



Faculty of Education

Prospectus 2015



UNAM
UNIVERSITY OF NAMIBIA

FACULTY PROSPECTUS 2015

FACULTY OF EDUCATION



UNAM
UNIVERSITY OF NAMIBIA

NOTE

This Faculty Prospectus is valid for 2015 only. Regulations and curricula for 2014 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 2014.

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 2015 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 in-service; pre- and lower primary-; upper primary- 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 education institutions in the development and assessment of their programmes.
9. To work with other education establishments and agencies, and to forge links with national and international academic professional institutions in the interest of education.
10. In accordance with UNAM Mission clause no.7: "To serve both urban and rural communities and to provide extension services throughout the country with a view to contributing to the improved functioning of the education system as a whole"

ADVICE, INFORMATION AND GENERAL REGULATIONS

ATTENDANCE OF LECTURES

See **Academic General Regulations**

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 priorly obtained subject credits in all cases from one Module of study to another.

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

INTERRUPTED STUDIES

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

REGULATIONS

Refer to the Academic General Regulations.

Please Note

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

ACADEMIC YEAR - 2015

FIRST SEMESTER

08 January	University opens
19 January	Registration commences: Senior undergraduate and Postgraduate students: On-line (until 4 February)
19 January – 04 February	Registration (Last day for Late Registration: 11 February)
20 January	Academic staff resumes office duties
23 January	Registration: 1 st Year Postgraduate students
26 January	Registration commences: 1 st Year undergraduate students
04 February	Registration ends: All students
09 February	Lectures commence for FIRST SEMESTER
30 March	1 st SEMESTER break starts
07 April	Lectures resume after 1 st SEMESTER break
13 May	Lectures end for FIRST SEMESTER
19 May	Regular Examinations commence (Semester I modules)
10 June	Regular Examinations end
15 June – 19 June	Supplementary / Special Examinations
19 June	End of 1st Semester
29 June -03 July	Mid-year Recess

SECOND SEMESTER

13 July	Lectures commence for SECOND SEMESTER
24 August	2 nd SEMESTER break starts
31 August	Lectures resume after 2 nd SEMESTER break
16 October	Lectures end for Second Semester
22 October	Regular Examinations commence (Semester 2 & Double modules)
12 November	Regular Examinations end
17 November–23 Nov.	Supplementary / Special Examinations
23 November	End of 2nd Semester
15 December	Academic Year ends & University closes (until 11 January 2016)
11 January 2016	University opens (2016 academic year)
20 January 2016	Academic staff resumes office duties

DUE DATES FOR THE 2014 ACADEMIC YEAR

(i) GENERAL

Last day for appeals (Semester 2 and Double modules – Reg & Supplementary/Special examinations of November 2014).....	22 Jan
Last day for application of retention of continuous assessment marks and Promotional Examinations	06 Feb
Last day for application for exemption(s).....	6 Feb
Last day for Late Registration (<i>Late fee payable</i>).....	11 Feb
Last day for approval of exemption(s).....	11 Feb
Last day for approval of module(s) & qualification Changes	11 Feb
Last day for approval of retention of continuous assessment mark & Promotion Exam.....	11 Feb
Last day for change of Offering Types at Regional Centres(Semester 1 modules).....	28 Apr
Last day for appeals (Semester 1 modules (Reg & Supp/Spec Exams of June 2015).....	24 Jul
Last day to submit outstanding documentation.....	21 Aug
Last day for change of Offering Types at Regional Centres (Semester 2 modules).....	19 Sep
Last day to cancel enrolment	24 Sept
Last day to submit Theses and Dissertations for examinations.....	31 Oct

(ii) CANCELLATIONS

Semester 1 modules

Last day to cancel Semester 1 modules.....	08 May
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Semester 2 modules

Last day to cancel Semester 2 modules.....	24 Sept
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Double modules (A double module normally extends over one academic year)

Last day to cancel Double modules.....	24 Sept
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(iii) FINANCE

Semester 1 modules

Last day to cancel with 100 % credit.....	06 March
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Last day to cancel with 50 % credit.....	17 April
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Semester 2 modules

Last day to cancel with 100 % credit.....	07 August
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Last day to cancel with 50 % credit.....	28 August
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Double modules (a double module normally extends over one academic year)

Last day to cancel with 100 % credit.....	06 March
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Last day to cancel with 50 % credit.....	05 June
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FACULTY OF EDUCATION PERSONNEL

OFFICIALS AND ADMINISTRATIVE PERSONNEL

Dean:	Dr. C.B. Villet
Deputy Dean (Main Campus):	Dr. J. Mushaandja
Deputy Dean (Katima Mulilo Campus):	Dr. C. Chata
Deputy Dean (Rundu Campus):	Ms. M. Shihako
Deputy Dean (Khomasdal Campus):	Dr. G. Frindt
Deputy Dean (Hifikepunye Pohamba Campus):	Mr. M. Hidengwa
Faculty Officer:	Mr E.L. Van Wyk
Assistant Faculty Officer:	Ms. E.Pienaar (Main Campus)
Assistant Faculty Officer:	Ms N.K.Kamwi (Rundu Campus)
Assistant Faculty Officer:	Ms F.N.Kalwenya (Hifikepunye Pohamba Campus)
Assistant Faculty Officer:	Ms. N.R. Chata(Katima Mulilo Campus)
Heads of Departments:	see "Academic Personnel"
Teaching Practice/In-Service Co-ordinator:	Ms A. Scott
Disability Unit:	Ms. D. Kandjii Sarah Moshana (Assistant)
Secretary	Ms.E. De Klerk
Typist:	Vacant
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 :	Dr. M. Hamunyela
PROFESSOR:	Vacant
ASSOCIATE PROFESSOR :	Vacant
SENIOR LECTURERS	Dr R.K. Shalyefu-Shimopileni:
LECTURERS:	Dr M Hamunyela Dr. A.T. Kanyimba Dr L. Shaketange Dr. F. Beukes Ms E. Brown: Mr. S.P. Shihomeka

DEPARTMENT OF CURRICULUM STUDIES, INSTRUCTION AND ASSESSMENT

HEAD OF DEPARTMENT: *Mr. B. Chataa*

PROFESSOR: *Vacant*

ASSOCIATE PROFESSOR: *Vacant*

SENIOR LECTURERS

Main Campus: *Dr C.B. Villet
Dr C.N.Shimwooshili.Shaimemanya*

Hifikepunye Pohamba Campus: *Dr. S M. lipinge*

LECTURERS:

Main Campus: *Dr. P.J.Boer
Dr. D. Wolfaardt
Mr C. Kazondovi:
Ms. V. U. Nandago
Ms. P. Shilamba*

Hifikepunye Pohamba Campus: *Mr.A.Amakali
Ms. A.P. Amushigamo
Ms. R. Hangala (Kalimbo)
Mr. M. H. Hidengwa
Ms. M.N. Mufeti*

Katima Mulilo Campus: *Mr. B. Chataa
Mr. A. Chainda*

Khomasdal Campus: *Ms. C. Alexander
Mr. E. Haipinge*

Rundu Campus: *Vacant*

ASSISTANT LECTURERS:

Main Campus: *Ms. A. Sauer*

Hifikepunye Pohamba Campus: *Ms. V. Hapulile
Mr. T. Henoeh*

Katima Mulilo Campus: *Mr. P. Kacelo
Mr. M. Mutumba*

Rundu Campus: *Mr. M. Mekendaya
Mr R. K. Misika
Mr H T Mokaleng*

DEPARTMENTAL COORDINATORS:

Hifikepunye Pohamba Campus: *Mr.A.Amakali*
Katima Mulilo Campus: *Vacant*
Khomasdal Campus: *Ms. C. Alexander*
Rundu Campus: *Vacant*

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT

HEAD OF DEPARTMENT: *Prof. E.M. Amukugo*

PROFESSOR: *Prof. R.K. Auala*

ASSOCIATE PROFESSOR: *Prof. E.M. Amukugo*

SENIOR LECTURERS:

Main Campus: *Dr. A.J. Isaacs
Dr. J. Mushaandja*

Katima Mulilo Campus: *Vacant*

Rundu Campus: *Dr.G.N. Likando*

LECTURERS:

Main Campus: *Dr T.C.K. Iijambo
Ms. C.I. Omalu
Ms.F. B. Uahengo*

Hifikepunye Pohamba Campus: *Ms. M.N. Amutenya
Mr. F. Amweenye
Ms. S.N. Herman
Mr. L.P. Indongo
Ms. K.N. Mbango
Ms. L.N. Kaapanda-Bauleth*

Khomasdal Campus: *Ms. M. Katjaita
Ms. V.M. Lushetile*

Rundu Campus: *Mr E.N.M.Katewa
Ms M. E. Mwala
Ms M. Shihako*

ASSISTANT LECTURERS:

Hifikepunye Pohamba Campus: *Mr. S. Haikali
Mr. K. Mbangula
Ms. R. Uushona*

Katima Mulilo Campus: *Mr. M. Ntabi*

Khomasdal Campus:

DEPARTMENTAL COORDINATORS:

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Katima Mulilo Campus: *Mr M.L. Ntabi (Acting)*
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Ms. T.T. Negonga
Ms. S.T. Nghivevelekuah
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Mr. I.A. Shipena
Ms. M.A. Shiweda*

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Mr.R. Wittmann*

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Ms. T. P. Iiyambo
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Mr. F. Mungongi*

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Ms. G.N Mubanga
Mr. R.N. Sikabongo
Mr. A. Zulu*

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Mr. S.G. Yakoop*

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Ms. P.M. Muller
Ms. R. Nel
Mr. L. M. Opperman
Mr. B. Uakumbua
Ms. A.N. Awala
Mr. D. Hausiku
Ms. M.J. Kekhani-Mhoney
Ms. J.M. Linonoka
Mr. G. Ngalangi*

Rundu Campus:

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DEPARTMENT OF EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION

HEAD OF DEPARTMENT: *Ms. J. Möller*

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Ms. T. Nghikembua
Ms. R. Poulton-Busler*

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Ms S. A Daries
Mr J S Kamwi
Mr E. Katoyima
Ms J M Situnda
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Ms. E.N. Nambundunga
Ms. E.C.H. Potgieter*

Katima Mulilo Campus: *Mr. E.K. Malumo*

Khomasdal Campus: *Ms. S. Alexander
Ms. L.H. Feris
Mr. V. Ngaujake*

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Katima Mulilo Campus: *Mr. K.J Nzwala*
Rundu Campus: *Ms T N Siyave*

PROGRAMMES

A. DIPLOMAS

The following diplomas may be conferred by the Faculty:

UNDERGRADUATE DIPLOMA:

Diploma in Junior Primary Education	10DJPE
Diploma in Lifelong Learning and Community Education.....	10DLCE

DIPLOMAS

Advanced Diploma in Secondary Education Professional Training)	10ADPT
Advanced Diploma in Educational Management and Leadership	10AEML

B. UNDERGRADUATE DEGREES

The following degrees may be conferred by the Faculty:

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

C. POSTGRADUATE DEGREES

MASTERS PROGRAMMES

Master of Education	10MEDU
Master of Education (Literacy and Learning).....	10MEDL
Master of Educational Psychology (Guidance and Counselling).....	10MEGC
Master of Education (By Thesis only).....	10MEDR

DOCTORATE PROGRAMMES

Doctor of Philosophy in Education:.....	10DECA
Doctor of Philosophy in Education: Adult Education.....	10DEDA

DIPLOMAS

A. UNDERGRADUATE DIPLOMA

A.1. DIPLOMA IN JUNIOR PRIMARY EDUCATION (10DJPE)

A.1.1 RATIONALE

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

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

A.1.2 PURPOSE

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

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

A.1.3 CRITERIA FOR ADMISSION

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

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

OR

2. Students who pass the University Mature Age examination.

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

A.1.4 LANGUAGE OPTIONS AND QUALIFICATION SUB CODES

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

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

A.1.5 ARTICULATION OPTIONS

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

Bachelor of Education (Pre- and Lower Primary)

This qualification provides credits for the following related qualifications:

Bachelor of Education (Pre- and Lower Primary). Students could register for modules in the third year in addition to the following modules: English for Academic Purpose, English for Teachers 2, Language in Society, Child Development, Childhood Learning, Inclusive Education 1, Educational Foundations 1, Science of Teaching, Integrated Media and Technology 2 and Curriculum Studies. The list of equivalents for which credits will be given is listed below:

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

Numeracy Education and Learning Support	MMP 2680	Numeracy and Mathematics Education	MMP 3500
English Language Proficiency (Intermediate Level)	EET 2580	English for Teachers 1	EET 3589
First Aid Education	MFA 3699	First Aid Education	MFA 3699

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

DIPLOMA IN JUNIOR PRIMARY EDUCATION		BACHELOR OF EDUCATION (PRE- AND LOWER PRIMARY)	
Module	Code	Module	Code
Afrikaans Language And Literacy Education	LAP 2500	Afrikaans Language Education 1	LAP 3522
German Language And Literacy Education	LGP 2500	German Language Education 1	LGP 3522
Ju!'hoansi Language And Literacy Education	LJP 2500	Ju!'hoansi Language Education 1	LJP 3522
Khoekhoegwab Language and Literacy Education	LKP 2500	Khoekhoegowab Language Education 1	LKP 3522
Oshikwanyama Language and Literacy Education	LWP2500	Oshikwanyama Language Education 1	LWP 3522
Oshidonga Language And Literacy Education	LOP 2500	Oshindonga Language Education 1	LOP 3522
Otjiherero Language And Literacy Education	LHP 2500	Otjiherero Language Education 1	LHP 3522
Rukwangali Language And Literacy Education	LRP 2500	Rukwangali Language Education 1	LRP 3522
Rumanyo Language And Literacy Education	LMP 2500	Rumanyo Language Education 1	LMP 3522
Setswana Language And Literacy Education	LTP 2500	Setswana Language Education 1	LTP 3522
Silozi Language And Literacy Education	LSP 2500	Silozi Language Education 1	LSP 3522
Timbukushu Language And Literacy Education	LBP 2500	Thimbukushu Language Education 1	LBP 3522
Sign Language Education	LZP 2500	Sign Language Education 1A	LZP 3501
		Sign Language Education 1AB	LZP 3502

DIPLOMA IN JUNIOR PRIMARY EDUCATION		BACHELOR OF EDUCATION (PRE- AND LOWER PRIMARY)	
Course	Code	Course	Code
Afrikaans Language, Literacy Education and Learning Support	LAP 2680	Afrikaans Language Education 2	LAP 3600
German Language, Literacy Education and Learning Support	LGP 2680	German Language Education 2	LGP 3600
Ju!'hoansi Language, Literacy Education and Learning Support	LJP 2680	Ju!'hoansi Language Education 2	LJP 3600

Khoekhoegwab Language, Literacy Education and Learning Support	LKP 2680	KhoeKhoegowab Language Education 2	LKP 3600
Oshikwanyama Language, Literacy Education and Learning Support	LWP 2680	Oshikwanyama Language Education 2	LWP 3600
Oshidonga Language, Literacy Education and Learning Support	LOP 2680	Oshindonga Language Education 2	LOP 3600
Otjiherero Language, Literacy Education and Learning Support	LHP 2680	Otjiherero Language Education 2	LHP 3600
Rukwangali Language, Literacy Education and Learning Support	LRP 2680	Rukwangali Language Education 2	LRP 3600
Rumanyo Language, Literacy Education and Learning Support	LMP 2680	Rumanyo Language Education 2	LMP 3600
Setswana Language, Literacy Education and Learning Support	LTP 2680	Setswana Language Education 2	LTP 3600
Silozi Language, Literacy Education and Learning Support	LSP 2680	Silozi Language Education 2	LSP 3600
Timbukushu Language, Literacy Education and Learning Support	LBP 2680	Thimbukushu Language Education 2	LBP 3600
Namibian Sign Language and Deaf Education	LPZ 2680	Sign Language Education 2A	LZP 3601
		Sign Language Education	LZP 3602

A.1.6 MODE OF DELIVERY

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

A.1.7 DURATION OF THE STUDY

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

A.1.8 PROFESSIONAL DEVELOPMENT PLACEMENT

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

A.1.9 ASSESSMENT CRITERIA

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

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

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

A.1.10 REQUIREMENTS FOR QUALIFICATION AWARD

A candidate must meet all the UNAM programme requirements to be awarded the Diploma in Junior Primary 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 the specific approved Faculty regulations.

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

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

a) **END OF FIRST YEAR**

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

b) **END OF SECOND YEAR**

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

c) **END OF THIRD YEAR**

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

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

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

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

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

A.1.13 IMPLEMENTATION

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

A.1.14 CURRICULUM FRAMEWORK

YEAR ONE

SEMESTER 1					
Course Title	Course code	Periods 1 hour	NQF level	Credits	Co-/Pre- requisite
Computer Literacy	CLC 3509	2	5	8	None
English for General Communication	LEG 2410	4	4	(16)	None
Contemporary Social Issues	CSI 3580	1	5	(4)	None
Practical Teaching	ETP 2481	2 hp every week	4	4	None
Basic Language and Literacy Education	LBP 2400	2	4	(8)	None
Basic Mathematics for Junior Primary Teachers	MMP 2400	2	4	(8)	None
Religious And Moral Education	LRP 2481	2	4	8	None
Foundations of Junior Primary Education	FMP 2481	2 s	4	8	None
English Language Proficiency (Pre Intermediate Level)	EET 2480	1 +1 hp every week	4	(2)	None
Total Credits				66	
SEMESTER 2					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre- requisite
School Based Studies Seminar 1	SSP 2482	Seminar plus weekly school day	4	4	None
English for General Communication	LEG 2410	4	4	(16)	None
Contemporary Social Issues	CSI 3580	1	5	(4)	None

Micro Teaching 1	EMP 2482	2 hp every week	4	4	None
Basic Language And Literacy Education	LBP 2400	2	4	(8)	None
Basic Mathematics For Junior Primary Teachers	MMP 2400	2	4	(8)	None
Integrated Media And Technology Education 1	CFP 2502	4 hours integrated teaching every week	4	8	None
Educational Psychology for Junior Primary 1	PSP 2402	2 +1 hpl every week	4	8	None
English Language Proficiency (Pre Intermediate Level)	EET 2480	1 +1hp every week	4	(2)	None
Total Credits				62	

TOTAL YEAR ONE: 128

YEAR TWO

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

English Language Proficiency (Intermediate Level)	EET 2580	1 + 1hp every week	5	(2)	EET 2480 English Language Proficiency (Pre-Intermediate Level)
Educational Psychology for Junior Primary 2	PSP 2500	2 + 1hp every week	5	(8)	Pre-requisite PSP 2402 Educational Psychology for Junior Primary 1
Total Credits				74	
SEMESTER 2					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 1	ESP 2582	4 weeks in schools	5	4	None
School Based Studies Seminar 2	SSP 2580	Seminar plus weekly school day	5	(4)	Pre-requisite SSP 2582 School Based Studies Seminar 1
Science Of Teaching For Junior Primary	CFP 2500	2 + 1hp every week	5	(8)	None
Micro Teaching 2	EMP 2580	2 hp every week	5	(4)	Pre-requisite EMP 2482 Micro Teaching 1
English Language and Literacy Education 1	LEP 2500	2	5	(8)	Pre-requisite LBP 2400 Basic Language and Literacy Education
Namibian Language and Literacy Education 1	See list of codes provided in module description section	2	5	(8)	Pre-requisite LBP 2400 Basic Language and Literacy Education
Integrated Environmental Education 1	MSP 2500	2	5	(8)	None
Numeracy Education 1	MMP 2500	2	5	(8)	Pre-requisite EMMP 2400 Basic Mathematics For Junior Primary Teachers
Integrated Arts Education 1	LAP 2580	3 hours integrated teaching every week	5	(4)	None
Physical Education 1	MMP 2580	3 hours integrated teaching every week	5	(4)	None
English Language Proficiency (Intermediate Level)	EET 2580	1 + 1hp every week	5	(2)	EET 2480 English Language Proficiency (Pre-Intermediate Level)
Educational Psychology for Junior Primary 2	ESPS 2500	2 + 1hp every week	5	(8)	Pre-requisite PSP 2402 Educational Psychology for Junior Primary 1
Total Credits				70	

Total Year Two 144

YEAR 3

SEMESTER 1					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESP 2680	4 weeks in schools plus 3 Seminars per semester	6	(4)	Pre-requisite SSP 2582 School Based Studies Phase 1
Project Based Learning	CFU 2680	1 period per week individual supervision	6	(4)	Co-requisite ECP 2501 Integrated Media And Technology Education 1
School Based Studies Seminar 3	SSP 2680	Seminar plus weekly school day	6	(4)	Pre-requisite SSP 2582 School Based Studies Seminar 2
Micro Teaching 3	EMP 2680	2hp every week	6	(4)	Pre-requisite EMP 2580 Micro Teaching 2
English Language, Literacy Education and Learning Support	LEP 2680	3	6	(12)	Pre-requisite LEP 2500 English Language and Literacy Education
Namibian Language, Literacy Education and Learning Support	See list of codes	3	6	(12)	Pre-requisite Namibian Language and Literacy Education. See list of codes.
Integrated Environmental Education 2	MSP 2600	2	6	(8)	Pre-requisite MSP 2500 Integrated Environmental Education 1
Numeracy Education and Learning Support	MMP 2680	3	6	(12)	Pre-requisite MMP 2500 Numeracy Education
Integrated Arts Education 2	LAP 2680	3 hours integrated teaching per week	6	(4)	None
Physical Education 2	MMP 2680	4 hours integrated teaching	6	(4)	None
Total Credits				62	
SEMESTER 2					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESP 3680	4 weeks in schools plus 3 Seminars per semester	6	(4)	Pre-requisite SSP 2582 School Based Studies Phase 1
Project Based Learning	CFU 2680	1 period per week individual supervision	6	(4)	Co-requisite ECP 2602 Integrated Media and Technology Education 1
School Based Studies Seminar 3	SSP 2680	Seminar plus weekly school day	6	(4)	Pre-requisite SSP 2580 School Based Studies Seminar 2
Micro Teaching 3	EMP 2680	2 hours practical every week	6	(4)	Pre-requisite EMP 2580 Micro Teaching 2

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

Total Year Three: 132

Total Programme Credits 402

A.1.12 COURSE DESCRIPTORS

YEAR ONE

A.1.12.1 UNIVERSITY CORE

Course Title: ENGLISH FOR GENERAL COMMUNICATION

Code:	LEG 2401
NQF Level:	4
Year and Semester Offered:	Semester 1 and 2, Year 1
Contact Hours:	4 periods
Credits:	32
Notional Hours	320
Course Assessment:	40% Continuous assessment 60% Examination: 1 paper of 3 hours of 75 marks
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

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

Course Title: COMPUTER LITERACY

Code:	CLC 3509
NQF Level:	5
Year and Semester Offered:	Semester 1, Year 1
Contact Hours:	2 periods
Credits:	8

Notional Hours	80
Course Assessment:	100% Continuous assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

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

Course Title: CONTEMPORARY SOCIAL ISSUES

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

Course Aim:

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

A.1.12.2 FACULTY COURSES

SEMESTER ONE

Course Title: RELIGIOUS AND MORAL EDUCATION

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

Course Aim:

