Basic Sport Science
Duration:	Half Semester Module
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Age-related changes in motor behavior and skill performance of children and adolescents. Maturation. Geriatrics and sport. Motor behavior at: infant, early childhood, and adolescent, especially walking, running, kicking, throwing, catching, striking, climbing and balance.

TECHNIQUES OF TEACHING AND COACHING BASKETBALL, VOLLEYBALL AND TENNIS ESS 3432

Module Equivalent:	PED3343 and PED3411
Pre-requisite:	None
Duration:	Full Semester Module
Contact hours:	6 hours per week, 2 hours for each sport code (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Acquisition of basic skills and techniques in basketball, tennis and volleyball. Knowledge of the rules and regulations. Methodology of teaching and coaching these sports.