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

Course Title: FOUNDATIONS OF JUNIOR PRIMARY EDUCATION

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

Course Aim:

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

Course Title: PRACTICAL TEACHING

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

Course Aim:

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

SEMESTER TWO**Course Title: SCHOOL BASED STUDIES SEMINAR 1**

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

Course Aim:

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

Course Title: INTEGRATED MEDIA AND TECHNOLOGY 1

Code:	CFP 3502
NQF Level:	5
Year and Semester Offered:	Semester 2; Year 1
Contact Hours:	4 hours integrated teaching every week
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous Assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

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

Course Title: EDUCATIONAL PSYCHOLOGY FOR JUNIOR PRIMARY 1

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

Course Aim:

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

Course Title: MICRO TEACHING 1

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

Course Aim:

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

SEMESTERS ONE AND TWO (YEAR MODULES)**Course Title: BASIC LANGUAGE AND LITERACY EDUCATION**

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

Course Aim:

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

Course Title: BASIC SIGN LANGUAGE EDUCATION

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

Course Aim:

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

Course Title: BASIC MATHEMATICS FOR JUNIOR PRIMARY TEACHERS

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

Course Aim:

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

Course Title: ENGLISH LANGUAGE PROFICIENCY (PRE INTERMEDIATE LEVEL)

Code:	EET 2480
NQF Level:	4
Year and Semester Offered:	Semester 1 and 2; Year 1

Contact Hours:	1 periods +1 hour practical every week
Credits:	4
Notional Hours	40
Course Assessment:	None
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

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

YEAR TWO**SEMESTER ONE****Course Title: INTEGRATED MEDIA AND TECHNOLOGY 2**

Code:	CFP 2601
NQF Level:	5
Year and Semester Offered:	Semester 1; Year 2
Contact Hours:	4 hours integrated teaching every week
Credits:	8
Notional Hours	80
Course Assessment:	100 % Continuous Assessment: Minimum of four assignments
Prerequisite:	CFP 2502 Integrated Media And Technology Education 1
Compulsory/Elective	Compulsory

Course Aim:

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

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

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

Course Aim:

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

1. Apply Identify various theories of teaching/learning in, school subject instruction, and matter, principles of curriculum construction, students' development and application of knowledge in the context of the classroom.
2. Modify the teaching-learning environment through personal factors like nature, interest, and code of conduct, characteristics of an effective teacher: friendly and cheerful, knowledgeable and poised, lively and interesting, firm control and, above all, non-directive.
3. Use of teaching aids as an integral part of classroom teaching.
4. Demonstrate ability to design and deliver lessons, in the junior primary phase with assistance of mentor teacher

SEMESTERS ONE AND TWO (YEAR MODULES)

Course Title: MICRO TEACHING 2

Code:	EMP 2500
NQF Level:	5
Year and Semester Offered:	Semester 1 and 2; Year 2
Contact Hours:	2 hours practical per week
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous Assessment
Prerequisite:	Micro Teaching 1 EMP 2482
Compulsory/Elective	Compulsory

Course Aim:

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

Course Title: SCHOOL BASED STUDIES SEMINAR 2

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

Course Aim:

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

H. Course Title: SCIENCE OF TEACHING FOR JUNIOR PRIMARY EDUCATION

Code:	CFP 2500
NQF Level:	4
Year and Semester Offered:	Semester 1 and 2; Year 2
Contact Hours:	2 periods + 1 hour practical every week
Credits:	16
Notional Hours	160
Course Assessment:	50% Continuous assessment 50% Examination: 1 paper of 3 hours of 100 marks
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

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

Course Title: ENGLISH LANGUAGE AND LITERACY EDUCATION

Code:	LEP 2500
NQF Level:	5
Year and Semester Offered:	Semester 1 and 2; Year 2
Contact Hours:	2 periods per week
Credits:	16

Notional Hours	160
Course Assessment:	50% Continuous assessment 50% Examination: 1 paper of 3 hours of 100 marks
Prerequisite:	LBP 2400 Basic Language and Literacy Education
Compulsory/Elective	Compulsory

Course Aim:

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

Course Title: NAMIBIAN LANGUAGE AND LITERACY EDUCATION

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

Course Aim:

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

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

Course Title: SIGN LANGUAGE EDUCATION EDUCATION

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

Course Aim:

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

Course Title: INTEGRATED ENVIRONMENTAL EDUCATION 1

Code:	MSP 2500
NQF Level:	5
Year and Semester Offered:	Semester 1 and 2; Year 2
Contact Hours:	2 periods per week
Credits:	16

Notional Hours	160
Course Assessment:	Continuous assessment: 50% Keep a learning journal to reflect on progress during the year. Examination: 50% (1 x 3hour paper)
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

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

Course Title: NUMERACY EDUCATION

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

Course Aim:

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

Course Title: INTEGRATED ARTS EDUCATION 1

Code:	LAP 2580
NQF Level:	4
Year and Semester Offered:	Semester 1 and 2; Year 2
Contact Hours:	3 hours integrated teaching week
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous Assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

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

Course Title: PHYSICAL EDUCATION 1

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

Course Aim:

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

Course Title: EDUCATIONAL PSYCHOLOGY FOR JUNIOR PRIMARY 2

Code:	PSP 2500
NQF Level:	5
Year and Semester Offered:	Semester 1 and 2; Year 2
Contact Hours:	2 periods + 1 hour practical every week
Credits:	16

Notional Hours	160
Course Assessment:	Continuous assessment: 50% Examination: 50% (1 x 3hour paper) 1 paper of 3 hours of 100 marks
Prerequisite:	Pre- requisite PSP 2482 Educational Psychology for Junior Primary 1
Compulsory/Elective	Compulsory

Course Aim:

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

Course Title: ENGLISH LANGUAGE PROFICIENCY (INTERMEDIATE LEVEL)

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

Course Aim:

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

YEAR THREE

SEMESTER TWO

Course Title: FIRST AID EDUCATION

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

Course Aim:

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

Assessment Strategies:

Examination 100%

SEMESTERS ONE AND TWO (YEAR MODULES)

BB. Course Title: MICRO TEACHING 3

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

Course Aim:

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

Course Title: PROJECT BASED LEARNING

Code:	CFU 2680
NQF Level:	6
Year and Semester Offered:	Semester 1 and 2; Year 3
Contact Hours:	1 period
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous Assessment 3 assessment tasks: 1. Proposal; 2. Product; 3. Report
Prerequisite:	Co-requisite ECP 2502 Integrated Media And Technology Education 1
Compulsory/Elective	Compulsory

Course Aim:

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

Course Title: SCHOOL BASED STUDIES PHASE 2

Code:	ESP 2680
NQF Level:	6
Year and Semester Offered:	Semester 2; Year 3
Contact Hours:	4 weeks in schools plus six seminars

Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous Assessment
Prerequisite:	ESP 2582 School Based Studies Phase 1 Only one Level 5 School Subject Content course allowed to be outstanding
Compulsory/Elective	Compulsory

Course Aim:

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

Course Title: SCHOOL BASED STUDIES SEMINAR 3

Code:	SSP 2680
NQF Level:	6
Year and Semester Offered:	Semester 1 and 2; Year 3
Contact Hours:	Seminar plus one weekly day in school
Credits:	4
Notional Hours	40
Course Assessment:	100% Continuous Assessment: 100% Continuous assessment: Journal 40%; Competence in observation ,use of basic research tools 40%; Attendance and contribution to class activities 20%
Prerequisite:	SSP 2580 School Based Studies Seminar 2
Compulsory/Elective	Compulsory

Course Aim:

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

Course Title: ENGLISH LANGUAGE, LITERACY EDUCATION AND LEARNING SUPPORT

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

Course Aim:

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

Course Title: NAMIBIAN LANGUAGE, LITERACY AND LEARNING SUPPORT

Code:	See list of codes below
NQF Level:	6
Year and Semester Offered:	Semester 1 and 2; Year 3
Contact Hours:	3 periods per week
Credits:	24

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

Course Aim:

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

COURSE NAME	CODE	CREDITS	CO- AND PREREQUISITE
Afrikaans Language, Literacy Education and Learning Support	LAP 2680	24	LAP 2500 Afrikaans Language and Literacy Education
German Language, Literacy Education and Learning Support	LGP 2680	24	LGP 2500 German Language and Literacy Education
Ju!'hoansi Language, Literacy Education and Learning Support	LJP 2680	24	LJP 2500 Ju!'hoansi Language and Literacy Education
Khoekhoegwab Language, Literacy Education and Learning Support	LKP 2680	24	LKP 2500 Khoekhoegwab Language and Literacy Education
Oshikwanyama Language, Literacy Education and Learning Support	LWP 2680	24	LWP 2500 Oshikwanyama Language and Literacy Education
Oshidonga Language, Literacy Education and Learning Support	LOP 2680	24	LOP 2500 Oshidonga Language and Literacy Education
Otjiherero Language, Literacy Education and Learning Support	LHP 2680	24	LHP 2500 Otjiherero Language and Literacy Education
Rukwangali Language, Literacy Education and Learning Support	LRP 2680	24	LRP 2500 Rukwangali Language and Literacy Education
Rumanyo Language, Literacy Education and Learning Support	LMP 2680	24	LMP 2500 Rumanyo Language and Literacy Education

Setswana Language, Literacy Education and Learning Support	LTP 2680	24	LTP 2500 Setswana Language and Literacy Education
Silozi Language, Literacy Education and Learning Support	LSP 2680	24	LSP 2500 Silozi Language and Literacy Education
Timbukushu Language, Literacy Education and Learning Support	LBP 2680	24	LBP 2500 Timbukushu Language and Literacy Education

Course Title: NAMIBIAN SIGN LANGUAGE AND DEAF EDUCATION

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

Course Aim:

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

Course Title: INTEGRATED ENVIRONMENTAL EDUCATION 2

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

Course Aim:

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

Course Title: NUMERACY EDUCATION AND LEARNING SUPPORT

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

Course Aim:

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

Course Title: INTEGRATED ARTS EDUCATION 2

Code:	LAP 2680
NQF Level:	6
Year and Semester Offered:	Semester 1 and 2; Year 3
Contact Hours:	3 hours integrated teaching per week
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous Assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

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

Course Title: PHYSICAL EDUCATION 2

Code:	MMP 2680
NQF Level:	6
Year and Semester Offered:	Year Three Semesters One and Two
Contact Hours:	3 hours integrated teaching per week
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous Assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

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

B.1. DIPLOMA IN LIFELONG LEARNING AND COMMUNITY EDUCATION (10DAED)**B.1.1 RATIONALE AND PROGRAMME DESCRIPTION**

This is a 3-year Course 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.

B.1.2 ADMISSION REQUIREMENTS

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

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;

B.1.3. DELIVERY MODE

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

B.1.4. DURATION OF STUDY

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

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

B.1.5. PROFESSIONAL DEVELOPMENT PLACEMENT

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

B.1.6 ASSESSMENT

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

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

B.1.7 ACCREDITATION OF OTHER QUALIFICATIONS

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

B.1.8 IMPLEMENTATION GUIDELINES

1.8.1 Students with outstanding modules (All new programmes)

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

1.8.2 Returning Students (All new programmes)

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

B.1.9 ACADEMIC ADVANCEMENT RULES

This will be in accordance with the approved general regulations of the University of Namibia as well as specific approved 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 courses equivalents as indicated below.

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

a) END OF FIRST YEAR

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

b) END OF SECOND YEAR

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

c) END OF THIRD YEAR

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

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

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

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

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

B.1.11 CURRICULUM FRAMEWORK

Year 1: 128 credits

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

Year 2: 120 credits

Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Curriculum, Primer Design and Teaching	APT 2580	3 + 2hp	5	24	None
Total					24
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Introduction to Entrepreneurship	AES 2501	2	5	8	None
Foundations of Adult Education	AHP 2511	4	5	16	None
Communication Development Studies 1	ACD 2501	2	5	8	None
Management Studies 1	AMS 2501	2	5	8	None
Sociology of Adult Education	ASP 2501	2	5	8	None
Total					48
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
English for Academic Purposes	LEA 3519	4	5	16	LCE 3519/ LEG 2410
Youth and Family Life Education	AYF 2502	2	5	8	None
Education for Sustainable Development	ASD 2502	2	5	8	None
Project Planning and Evaluation	APE 2502	2	5	8	None
Psychology of Adult Education	ASP 2502	2	5	8	None
Total					48
Total Semester 1 AND 2					120

Year 3: 120 credits**Semester 1 and 2**

Course	Code	Periods	Level	Credits	Pre-requi-site
Management Studies 2	AMS 2610	4	6	32	Pre-requisite AMS 2501
Community Development Studies 2	ACD 2610	4	6	32	Pre-requisite ACD 2501
Total					64
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Eng. for Lifelong Learners & Com. Educ.1	AEP 2601	2	6	8	Pre-requisite LEA 3519
Principles of Adult education Research	AER 2701	2	7	8	None
Education for Sustainable Development 2	ASD 2601	2	6	8	Pre-requisite ASD 2502
IMTE for Adult education	ACT 2701	2+2hp	7	8	None
Total					32
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite/ Co-requisite
Health Education	AHA 2612	4	6	16	None
Eng. for Lifelong Learners and Com. Educ.2	AEP 2602	2	6	8	Co-requisite APE 2601
Teaching Methods in Adult Education	ATM 2612	4	6	16	None
Practical Attachment	APA 2682	8 weeks	6	8	None
Report Writing	AER 2702	2	7	8	None
Total					56
Total Semester 1 AND 2					120

B.1.12. COURSE DESCRIPTORS: DIPLOMA IN LIFELONG LEARNING AND COMMUNITY EDUCATION**YEAR 1****Course Title: COMPUTER LITERACY**

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

Course Descriptor:

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

Course Title: ENGLISH FOR GENERAL COMMUNICATION

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

Course Descriptor:

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

Course Title: ENGLISH COMMUNICATION AND STUDY SKILLS

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

Course Descriptor:

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

Course Title: INSTRUCTIONAL DESIGN

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

Course Descriptor:

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

Course Title: INTRODUCTION TO FOUNDATIONS OF ADULT EDUCATION

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

Course Descriptor:

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

Course Title: INTRODUCTION TO EDUCATION FOR SUSTAINABLE DEVELOPMENT

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

Course Descriptor:

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

Course Title: INTRODUCTION TO MATH LITERACY

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

Course Descriptor:

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

Course Title: CONTEMPORARY SOCIAL ISSUES

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

Course Descriptors:

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

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

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

Course Descriptors:

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

Course Title: INTRODUCTION TO ENTREPRENEURSHIP

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

Course Descriptor:

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

Course Title: FOUNDATIONS OF ADULT EDUCATION

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

Course Descriptor:

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

Course Title: COMMUNITY DEVELOPMENT STUDIES 1

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

Course Descriptor:

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

Course Title: MANAGEMENT STUDIES 1

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

Course Descriptor:

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

management within the context of human resources management. The course concludes with an overview of the tools human resources managers may find useful in the pursuit of ethical behaviour in an organizational context as it relates to the necessity, nature, scope and purpose of business ethics, and guidelines for responsible business ethics. The course considers consumerism, sexual harassment, ethical codes, whistle blowing and a few practical business ethics issues and then concludes with a review of social responsibility and the ethics of self-management. Each exit learning outcome concludes with opportunities for integrated experiential learning and exploring of the web to expand professional development.

Course Title: SOCIOLOGY OF ADULT EDUCATION

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

Course Descriptor:

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

Course Title: ENGLISH FOR ACADEMIC PURPOSES

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

Course Descriptor:

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

Course Title: YOUTH AND FAMILY LIFE EDUCATION

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

Course Descriptor:

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

Course Title: EDUCATION FOR SUSTAINABLE DEVELOPMENT

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

Course Descriptor:

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

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

Course Title: PROJECT PLANNING AND EVALUATION

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

Course Descriptor:

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

Course Title: PSYCHOLOGY OF ADULT EDUCATION

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

Course Descriptor:

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

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

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

Course Descriptor:

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

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

Course Title: COMMUNITY DEVELOPMENT STUDIES 2

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

Course Descriptor:

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

Course Title: PRINCIPLES OF ADULT EDUCATION RESEARCH

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

Course Descriptor:

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

Course Title: REPORT WRITING

Code:	AER 2602
NQF Level:	6
Semester Offered:	2 nd Semester, Year 3
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%,(minimum 2 assessments) Examination 50% (1 x 2 hour paper)

Course Descriptor:

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

Course Title: EDUCATION FOR SUSTAINABLE DEVELOPMENT 2

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

Course Descriptor:

The course develops understanding of the current debate in education for sustainable and environmental education. The overall aim of this course is to develop practical skills in education for sustainable development.

Students should be able to monitor the environmental performance of institutions through the use environmental management systems. They will be equipped with skills and tools for evaluating sustainability in community and manage change towards sustainability. The objective is to get out and learn beyond the classroom as much as possible.

Course Title: TEACHING METHODS IN ADULT EDUCATION

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

Course Descriptor:

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

Course Title: INTEGRATED MEDIA AND TECHNOLOGY FOR ADULT EDUCATION

Code:	ACT 2701
NQF Level:	6
Semester Offered:	1 st Semester, Year 3
Contact Hours:	2 periods per week plus 2 hours practical for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%, (minimum 2 assessments) Examination 50% (1 x 2 hour paper)

Course Descriptor:

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

Course Title: HEALTH EDUCATION

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

Course Descriptor:

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

Course Title: PRACTICAL ATTACHMENT

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

Course Descriptor:

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

C. OTHER DIPLOMAS

C.1 ADVANCED DIPLOMA IN SECONDARY EDUCATION (PROFESSIONAL TRAINING) (10ADPT) [ONLY OFFERED THROUGH THE CENTRE OF EXTERNAL STUDIES {CES}]

C.1.1 INTRODUCTION

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

C.1.2 AIM

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

C.1.3 PROGRAMME OVERVIEW

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

C.1.4 ADMISSION REQUIREMENTS

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

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

C.1.5 SPECIAL ADMISSION REQUIREMENTS:

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

C.1.6 CURRICULUM FRAMEWORK

SEMESTER 1 (76 credits)					
Course	Code	Periods	NQF level	Credits	Co-/Prerequisite
English for Teachers 1	EET 4589	1 + 1 x 2hp every week	5	4	Prerequisite CLE 3419 or equivalent
Educational Foundations 1	FMS 4622	2	7	8	None
Educational Management	FMA 4701	2	7	8	None
General Teaching Methodology	CFG 4781	3 + 1hp every week	7	12	None
Assessment and Evaluation of Learning	CFE 4711	3	7	12	None
Educational Research	CFS 4781	3	7	12	None
First Aid Education	FMA 4608	Individual consultation	6	No credits	None
Inclusive Education 1	PSI 4701	2 + 1hp every week	7	8	None
Integrated Media and Technology Education 1	CFS 4621	2 + 1hp every week	6	8	CLC3509
Teaching Methods School Subject (SS) 1	See list of codes	2 + 1hp every week	7	(8)	Prerequisite: Level 6 School Subject content Co-requisite: CFG 4781

Teaching Methods School Subject (SS) 2	See list of codes	2 + 1hp every week	7	(8)	Prerequisite: Level 6 School Subject content Co-requisite: CFG 4781
Teaching Practice Phase 1 (PDED)	ETP 4708	3 weeks	7	3	None
SEMESTER 2					
Core & elective course title	Code	Periods	NQF level	Credits	Co-/Prerequisite
Project Based Learning	CFS 4782	Individual consultations	7	4	Co=requisite CFS 4781
English for Teachers 2	EET 4602	2 + 2hp every week	6	8	Co-requisite EET 4589
Human Development and Learning	PSH 4682	3 + 1hp every week	6	12	None
Educational Foundations 2	FMP 4732	2	7	8	None
Integrated Media and Technology Education 2	CFS 4722	2 + 1hp every week	7	8	None
Guidance and Counseling 1	PSG 4702	2 + 1hp every week	7	8	None
Curriculum Development and Practice	CFC 4702	2	7	8	None
Teaching Methods School Subject (SS) 1	See list of codes	2 + 1hp every week	7	(8)	Prerequisite Level 6 School Subject content Co-requisite CFG 4781
Teaching Methods School Subject (SS) 2	See list of codes	2 + 1hp every week	7	(8)	Prerequisite Level 6 School Subject content Co-requisite CFG 4781
Teaching Practice Phase 2 (PDED)	ETP 4708	4 weeks	7	3	None
TOTAL CREDITS FOR THE PROGRAMME 151					

¹ Teaching Methods of Life Skills (PDED) module requirements will differ from all the other Teaching Methods see list below:

Co-requisites: General Teaching Methodology (CFG 4781)

Prerequisite: Major in Psychology (Bachelors Degree)

C.1.7 LIST OF TEACHING METHODOLOGIES OFFERED ON DISTANCE

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

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

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

C.1.8 COURSE DESCRIPTORS

Course Title: ASSESSMENT AND EVALUATION OF LEARNING

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

Course Descriptor:

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

Course Title: CURRICULUM DEVELOPMENT AND PRACTICE

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

Course Descriptor:

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

Course Title: EDUCATIONAL MANAGEMENT

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

Course Descriptor:

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.

Course Title: EDUCATIONAL RESEARCH

Code:	CFP 4781
NQF Level:	7
Semester Offered:	1 st semester
Contact Hours:	3 hours per week for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x2 hour paper)

Course Descriptor:

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

Course Title: ENGLISH FOR TEACHERS 1

Code:	EET 4589
NQF Level:	5
Semester Offered:	1 st semester
Contact Hours:	3 hours per week for 14 weeks
Credits:	4
Co-requisite:	LCE 3419 English Communication and Study Skills, or equivalent
Course Assessment:	Continuous assessment 50% Examination 50% (1x3 hour paper)

Course Descriptor:

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

Course Title: ENGLISH FOR TEACHERS 2

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

Course Descriptor:

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

Course Title: FIRST AID EDUCATION

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

Course Descriptor:

First Aid accreditation

Course Title: GENERAL TEACHING METHODOLOGY

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

Course Descriptor:

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

Course Title: GUIDANCE AND COUNSELLING 1

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

Course Descriptor:

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

Course Title: INCLUSIVE EDUCATION 1

Code:	PSI 4701
NQF Level:	7
Semester Offered:	1 st semester
Contact Hours:	2 + (1hp every week)
Credits:	8

Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x2 hour paper)

Course Descriptor:

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

Course Title: INTEGRATED MEDIA AND TECHNOLOGY EDUCATION 1

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

Course Descriptor:

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

Course Title: INTEGRATED MEDIA AND TECHNOLOGY EDUCATION 2

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

Course Descriptor:

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

Course Title: HUMAN DEVELOPMENT AND LEARNING

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

Course Descriptor:

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

Course Title: TEACHING METHODS OF LIFE SKILLS

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

Course Descriptor:

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

Course Title: TEACHING METHODS SCHOOL SUBJECT 1 & 2

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

Course Descriptor:

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

Course Title: TEACHING PRACTICE PHASE 1

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

Course Descriptor:

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

Course Title: TEACHING PRACTICE PHASE 2 (PDED)

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

Course Descriptor:

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

C.2 ADVANCED DIPLOMA IN EDUCATIONAL MANAGEMENT AND LEADERSHIP [ONLY OFFERED THROUGH THE CENTRE OF EXTERNAL STUDIES {CES}]

C.2.1 INTRODUCTION

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

C.2.2 RATIONALE

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

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

C.2.3 AIMS OF THE PROGRAMME

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

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

C.2.4 ADMISSION REQUIREMENTS

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

- Basic Education Teachers Diploma (BETD) (Level 6) or equivalent
and
- At least three years of teaching experience

C.2.5 ASSESSMENT AND EVALUATION

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

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

C.2.6 AWARD OF THE DIPLOMA

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

C.2.7 CURRICULUM FRAMEWORK

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

EQUIVALENT B. ED COURSES

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

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

SEMESTER 1

Course Title: COMPUTER LITERACY

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

Course Descriptor:

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

Content:

The course covers the following topics. Introduction to Computers: hardware and software, types and categories of computers, usage of Computer devices and peripherals. Working with the windows operating system: File Management, working with

multiple programs, using the recycle bin. Using a word processor: formatting a text and documents, spelling check, grammar and thesaurus tools, inserting tables, auto-shapes, clip arts, charts, and mail merge.

Spreadsheet: worksheets and workbooks, ranges, formulas and functions, creating graphs, charts, and printing the workbook. Databases: creating tables, relationships, queries, forms and reports. Presentation software: slide layout and master, animations, auto-content wizard and templates. Communication tools: introduction to the Internet, web browsers, search engines, downloading and uploading files, creating and sending messages, email etiquette, internet security, and digital signatures.

Course Title: ENGLISH COMMUNICATION AND STUDY SKILLS

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

Course Descriptor:

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

Course Title: ENGLISH FOR TEACHERS 1

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

Course Descriptor:

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

Course Title: INTRODUCTION TO EDUCATIONAL RESEARCH

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

Course Descriptor:

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

Course Title: GOVERNANCE OF SCHOOLS

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

Course Descriptor:

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

Course Title: HUMAN RESOURCE MANAGEMENT

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

Course Descriptor:

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

Course Title: PRINCIPLES, THEORY AND PRACTICE OF EDUCATIONAL MANAGEMENT

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

Course Descriptor:

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

Course Title: EFFECTIVE LEADERSHIP IN SCHOOLS

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

Course Descriptor:

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

Course Title: PROJECT PHASE 1

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

Course Aim:

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

SEMESTER TWO**Course Title: ENGLISH FOR ACADEMIC PURPOSES**

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

Course Descriptor:

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

Course Title: ENGLISH FOR TEACHERS 2

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

Course Descriptor:

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

Course Title: EDUCATIONAL RESEARCH

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

Course Descriptor:

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

Course Title: FINANCIAL MANAGEMENT FOR EDUCATORS

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

Course Descriptor:

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

Course Title: EDUCATIONAL POLICY STUDIES AND THE EDUCATION SYSTEM

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

Course Descriptor:

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

Course Title: MONITORING SCHOOL EFFECTIVENESS

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

Course Descriptor:

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

Course Title: MANAGING CHANGE

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

Course Descriptor:

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

Course Title: PROJECT PHASE 2

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

Course Descriptor:

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

D. UNDERGRADUATE DEGREES**D.1. BACHELOR OF EDUCATION (LIFELONG LEARNING AND COMMUNITY EDUCATION) (HONOURS) (10BLCE)****D.1.1 RATIONALE**

The B.Ed (Lifelong Learning and Community Education) (Honours) 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.

D.1.2 AIMS

The aim of the B.Ed (Lifelong Learning and Community Education) (Honours) 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.

D.1.3 DEPARTMENTAL REGULATIONS

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

D.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/Lifelong Learning and Community Education or related field. The minimum duration of the Degree programme is four (4) years for full-time students and six (6) years for part-time students. The programme must be completed in a maximum of six (6) years for full-time students and eight (8) years for part-time students. Special permission must be granted for this period to be exceeded.

C.1.5 MODE OF DELIVERY

The programme will be operated on a full-time basis on a distance education mode.

D.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.

D.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/Diploma in Lifelong Learning and Community Education from the University of Namibia.
- d) An alternative route of entry is an average of 60% in the UNAM Foundation programme, as approved by Senate.
- e) Mature Age Entry

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

- i) They should be at least 25 years old on the first day of the academic year in which admission is sought;
- ii) They should preferably have successfully completed junior secondary education; and
- iii) They should normally have proof of at least five years relevant work experience relating to the proposed study programme.

The applicants will be required to complete Mature Age Entry Application Forms, and return them to the Office of the Registrar, University of Namibia, accompanied by a processing fee as well as relevant documentation (as stipulated in the Application Form). They will then sit for the Mature Age Entry Test, which will consist of three / four papers:

- (a) Paper 1: An English Test;
- (b) Paper 2: A General Knowledge Test;
- (c) Paper 3: A Numerical Ability Test;
- (d) Paper 4: A Faculty Specific Test (where applicable).

Candidates who, in the opinion of the relevant Faculty, merit further consideration, may be called for an oral interview before the final selection is made.

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.

- a) Other school-leaving qualifications may be accepted on their own merit as alternatives, and will be evaluated according to Regulation 7.3.1 (1) and (2)
- b) 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.
- c) Faculty admission requirements are prescribed by each Faculty. Prospective students must acquaint themselves with the faculty admission requirements as may include an admission test.
- d) The University of Namibia reserves the right to interview candidates before admission.

D.1.8 TEACHING-LEARNING MODEL

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

D.1.9 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 % |

D.1.10 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.

D.1.11 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 year for the following modules in the Bachelor Degree in Education (Lifelong Learning and Community Education) (Honours).

They will receive credits for the following subjects:

Course	Code
English Communication and Study Skills	LCE 3419
Contemporary Social Issues	CSI 3580
Historical and Philosophical Foundations of Adult Education	AHP 3501
English for Academic Purposes	LEA 3519
Sociology of Adult Education	ASP 3501
Psychology of Adult Education	ASP 3502
Youth and Family Life Education	AYF 3502
Education for Sustainable Development 1	ASD 3502
Computer Literacy	CLC 3509
Community Development Studies I	ACD 3501
Project Planning and Evaluation	APE 3502
Management Studies 1	AMS3501
Curriculum Development in Adult Education	ACU3701

D.1.12 AWARD OF THE DEGREE

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

D.1.13 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 courses equivalents as indicated below.

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

a) END OF FIRST YEAR

Pass ¾ of courses offered (equivalent to 120 credits) in the first year, in order to proceed to 2nd year.

b) END OF SECOND YEAR

Pass in the remaining first year courses plus ¾ of the year two modules (equivalent to 102 credits), in order to proceed to third year.

c) END OF THIRD YEAR

Pass in the remaining second year courses plus at least ¾ of the year three courses (equivalent to 102 credits) in order to proceed to fourth year.

d) END OF FOURTH YEAR

Pass in all outstanding courses/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 courses for the B. Ed (Adult Education & Community Development) degree, he/she must do so within the next two years of study.

D.1.14 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY

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

D.1.15 CURRICULUM FRAMEWORK

YEAR 1: 136 credits

SEMESTER 1					
Course	Code	Periods	Level	Credits	Pre-requisite
English Communication and Study Skills	LCE 3419	4	4	16	None
Foundations of Adult Education	AHP 3501	2	5	8	AFA 2480
Community Development Studies 1	ACD 3501	2	5	8	None
Management Studies 1	AMS 3501	2	5	8	None
Sociology of Adult Education	ASP 3501	2	5	8	None
Total Semester 1					48
SEMESTER 2					
Course	Code	Periods	Level	Credits	Co-requisite
English for Academic Purposes	LEA 3519	4	5	16	LCE 3419
Computer Literacy	CLC 3509	2	5	8	None
Youth and Family Life Education	AYF 3502	2	5	8	None
Education for Sustainable Development 1	ASD 3502	2	5	8	None
Project Planning and Evaluation	APE 3502	2	5	8	None
Psychology of Adult Education	ASP 3502	2	5	8	None
Total Semester 2					56
SEMESTER 1 AND 2					
Course	Code	Periods	Level	Credits	Co-requisite
Curriculum,Primer Design and Teaching	APT 3580	3 + 2hp	5	24	None
Contemporary Social Issues	CSI 3580	2	5	8	None
Total Semester 1 and 2					32

YEAR 2: 136 credits

SEMESTER 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Eng. for Lifelong Learners & Com. Edu.1	AEP 3601	2+2hp	6	8	LEA 3519
Principles of Adult Education Research	AER 2701	2	7	8	None
Educ for Sustainable Development 2	ASD 3601	2	6	8	ASD 3502
IMTE for Adult Education	ACT 2701	2	7	8	None
Total Semester 1					32

SEMESTER 2					
Course	Code	Periods	Level	Credits	Co-requisite
Health Education	AHA 3612	4	6	16	None
Eng. for Lifelong Learners & Com. Edu2	AEP 3602	4+2fp	6	8	APE 3601
Teaching Methods in Adult Education	ATM 3612	4	6	16	None
Total Semester 2					40
SEMESTER 1 AND 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Management Studies 2	AMS 3610	4	6	32	AMS 3501
Community Development Studies 2	ACD 3610	4	6	32	ACD 3501
Total Semester 1 and 2					64

YEAR 3: 140 credits

BACHELOR OF EDUCATION (ADULT EDUCATION) (Phase out in 2016)

SEMESTER 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Introduction to Educational Research	AFI 3701	2	7	8	None
Life long Learning	ALL 3711	4	7	16	None
Policy Studies in Adult Education	APS 3711	4	7	16	None
Entrepreneurship	AET 3711	4	7	16	ABM 3511
Economics in Adult Education	AEC 3731	4	7	16	ABM 3511
Total Semester 1					72
SEMESTER 2					
Course	Code	Periods	Level	Credits	Pre-requisite/Co-requisite
Educational Research	AFR 3882	3	8	12	AFI 3701
Project Phase 1	APP 3802	Individual Tutoring	8	8	AFI 3701
Comparative Studies in Adult Education	ACA 3712	4	7	16	None
Education for Marginalized Discourse	AMD 3712	4	7	16	None
Open & Distance Education	ADE 3712	4	7	16	None
Total Semester 2					68

YEAR 4: 136 credits

BACHELOR OF EDUCATION (ADULT EDUCATION) (Phase out in 2017)

SEMESTER 1					
Course	Code	Periods	Level	Credits	Pre-requisite/Co-requisite
Project Phase 2*	APP 3889	Individual Tutoring	8	12	APP 3812 AFI 3701
Internship	AIN 3881	12 weeks + 2hp	8	8	None
Educational Technologist	AFM 3810	4	8	(16)	ACT 3701
Workplace Learning	AWP 3811	4	8	16	None

Elective Community Development 1 Or Human Resource Management in Adult Education 1	ACS 3811 AMH 3811	4 4	8 8	16	ACS 3611 ACS 3612 None
Total Semester 1					68
SEMESTER 2					
Course	Code	Periods	Level	Credits	Pre-requisite/Co-requisite
Advance Literacy Studies	AAL 3812	4	8	12	None
Adult Education and Social Change	ASS 3802	4	8	8	ACS3811
Educational Technologist	AFM 3810	4	8	(16)	ACT 3701
Project Management	AMP 3812	4	8	16	None
Elective Community Development 2 Or Human Resource Management in Adult Education 2	ACS 3812 AMH 3812	4 4	8 8	16	ACS 3611 & ACS3612 None
Total Semester 2					68

D.1.16 COURSE DESCRIPTORS: BACHELOR OF EDUCATION (LIFELONG LEARNING AND COMMUNITY EDUCATION) (HONOURS)

YEAR 1

SEMESTER 1

Course Title: ENGLISH COMMUNICATION AND STUDY SKILLS

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

Course Descriptor:

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

Course Title: HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF ADULT EDUCATION

Code:	AHP 3501
NQF Level:	5
Semester Offered:	1st semester
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	AFA 2480
Course Assessment:	Continuous assessment 50% Examination 50% (1x2 hour paper)

Course Descriptor:

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

Course Title: COMMUNITY DEVELOPMENT STUDIES 1

Code:	ACD 3501
NQF Level:	5
Semester Offered:	1st semester
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x2 hour paper)

Course Descriptor:

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

Course Title: MANAGEMENT STUDIES 1

Code:	AMS3501
NQF Level:	5
Semester Offered:	1st semester
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x2 hour paper)

Course Descriptor:

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

Course Title: SOCIOLOGY OF ADULT EDUCATION

Code:	ASP 3501
NQF Level:	5
Semester Offered:	1st semester
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x2 hour paper)

Course Descriptor:

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

SEMESTER 2

Course Title: English for Academic Purposes

Code:	LEA 3519
NQF Level:	5
Semester Offered:	1 st or 2 nd Semester
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Co-requisite:	English Communication and Study Skills LCE3419
Course Assessment:	Continuous assessment (60%): 2 tests (reading and writing), 1 academic written essay, 1 oral presentation Examination 40%: (1 x 3 hour paper)

Course Descriptor:

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

Course Title: COMPUTER LITERACY

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

Course Descriptor:

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

Course Title: YOUTH AND FAMILY LIFE EDUCATION

Code:	AYF 3502
NQF Level:	5
Semester Offered:	2 nd semester
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x3 hour paper)

Course Descriptor:

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

Course Title: EDUCATION FOR SUSTAINABLE DEVELOPMENT 1

Code:	ASD 3502
NQF Level:	5
Semester Offered:	2 nd semester
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x2 hour paper)

Course Descriptor:

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

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

Course Title: PROJECT PLANNING AND EVALUATION

Code:	APE 3502
NQF Level:	5
Semester Offered:	2 nd semester
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x2 hour paper)

Course Descriptor:

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

Course Title: PSYCHOLOGY OF ADULT EDUCATION

Code:	ASP 3502
NQF Level:	5
Semester Offered:	2 nd semester
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x2 hour paper)

Course Descriptor:

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

SEMESTER 1 AND 2**Course Title: CURRICULUM, PRIMER DESIGN AND TEACHING**

Code:	APT 3580
NQF Level:	5
Semester Offered:	Year one, 1 st and 2 nd semesters
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x3 hour paper)

Course Descriptor:

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

Course Title: CONTEMPORARY SOCIAL ISSUES

Code:	CSI3580
NQF Level:	5
Semester Offered:	Year one, 1 st and 2 nd semesters
Contact Hours:	2 periods per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%: Test or assignments Examination 50% (1 x 2 hour paper)

Course Descriptor:

The course raises awareness on the need for a personal, national and global ethics. The main objectives of the course is to help students reflect on the social moral issues; to discover themselves in a learner-centered, contextual,

religious and life related setting. It also stimulates students for critical thinking and help 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, family and communities at large. The unit further seeks to enhance HIV/AIDS preventive skills among students by means of paradigm shift and behavior change and also to impart general introductory knowledge on gender, to make students aware, as well as sensitize them towards gender issues and how they affect our society, Sub-Region and continent at large.

YEAR 2

Course Title: ENGLISH FOR COMMUNITY EDUCATORS 1

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

Course Descriptor:

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

Course Title: PRINCIPLES OF ADULT EDUCATION RESEARCH

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

Course Descriptor:

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

Course Title: EDUCATION FOR SUSTAINABLE DEVELOPMENT 2

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

Course Descriptor:

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

Course Title: INTEGRATED MEDIA AND TECHNOLOGY FOR ADULT EDUCATION

Code:	ACT 2701
NQF Level:	6
Semester Offered:	1 st Semester, Year 3
Contact Hours:	2 periods per week plus 2 hours practical for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%, (minimum 2 assessments) Examination 50% (1 x 2 hour paper)

Course Descriptor:

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

Course Title: HEALTH EDUCATION

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

Course Descriptor:

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

Course Title: ENGLISH FOR COMMUNITY EDUCATORS 2

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

Course Descriptor:

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

Course Title: TEACHING METHODS IN ADULT EDUCATION

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

Course Descriptor:

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

Course Title: MANAGEMENT STUDIES 2

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

Course Descriptor:

The aim of the course is to introduce students to concept of general management and leadership, and then familiarize students with the basic and advanced concepts relating to human resources management, including the task and scope of human resources management, human resources provision, human resources maintenance/retention and the governance affecting human resources management. This course also reviews the

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

Course Title: COMMUNITY DEVELOPMENT STUDIES 2

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

Course Descriptor:

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

YEAR 3

SEMESTER ONE

Course Title: INTRODUCTION TO EDUCATIONAL RESEARCH

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

Course Descriptor:

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

Course Title: LIFELONG LEARNING

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

Course Descriptor:

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

Course Title: POLICY STUDIES IN ADULT EDUCATION

Code:	APS 3711
NQF Level:	7
Semester Offered:	1 st semester
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50%. (1 x 3 hour paper)

Course Descriptor:

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

Course Title: ENTREPRENEURSHIP

Code:	AET 3711
NQF Level:	7
Semester Offered:	1 st semester
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	ABM 3511
Course Assessment:	Continuous assessment 50% Examination 50%. (1 x 3 hour paper)

Course Descriptor:

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

Course Title: ECONOMICS IN ADULT EDUCATION

Code:	AEC 3731
NQF Level:	7
Semester Offered:	1 st semester
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	ABM 3511
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50%. (1 x 3 hour paper)

Course Descriptor:

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

SEMESTER TWO**Course Title: EDUCATIONAL RESEARCH**

Code:	AFR 3882
NQF Level:	8
Semester Offered:	2 nd semester
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Co-requisite:	Introduction to Educational Research AFI 3701
Course Assessment:	Continuous assessment 100% (At least 3 assessments)

Course Descriptor:

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

Course Title: PROJECT PHASE 1

Code:	APP 3802
NQF Level:	8
Semester Offered:	2 nd semester,
Contact Hours:	Individual consultations
Credits:	8
Co-requisite:	Introduction to Educational Research AFI 3701
Course Assessment:	Proposal contributes 100% to final assessment

Course Descriptor:

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

Course Title: COMPARATIVE STUDIES IN ADULT EDUCATION

Code:	ACA 3712
NQF Level:	7
Semester Offered:	2 nd semester
Contact Hours:	4 for 14 weeks
Credits:	16
Co-requisite:	None
Course Assessment	50% continuous assessment; Examination 50% (1 x 3 hour paper)

Course Descriptor:

The aim of the course is to study various systems of adult education, as well as determinants of educational policy with a view to explore differences and resemblances among the strategies and programs of adult education. Comparative studies in adult education focus on assessing various education systems' relative effectiveness in the fulfilment of their roles to the individuals and society development. The purpose is to 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.

Course Title: EDUCATION FOR MARGINALIZED DISCOURSE

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

Course Descriptor: :

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

Course Title: OPEN AND DISTANCE EDUCATION

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

Course Descriptor:

This course 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.

YEAR 4

SEMESTER ONE

Course Title: PROJECT PHASE 2

Code:	APP 3889
NQF Level:	8
Semester Offered:	1st semester
Contact Hours:	Individual consultations
Credits:	12
Prerequisite:	APP 3802 (Project Phase 1) & AFI 3701 (Introduction to Educational Research)
Course Assessment	Proposal contributes 100% to final assessment.

Course Descriptor:

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

Course Title: INTERNSHIP

Code:	AIN 3811
NQF Level:	8
Semester Offered:	1st semester
Contact Hours:	12 weeks + 2hp
Credits:	8
Prerequisite:	None
Course Assessment:	Report contributes 100% to final assessment.

Course Descriptor:

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

Note: Availability of senior staff, finalisation of outstanding policy issues in MEC and the availability of dedicated computer laboratories in the faculty will determine course descriptor development.

Course Title: EDUCATIONAL TECHNOLOGIST

Code:	AFM3810
NQF Level:	8
Semester Offered:	1 st and 2 nd semesters
Contact Hours:	4 hours per week for 14 weeks
Credits:	32
Prerequisite:	None
Course Assessment:	Continuous assessment 50%; Examination 50% (1 x 3 hour paper)

Course Descriptor:

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

Course Title: WORKPLACE LEARNING

Code:	AWP 3811
NQF Level:	8
Semester Offered:	1st semester
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous Assessment 50%; At least 3 assignments, which may include a field project; Examination 50% (1 x 3 hour paper)

Course Descriptor:

The aim of the course is to familiarize students with the meaning and significance of workplace learning, i.e. an activity that derives its purpose from the context of employment. It should address the needs and interests of a variety of stakeholders including employees, potential employees, employers and government. It is a process of

learning which will enable individuals, employers and organizations to respond to the changing nature of economic activity; contribute to improved efficiency and productivity in employment and meet the personal and career development needs of individuals. For workplace learning to be efficient in any situation, certain opportunities, conditions and features need to be in evidence, although workplace learning can take a variety of forms, including formal, informal and incidental learning. This course looks at various learning paradigms and models, including the latest patterns of development and learning in response to new demands placed upon employees and organizations, as well as the benefits of workplace learning. Workplace learning can be viewed within a framework of continuous development and lifelong learning for the benefit of individuals, teams, enterprises and client groups. Workplace learning is about moving away from segmented activities of development to continuous workplace learning that have more meaning and purpose and focuses on people's confidence in applying those knowledge, skills and attributes in a range of contexts.

Course Title: ADVANCE LITERACY STUDIES

Code:	AAL 3812
NQF Level:	8
Semester Offered:	2 nd semester
Contact Hours:	4 hours per week for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment; 50%. (At least two assignments); Examinations: 50%. (1 x 3 hour paper)

Course Descriptor:

This course introduces students to new perspectives and assumptions through which literacy is perceived. It discusses literacy perceptions and their implications for policy makers, practitioners and learners. The course explores sustainable livelihood programmes and their possible incorporation into literacy skills or ability to incorporate literacy skills into livelihood programmes. Finally, the course examines literacy as a vehicle for poverty reduction.

Course Title: ADULT EDUCATION AND SOCIAL CHANGE

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

Course Descriptor:

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

Course Title: PROJECT MANAGEMENT

Code:	AMP 3812
NQF Level:	8
Semester Offered:	2 nd semester
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50%; At least 3 assessments which may include field projects; Examination 50% (1 x 3 hour paper)

Course Descriptor:

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

ELECTIVE:**Course Title: COMMUNITY DEVELOPMENT 1 & 2**

Code:	ACS 3811 & ACS 3812
NQF Level:	8
Semester Offered:	1 st and 2 nd semester
Contact Hours:	4 hours per week for 28 weeks
Credits:	16 (1 st semester) and 16 (2 nd semester)
Prerequisite:	ACS3611 (Community Development Studies 1 and ACS3612 (Community Development Studies 1
Course Assessment:	Continuous assessment 50%; At least 3 assessments; Examination 50% (1 x 3 hour paper)

Course Descriptor:

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

Course Title: HUMAN RESOURCE MANAGEMENT IN ADULT EDUCATION 1 & 2

Code:	AMH 3811 & AMH 3812
NQF Level:	8
Semester Offered:	1 st & 2 nd semester
Contact Hours:	4 hours per week for 28 weeks
Credits:	16 (1 st semester) & 16 (2 nd semester)
Prerequisite:	None
Course Assessment:	Continuous Assessment 50%; At least 6 assignments, which may include a field project; Examination 50% (1 x 3 hour paper)

Course Descriptor:

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

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

D.2 BACHELOR OF EDUCATION (PRE-PRIMARY AND LOWER PRIMARY) (HONOURS)

D.2.1 RATIONALE

The B. Ed (Pre- and Lower Primary) is a four year level eight degree programme. It prepares students to teach from the Pre-primary, Grade 1 to Grade 4. Students are required to take core courses in Education, as well as in all school subjects in this phase. All courses are compulsory except for Namibian languages where students must select one Namibian Language or Sign Language. Students will also have the opportunity to select one career specialisation. Appropriate teaching methods are integrated in the phase specific school subject content courses throughout the four years of study. On completion of the programme, students are awarded a degree in B. Ed (Pre- and Lower Primary).

The mission of teacher education is to provide all the children and young people of Namibia with competent, fully qualified, committed teachers, so that their education is equitable, relevant, meaningful, of high quality, and is conducted in a stimulating and supportive atmosphere. Teacher Education for Basic Education will first and foremost meet the needs for professionalisation of the teacher - a person who has commitment, a sense of responsibility, and knowledge and skills, which will raise the quality of education through the use of various integrated technologies (TV, video, computers, internet, etc.) in the entire country. It furthermore will include all competencies of the National Professional Standards of Teachers.

It is a professional degree directly related to the demands and challenges of Basic Education. The focus of Basic Education is on the learner's needs, potential, and abilities. Teachers must therefore have sufficient knowledge and skills to be able to interpret syllabuses on the basis of the aims and objectives of Basic Education, and to relate subject content to the needs of the learners. Learner-centred education presupposes that teachers have a holistic view of the learner, valuing the learner's life experience as the starting point for their studies. Teachers should be able to select content and methods on the basis of a shared analysis of the learner's needs, use local and natural resources as an alternative or supplement to ready-made study materials, and thus develop their own and the learner's creativity. A learner-centred approach demands a high degree of learner participation, contribution and production.

D.2.2 PURPOSE

The purpose of this degree is to training professional teachers that meets the minimum and above competencies of the National Professional Teacher Standards. On graduation the students will be able to teach the Namibian Broad Curriculum for the following phases:

- Pre- primary; and
- Lower Primary (grades 1 – 4).

In addition they will be competent to teach in English and a Namibian language. They also will be able to teach in an inclusive classroom.

D.2.3 EXIT OUTCOME OF PROGRAMME

On completion of the programme, the students will be able to:

- Integrate accepted educational theory and practice along with an understanding of the young child's development in order to effectively teach the concepts, theories, principles and facts associated with all school subject content areas for pre-primary to grade four in a class teaching setting;
- Design and develop learning experiences and resources that are appropriate for the Namibian Pre- and Lower Primary curriculum;
- Effectively implement issues of multi grade teaching when needed;
- Effectively communicate the concepts of subjects and topics in a mother tongue and in the official language, and successfully affect the transition from Namibian Language education to English as medium of instruction;
- Planning for learning through themes, topics and lessons;
- Manage learning environments and create a variety of settings which foster successful instructional experiences for pre-primary to grade four;
- Implement suitable teaching approaches for Pre- and Lower Primary Education (e.g. the integrated and thematic approaches);
- Use multiple assessment strategies to assess learners in pre-primary to grade four as well as demonstrate the knowledge and skills to analyse and communicate assessment results;
- Develop a critical inquiry and reflective approach into one's own practice and context;
- Provide educational support and guidance services to learners in pre-primary to grade four as well as promoting learners' health and safety;
- Use and integrate ICTs and other teaching media into teaching and learning activities of pre-primary to grade four curriculum;
- Demonstrate the knowledge, skills and attitudes to meet learners' diverse needs and provide for all learners in an inclusive classroom;
- Apply and uphold the professional code of conduct for teachers; and
- Engage in continual self-evaluation and upgrading to meet the demands of the teaching profession.

D.2.4 ADMISSION REQUIREMENTS

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

D.2.4.1 GENERAL ADMISSION CRITERIA FOR UNDERGRADUATE PROGRAMMES

- a) Subject to Faculty Special Regulations, the normal basic requirement for entrance to undergraduate programmes shall be a National Senior Secondary Certificate (NSSC), provided that the candidate has passed five subjects, normally in not more than three examination sittings with a minimum of 25 points on the UNAM Evaluation Scale.

The following will be taken into consideration when computing the point scores:

- the score will be calculated by adding together the points of the best five subjects only
 - one of the five subjects must be English
 - should a specific subject be a prerequisite for entry to a faculty, that subject must also be one of the five subjects counted.
- b) English is a compulsory subject and should normally be obtained at NSSC (English as a Second Language) grade C or better, or at NSSC (English as a First Language) grade D or better.
- c) Other school-leaving qualifications may be accepted on their own merit as alternatives, and will be evaluated according to Regulation G.7.3.1 (1) and (2)
- d) An alternative route of entry is an average of 60% in the UNAM Foundation programme, as approved by Senate.
- e) Candidates aspiring for admission to the Bachelor of Education (Pre-primary and Lower Primary (Honours) through Distance Education mode must have proof of at least two years teaching experience relating to the proposed study programme.
- f) Mature Age Entry

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

- i) They should be at least 25 years old on the first day of the academic year in which admission is sought;
- ii) They should preferably have successfully completed junior secondary education; and
- iii) They should normally have proof of at least five years relevant work experience relating to the proposed study programme.

The applicants will be required to complete Mature Age Entry Application Forms, and return them to the Office of the Registrar, University of Namibia, accompanied by a processing fee as well as relevant documentation (as stipulated in the Application Form). They will then sit for the Mature Age Entry Test, which will consist of three / four papers:

- | | |
|--------------|---------------------------------------|
| (a) Paper 1: | An English Test; |
| (b) Paper 2: | A General Knowledge Test; |
| (c) Paper 3: | A Numerical Ability Test; |
| (d) Paper 4: | A Faculty of Education Specific Test. |

Candidates who, in the opinion of the relevant Faculty, merit further consideration, may be called for an oral interview before the final selection is made.

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.

D.2.4.2 FACULTY OF EDUCATION SPECIFIC ADMISSION CRITERIA FOR UNDERGRADUATE BACHELOR OF EDUCATION (PRE- AND LOWER PRIMARY) DEGREE PROGRAMME

Normally, candidates intended to register for the B. Ed (Pre- and Lower Primary) must have obtained a "C" or better in English as per the general admission requirements as well as a "D" in any other Namibian language and a "D" in Mathematics at the NSSC examination.

The Faculty of Education reserves the right to interview students as well as require from them to write an admission test.

D.2.5 DURATION OF THE STUDY

For the full time delivery mode a minimum of four years and maximum of six years of enrolment are required. For the distance delivery mode a minimum of four years and maximum of eight years of enrolment are required.

D.2.6 PROFESSIONAL DEVELOPMENT PLACEMENT

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

D.2.6.1 IMPLICATIONS OF SEQUENCING OF SCHOOL BASED STUDIES IN THE CURRICULUM

2ND YEAR

4 weeks in in June - July (From 22 June to 17 July)

3RD YEAR

1st semester: 4 weeks in the beginning of year from start 19 January until 14 February

2nd semester: 22nd June until 03rd July

4TH YEAR:

1st semester 12 weeks in the beginning of the year from 19th January until 10th April

D.2.7 LANGUAGE OPTIONS IN THE DEGREE

It is compulsory for all students to offer English language Education as part of their curriculum. In addition all students have to offer on additional Language Education course from the list below:

(Not all language options will be offered on all four campuses)

Afrikaans Language Education	Offered at Khomasdal Campus and Southern Campus
German Language Education	Offered at Khomasdal Campus
Ju!'hoansi Language Education	Offered at Khomasdal Campus
KhoeKhoegowab Language Education	Offered at Khomasdal Campus and Southern Campus
Oshikwanyama Language Education	Offered at Khomasdal Campus and Hifikepunye Pohamba Campus
Oshindonga Language Education	Offered at Khomasdal Campus and Hifikepunye Pohamba Campus
Otjiherero Language Education	Offered at Khomasdal Campus
Rukwangali Language Education	Offered at Rundu Campus
Rumanyo Language Education	Offered at Rundu Campus
Setswana Language Education	Offered at Rundu Campus
Silozi Language Education	Offered at Katima Mulilo Campus
Thimbukushu Language Education	Offered at Rundu Campus
Sign Language Education	Offered at Khomasdal Campus

A minimum of 6 and a maximum of 30 students will be enrolled for Sign Language Education every year.

D.2.8 CAREER OPTIONS IN THE DEGREE

(Students opt for Sign Language will have to opt for Advanced Sign Language Education as their career option)

Students have to offer one of the career specialisations listed below:

- Assessment and Evaluation
- School Leadership and Management
- Educational Technology
- Inclusive Education
- Life Skills
- Curriculum Planning and Design
- Sport Organisation and Administration
- Arts and Culture Development and Organisation
- Advanced Sign Language Education
- Early Childhood and Pre-Primary Education

D.2.9 DELIVERY MODE

This programme will be delivered through the face-to face mode as well as the distance education modes in co-operation with the Centre for External Studies.

D.2.10 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 and school based studies.

D.2.11 ASSESSMENT

This shall be according to the general regulations of the University of Namibia and normally the final mark will consist of:

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

D.2.12 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 this programme was 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.

D.2.13 AWARD OF THE DEGREE

A candidate must meet all the programme requirements to be awarded the degree of Bachelor of Education in Pre- and Lower Primary (Honours).

D.2.14 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 (Pre- and Lower Primary) Degree will not be permitted to re-register with the Faculty of Education if he/she has not passed a minimum of course equivalents as indicated below.

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 courses on the following year. In all cases prerequisites for courses have to be passed before a student can proceed to register for those courses that require prerequisites.

END OF FIRST YEAR

Pass ¾ of courses offered (equivalent to 108 credits) in the first year, in order to proceed to 2nd year.

END OF SECOND YEAR

Pass the remaining first year courses plus ¾ of the year two courses (equivalent to 111 credits), in order to proceed to third year.

END OF THIRD YEAR

Pass the remaining second year courses plus at least ¾ of the year three courses (equivalent to 104 credits) in order to proceed to fourth year.

END OF FOURTH YEAR

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

D.2.15 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY

- 3 courses (equivalent to 48 credits) by the end of the **First year**; 2 of these courses (equivalent to 32 credits) must be non-core. (30%)
- 8 courses (equivalent to 128 credits) at the end of the **Second year**. (42%)
- 15 courses (equivalent to 240 credits) at the end of the **Third year**. (57%)
- 24 courses (equivalent to 384 credits) at the end of the **Fourth year**. (69%)

D.2.16 PRE- AND LOWER PRIMARY CURRICULUM FRAMEWORK

Total: 562 credits

YEAR 1 (144 credits)					
SEMESTER 1 (72 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
Computer Literacy	CLC 3509	2 + 1hp	5	8	None
English Communication and Study Skills	LCE 3419	4	5	16	None
Contemporary Social Issues	CSI 3580	1	5	(4)	None
Language in Society	LLP 3501	2 + 1 hp	5	8	None
Children's Literature I	LLP 3521	2 + 1hp per week	5	8	None
Environmental Education 1	MSP 3500	2 + 1hp per week	5	(8)	None
Mathematics and Numeracy Development 1	MMP 3500	2 + 1hp per week	5	(8)	None
Physical and Health Education 1	MPP 3620	2 + 1hp per week	6	(8)	None
Total				72	
SEMESTER 2 (72 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
English for Academic Purposes	LEA 3519	4	5	16	Co-requisite LCE 3419
Contemporary Social Issues	CSI 3580	1	5	(4)	None
Integrated Media and Technology Education 1	CFP 3622	2+1hp per week	6	8	Co-requisite CLC 3509
Child Development	PSP 3622	2 +hp per week	6	8	None
English Language Education 1	LEP 3522	2 + 1hp per week	5	8	None
Namibian Language Education 1	List of codes provided	2 + 1hp per week	5	8	None
Environmental Education 1	MSP 3500	2 + 1hp per week	5	(8)	None
Mathematics and Numeracy Development 1	MMP 3500	2 + 1hp per week	5	(8)	None
Physical and Health Education I	MPP 3620	2 + 1hp per week	6	(8)	None
Total				72	

YEAR 2 (152 credits)					
SEMESTER 1 (78 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 1	ESP 3690	Equal to 2 weeks	6	(2)	None
English for Teachers 1	EET 3589	2 + 1hp per week	5	4	Pre-requi-site LCE 3419 and LEA 3519
Childhood Learning	PSP 3721	2 + 1hp per week	7	8	Pre-requi-site PSP 3622

Inclusive Education 1	PSP 3741	2 + 1hp per week	7	8	None
Integrated Media and Technology Education 2	CFP 3729	2 + 1hp per week	7	8	None
English Language Education 2	LEP 3600	2 + 1hp per week	6	(8)	None
Namibian Language Education 2	List of codes provided	2 + 1hp per week	6	(8)	None
Environmental Education 2	MSP 3600	2 + 1hp per week	6	(8)	None
Numeracy and Mathematics Education 2	MMP 3600	2 + 1hp per week	6	(8)	MMP 3500
Physical and Health Education 2	MPP 3721	2 + 1hp per week	7	8	None
Arts Education 1	LAP 3620	2 + 1hp per week	7	8	None
Total					78
SEMESTER 2 (74 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 1	ESP 3690	Equal to 2 weeks	6	(2)	None
English for Teachers 2	EET 3609	2 + 1hp per week	6	8	Co-requi-site EET 3589
Science of Teaching	CFP 3769	2 + 1hp per week	7	8	None
Curriculum Studies	CFP 3749	2	7	8	None
Educational Foundations 1	FMP 3622	2	7	8	None
English Language Education 2	LEP 3600	2 + 1hp per week	6	(8)	None
Namibian Language Education 2	List of codes provided	2 + 1hp per week	6	(8)	None
Environmental Education 2	MSP 3600	2 + 1hp per week	6	(8)	None
Numeracy and Mathematics Education 2	MMP 3600	2 + 1hp per week	6	(8)	MMP 3500
Total					74

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

SEMESTER 2 (70 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESP 3790	Equal to 2 weeks	7	(3)	Pre-requi-site ESP 3690
Project Based Learning	CFP3782	Individual consultations	7	4	Co-requi-site: CFP 3781
Guidance and Counselling 1	PSP 3702	2 + 1hp per week	7	8	None
Educational Management	FMP 3702	2	7	8	None
English Language Education 3	LEP 3700	2 + 1hp per week	7	(8)	None
Namibian Language Education 3	List of codes provided	2 + 1hp per week	7	(8)	None
Environmental Education 3	EMSP 3720	2 + 1hp per week	7	8	Pre-requi-site MSE 3600
Educational Foundations 2	FMP 3732	2	7	8	None
Mathematics and Numeracy Development 3	MMP 3700	2 + 1hp per week	7	(8)	MMP 3600
Total				70	

YEAR 4 (128 credits)					
SEMESTER 1 (64 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 3	ESP 3891	Equal to 12 weeks in schools	8	12	Pre-requi-site stu-dents should have passed all school subject in years 1, 2 and 3 , ESP 3790 (School Based Studies Phase 2)
Guidance and Counselling 2	PSP 3800	2 for 7 weeks + 1hp every week	8	(4)	Pre-requi-site PSP 3702 (Gui-dance and Coun-selling 1)
Educational Research Project	List of codes provided	Indivi-dual consultations	8	(16)	Pre-requi-site CFP 3781 (Edu-catio-nal Re-search) and CFP 3782 (Project Based Learning)
English Language Education 4	LED 3880	2 for 7 weeks + 2hp every second week	8	(4)	None
Namibian Language Education 4	List of codes provided	2 for 7 weeks + 2hp every second week	8	(4)	None
Learning Support in the Mathematics Classroom	MMD 3880	4 periods for 7 weeks for the first semester + 2 hours practical every second week	8	16	Pre-requi-site MMP 3700 Mathematics and Nume-racy Deve-lop-ment 3)

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

One Elective from list below:

• Assessment and Evaluation	CFD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite CFP 3721 (Assessment and Evaluation of Learning)
• School Leadership and Management	FMD 3880	6 for 7 week	8	(12)	60 % in Pre-requi-site FMP 3702 (Educational Management)
• Educational Technology	CFD 3890	6+2 hrs/week practical for 7 weeks	8	(12)	60 % in Pre-requisite CFP 3729 (Integrated Media and Technology Education 2)
• Inclusive Education 2	PSD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite PSP 3741 (Inclusive Education 1)
• Life Skills	PSD 3890	6 for 7 weeks	8	(12)	60 % in Pre-requisite PSP 3702 (Guidance and Counselling 1)
• Curriculum Planning and Development	CCD3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite CFP 3749 (Curriculum Studies)
• Sport Organisation and Administration	MPD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite FMP 3702 (Educational Management)
• Arts and Culture Development and Organisation.	LID 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite LAP 3721 (Arts Education 2)
• Early Childhood and Pre-Primary Education	EED3880	6 + 2hours practical per week for 7 weeks	8	(12)	60 % in Pre-requisite LEP 3700 English Language Education 3 and 60% in MMP 3700 (Mathematics and Numeracy Development 3)
Advanced Sign language (Compulsory for all students who have selected Sign language Education as their language of choice)	PLD3880	6 for 7 weeks	8	(12)	None
Total				64	

SEMESTER 2 (64 credits)

Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
Professional & Community Development	FMP 3822	2	8	8	None
Guidance and Counselling 2	PSP 3800	1 + 1 hp every second week	8	4	Pre-requi-site PSP 3702 (Gui-dance and Counselling 1)
First Aid Education	MFA 3699	2/ 3 days	5	None credit bearing	None
Learning Support in Reading and Writing	PSP 3822	2 + 1hp every week	8	8	None

Educational Research Project	List of codes provided	Individual consultations	8	(16)	Pre-requi-site CFP 3781 (Educational Research) and CFP 3782 (Project Based Learning)
Children's Literature 2	LLP 3822	4 + 2hp every week	8	8	None
Literacy Development	LLP 3842	2 + 2hp every week	8	8	None
Learning Support in the Mathematics Classroom	MMD 3880	2 +2 hours practical every second week	8	16	MMP 3700 Mathematics and Numeracy Development 3)
English Language Education 4	LED 3800	1 periods +1hp every week	8	4	None
Namibian Language Education 4	List of codes provided	1 periods +12hp every week	8	4	None
Career Specialisation					
One Elective from list below:					
• Assessment and Evaluation	CFD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite CFP 3721 (Assessment and Evaluation of Learning)
• School Leadership and Management	FMD 3880	6 for 7 week	8	(12)	60 % in Pre-requi-site FMP 3702 (Educational Management)
• Educational Technology	CFD 3890	6+2 hrs/week practical for 7 weeks	8	(12)	60 % in Pre-requisite CFP 3729 (Integrated Media and Technology Education 2)
• Inclusive Education 2	PSD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite PSP 3741 (Inclusive Education 1)
• Life Skills	PSD 3890	6 for 7 weeks	8	(12)	60 % in Pre-requisite PSP 3702 (Guidance and Counselling 1)
• Curriculum Planning and Development	CCD3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite CFP 3749 (Curriculum Studies)
• Sport Organisation and Administration	MPD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite FMP 3702 (Educational Management)
• Arts and Culture Development and Organisation.	LID 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite LAP 3721 (Arts Education 2)
• Early Childhood and Pre-Primary Education	EED3880	6 + 2hours practical per week for 7 weeks	8	(12)	60 % in Pre-requisite LEP 3700 English Language Education 3 and 60% in MMP 3700 (Mathematics and Numeracy Development 3)
Advanced Sign language <i>(Compulsory for all students who have selected Sign language Education as their language of choice)</i>	PLD3880	6 for 7 weeks	8	(12)	None

Total				64	
Total credits for curriculum				562	

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

D.2.17 COURSE DESCRIPTORS: BACHELOR OF EDUCATION (PRE-PRIMARY AND LOWER PRIMARY) (HONOURS)

YEAR 1

SEMESTER 1 AND 2

Course Title: CONTEMPORARY SOCIAL ISSUES

Code:	CSI3580
NQF Level:	5
Semester Offered:	Year one; Semesters 1 and 2
Contact Hours:	1 period per week for 28 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 100%:

Course Descriptor:

The course raises awareness on the need for a personal, national and global ethics. The main objectives of the course is to help students reflect on the social moral issues; to discover themselves in a learner-centered, contextual, religious and life related setting. It also stimulates students for critical thinking and help 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, family and communities at large. The unit further seeks to enhance HIV/AIDS preventive skills among students by means of paradigm shift and behavior change and also to impart general introductory knowledge on gender, to make students aware, as well as sensitize them towards gender issues and how they affect our society, Sub-Region and continent at large.

SEMESTER 1

Course Title: COMPUTER LITERACY

Code:	CLC3509
NQF Level:	5
Semester Offered:	Year one, 1st semester (lecture theory and 1 lecture practical per week for 14 weeks)
Contact Hours:	1 hour
Credits:	8
Prerequisite:	University Entry
Course Assessment:	Continuous Assessment 100% Contribution to final Mark: 2 x Practical Tests 50% 2 x Theory Tests 50%

Course Descriptor:

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

Course Title: ENGLISH COMMUNICATION AND STUDY SKILLS

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

Course Descriptor:

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

SEMESTER 2**Course Title: ENGLISH FOR ACADEMIC PURPOSES**

Code:	LEA3519
NQF Level:	5
Semester Offered:	2 nd Semester
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Co-requisite:	LCE3419 (English Communication and Study Skills)
Course Assessment:	Continuous assessment (60%): 2 tests (reading and writing), 1 academic written essay, 1 oral presentation Examination (40%) : (1 x 3 hour paper)

Course Descriptor:

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

Course Title: INTEGRATED MEDIA AND TECHNOLOGY EDUCATION 1

Code:	CFP 3622/
NQF Level:	6
Semester Offered:	2 nd semester, year. 1
Contact Hours:	2 hours per week + 1 hour practical per week for 14 weeks
Credits:	8
Prerequisite:	Co-requisite: CLC 3509 (Computer Literacy)
Course Assessment:	Continuous assessment 100%. At least 4 assessments

Course Descriptor:

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

Course Title: CHILD DEVELOPMENT

Code:	PSP 3622
NQF Level:	6
Semester Offered:	2 nd semester, year 1
National Professional Standard Competencies:	C 2, C 3 C 12
Contact Hours:	2 hours per week + 1 hour practical per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (at least 2 assessments), Examination 50% (1 x 2 hour paper)

Course Descriptor:

The aim of this course is to provide students with the conceptual understanding of the development of pre-primary and lower primary school learners. The course will cover selected theories of Child Development that are responsive to the practice of education in a school environment characterized by the diversity of aptitude, need, adversity, resource and culture.

YEAR 2

SEMESTER 1 AND 2

Course Title: SCHOOL BASED STUDIES PHASE 1

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

Course Descriptor:

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

SEMESTER 1

Course Title: ENGLISH FOR TEACHERS 1

Code:	EET 3589
NQF Level:	5
Semester Offered:	1st semester
National Professional Standard Competencies:	(C 9)
Contact Hours:	2 for 14 weeks + 2 hours practical every week
Credits:	4
Prerequisite:	LCE 3419 (English Communication and Study Skills) or equivalent and LEA 3519 (English for Academic Purpose)
Course Assessment:	Continuous assessment 50% At least two assessments (made up of theory and micro-teaching components) Examination 50%. (1 x 2 hour paper)

Course Descriptor:

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

Course Title: CHILDHOOD LEARNING

Code:	PSP 3721
NQF Level:	7
Semester Offered:	1 ST semester, year 2
National Professional Standard Competencies:	C 2, C 3, C 8, C 10, C 12
Contact Hours:	2 hours per week + 1 hour practical per week for 14 weeks
Credits:	8
Prerequisite:	PSP 3622 (Child Development)
Course Assessment:	Continuous assessment 50% (at least 2 assessments). Examination 50% (1 x 2 hour paper)

Course Descriptor:

The aim of this course is to provide students with the conceptual understanding of how the development of pre-primary and lower primary school learners influence their learning in a milieu of learner-centred education and life-long self directed learning. The course will cover selected theories of learning.

Course Title: INCLUSIVE EDUCATION 1

Code:	PSP 3741
NQF Level:	7
Semester Offered:	Year two; 1 st semester
National Professional Standard Competencies:	(C 3, C 8, C 13, C 21, C 25)
Contact Hours:	2 hours per week + 1 hour practical per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Descriptor:

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

COURSE TITLE: INTEGRATED MEDIA AND TECHNOLOGY EDUCATION 2

Code:	CFP 3729
NQF Level:	7
Semester Offered:	Year 2; 1 st semester
National Professional Standard Competencies:	C 1, C 3, C 6, C 7, C 11, C 13, C 15, C 16, C 17, C 27, C 23, C 28
Contact Hours:	2 hours per week + 1 hour practical per week for 14 weeks
Credits:	8
Prerequisite:	CFP 3622 (Integrated Media Technology Education 1)
Course Assessment:	Continuous assessment 100%. At least 4 assessments

Course Descriptor:

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

SEMESTER 2**Course Title: ENGLISH FOR TEACHERS 2**

Code:	EET 3609
NQF Level:	6
Semester Offered:	2 nd semester, year 2
National Professional Standard Competencies:	C 9
Contact Hours:	2 for 14 weeks + 1 hour practical every week
Credits:	8
Co-requisite:	EET 3589 (English for Teachers 1)
Course Assessment:	Continuous assessment 50% consisting of one grading assessment of oral skills; one grading assessment of a writing skills/academic essay; one grading assessment of a summary; Examination 50 % (1 x 2 hour paper)

Course Descriptor:

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

Course Title: SCIENCE OF TEACHING

Code:	CFP 3769
NQF Level:	7
Semester Offered:	2 nd semester, year 2
National Professional Standard Competencies:	C 3, C 4, C 5, C 6, C 8, C 9, C 10, C 11, C 12, C 13, C 15, C 16, C 27*
Contact Hours:	2 hours per week + 1 hour practical per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Descriptor:

This course introduces the student to the methods and strategies for designing, developing, delivering and managing effective instructional experiences. Students will explore a range of techniques used in the Pre-, Lower- and Upper Primary classroom and also gain an understanding of the philosophies and principles on which they are based, in particular with specific reference to the Namibian context.

Course Title: CURRICULUM STUDIES

Code:	CFP3749
NQF Level:	7
Semester Offered:	2 nd semester, year 2
National Professional Standard Competencies:	C 3, C 5
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Descriptor:

This course will introduce the student to the curriculum development steps and processes. Special attention will be paid to the way in which the aims and goals of education in Namibia form the basis for the Broad Curriculum and phase-specific (Pre-, Lower- and Upper-) primary curricula. Students will be expected to analyse a phase-specific Namibian curriculum as well as explore issues impacting the implementation of a curriculum.

Course Title: EDUCATIONAL FOUNDATIONS I

Code:	FMP 3622
NQF Level:	7
Semester Offered:	2 nd semester, year 2
National Professional Standard Competencies:	C 3*, C 27, C 28, C 29
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50 % (1 x 2 hour paper)

Course Descriptor:

This course develops a student's understanding skills and dispositions regarding issues that relate to the historical development of formal education with specific emphasis on major land marks of change and tools which have helped to shape the present education system of the world in general and of Namibia in particular. It further examines the aims of education, education systems, determinants of education system and other critical issues in education.

YEAR 3

SEMESTER 1 AND 2

Course Title: SCHOOL BASED STUDIES PHASE 2

Code:	ESP 3790
NQF Level:	7
Semester Offered:	1 st semester: 4 weeks in the beginning of year from start of school trimester until second week of February 2 nd semester: 2 weeks in beginning of July
National Professional Standard Competencies:	C 1, C 2, C 7, C 6, C 9, C 10, C 11, C 12, C 15
Contact Hours:	6 Weeks
Credits:	6
Prerequisite:	ESP 3690, School Based Studies Phase 1
Course Assessment:	Final assessment 100% Contribution to final assessment mark: Portfolio 35% Lesson preparation 25% Lesson presentation 40%

Course Descriptor:

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

SEMESTER 1

Course Title: EDUCATIONAL RESEARCH

Code:	CFP 3781
NQF Level:	7
Semester Offered:	1 st semester, year 3
National Professional Standard Competencies:	(C 3, C 15, C 16, C 26, C 27, C 28)
Contact Hours:	3 hours per week for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (at least 2 assessments) Examination 50%.(1 x 3 hour paper)

Course Descriptor:

This course focuses on issues of theory and methodology in educational research: types and purposes of research; formulation of research problems; selecting a research topic, reviewing research literature; plan and design research investigations; understanding of data analysis techniques; apply referencing techniques; draft an outline for a research proposal, designing data collection instruments; recording information; analyzing and presenting findings.

Course Title: ASSESSMENT AND EVALUATION OF LEARNING

Code:	CFP 3721
NQF Level:	7
Semester Offered:	1 st semester, year 3
National Professional Standard Competencies:	C 14, C1 5, C 16, C 17

Contact Hours:	2 hours per week + 1 hour practical per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Descriptor:

This course will introduce the student to assessment and evaluation concepts and underlying assessment rationales. The student will be expected to design an assessment task in line with a Namibian syllabus, explore the issues in administration and implementation of assessment activities, and analyse and interpret assessment results. The use of assessment for teaching and learning feedback and improvement will also be discussed.

SEMESTER 2

Course Title: PROJECT BASED LEARNING

Code:	CFP3782
NQF Level:	7
Semester Offered:	2 nd semester, year 3
National Professional Standard Competencies:	(C 3, C 27)*
Contact Hours:	Individual consultations
Credits:	4
Co-requisite:	CFP 3781 (Educational Research)
Course Assessment:	Continuous Assessment: 100%

Course Descriptor:

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

Course Title: GUIDANCE AND COUNSELLING 1

Code:	PSP 3702
NQF Level:	7
Semester Offered:	2 nd semester, year 3
National Professional Standard Competencies:	(C 20, C 21, C 22, C 23, C 24, C 25)
Contact Hours:	2 hours per week + 1 hour practical per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Descriptor:

The aim of this course is to sensitise the teacher education students to the educational and career needs of learners and to equip them with basic skills regarding Guidance and Counselling.

Course Title: EDUCATIONAL MANAGEMENT

Code:	FMP 3702
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	2 hours per week for 14 weeks

National Professional Standards Competencies	C 1, C 3, C 8, C 12, C 17, C 18, C19, C 25, C 28
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Descriptor:

This course aims at providing students with theoretical and practical knowledge on management and leadership skills.

Course Title: EDUCATIONAL FOUNDATIONS 2

Code:	FMP 3732
NQF Level:	7
Semester Offered:	Semester, 2; Year 3.
National Professional Standard Competencies:	(C 1, C 2, C 3, C 12, C 13, C 21, C 25, C 27, C 28, C29)*
Contact Hours:	2 periods for 7 weeks (1 st semester), 1 period 14 weeks (2 nd semester)
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Descriptor:

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

YEAR 4**SEMESTER 1 AND SEMESTER 2****Course Title: GUIDANCE AND COUNSELLING 2**

Code:	PSP 3800
NQF Level:	8
Semester Offered:	1 st semester, year 4
National Professional Standard Competencies:	(C 3, C 20, C 21, C 24)*
Contact Hours:	2 for 7 weeks + 2 hours practical every week for 7 weeks (1 st semester), 1 + 1 hp every week for 14 weeks (2 nd semester)
Credits:	8
Co-requisite:	PSP 3702 (Guidance and Counselling 1)
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Descriptor:

The aim of this course to sensitise the teacher education students to the social psychological needs and to develop their guidance and counselling principles, skills and knowledge.

Course Title: EDUCATIONAL RESEARCH PROJECT

Code:	List of codes provided
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, year 4
National Professional Standard Competencies:	(C 3, C 26, C 27, C 28)*
Contact Hours:	Individual consultations
Credits:	32
Pre-requisite	Research Project Phase 1: List of codes provided and CFP 3781 (Educational Research) and CFP3782 Project Based Learning)
Course Assessment:	Report contributes 100% to final assessment
Compulsory/Elective	Compulsory

Course Descriptor:

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

LIST OF RESEARCH PROJECTS OFFERED IN THE B. ED (PRE-AND LOWER PRIMARY)

Course	Code	Credits
Educational Research Project in Afrikaans Language and Literacy Education	LAP 3810	32
Educational Research Project in English Language and Literacy Education	LEP 3810	32
Educational Research Project in German Language and Literacy Education	LGP 3810	32
Educational Research Project in Ju!'hoansi Language and Literacy Education	LJP3810	32
Educational Research Project in KhoeKhoegowab Language and Literacy Education	LKP 3810	32
Educational Research Project in Oshikwanyama Language and Literacy Education	LWP 3810	32
Educational Research Project in Oshindonga Language and Literacy Education	LOP 3810	32
Educational Research Project in Otjiherero Language and Literacy Education	LHP 3810	32
Educational Research Project in Rukwangali Language and Literacy Education	LRP 3810	32

Educational Research Project in Rumanyo Language and Literacy Education	LMP 3810	32
Educational Research Project in Setswana Language and Literacy Education	LTP 3810	32
Educational Research Project in Silozi Language and Literacy Education	LSP 3810	32
Educational Research Project in Thimbukushu Language and Literacy Education	LBP 3810	32
Educational Research Project in Environmental Education	MEP 3810	32
Educational Research Project in Numeracy and Mathematics Education	MMP 3810	32
Educational Research Project in Sign Language Education	PSP 3810	32

SEMESTER 1

Course Title: SCHOOL BASED STUDIES PHASE 3

Code:	ESP 3891
NQF Level:	8
Semester Offered:	1 st semester 12 weeks in the beginning of the year from start of school trimester until Easter break, Year 4
National Professional Standard Competencies:	C 1, C 4, C 5, C 6, C 7, C 8, C 9, C 10, C 11, C 12, C 13, C 14, C 15, C 18, C 20, C 26, C 28
Contact Hours:	Twelve weeks in schools,

Credits:	12
Prerequisite:	Students should have passed all school subjects in years 1, 2 and 3 , and ESP 3790 (School Based Studies Phases 2)
Course Assessment:	Final assessment 100% Contribution to final assessment mark: Portfolio 20% Lesson preparation 30% Lesson presentation 50%

Course Descriptor:

This course is designed to provide supervised practice-based exercises intended to demonstrate readiness for employment in different facets of learning, teaching and management. Students will demonstrate their ability to teach 80 lessons spread across all school subjects in different phases at school from pre-primary to grade 4.

SEMESTER 2

Course Title: PROFESSIONAL & COMMUNITY DEVELOPMENT

Code:	FMP 3822
NQF Level:	8
Semester Offered:	2 nd semester Year 4
National Professional Standard Competencies:	(C 2, C 3, C 19, C 22, C 23, C 25, C 26, C 27, C 28, C 29, C 30)
Contact Hours:	2 periods for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50 (1 x 2 hour paper)

Course Descriptor:

This course is intended to develop students' skills and dispositions regarding issues that relate to: the development of students' as members of the professional learning community, their contributions to the development of professional ethics and the community's socio-economic welfare at large.

Course Title: FIRST AID EDUCATION

Code:	MFA 3699
Semester Offered:	2nd semester, Year 4
National Professional Standard Competencies:	C 24
Contact Hours:	2/ 3 day workshop
Credits:	None credit bearing
Prerequisite:	None
Course Assessment:	Continuous assessment 100%

Course Descriptor:

First Aid accreditation

Course Title: LEARNING SUPPORT IN READING AND WRITING

Code:	PSP 3822
NQF Level:	8
Semester Offered:	2 nd semester, year 4
National Professional Standard Competencies:	(C 1, C 2, C 3, C 6, C 7, C 8 C11, C 12, C 13, C 15, C16, C 17, C 20, C 21)
Contact Hours:	2 per weeks and a 1 hour practical every week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Descriptor:

This course aims to provide a firm foundation upon which students can consider and critically analyse the teaching and learning environment in a particular inclusive school setting and clearly understand the specific difficulties experienced by learners and how education can be made accessible to those learners. The course will further equip students with competencies to apply principles, approaches and methods of teaching reading and writing to learners with specific learning difficulties. The course, through the use of theory and case studies, will allow the students to apply knowledge and skills to solve the learners' reading and writing problems.

D.2.17.1 CAREER SPECIALISATIONS**SEMESTER 1 AND SEMESTER 2****Course Title: ASSESSMENT AND EVALUATION**

Code:	CFD 3880
NQF Level:	8
Semester Offered:	1 st & 2 nd semesters, Year 4
National Professional Standard Competencies:	(C 14, C 15, C 16, C 17, C 26)*
Contact Hours:	6 per for 7 weeks in first semester, 3 per week for 14 weeks in second semester
Credits:	24
Prerequisite:	60% in FCP 3721 (Assessment and Evaluation of Learning)
Course Assessment:	Continuous assessment 50%. At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

This Course aims to further the student's understanding of the role and impact of assessment in the Namibian and broader context. Students will gain a deeper understanding of how assessment results are interpreted, disseminated, and used to effect educational improvement on an individual, school, and regional level. The realities of assessment implementations and implications will also be discussed.

Course Title: SCHOOL LEADERSHIP AND MANAGEMENT

Code:	FMD 3880
NQF Level:	8
Semester Offered:	1 st & 2 nd semesters, Year 4
Contact Hours:	6 per week for 7 weeks in first semester, 3 per week for 14 weeks in second semester
National Professional Standard Competencies	(C 1, C 3, C 12, C 18, C 19, C 30)*
Credits:	24
Prerequisite:	60 % in FMP 3702 (Educational Management)
Course Assessment:	Continuous assessment 50% At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course is designed to provide students with specialized knowledge and skills regarding issues that relate to: school management with specific emphasis on management approaches, personnel management, staff and student supervision, discipline, motivation, planning, conflict management and professional development.

Course Title: EDUCATIONAL TECHNOLOGY

Code:	CFD 3890
NQF Level:	8
Semester Offered:	1 st & 2 nd semesters, year 4
National Professional Standard Competencies:	C 3, C 6, C 7, C 18, C 19, C 26, C 27, C 28, C 29
Contact Hours:	6 per week for 7 weeks in first semester, 3 per week for 14 weeks in second semester, 2 hours per week practical for 21 weeks
Credits:	24
Prerequisite:	60% in CFP 3729 (Integrated Media and Technology Education)
Course Assessment:	Continuous assessment 50%. At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course will provide the student with a deeper understanding of the uses of ICTs in facilitating the teaching and learning process as well as the role that ICTs play in the larger educational and national context. Students will explore ways in which ICTs can be used for professional development, educational management, and school administration and publicity.

Course Title: INCLUSIVE EDUCATION 2

Code:	PSD 3880
NQF Level:	8
Semester Offered:	1st & 2nd semesters, year 4
National Professional Standard Competencies:	(C 8, C 13)*
Contact Hours:	6 per week for 7 weeks in first semester, 3 per week for 14 weeks in second semester
Credits:	24
Prerequisite:	60 % in PSP 3721 (Inclusive Education 1)
Course Assessment:	Continuous assessment 50%. At least 6 assessments Examination 50%. (1 x 3 hour paper)

Course Descriptor:

The aim of this course is to enable students to understand and apply the latest thinking and philosophical understandings in inclusive education such as identification, assessment and intervention strategies for learners with diverse educational needs in diverse educational settings. The major focus of the course is the role of teachers in providing support and adapting curriculum to facilitate the learning processes of learners with diverse educational needs.

Course Title: LIFE SKILLS

Code:	PSD 3890
NQF Level:	8
Semester Offered:	1 st & 2 nd semesters, year 4
National Professional Standard Competencies:	(C 1, C 3, C 5, C 6, C 7, C 8, C 10, C 11, C 12, C 14, C 20, C 21, C 22, C 23, C 24, C 25, C 28, C 29)*
Contact Hours:	6 per week for 7 weeks in first semester, 3 per week for 14 weeks in second semester
Credits:	24
Prerequisite:	60% in PSP 3702 (Guidance and Counselling 1)
Course Assessment:	Continuous assessment counts 50% towards the final mark and consists of 50% theory and 50% practical work. At least 6 assessments. Part of the practical work will be completed during a compulsory vacation school of one week. Other practical work will be completed by the student in a secondary school as approved by the Department of Educational Psychology and Inclusive Education. Examination 50% towards the final mark.
Enrolment specification:	A minimum of 6 and a maximum of 30 students will be enrolled per year

Course Descriptor:

This course develops a student's understanding, skills and attitudes regarding the school subject Life Skills in aspects such as: aims of the subject; ethics, policy and practices, syllabus content, and lesson planning. It also provides students with initial and basic knowledge on how to support learners academically, socially and emotionally in the school and classroom.

Course Title: CURRICULUM PLANNING AND DEVELOPMENT

Code:	CCD 3880
NQF Level:	8
Semester Offered:	1 st & 2 nd semesters, Year. 4
National Professional Standard Competencies:	(C 3, C 5)*
Contact Hours:	6 per week for 7 weeks in first semester, 3 per week for 14 weeks in second semester
Credits:	24
Prerequisite:	60% in CFP 3742 (Curriculum Studies)
Course Assessment:	Continuous assessment 50%. At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course develops the student's ability to design, implement and evaluate a Primary phase curriculum. In addition, students will look at emerging issues and trends which impact curriculum designs and formulate a curriculum for the future.

Course Title: SPORT ORGANISATION AND ADMINISTRATION

Code:	MPD 3880
NQF Level:	8
Semester Offered:	1 st & 2 nd semesters, Year 4
Contact Hours:	6 per week for 7 weeks in first semester, 3 hrs/week in second semester
Credits:	24
Prerequisite:	60% in FMP 3702 (Educational Management)
Course Assessment:	Continuous assessment 50% At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

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

Course Title: ARTS AND CULTURE DEVELOPMENT AND ORGANISATION

Code:	LID 3880
NQF Level:	8
Semester Offered:	1 st & 2 nd semesters, year 4
National Professional Standard Competencies:	None
Contact Hours:	6 per week for 7 weeks in first semester, 3 per week second semester
Credits:	24
Prerequisite:	60% in LAP 3721 (Arts Education 2)
Course Assessment:	Continuous assessment 50% At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course is designed to provide students with specialized knowledge and organizational skills to stimulate cultural aesthetic awareness in the school and in society. This module will further enhance the student's awareness and understanding of the importance of the Arts in Education.

Course Title: ADVANCED SIGN LANGUAGE

Code:	PLD 3880
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, year 4
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	4 per week sem. 1, 2 periods per week semester two
Credits:	24
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course will teach students to study Namibian Sign Language in context with the international sign language community. This course will first focus on general methods and theories of sociolinguistics. Furthermore the course will explore the relationship between Sign Language and the Sign Language community with the Namibian speech community in light of the existing methods and theories. The course will also explore various items of sociolinguistics within Sign Language research, such as bilingualism, register, attitude, tactile signing, artistic sign language, etc. This module also intends to focus on theories in ethics and ethical concepts such as free will, welfare, justice and human rights. The course will also deal with professionalism and respect for an individual's privacy. Special emphasis will be placed on connecting these topics to interpretation situations and to analyse the ideological foundation that the role of the interpreter rests on.

Course Title: EARLY CHILDHOOD AND PRE-PRIMARY EDUCATION

Code:	EED3880
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
National Professional Standard Competencies:	C 1, C2, C3, C4; C5; C6; C7; C8; C9; C10; C11; C12; C13; C14; C15; C16; C27
Contact Hours:	Theory: 6 hours per week for 7 weeks in first semester, 3 hours per week for 14 weeks in second semester. Practical: 2 hours per week practical for 7 weeks first semester and 2 hours per week practical for 14 weeks for second semester.
Notional Hours	240
Credits:	24
Prerequisite:	60% in LEP3700 (English Language Education 3) and MMP3700 (Mathematics and Numeracy Development 3)
Course Assessment:	Continuous assessment 50%. As part of continuous assessment compile a portfolio that reflects conceptual understanding of Early Childhood Education as well as practical skill in applying principles and developing learning areas. At least 6 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Descriptor:

The aim of this course to focus on philosophies of early childhood education and its application in class situations.

D.2.17.2 SCHOOL SUBJECTS**D.2.17.2.1. LANGUAGE AND LITERACY EDUCATION**

YEAR 1					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Language in Society	LLP 3501	4	5	8	None
Children's Literature 1	LLP 3521	2 + 1hp every week	5	8	None
SEMESTER 2					
English Language Education 1	LEP 3522	2 + 1hp every week	5	8	None
Namibian Language Education 1	List of codes provided	2 + 1hp every week	5	8	None
YEAR 2					
SEMESTER 1					
English Language Education 2	LEP 3600	2 + 1hp every week	6	(8)	None
Namibian Language Education 2	List of codes provided	2 + 1hp every week	6	8	None

SEMESTER 2					
English Language Education 2	LEP 3600	2 + 1hp every week	6	(8)	None
Namibian Language Education 2	List of codes provided	2 + 1hp every week	6	(8)	None
YEAR 3					
SEMESTER 1					
English Language Education 3	LEP 3700	2 + 1hp every week	7	(8)	None
Namibian Language Education 3	List of codes provided	2 + 1hp every week	7	(8)	None
SEMESTER 2					
English Language Education 3	LEP 3700	2 + 1hp every week	7	(8)	None
Namibian Language Education 3	List of codes provided	2 + 1hp every week	7	(8)	None
YEAR 4					
SEMESTER 1					
English Language Education 4	LED 3800	2 periods for 7 weeks + 2hp every week	8	(4)	None
Namibian Language Education 4	List of codes provided	2periods for 7 weeks+ 2hp every week	8	(4)	None
SEMESTER 2					
English Language Education 4	LED 3800	1 periods for 7 week + 1hp every week	8	(4)	None
Namibian Language Education 4	List of codes provided	1 periods for 7 week + 1hp every week	8	(4)	None
Children's Literature 2	LLP 3822	2 + 2hp every week	8	8	None
Literacy Development	LLP 3842	2 + 1hp every week	8	8	None

Course Title: LANGUAGE IN SOCIETY

Code:	LLP 3501
NQF Level:	5
Semester Offered:	1 st semester, Year 1
National Professional Standard Competencies:	C 1, C 2, C 3
Contact Hours:	4 per week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%.At least 2 assessments; Examination 50% (1 x 2 hour paper)

Course Descriptor:

This module enables students to reflect on issues of language family identity and the inseparability of language and culture; to analyse the constitution and policy roles that is assigned to the languages of Namibia in education and

national matters and discuss and contrast particular domains of language and culture. Students must understand various varieties and registers of language and are also encouraged to accept dialects as enrichment of the language. The students will explore the role of the family and society in the socialization (non-formal education) of the child and how family and society can be involved as partners in the formal education process. The essence of the module is to deepen one's perception of one's own culture and to gain respect through understanding for the other languages and cultures. This module further elaborates on developmental stages in language acquisition, first and second language learning and multilingualism.

Course Title: CHILDREN'S LITERATURE 1

Code:	LLP 3521
NQF Level:	5
Semester Offered:	1 st semester Year 1
National Professional Standard Competencies:	C 1, C 2, C 3*
Contact Hours:	2 per week (2hp every week; 1hp for English Language and 1hp for Namibian Language)
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Descriptor:

This module enables students to develop a theoretical understanding of selecting, analysing and appreciating children's literature in English as well as other Namibian Languages.

Course Title: LANGUAGE EDUCATION 1 (GRAMMAR 1)

Code:	List of codes provided
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	C 1, C 2, C 3*, C 4, C 5, C 6, C 7, C 8, C 10, C 11, C 12*
Contact Hours:	2 + 1hp every week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 2 hour paper)

Course Descriptor:

This course develops students' language proficiency as it investigates phonetics (sound system) and morphology (word categories and their structures); spelling rules of a particular language and the correct use of tenses, forms of grammar,. In addition it develops the necessary vocabulary regarding all the pre-and lower primary subjects. Teaching methods will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course	Code	Credits
Afrikaans Language Education 1	LAP 3522	8
English Language Education 1	LEP 3522	8
German Language Education 1	LGP 3522	8
Ju!'hoansi Language Education 1	LJP3522	8
KhoeKhoegowab Language Education 1	LKP 3522	8
Oshikwanyama Language Education 1	LWP 3522	8
Oshindonga Language Education 1	LOP 3522	8
Otjiherero Language Education 1	LHP 3522	8
Rukwangali Language Education 1	LRP 3522	8
Rumanyo Language Education 1	LMP 3522	8
Setswana Language Education 1	LTP 3522	8
Silozi Language Education 1	LSP 3522	8
Thimbukushu Language Education 1	LBP 3522	8

Course Title ENGLISH LANGUAGE EDUCATION 2 (LISTENING AND SPEAKING SKILLS)

Code:	LEP3600
NQF Level:	6
Semester Offered:	1st and 2 nd semester, Year 2
National Professional Standard Competencies:	C 1, C 2, C 3, C 6, C 7, C8, C 10, C 11, C 12, C 15, C 25

Contact Hours:	2 + 1hp every week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% A portfolio forms part of the continuous assessment. At least 4 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course enables students to develop a theoretical understanding of listening and speaking skills, strategies to teach English to English language learners, and the ability to apply methods and materials necessary to teach these skills. Teaching methods is an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course	Code	Credits
Afrikaans Language Education 2	LAP 3600	16
German Language Education 2	LGP 3600	16
Ju!'hoansi Language Education 2	LJP3600	16
KhoeKhoegowab Language Education 2	LKP 3600	16
Oshikwanyama Language Education 2	LWP 3600	16
Oshindonga Language Education 2	LOP 3600	16
Otjiherero Language Education 2	LHP 3600	16
Rukwangali Language Education 2	LRP 3600	16
Rumanyo Language Education 2	LMP 3600	16
Setswana Language Education 2	LTP 3600	16
Silozi Language Education 2	LSP 3600	16
Thimbukushu Language Education 2	LBP 3600	16

Course Title: LANGUAGE EDUCATION 3 (READING AND WRITING SKILLS)

Code:	List of codes provided
NQF Level:	7
Semester Offered:	1 st semester and 2 nd semester, year 3
National Professional Standard Competencies:	C 1, C 2, C 3*, C 4, C 5, C 6, C 7, C 8, C 10, C 11, C 12*, C 14, C 15, C 16, C 27
Contact Hours:	2 + 1hp every week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% A portfolio forms part of the continuous assessment. At least 4 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course enables students to develop a theoretical understanding of reading and writing skills and the ability to apply methods and materials necessary to teach and assess reading and writing skills. Teaching Methods will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course	Code	Credits
Afrikaans Language Education 3	LAP 3700	16
English Language Education 3	LEP 3700	16
German Language Education 3	LGP 3700	16
Ju!'hoansi Language Education 3	LJP3700	16
KhoeKhoegowab Language Education 3	LKP 3700	16
Oshikwanyama Language Education 3	LWP 3700	16
Oshindonga Language Education 3	LOP 3700	16
Otjiherero Language Education 3	LHP 3700	16
Rukwangali Language Education 3	LRP 3700	16
Rumanyo Language Education 3	LMP 3700	16
Setswana Language Education 3	LTP 3700	16
Silozi Language Education 3	LLP 3700	16
Thimbukushu Language Education 3	LBP 3700	16

Course Title: LANGUAGE EDUCATION 4 (GRAMMAR 2)

Code:	List of codes provided
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
National Professional Standard Competencies:	C 1, C 3*, C 4, C 5, C 6*, C 7, C 10, C 11, C 12, C 13, C 14, C 15, C 16, C 27
Contact Hours:	2 per week for seven weeks and 1 hour practical every week (semester one), 1 per week for fourteen weeks and 1 hour practical every week (semester two),
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% A portfolio forms part of the continuous assessment. At least 2 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 2 hour paper)

Course Descriptor:

This course builds on Language Education 1 and develops students' language proficiency in terms of syntax and semantic issues of a particular language as well as code switching models. Teaching methods will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course	Code	Credits
Afrikaans Language Education 4	LAD 3800	8
English Language Education 4	LED 3800	8
German Language Education 4	LGD 3800	8
Ju!'hoansi Language Education 4	LJD 3880	8
KhoeKhoegowab Language Education 4	LKD 3800	8
Oshikwanyama Language Education 4	LWD 3800	8
Oshindonga Language Education 4	LOD 3800	8
Otjiherero Language Education 4	LHD 3800	8
Rukwangali Language Education 4	LRD 3800	8
Rumanyo Language Education 4	LMD 3800	8
Setswana Language Education 4	LTD 3800	8
Silozi Language Education 4	LZD 3800	8
Thimbukushu Language Education 4	LBD 3800	8

Course Title: CHILDREN'S LITERATURE 2

Code:	LLP 3822
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
National Professional Standard Competencies:	C 1, C 2, C 3*, C 4, C 5, C 6*, C 7, C8, C 9, C 10, C 11, C 12*, C 13, C 14, C 15, C 16, C 27
Contact Hours:	2 per week (2 + 2hp every week; 1hp for English Language and 1hp for Namibian Language)
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments (made up of theory and micro-teaching components); Examination 50% (1 x 2 hour paper)

Course Descriptor:

This course build on Children's Literature 1 and enables students to apply their knowledge to read various texts and design, present and assess literary lessons in the pre-and lower primary school phases.

Course Title: LITERACY DEVELOPMENT

Code:	LLP 3842
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
National Professional Standard Competencies:	C 1, C 2, C 3*, C 5, C 6*, C 7, C 10, C 11, C 12*, C25
Contact Hours:	2 + 1hp every week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. A portfolio forms part of the continuous assessment At least 2 assessments (made up of theory and micro-teaching components); Examination 50% (1 x 2 hour paper)

Course Descriptor:

This course enables students to develop a theoretical understanding of literacy and effective approaches to meet the needs of diverse learners, and analyse reading practices. Discuss and apply methods and materials necessary to teach this course content. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

D.2.17.2.2. SIGN LANGUAGE EDUCATION**Sign Language Education: Pre- and Lower primary**

YEAR 1					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Sign Language Education 1A	LSP 3501	2 + 1hp every week	5	8	None
SEMESTER 2					
Sign Language Education 1B	LSP 3502	2 + 1hp every week	5	8	Co-requisite LSP 3501
Deaf Culture and History	LSP 3542	2	5	8	None

YEAR 2					
SEMESTER 1					
Sign Language Education 2A	LSP 3611	2 + 1hp every week	6	8	LSP 3502
SEMESTER 2					
Sign Language Education 2B	LSP 3612	2 + 1hp every week	6	8	None

YEAR 3					
SEMESTER 1					
Sign Language Education 3	LSP 3780	2 + 1hp every week	7	(8)	LSP 3611 & LSP 3612
SEMESTER 2					
Sign Language Education 3	LSP 3780	2 + 1hp every week	7	(8)	LSP 3601 & LSP 3602
YEAR 4					
SEMESTER 1					
Social Context of Sign Language and Ethics of Interpretation	LSD 3800	4 periods for 7 weeks	8	(8)	None
SEMESTER 2					
Social Context of Sign Language and Ethics of Interpretation	LSD 3800	2 periods 14 weeks	8	(8)	None

YEAR ONE

Course Title: SIGN LANGUAGE EDUCATION 1A

Code:	LSP 3501
NQF Level:	5
Semester Offered:	1 st semester, Year 1
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	2 periods per week + 1hp every week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%.At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Descriptor:

This course aims to introduce students to the essentials of Namibian Sign Language. It will emphasise both the expression and understanding of Sign Language. This course will mainly emphasise on language that is used in daily life and the main rules that apply to the Sign Language.

Course Title: SIGN LANGUAGE EDUCATION 1B

Code:	LSP 3502
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	2 periods per week + 1hp every week
Credits:	8
Prerequisite:	LSP 3501 (Sign Language Education 1A)
Course Assessment:	Continuous assessment 50%.At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Descriptor:

Students should be able to express themselves in simple terms and partake in conversations in sign language. Emphasis will be placed on both expression and perception of sign language. This module comprises of a much more intensive sign language and training in a more varied use of the language. The module will continue to place an emphasis on gestures with signing.

Course Title: DEAF CULTURE AND HISTORY

Code:	ELSP 3542
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	2 periods per week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Descriptor:

This module will introduce students to the history and culture of deaf people, both in Namibia and in an international context. The module will delve into the culture and history of deaf people and their education in Namibia and elsewhere. The module will examine minority groups, various kinds of oppression and opposing cultures and societies. It will be researched as to whether or not a correlation can be found between deaf communities at different points in time. The module will be taught in the form of both lectures and discussions and different guest speakers from the Namibian deaf community will be invited to join the class occasionally. In addition, organisations connected with the deaf community will be visited.

YEAR TWO**Course Title: SIGN LANGUAGE EDUCATION 2A**

Code:	LSP 3611
NQF Level:	6
Semester Offered:	1st semester, year 2
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	2 periods per week +2hp every second week
Credits:	8
Prerequisite:	LSP 3502 (Sign Language Education 1B)
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Descriptor:

Students should be able to understand conversations in Namibian Sign Language and be able to express themselves in Sign Language. Students will rehearse correct use of gesturing with signs. This course is a continuation of Proficiency Module II, which is a prerequisite. The course will continue to place emphasis on expression and comprehension, which will gain more value. Students will practise new vocabulary as well as specific vocabulary. The students will practice in reading Sign Language and interpret Sign Language texts. This course will continue introducing students to teaching approaches of Namibian Sign Language. Teaching methods is an integral part of this course.

Course Title: SIGN LANGUAGE EDUCATION 2B

Code:	LSP 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	2 periods per week + 1hp every week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course will help students to learn the basic components and structure of Sign Language in general. Students should be able to understand both the form and the sense of signs and productivity of Sign Language. This course will summarise the principle component of Sign language grammar and the components that different sign languages share. Emphasis will be placed on phonology, syntax, morphology and semantics. This course will also introduce students to the teaching of Namibian Sign Language, paying particular attention to the linguistics aspects of NSL. Teaching methods is an integral part of this course.

YEAR THREE**Course Title: SIGN LANGUAGE EDUCATION 3**

Code:	LSP 3720
NQF Level:	7
Semester Offered:	1 st and 2 nd semester, Year 3
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	3 periods per week + 2hp every second week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 4 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course is a continuation of Sign Language Linguistics I, which is a prerequisite. This course aims to enable students to understand more complex and varied types of Namibian Sign Language texts and use grammatically correct signs. This module is a continuation of Namibian Sign Language Proficiency 2B, which is a prerequisite. Continuing emphasis will be placed on comprehension skills and discussions about Sign Language texts. Students will do assignments where they meet

deaf people and practice different uses of the language and register. Students will use video recordings to strengthen their fluency in sign language, as well as display their teaching ability in order to improve these aspects. Students will be enabled to understand the grammatical elements of gesturing and understand the grammar of classifier predicates in Namibian Sign language. Emphasis will be placed on the analysis, transcription and processing of Sign language. The grammatical role of gesturing will be discussed and students will be trained in using grammatical concepts in their own data. The teaching approach to NSL will also be emphasised during this course.

YEAR FOUR**Course Title: SOCIAL CONTEXT OF SIGN LANGUAGE AND ETHICS OF INTERPRETATION**

Code:	LSD 3880
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	4 periods for 7 weeks semester 1, 2 periods per week 2 nd semester
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course will teach students to critically evaluate Namibian sign language in context with the international sign language community. This course will first focus on general methods and theories of sociolinguistics, the relationship between Sign Language and the Sign Language community with the Namibian speech community will be looked at in light of the methods and theories. The course will also explore various items of sociolinguistics within Sign Language research, such as bilingualism, register, attitude, tactile signing, artistic sign language, etc. This course will also focus on theories in ethics and ethical concepts, such as free will, welfare, justice and human rights. The module will also deal with professionalism and respect for an individual's privacy. A special emphasis will be placed on connecting these topics to interpreting situations and to analyse the ideological foundation that the role of the interpreter rests on.

D.2.17.2.3 ENVIRONMENTAL EDUCATION

YEAR 1					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Environmental Education1	MSP 3500	2 + 1hp every week	5	(8)	None
SEMESTER 2					
Environmental Education1	MSP 3500	2 + 1hp every week	5	(8)	None
YEAR 2					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Environmental Education2	MSP 3600	2 + 1hp every week	6	(8)	None
SEMESTER 2					
Environmental Education2	MSP 3600	2 + 1hp every week	6	(8)	None

YEAR 3					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Environmental Education3	MSP 3720	2 + 1hp every week	7	(8)	MSP 3600
SEMESTER 2					
Environmental Education3	MSP 3720	2 + 1hp every week	7	(8)	MSP 3600

YEAR ONE

Course Title: ENVIRONMENTAL EDUCATION1

Code:	MEP 3500
NQF Level:	5
Semester Offered:	1 st and 2 nd semester, Year 1
National Professional Standard Competencies:	C 1, C 2, C 3*, C 4, C 5, C 6, C 7, C 8, C 10, C 11, C 12*
Contact Hours:	2 hours per week for 28 weeks, 1 hour practical every week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 6 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Descriptor:

This module develops a student's understanding, skills, dispositions, theoretical understanding, practical dimensions values and competencies regarding teaching issues in the Pre- and Lower Primary phase of the social environment such as: social groups and institutions, culture, infra structure and communication, economic and civic activities in our regions; methods and materials to teach learning outcomes in a learner-centred way according to the thematic approach; lesson planning, micro teaching, integration of cross-curricular issues. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

YEAR TWO

Course Title: ENVIRONMENTAL EDUCATION2

Code:	MSP 3600
NQF Level:	6
Semester Offered:	1 st and 2 nd semester, Year 2
National Professional Standard Competencies:	C 1, C 2, C 3*, C 4, C 5, C 6, C 7, C 8, C,10, C11, C12*, C 27)
Contact Hours:	2 hours per week for 28 weeks and 1 hour practical every week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 6 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course develops a student's understanding, skills, dispositions, theoretical understanding, practical dimensions values and competencies regarding teaching issues in the Pre- and Lower Primary phase of the social environment such as: plants; animals; weather and climate, water and sustainable development; methods and materials to teach and assess learning outcomes in a learner-centred way according to the thematic approach; lesson planning, micro teaching, integration of cross-curricular issues. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

YEAR THREE

Course Title: ENVIRONMENTAL EDUCATION3

Code:	MSP3720
NQF Level:	7
Semester Offered:	1 st and 2 nd semester, Year 3
National Professional Standard Competencies:	C 1, C2, C 3, C 4, C 5, C 6, C 10, C 11, C 12, C 14, C 15, C 16, C 22, C 23, C 24, C 27
Contact Hours:	2 hours per week for 28 weeks and 1 hour practical every week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 6 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course develops a students' understandings, skills, dispositions, theoretical underpinnings, practical dimensions values and competencies regarding issues in the Pre- and Lower Primary phase regarding health, nutrition and safety , with specific reference to HIV and AIDS related issues; methods and materials to teach and assess learning outcomes in a learner-centred way according to the thematic approach; lesson planning, micro teaching, integration of cross-curricular issues. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

D.2.17.2.4 NUMERACY AND MATHEMATICS EDUCATION

YEAR 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Mathematics and Numeracy Development 1	MMP 3500	2 + 1 hp every week	5	16	None
YEAR 2					
Numeracy and Mathematics Education 2	MMP 3600	2 + 1 hp every week	6	16	MMP 3500
YEAR 3					
Numeracy and Mathematics Education 3	MMP 3700	2 + 1 hp every week	7	16	MMP 3600
YEAR 4					
Learning Support in the Mathematics Classroom	MMD 3880	4 periods for 7 weeks for the 1 st semester and 2 hp every week 2 periods for 14 weeks for the 2 nd semester and 1 hp every week	8	16	MMP 3700

YEAR ONE

Course Title: MATHEMATICS AND NUMERACY DEVELOPMENT 1

Code:	MMP 3500
NQF Level:	5
Semester Offered:	1 st and 2 nd semester, year 1
National Professional Standard Competencies:	C 1, C 2, C 3, C 5, C 6, C7, C 10, C11, C 12
Contact Hours:	2 + 1 hour practical every week
Credits:	16

Notional Hours	160
Prerequisite:	None
Course Assessment:	Continuous assessment 50% A Portfolio will form part of the continuous assessment At least 4 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)
Compulsory/Elective	Compulsory

Course Descriptor:

This course will introduce students to the nature of mathematics: rationale of mathematics teaching; history of mathematics education; the knowledge quartet and how it relates to teaching math; learning and teaching trajectories. Thereafter it will focus on enabling students to develop the following theoretical understanding, values and competencies: to explain the development and progression of number concept and number sense, learners understanding of numbers; of patterns, sequences/ seriation and ordinal numbers; of spatial relations; enhance own mental skills, and reflect upon the methods and content for the provision of essential learning experiences in Pre- and Lower Primary classes; and the media to teach such mathematical ideas. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course

YEAR TWO

Course Title: NUMERACY AND MATHEMATICS DEVELOPMENT 2

Code:	MMP 3600
NQF Level:	6
Semester Offered:	1 st and 2 nd semester, year 2
National Professional Standard Competencies:	C 1, C 2, C 3*, C 4, C 5, C 6, C 7, C 8, C 10, C 11, C 12
Contact Hours:	2 per week 1 hour practical every week
Credits:	16
Notional Hours	160
Prerequisite:	MMP 3500 (Mathematics and Numeracy Development 1)
Course Assessment:	Continuous assessment 50%. At least 4 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)
Compulsory/Elective	Compulsory

Course Descriptor:

Develop meaning for the operations, develop awareness of learners' levels of number sense and how to enhance it, develop learners' understanding of measurements of time, length, mass and capacity; activities for measuring attributes e.g. length; measurement sequence within daily life context; standard units of measurement including time and money; two- and three-dimensional shapes and operations with two-dimensional and three-dimensional shapes; use conceptual development teaching strategies appropriate to geometry, help children master the basic facts; whole number place-value development; strategies for whole number computation; basic geometry, proportional reasoning, problem structures and problem-solving strategies, computational estimation with whole numbers within the context of daily life and different cultural

YEAR THREE

Course Title: NUMERACY AND MATHEMATICS EDUCATION 3

Code:	MMP 3700
NQF Level:	7
Semester Offered:	1 st and 2 nd semesters, year 3
National Professional Standard Competencies:	C 1, C 2, C 3*, C 4, C 5, C 6, C 7, C 8, C 9, C 10, C 11, C 12*, C 14, C 15, C 16, C 2
Contact Hours:	2 week, 1 hour practical every week
Credits:	16
Notional Hours	160
Prerequisite:	MMP 3600 (Numeracy and Mathematics Education 2)
Course Assessment:	Continuous assessment 50%. A Portfolio will form part of the continuous assessment At least 4 assessments made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)
Compulsory/Elective	Compulsory

Course Descriptor:

Develop knowledge and skills regarding fractions, decimals and percents and do calculations, develop fraction, decimal and percent concepts with learners, Apply inductive reasoning and deductive reasoning; steps of developing new concepts, discovering theorems and introducing reasoning methods; develop skills in using basic algebra; draw up effective worksheets; develop meaningful games; solve one step problems by writing statement and reasons; facilitate elementary logical reasoning processes; data handling: collect, classify and describe data; graphical representation of data; descriptive statistics assessment standards in mathematics; purposes of assessment; assessment methods; assessment components (school syllabus); multiplicative arithmetic, the relationship between early grade concepts and later grade concepts, Portfolio; implementing assessment; recording learner achievement (e.g. scoring rubric); evaluation; reporting learner achievement; teaching methodology will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course

YEAR FOUR**Course Title: LEARNING SUPPORT IN THE MATHEMATICS CLASSROOM**

Code:	MMD 3880
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, year 4
National Professional Standard Competencies:	(C 1, C 2, C 3, C 6, C 7, C 8 C11, C 12, C 13, C 15, C16, C 17, C 20, C 27
Contact Hours:	4 hours per week for 7 weeks, 2 hours practical every week (1 st semester), 2 hours per week, 1 hour practical every week (2 nd semester)
Credits:	16
Prerequisite:	MMP 3700 (Numeracy and Mathematics Education 3)
Course Assessment:	Continuous assessment 50%. A Portfolio will form part of the continuous assessment At least 6 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)
Notional Hours	160
Compulsory/Elective	Compulsory

Course Descriptor:

This course develops a student's understanding and skills about mathematical difficulties that learners may have and equips them with knowledge on how to identify and diagnose mathematical difficulties and how to intervene in order to strengthen the mathematical concepts of learners and to ensure that the foundation formed in mathematics, especially in the primary school is solid. The course will further investigate contemporary issues in mathematics education

4 periods for 7 weeks for the first semester + 2 hours practical every week

2 periods for 14 weeks for the second semester + 1 hours practical every week

D.2.17.2.5. PHYSICAL AND HEALTH EDUCATION

YEAR 1					
SEMESTER 1 and 2					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Physical and Health Education 1	MPP 3620	2 +3 hp every week	6	16	None
YEAR 2					
SEMESTER 1					
Physical and Health Education 2	MPP 3721	2 +3 hp every week	7	8	None

YEAR ONE**Course Title: PHYSICAL AND HEALTH EDUCATION 1**

Code:	MPP 3620
NQF Level:	6
Semester Offered:	1 st and 2 nd Semesters, Year 1
National Professional Standard Competencies:	C 1, C 2, C 3, C 4, C 5, C 6, C 7, C10, C11, C12, C14, C15, C16, C 23, C 25
Contact Hour:	2 periods per week, 3 hour practical every week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 100% (50% theory and 50% practical work) At least 4 assessments

Course Descriptor:

This course develops the student's understanding, and dispositions regarding the appreciation of the value and importance of teaching Physical and Health Education in the Pre- and Lower Primary School as well as the interpretation and implementation of the syllabus for Physical Education in the Pre-Primary phase, as part of the Basic Education Curriculum of Namibia. Firstly the course will focus on: basic foundations of physical and health awareness; teaching of games; -sport and safe water activities. This course further develops the student's understanding of the value and dispositions of different lead up games activities with relation to the development of basic sport skills. Students will acquire the skills to work individually, with partners and in groups to ensure safe practices while teaching different games and sport activities. They will acquire the basic skills of moving body mass, moving, stopping and holding of supported objects, moving, stopping and holding of unsupported objects through different competitive or non-competitive situations. They will develop an understanding of the value and importance of games in the school and community and will develop the skills of teaching games with emphasis on enjoyment in various game situations.

Secondly the course further develops the student's understanding, and dispositions of handling various traditional, alternative and improvised hand apparatus, while stationary, and through loco motor movements. This module develops the student's understanding, and dispositions regarding the acquisition of skills to perform and evaluate gymnastic movements, exercises and sequences through loco-motor movements, movements with adaptation to small apparatus, and movements to adaptation to big apparatus. This course develops the student's understanding, and dispositions regarding this module. Students will work individually, with partners and in groups to ensure safety. They will understand and develop the necessary skills in the use of gymnastic apparatus in a safe way. They will develop the ability to teach gymnastics by constructing creative, problem-solving and challenging situations. Teaching methods will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

YEAR TWO**COURSE TITLE: PHYSICAL AND HEALTH EDUCATION 2**

Code:	MPP 3721
NQF Level:	7
Semester Offered:	1 st Semester, Year 2
National Professional Standard Competencies:	C 1, C 2, C 3, C 4, C 5, C 6, C 8, C 10, C11, C 12, C 23, C 14, C 15, C 16,
Contact Hour:	2 periods per week, 2 hour practical per week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (25% theory and 25% practical work) (made up of theory and micro-teaching components) At least 2 assessments

Course Descriptor:

This course develops the student's understanding, skills and dispositions of an awareness of themselves and their bodies by understanding the importance of physical fitness. This course further develops the student's understanding, skills and dispositions of lead up running, jumping and throwing activities in a competitive way, related to traditional athletic activities. This course also develops the student's understanding, and dispositions of performing as an individual, with a partner or in groups with different singing games, traditional, and simple folk dances of various cultures. Teaching methods will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

D.2.17.2.6 ART EDUCATION

YEAR 2					
SEMESTER 1 and 2					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requi-site
Arts Education 1	LAP 3620	2 + 3 hp every week	6	16	None
YEAR 3					
SEMESTER 1					
Arts Education 2	LAP 3721	2 + 3 hp every week	7	8	LAP 3620

YEAR TWO

Course Title: ARTS EDUCATION I

Code	LAP3620
NQF Level:	6
Semester Offered:	1 st and 2 nd Semestery Year 2
National Professional Standard Competencies:	C 1, C 2, C 3, C 4, C 5, C 6* , C 7, C 8 , C 9, C 10, C 11, C 12, C 23
Contact Hour:	2 periods per week, plus 3 hours practical per week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 100%

Course Descriptor:

This course develops the student's understanding of Arts concepts and introduces him/her to some techniques in all the art forms. This course further develops techniques and skills relating to Arts Education and develops aesthetic awareness and appreciation. Teaching methods form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

YEAR THREE

Course Title: ARTS EDUCATION 2

Code:	LAP 3721
NQF Level:	7
Semester Offered:	1 st Semester, Year 3
National Professional Standard Competencies:	C 1, C 2, C 3, C 6*, C 7, C 8, C 10, C 11, C 12, C 15, C 16, C 23, C 27
Contact Hour:	2 periods per week, 3 hours practical per week
Credits:	8
Prerequisite:	LAP 3620 (Arts Education 1)
Course Assessment:	Continuous assessment 100 (made up of theory and micro-teaching components)

Course Descriptor:

This course further develops more advanced techniques and skills relating to Arts Education and develops aesthetic awareness and appreciation. Teaching methods form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

D.2.17.2.7 RELIGIOUS AND MORAL EDUCATION

Code:	LRP 3721
NQF Level:	7
Semester Offered:	1 st semester, Year 3
National Professional Standard Competencies:	C 1, C 6, C 7, C 8, C 9, C 10, C 11, C 12*, C 14, C 15
Contact Hours:	2 periods per week, 2 hour practical every week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments (made up of theory and micro-teaching components) Examination 50%

Course Descriptor:

The aims of this course are to enable students to develop the following theoretical understanding, values and competencies: to guide learners to discover their own religious identity and to accept values to live by; to clarify positive values and social behaviour; to discuss features of positive emotional intelligent behaviour. Describe aspects of belonging; ceremonies, festivals and sacred issues from different religions; reflect on creation and the relationship between happiness and values; and which methods and materials are necessary to teach this module content. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

D.3 BACHELOR OF EDUCATION (UPPER PRIMARY) (HONOURS)

D.3.1 RATIONALE

The B. Ed (Upper Primary) is a four year level eight degree programme. It prepares students to teach from Grades five to seven. Students are required to take core modules in Education, as well as in two majors, a minor and one additional elective. Students will also have the opportunity to select one career specialisation. Appropriate teaching methods are integrated in the phase specific school subject content modules throughout the four years of study. On completion of the programme, students are awarded a degree in B. Ed (Upper Primary).

The mission of teacher education is to provide all the children and young people of Namibia with competent, fully qualified, committed teachers, so that their education is equitable, relevant, meaningful, of high quality, and is conducted in a stimulating and supportive atmosphere. Teacher education for Basic Education will first and foremost meet the needs for professionalisation of the teacher - a person who has commitment, a sense of responsibility, and knowledge and skills, which will raise the quality of education through the use of various integrated technologies (TV, video, computers, internet, etc.) in the entire country. It furthermore will include all competencies of the National Professional Standards of Teachers.

It is a professional degree directly related to the demands and challenges of Basic Education. The focus of Basic Education is on the learner's needs, potential, and abilities. Teachers must therefore have sufficient knowledge and skills to be able to interpret syllabuses on the basis of the aims and objectives of Basic Education, and to relate subject content to the needs of the learners. Learner-centred education presupposes that teachers have a holistic view of the learner, valuing the learner's life experience as the starting point for their studies. Teachers should be able to select content and methods on the basis of a shared analysis of the learner's needs, use local and natural resources as an alternative or supplement to ready-made study materials, and thus develop their own and the learner's creativity. A learner-centred approach demands a high degree of learner participation, contribution and production.

D.3.2 PURPOSE

The purpose of this degree is to training professional teachers that meets the minimum and above competencies of the National Professional Teacher Standards. On graduation the students will be able to teach the Namibian Broad Curriculum for grades five to seven. Each beginner teacher will be able to teach the following:

Two major school subjects from the following list below:

English,
One Namibian Language,
Sign Language,
Mathematics,
Social Science, and
Natural Science and Health Education.

One minor subject from the list below:

Elementary Agriculture,
Design and Technology, and
Home Ecology.

One elective subject from the list below:

Arts,
Physical Education, and
Religious and Moral Education.

In addition they will be competent to teach in an inclusive classroom as well as Life Skills.

D.3.3 EXIT OUTCOME OF PROGRAMME

On completion of the programme, the students will be able to:

- Integrate accepted educational theory and practice along with an understanding of young child's development in order to effectively teach the concepts, theories, principles and facts associated with their Major, Minor and Elective school subject content areas for grades five to seven;
- Design and develop learning experiences and resources that are appropriate for the Namibian Upper Primary curriculum;
- Effectively implement issues of multi grade teaching when needed;
- Effectively communicate the concepts of subjects and topics in English as medium of instruction;
- Manage learning environments and create a variety of settings which foster successful instructional experiences for grades five to seven;
- Use multiple assessment strategies to assess learners in grades five to seven as well as demonstrate the knowledge and skills to analyse and communicate assessment results;

- Provide educational support and guidance services to learners in grades five to seven as well as promoting learners' health and safety;
- Use and integrate ICTs and other teaching media into teaching and learning activities of grades five to seven curriculum;
- Demonstrate the knowledge, skills and attitudes to meet learners' diverse needs and provide for all learners in an inclusive classroom;
- Apply and uphold the professional code of conduct for teachers, and
- Engage in continual self-evaluation and upgrading to meet the demands of the teaching profession.

D.3.4 SCHOOL SUBJECT SPECIALISATIONS IN UPPER PRIMARY (*Not all specializations will be offered on all four campuses*)

It is important to take note that school subjects were identified as majors, minors or additional electives due to the weight they carry in the Namibian Broad Curriculum of 2010.

D.3.4.1 MAJORS (REFERRED TO IN THE CURRICULUM FRAMEWORK AS MAJOR 1 AND MAJOR 2)

Each student should offer **two major** subjects from the specialisation options below:

Mathematics Education **and** Natural Science and Health Education

or

Social Science Education **and** English Language Education

or

Social Science Education **and** Namibian Language Education

or

English Language Education **and** Namibian Language Education

(Students opting for this combination, only need to offer one semester of Language in Society and Children's Literature)

or

English Language Education **and** Mathematics

or

Namibian Language **and** Mathematics

The following language options will be offered:

Afrikaans Language Education	Offered at Khomasdal Campus
English Language Education	Offered at Hifikepunye Pohamba Campus, Katima Mulilo Campus, Khomasdal Campus and Rundu Campus
German Language Education	Offered at Khomasdal Campus
Ju!'hoansi Language Education	Offered at Khomasdal Campus
KhoeKhoegowab Language Education	Offered at Khomasdal Campus
Oshikwanyama Language Education	Offered at Hifikepunye Pohamba Campus and Khomasdal Campus
Oshindonga Language Education	Offered at Hifikepunye Pohamba Campus and Khomasdal Campus
Otjiherero Language Education	Offered at Khomasdal Campus
Rukwangali Language Education	Offered at Rundu Campus
Rumanyo Language Education	Offered at Rundu Campus
Setswana Language Education	Offered at Khomasdal Campus
Silozi Language Education	Offered at Katima Mulilo Campus
Thimbukushu Language Education	Offered at Rundu Campus
Sign Language Education (Only a limited number of students will be allowed in this option)	Offered at Khomasdal Campus

D.3.4.2 MINOR

Each student should offer **one minor** subjects from the specialisation options below:

Agriculture Education
or
Home Ecology Education
or
Design and Technology Education

D.3.4.3 ADDITIONAL ELECTIVE

In addition each student should offer **one elective** from the specialisation options below:

Arts (music, dance, drama, visual arts) Education
or
Physical Education
or
Religious and Moral Education

D.3.5 CAREER OPTIONS IN THE DEGREE

(Students who opt for Sign language will have to opt for Advanced Sign Language as their career option)

Students have to offer one of the career specialisations listed below:

- Assessment and Evaluation
- School Leadership and Management
- Educational Technology
- Inclusive Education
- Life Skills
- Curriculum Planning and Design
- Sport Organisation and Administration
- Arts and Culture Development and Organisation
- Advanced Sign language

D.3.6 ADMISSION REQUIREMENTS

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

D.3.6.1 GENERAL ADMISSION CRITERIA FOR UNDERGRADUATE PROGRAMMES

- a) Subject to Faculty Special Regulations, the normal basic requirement for entrance to undergraduate programmes shall be a National Senior Secondary Certificate (NSSC), provided that the candidate has passed five subjects, normally in not more than three examination sittings with a minimum of 25 points on the UNAM Evaluation Scale (See page 35). 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.
- OR**
- 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) and (2)
- d) An alternative route of entry is an average of 60% in the UNAM Foundation programme, as approved by Senate.
- e) Mature Age Entry (See page 65)
- f) Places will be awarded on the basis of merit. Therefore the possession of an NSSC with a minimum score does not necessarily guarantee admission. Entrance is based upon places available within the faculties.

- f) Faculty admission requirements are prescribed by each Faculty. Prospective students must acquaint themselves with the faculty admission requirements and may include an admission test.
- g) The University of Namibia reserves the right to interview candidates before admission.

D.3.6.2 FACULTY OF EDUCATION SPECIFIC ADMISSION CRITERIA FOR UNDERGRADUATE BACHELOR OF EDUCATION (UPPER PRIMARY) DEGREE PROGRAMME

Normally, candidates intended to register for the B. Ed (Upper Primary) must have obtained a "C" or better in English as per the general admission requirements as well as a "C" in the required school subject as per specialisation in the NSSC examination:

- A. Mathematics ("C" in Mathematics) **and** Natural Science and Health Education ("C" in **either** Biology or Physical Science and a D in the remaining subject)
- B. Social Science ("C" in **one** of the following subjects History, Geography or Development Studies and a "D" in the other subject) **and** English ("C" in English)
- C. Social Science ("C" in **one** of the following subjects History, Geography or Development Studies and a "D" in the other subject) **and** Namibian Language ("C" in Namibian)
- D. English ("C" in English) **and** Namibian Language ("C" in Namibian Language)
- E. English ("C" in English) and Mathematics ("C" in Mathematics)
- F. Namibian Language ("C" in Namibian Language) and Mathematics ("C" in Mathematics)
- G. English and Sign Language ("C" in English)

The Faculty of Education reserves the right to interview students as well as to require from them to write an admission test.

D.3.7 DURATION OF THE STUDY

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

D.3.8 PROFESSIONAL DEVELOPMENT PLACEMENT

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

IMPLICATIONS OF SEQUENCING OF SCHOOL BASED STUDIES IN THE CURRICULUM

2ND YEAR

4 weeks: 22 June until 17 July

3RD YEAR

1st semester: 4 weeks in the beginning of year from 19th January until 14 July. 2nd semester: 2 weeks: 22nd June until 03rd July.

4TH YEAR:

1st semester 12 weeks in the beginning of the year from 19th January until 10th April.

D.3.9 DELIVERY MODE

This programme will be delivered through the face-to-face mode

D.3.10 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, Research projects, individual and/or group activities, discussions, tutorials and school based studies.

D.3.11 ASSESSMENT

This shall be according to the general regulations of the University of Namibia and normally the final mark will consist of:

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

D.3.12 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 this programme was 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 on the next page.

D.3.13 AWARD OF THE DEGREE

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

D.3.14 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 (Upper Primary) 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.

END OF FIRST YEAR

Pass ¾ of courses offered (equivalent to 108 credits) in the first year, in order to proceed to 2nd year.

END OF SECOND YEAR

Pass the remaining first year courses plus ¾ of the year two courses (equivalent to 111 credits), in order to proceed to third year.

END OF THIRD YEAR

Pass the remaining second year courses plus at least ¾ of the year three courses (equivalent to 104 credits) in order to proceed to fourth year.

END OF FOURTH YEAR

Pass all outstanding courses/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 courses for the B. Ed (Upper Primary) degree, he/she must do so within the next two years of study.

D.3.15 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY

- 3 courses (equivalent to 48 credits) by the end of the **First year**; 2 of these courses (equivalent to 32 credits) must be non-core. (30%)
- 8 courses (equivalent to 128 credits) at the end of the **Second year**. (42%)
- 15 courses (equivalent to 240 credits) at the end of the **Third year**. (57%)
- 24 courses (equivalent to 384 credits) at the end of the **Fourth year**. (69%)

D.3.16 UPPER PRIMARY CURRICULUM FRAMEWORK

Total: 566 credits

YEAR 1 (144 credits)					
SEMESTER 1 (72 credits)					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Computer literacy	CLC 3509	2 every week	4	8	None
English Communication and Study Skills	LCE 3419	4	4	16	D in English at IGCSE
Contemporary Social Issues	CSI 3580	2	4	(4)	None
Major 1	List of codes provided	4	5	16	None
Major 2	List of codes provided	4	5	16	None
Additional Elective	List of codes provided	2	5	8	None
Total				72	
SEMESTER 2 (72 credits)					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
English for Academic purposes	LEA 3519	4	5	16	Co-requisite LCE 3419
Contemporary Social Issues	CSI 3580	2	4	(4)	None
Integrated Media and Technology Education 1	CFU 3622	2 + 1hp every week	6	8	Co-requisite CLC 3509
Child Development	PSU 3622	2 + 1hp every week	6	8	None
Major 1	List of codes provided	4	5	16	See school subject list

Major 2	List of codes provided	4	5	16	See school subject list
Additional Elective	List of codes provided	2	5	8	See school subject list
Total				72	

YEAR 2 (144 credits)					
SEMESTER 1 (74 credits)					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 1	ESU 3690	2 weeks	6	(2)	None
English for Teachers 1	EET 3589	1 + 2 hp every week	5	4	Pre-requisite LCE 3419 and LEA 3519
Childhood Learning	PSU 3721	2 + 1 hp every week	7	8	Co-requisite PSU 3622
Integrated Media and Technology Education 2	CFU 3729	2 + 1 hp every week	7	8	None
Major 1	List of codes provided	4 + 2 hp every week	6	16	See school subject list
Major 2	List of codes provided	4 + 2 hp every week	6	16	See school subject list

Minor	List of codes provided	3 + 2 hp every week	6	12	See school subject list
Additional Elective	List of codes provided	2	6	8	See school subject list
Total				74	
SEMESTER 2 (credits)					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 1	ESU 3690	2 weeks	6	(2)	None
English for Teachers 2	EET 3609	2 + 2 hp every week	6	8	Co-requisite EET 3589
Science of Teaching	CFU 3769	2 + 1 hp every week	7	8	None
Educational Foundations 1	FMU 3622	2	7	8	None
Major 1	List of codes provided	4 + 2 hp every week	6	16	See school subject list
Major 2	List of codes provided	4 + 2 hp every week	6	16	See school subject list
Minor	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Total				70	
YEAR 3 (158 credits)					
SEMESTER 1 (84 credits)					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESU 3790	Equal to 4 weeks	7	(4)	Pre-requisite EESU 3690
Educational Research	CFU 3781	3	7	12	None
Assessment and Evaluation of Learning	CFU 3721	2 + 1 hp every week	7	8	None
Inclusive Education1	PSU 3741	2 + 1 hp every week	7	8	None
Curriculum Studies	CFU 3749	2	7	8	None
Major 1	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Major 2	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Minor	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Total				74	

SEMESTER 2 (credits)					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESU 3790	Equal to 2 weeks	7	(2)	Pre-requisite ESU 3690
Project Based Learning	CFU3782	Individual consultations	7	4	Co-requisite: CFU 3781
Guidance and Counselling 1	PSU 3702	2 + 1 hp every week	7	8	None
Educational Management	FMU 3702	2	7	8	None
Educational Foundations 2	FMU3732	2	7	8	None
Major 1	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Major 2	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Minor	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Total				74	

YEAR 4 (120 credits)					
SEMESTER 1 (62 credits)					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 3	ESU 3891	Equal to 12 weeks in schools	8	12	Pre-requisite students should have passed all school subject in years 1, 2 and 3 , ESU 3790 (School Based Studies Phase 2)
Guidance and Counselling 2	EPSU 3800	2 for 7 weeks + 1 hp every week	8	(4)	Co-requisite PSU 3702 (Guidance and Counselling 1)
Educational Research Project	List of codes provided	Individual consultations	8	(16)	Pre-requisite Research Project Phase 1, CFU 3781 (Educational Research) and CFU 3782 (Project Based Learning)
Major 1	List of codes provided	6 for 7 weeks + 1hp every week	8	12	See school subject list
Major 2	List of codes provided	6 for 7 weeks + 1hp every week	8	12	See school subject list

Career Specialisation: One Elective from the list below					
• Assessment and Evaluation	CFD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite CFU 3721 (Assessment and Evaluation of Learning)
• School Leadership and Management	FMD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite FMU 3702 (Educational Management)
• Educational Technology	CFD 3890	6 for 7 weeks + 1hp	8	(12)	60 % in Pre-requisite CFU 3729 (Integrated Media and Technology Education 2)
• Inclusive Education	PSD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite PSU 3741 (Inclusive Education 1)
• Life Skills	PSD 3890	6 for 7 weeks	8	(12)	60 % in Pre-requisite PSU 3702 (Guidance and Counselling 1)
• Curriculum Planning and Development	CCD3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite CFU 3749 (Curriculum Studies)
• Sport Organisation and Administration	MPD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite FMU3702 (Educational Management)
• Arts and Culture Development and Organisation	LID 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite FMU3702 (Educational Management)
• Advanced Sign language <i>(Compulsory for all students who have selected Sign Language Education as their language of choice)</i>	PLD 3880	6 for 7 weeks + 1hp	8	(12)	None
Total				62	

SEMESTER 2 (64 credits)					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Professional & Community Development	FMU 3802	2	8	8	None
Guidance and Counselling 2	PSU 3800	1 + 1 hp every week	8	(4)	Co-requisite PSU 3702 (Guidance and Counselling 1)
First Aid Education	MFA 3699	2/ 3 days	5	None credit bearing	None
Educational Research Project	List of codes provided	Individual consultations	8	(16)	Pre-requisite Research Project Phase 1, CFU 3781 (Educational Research) and CFU 3782 (Project Based Learning)
Major 1	List of codes provided	3+1hp every week	8	12	See school subject list
Major 2	List of codes provided	3 +1hp every week	8	12	See school subject list
Career Specialisation: One Elective from the list below:					
<ul style="list-style-type: none"> Assessment and Evaluation 	CFD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite CFU 3721 (Assessment and Evaluation of Learning)
<ul style="list-style-type: none"> School Leadership and Management 	FMD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite FMU 3702 (Educational Management)
<ul style="list-style-type: none"> Educational Technology 	CFD 3890	6 for 7 weeks + 1hp	8	(12)	60 % in Pre-requisite CFU 3729 (Integrated Media and Technology Education 2)
<ul style="list-style-type: none"> Inclusive Education 	PSD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite PSU 3741 (Inclusive Education 1)
<ul style="list-style-type: none"> Life Skills 	PSD 3890	6 for 7 weeks	8	(12)	60 % in Pre-requisite PSU 3702 (Guidance and Counselling 1)
<ul style="list-style-type: none"> Curriculum Planning and Development 	CCD3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite CFU 3749 (Curriculum Studies)
<ul style="list-style-type: none"> Sport Organisation and Administration 	MPD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite FMU3702 (Educational Management)

<ul style="list-style-type: none"> Arts and Culture Development and Organisation 	LID 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite FMU3702 (Educational Management)
<ul style="list-style-type: none"> Advanced Sign language (Compulsory for all students who have selected Sign Language Education as their language of choice) 	PLD3880	6 for 7 weeks + 1hp	8	(12)	None
Total				58	
Total credits for curriculum					566

The Faculty reserves the right to use quotas to determine number of students allowed per career specialisation
Advanced Sign Language is compulsory for all students who have selected Sign Language Education as their Language of choice.

A minimum of 6 and a maximum of 30 students will be enrolled for Sign Language Education every year.

D.3.17 COURSE DESCRIPTORS: BACHELOR OF EDUCATION (UPPER PRIMARY) (HONOURS)

D.3.17.1 PROFESSIONAL SUBJECTS

The Course descriptors for the following Professional subjects will be found on the pages as indicated:

Course Title	Code	Page
Integrated Media and Technology Education 1	CFU 3622	89
Child Development	PSU 3622	89
School based Studies Phase 1	ESU 3690	90
English for Teachers 1	EET 3589	90
Childhood Learning	PSU 3721	90
Science of Teaching	CFU 3769	92
English for Teachers 2	EET 3609	91
Integrated Media and Technology Education 2	CFU 3729	91
Educational Foundations 1	FMU 3722	92
School Based Studies Phase 2	ESU 3790	93
Introduction to Educational Research	CFU 3701	141
Assessment and Evaluation of Learning	CFU 3721	93
Inclusive Education 1	PSU 3721	91
Curriculum Studies	CFU 3749	92
Research Project Phase 1	List of codes provided	93
Guidance and Counselling 1	PSU 3702	117
Educational Research	CFU 3882	93
Educational Management	FMU 3801	94
School based Studies Phase 3	ESU 3891	96
Guidance and Counselling 2	PSP 3800	94
Educational Foundations 2	FMP 3740	94
Research Project Phase 2	List of codes provided	95
Professional & Community Development	FMU 3802	96
First aid	MFA 3699	96
<ul style="list-style-type: none"> Assessment and Evaluation 	CFD 3880	97
<ul style="list-style-type: none"> School Leadership and Management 	FMD 3880	97
<ul style="list-style-type: none"> Educational Technology 	CFD 3880	98
<ul style="list-style-type: none"> Inclusive Education 	PSD 3880	98
<ul style="list-style-type: none"> Life Skills 	PSD 3890	98
<ul style="list-style-type: none"> Curriculum Planning and Development 	CCD3880	99
<ul style="list-style-type: none"> Sport Organisation and Administration 	MPD 3880	99
<ul style="list-style-type: none"> Arts and Culture and Development and Organisation 	LID 3880	99
<ul style="list-style-type: none"> Advanced Sign language 	PLD3880	99

D.3.17.2 SCHOOL SUBJECTS
D.3.17.2.1. MAJOR

D.3.17.2.1.1. LANGUAGE EDUCATION

YEAR 1					
SEMESTER 1					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
Language in Society	LLU 3501	2	5	8	None
Children's Literature	LLU 3521	2+2hp every week	5	8	None
SEMESTER 2					
Language Education 1	List of codes provided	4	5	16	None
YEAR 2					
SEMESTER 1					
Language Education 2 A	List of codes provided	4+ 2 hp every week	6	16	None
SEMESTER 2					
Language Education 2B	List of codes provided	4+ 2 hp every week	6	16	None
YEAR 3					
SEMESTER 1					
Language Education 3	List of codes provided	3 + 2 hp every week	7	(12)	None
SEMESTER 2					
Language Education 3	List of codes provided	3 + 2 hp every week	7	(12)	None
YEAR 4					
SEMESTER 1					
Language Education 4	List of codes provided	6 periods for 7 weeks plus 2 hp every week	8	(12)	None
Learning Support in Reading and Writing	PSU3880	1 + 1hp every week	8	(4)	None
SEMESTER 2					
Language Education 4	List of codes provided	3 + 2 hp every week	8	(12)	None
Learning Support in Reading and Writing	PSU 3880	1 + 1hp every week	8	(4)	None

Course Title: LANGUAGE IN SOCIETY

Code:	LLU 3501
NQF Level:	5
Semester Offered:	1 st semester, Year 1
National Professional Standard Competencies:	C 1
Contact Hours:	2 per week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Descriptor:

This course enables students to reflect on issues of language family identity and the inseparability of language and culture; to analyse the constitution and policy roles that is assigned to the languages of Namibia in education and national matters and discuss and contrast particular domains of language and culture. Students must understand various varieties and registers of language and are also encouraged to accept dialects as enrichment of the language. The students will explore the role of the family and society in the socialization (non-formal education) of the child and how family and community can be involved as partners in the formal education process. The essence of the module is to deepen one's perception of one's own culture and to gain respect through understanding for the other languages and cultures. This module further elaborates on developmental stages in language acquisition, first and second language learning and multilingualism.

Course Title: CHILDREN'S LITERATURE

Code:	LLU 3521
NQF Level:	5
Semester Offered:	1st semester, year 1
National Professional Standard Competencies:	C 1, C 2, C 3*
Contact Hours:	2 per week + 2hp every week (1hp for English Language and 1hp for Namibian Language)
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Descriptor:

This course enables students to develop a theoretical understanding of selecting, analysing and appreciating children's literature.

Course Title: LANGUAGE EDUCATION 1 (GRAMMAR 1)

Code:	List of codes provided
NQF Level:	5
Semester Offered:	2nd semester, Year 1
National Professional Standard Competencies:	C 1, C3
Contact Hours:	4 per week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course develops students' language proficiency as it investigates phonetics (sound system), morphology (word categories and their structures) and spelling rules of a particular language. In addition, it develops the necessary vocabulary regarding all the upper primary subjects. Teaching methods will form an integral part of this module. Micro-teaching and portfolio development in line with the Faculty's micro-teaching policy is required for this course.

Course	Code	Credits
Afrikaans Language: Language Education 1	LAU 3512	16
English Language: Language Education 1	LEU 3512	16
German Language: Language Education 1	LGU 3512	16
KhoeKhoegowab Language: Language Education 1	LKU 3512	16
Oshikwanyama Language: Language Education 1	LWU 3512	16
Oshindonga Language: Language Education 1	LOU 3512	16
Otjiherero Language: Language Education 1	LHU 3512	16
Rukwangali Language: Language Education 1	LRU 3512	16
Rumanyo Language: Language Education 1	LMU 3512	16
Setswana Language: Language Education 1	LTU 3512	16
Silozi Language: Language Education 1	LSU 3512	16
Thimbukushu Language: Language Education 1	LBU 3512	16

Course Title: LANGUAGE EDUCATION 2 A (LISTENING AND SPEAKING SKILLS)

Code:	List of codes provided
NQF Level:	6
Semester Offered:	1 st semester, Year 2
National Professional Standard Competencies:	(C 1, C 3*, C 4, C 5, C 6, C,10, C11, C12*)
Contact Hours:	4 +2hp every week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course enables students to develop a theoretical understanding of listening- and speaking skills and the ability to apply methods and materials necessary to teach listening - and speaking skills. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course	Code	Credits
Afrikaans Language: Language Education 2A	LAU 3611	16
English Language: Language Education 2A	LEU 3611	16
German Language: Language Education 2A	LGU 3611	16
KhoeKhoegowab Language: Language Education 2A	LKU 3611	16
Oshikwanyama Language: Language Education 2A	LWU 3611	16
Oshindonga Language: Language Education 2A	LOU 3611	16
Otjiherero Language: Language Education 2A	LHU 3611	16
Rukwangali Language: Language Education 2A	LRU 3611	16
Rumanyo Language: Language Education 2A	LMU 3611	16
Setswana Language: Language Education 2A	LTU 3611	16
Silozi Language: Language Education 2A	LSU 3631	16
Thimbukushu Language: Language Education 2A	LBU 3611	16

Course Title: LANGUAGE EDUCATION 2B (LITERATURE 1 – YOUTH LITERATURE)

Code:	List of codes provided
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
National Professional Standard Competencies:	C 1, C 3*, C 4, C 5, C 6, C 7, C 8, C10, C11, C12*, C 15, C 16, C 27
Contact Hours:	4 + 2hp every week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course enables students to develop an in-depth theoretical understanding of youth literature, the ability to evaluate examples/ texts and to apply critical reading skills. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course	Code	Credits
Afrikaans Language: Language Education 2B	LAU 3612	16
English Language: Language Education 2B	LEU 3612	16
German Language: Language Education 2B	LGU 3612	16
KhoeKhoegowab Language: Language Education 2B	LKU 3612	16
Oshikwanyama Language: Language Education 2B	LWU 3612	16
Oshindonga Language: Language Education 2B	LOU 3612	16
Otjiherero Language: Language Education 2B	LHU 3612	16
Rukwangali Language: Language Education 2B	LRU 3612	16
Rumanyo Language: Language Education 2B	LMU 3612	16
Setswana Language: Language Education 2B	LTU 3612	16
Silozi Language: Language Education 2B	LSU 3632	16
Thimbukushu Language: Language Education 2B	LBU 3612	16

Course Title: LANGUAGE EDUCATION 3 (READING AND WRITING SKILLS)

Code:	List of codes provided
NQF Level:	7
Semester Offered:	1st and 2 nd semester, year 3
National Professional Standard Competencies:	C 1, C 2, C 3*, C 4, C 5, C 6, C 7, C 8, C 10, C 11, C 12*, C 14, C 15, C 16, C 27
Contact Hours:	3 + 2hp every week
Credits:	24
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 6 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course enables students to develop a theoretical understanding of reading and writing skills. Teaching methodology will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course	Code	Credits
Afrikaans Language: Language Education 3	LAU 3780	24
English Language: Language Education 3	LEU 3780	24
German Language: Language Education 3	LGU 3780	24
KhoeKhoegowab Language: Language Education 3	LKU 3780	24
Oshikwanyama Language: Language Education 3	LWU 3780	24
Oshindonga Language: Language Education 3	LOU 3780	24
Otjiherero Language: Language Education 3	LHU 3780	24
Rukwangali Language: Language Education 3	LRU 3780	24
Rumanyo Language: Language Education 3	LMU 3780	24
Setswana Language: Language Education 3	LTU 3780	24
Silozi Language: Language Education 3	LZU 3780	24
Thimbukushu Language: Language Education 3	LBU 3780	24

Course Title: LANGUAGE EDUCATION 4 (GRAMMAR 2)

Code:	List of codes provided
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, year 4
National Professional Standard Competencies:	C 1, C 3*, C 4, C 5, C 6*, C 7, C 10, C 11, C 12, C 13, C 14, C 15, C 16, C 27
Contact Hours:	6 per week for seven weeks and 2 hour practical every week (semester one), 3 per week for fourteen weeks and 2 hour practical every (semester two),
Credits:	24
Prerequisite:	None
Course Assessment:	Continuous assessment 50% A portfolio forms part of the continuous assessment. At least 6 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course builds on Language Education 1 and develops students' language proficiency in terms of syntax and semantic issues of a particular language as well as code switching models. Teaching methods will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course	Code	Credits
Afrikaans Language Education 4	LAD 3880	24
English Language Education 4	LED 3880	24
German Language Education 4	LGD 3880	24
Ju!'hoansi Language Education 4	LJD3880	24
KhoeKhoegowab Language Education 4	LKD 3880	24
Oshikwanyama Language Education 4	LWD 3880	24
Oshindonga Language Education 4	LOD 3880	24
Otjiherero Language Education 4	LHD 3880	24
Rukwangali Language Education 4	LRD 3880	24
Rumanyo Language Education 4	LMd 3880	24
Setswana Language Education 4	LTD 3880	24
Silozi Language Education 4	LZD 3880	24
Thimbukushu Language Education 4	LBD 3880	24

Course Title: LEARNING SUPPORT IN READING AND WRITING

Code:	PSU 3880
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, year 4
National Professional Standard Competencies:	(C 1, C 2, C 3, C 6, C 7, C 8 C11, C 12, C 13, C 15, C16, C 17, C 20, C 21)
Contact Hours:	1 period per week and a 1 hour practical every week in first semester, 1 periods per week and a 1 hour practical every week in second semester

Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Descriptor:

This course aims to provide a firm foundation upon which students can consider and critically analyse the teaching and learning environment in a particular inclusive school setting and clearly understand the specific difficulties experienced by learners and how education can be made accessible to those learners. The course will further equip students with competencies to apply principles, approaches and methods of teaching reading and writing to learners with specific learning difficulties. The course, through the use of theory and case studies, will allow the students to apply knowledge and skills to solve the learners' reading and writing problems.

Course Title: EDUCATIONAL RESEARCH PROJECT

Code:	List of codes provided
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, year 4
National Professional Standard Competencies:	C 3*, C 26, , C 27; C28
Contact Hours:	Individual consultations
Credits:	32
Notional Hours	320
Prerequisite:	CFU 3781 (Educational Research and CFU 3782 (Project Based Learning)
Course Assessment:	Report contributes 100% to final assessment
Compulsory/Elective	Compulsory

Course Descriptor:

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

LIST OF EDUCATIONAL RESEARCH PROJECTS OFFERED IN THE B. ED (UPPER PRIMARY PHASE)

Course	Code	Credits
Educational Research Project in Afrikaans Language Education	LAU 3810	32
Educational Research Project in English Language Education	LEU 3810	32
Educational Research Project in German Language Education	LGU 3810	32
Educational Research Project in KhoeKhoegowab Language Education	LKU 3810	32
Educational Research Project in Oshikwanyama Language Education	LWU 3810	32
Educational Research Project in Oshindonga Language Education	LDU 3810	32
Educational Research Project in Otjiherero Language Education	LHU 3810	32
Educational Research Project in Rukwangali Language Education	LRU 3810	32
Educational Research Project in Rumanyo Language Education	LMU 3810	32
Educational Research Project in Setswana Language Education	LTU 3810	32
Educational Research Project in Silozi Language Education	LSU 3810	32
Educational Research Project in Thimbukushu Language Education	LCU 3810	32
Educational Research Project in Mathematics Education	MMU 3810	32
Educational Research Project in Integrated Natural Science and Health Education	MSU 3810	32
Educational Research Project in Social Science Education	HSU 3810	32
Educational Research Project in Agriculture Education	MAU 3810	32
Educational Research Project in Home Ecology Education	MHU 3810	32
Educational Research Project in Design and Technology Education	NDU 3810	32
Educational Research Project in Sign Language Education	PSU 3810	32

D.3.17.2.1.2. SIGN LANGUAGE EDUCATION

Sign Language Education: Upper Primary

YEAR 1					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Sign Language Education 1A	LSU3501	2 + 1hp	5	8	None
SEMESTER 2					
Sign Language Education 1B	LSU 3502	2 +1hp	5	8	Co-requisite LSU 3501
Deaf Culture and History	LSU 3542	2	5	8	None
YEAR 2					
SEMESTER 1					
Sign Language Education 2A	LSU 3651	4 +1hp	6	16	LSU 3502
SEMESTER 2					
Sign Language Education 2B	LSU 3652	4 + 1hp	6	16	None
YEAR 3					
SEMESTER 1					
Sign Language Education 3	LSU 3780	3 +1hp	7	(12)	LSU 3651 & LSU 3652
SEMESTER 2					
Sign Language Education 3	LSU 3780	3 + 2hp	7	(12)	LSU 3651 & LSU 3652

YEAR 4					
SEMESTER 1					
Social Context of Sign Language and Ethics of Interpretation	LSD 3880	6 for 7 weeks + 2hp	8	(12)	None
SEMESTER 2					
Social Context of Sign Language and Ethics of Interpretation	LSD 3880	3 +2hp	8	(12)	None

Course Title: SIGN LANGUAGE EDUCATION 1A

Code:	LSU 3501
NQF Level:	5
Semester Offered:	1 st semester, Year 1
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	2 periods per week + 1hp
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments; Examination 50% (1 x 2 hour paper)

Course Descriptor:

This course aims to introduce students to the essentials of Namibian sign language. It will emphasise both the expression and understanding of sign language. This course will mainly emphasise on language that is used in daily life and the main rules that apply to the sign language course.

Course Title: SIGN LANGUAGE EDUCATION 1B

Code:	ELSU 3502
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	2 periods per week +2hp
Credits:	8
Co-requisite:	LSU 3501 (Sign Language Education 1A)
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Descriptor:

Students should be able to express themselves in simple terms and partake in conversations in sign language. Emphasis will be placed on both expression and perception of sign language. This course comprises of a much more intensive sign language and training in a more varied use of the language. The course will continue to place an emphasis on gestures with signing.

Course Title: DEAF CULTURE AND HISTORY

Code:	LSU 3542
NQF Level:	5
Semester Offered:	2 nd semester, year 1
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	2 periods per week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Descriptor:

This course will introduce students to the history and culture of deaf people, both in Namibia and in an international context. The course will delve into the culture and history of deaf people and their education in Namibia and elsewhere. The course will examine minority groups, various kinds of oppression and opposing cultures and societies. It will be researched as to whether or not a correlation can be found between deaf communities at different points in time. The course will be taught in the form of both lectures and discussions and different guest speakers from the Namibian deaf community will be invited to join the class occasionally. In addition, organisations connected with the deaf community will be visited.

COURSE TITLE: SIGN LANGUAGE EDUCATION 2A

Code:	LSU 3651
NQF Level:	6
Semester Offered:	1st semester, year 2
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	4 periods per week +2hp
Credits:	16
Prerequisite:	LSU 3502 (Sign Language Education 1B)
Course Assessment:	Continuous assessment 50%. At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

Students should be able to understand conversations in Namibian sign language and be able to express themselves in sign language. Students will rehearse correct use of gesturing with signs. This course is a continuation of Proficiency Module II, which is a prerequisite. The course will continue to place emphasis on expression and comprehension, which will gain more value. Students will practise a new vocabulary, as well as specific vocabulary. The students will practice in reading sign language and work with sign language texts. This course will continue introducing students to teaching approaches of Namibian Sign Language. Teaching methods is an integral part of this course.

Course Title: SIGN LANGUAGE EDUCATION 2B

Code:	LSU 3652
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	4 periods per week + 1hp
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course will help students to learn the basic components and structure of Sign language in general. Students should be able to understand both the form and the sense of signs and productivity of Sign language. This course will summarise the principle component of Sign language grammar and the components that different sign languages share. Emphasis will be placed on phonology, syntax, morphology and semantics. This course will also introduce the student to the teaching of Namibian Sign Language, paying particular attention to the linguistics aspects of NSL. Teaching methods is an integral part of this course.

Course Title: SIGN LANGUAGE EDUCATION 3

Code:	LSU 3780
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, year 3
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	3 periods per week + 1hp
Credits:	24
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course aims for students to understand more complex and varied types of Namibian sign language texts and use grammatically correct signs. This module is a continuation of Namibian Sign Language Proficiency 2B, which is a prerequisite. A continuing emphasis will be placed on comprehension skills and discussions about sign language texts. Students will work on assignments where they meet deaf people and practice different uses of the language and register. Students will use video recordings to strengthen their fluency in sign language, as well as display their teaching ability in order to improve these aspects. Students should be able to understand the grammatical elements of gesturing and understand the grammar of classifier predicates in Namibian Sign language. This course is a continuation of Sign Language Linguistics I, which is a prerequisite. Emphasis will be placed on the analysis, transcription and processing of Sign language. The grammatical role of gesturing will be discussed and students will be trained in using grammatical concepts in their own data. The teaching approach to NSL will also be emphasised during this course.

Course Title: SOCIAL CONTEXT OF SIGN LANGUAGE AND ETHICS OF INTERPRETATION

Code:	LSD 3880
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	6 + 1hp for 7 weeks semester 1, 3+ 2 periods per week 2 nd semester
Credits:	24
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 4 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course will teach students to look at Namibian sign language in context with the international sign language community. This course will first focus on general methods and theories of sociolinguistics, and then the closeness of sign language and the sign language community with the Namibian speech community will be looked at in light of the methods and theories. The course will also look at various items of sociolinguistics within sign language research, such as bilingualism, register, attitude, tactile signing, artistic sign language, etc. This course will also focus on theories in ethics and ethical concepts, such as free will, welfare, justice and human rights. The course will also deal with professionalism and respect for an individual's privacy. A special emphasis will be placed on connecting these topics to interpreting situations and to analyse the ideological foundation that the role of the interpreter rests on.

D.3.17.2.1.3. MATHEMATICS EDUCATION

YEAR 1					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Basic Mathematics*	MAT 3511	4 + 2 hp every week	5	16	None
SEMESTER 2					
Introduction to Mathematics Education	MMU 3512	4 every week	5	16	None
YEAR 2					
SEMESTER 1					
Mathematics Education 1A	MMU 3611	4 + 2 hp every week	6	16	None
SEMESTER 2					
Mathematics Education 1B	MMU 3612	4 + 2 hp every week	6	16	Co-requisite MMU 3611

YEAR 3					
SEMESTER 1					
Mathematics Education 2	MMU 3780	3 + 2 hp every week	7	(12)	MMU 3611
SEMESTER 2					
Mathematics Education 2	MMU 3780	3 + 2 hp every week	7	(12)	MMU 3611
YEAR 4					
SEMESTER 1					
Mathematics Education 3	MMD 3890	6 periods for 7 weeks + 2 hp every week	8	(12)	MMU 3611 and MMU 3780
SEMESTER 2					
Mathematics Education 3	MMD 3890	3 periods for 14 weeks+ 2 hp every week	8	(12)	MMU 3611 and MMU 3780

***NOTE:** In order to assist students with a weaker background in Mathematics, the Department of Mathematics has introduced two modes of teaching for its first year courses. The decision as to which mode a student shall take is reached upon sitting for the first class test in Basic Mathematics after the first four weeks of classes. Any student who scores a mark of 40% or higher, in the said test, shall proceed with the current mode of study, which enables such a student to complete the first semester Mathematics courses in the first academic semester of registration. The student who scores a mark below 40% shall proceed to a special mode (MAT3580) in which the current content of Basic Mathematics will be taught over two semesters in the first year.

Course Title: BASIC MATHEMATICS

Code:	SMAT 3511
NQF Level:	5
Semester Offered:	1 st Semester, Year 1
National Professional Standard Competencies:	
Contact Hours:	4 lectures per week for 14 weeks 2 hours practicals per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (at least 2 tests), Examination 50% (1 x 3 hour paper)

Course Descriptor:

Sets: notations and diagrams to represent sets, subset, empty set, equality of sets, intersection, union, complement. Algebraic expressions: simplification, expansion, polynomials, remainder and factor theorem, partial fractions. Trigonometry: trigonometric functions, basic trigonometric identities. The absolute value, linear equations, linear inequalities, quadratic equations, the quadratic formula, quadratic inequalities. Functions: domain, co-domain, image, preimage, even function, odd function. Sequences: the general term, the geometric sequence, the arithmetic sequence. The Binomial Theorem.

Course Title: INTRODUCTION TO MATHEMATICS EDUCATION

Code:	MMU 3512
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	C 1
Contact Hours:	4 periods per week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments; Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course will introduce student to the nature of mathematics: rationale of mathematics teaching; history of mathematics education; importance of mathematics education; theories of mathematics education; problem solving as the keystone for mathematics education; challenges of mathematics teaching; views of school mathematics; different types of knowledge; network theory; inductive reasoning and deductive reasoning; understanding; conceptual development teaching models; physical models, the example/non-example, mathematics as medium communication; the inter-relationship of mathematics and other subjects and issues as well as the challenges facing a mathematics teacher.

Course Title: MATHEMATICS EDUCATION 1A

Code:	MMU 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
National Professional Standard Competencies:	C 1
Contact Hours:	4 periods per week, 1 x 2 hour hp per week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (made up of theory and micro-teaching components) At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

Develop an understanding of the historical perspective on development of number sense within a cultural contexts. This course further will develop number concepts and number sense, develop meaning for operations. Assist students in helping children to master basic facts; whole number place-value development; strategies for whole number computation; computational estimation with whole numbers. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course Title: MATHEMATICS EDUCATION 1B

Code:	MMU 3612
NQF Level:	6
Semester Offered:	2 nd Semester, Year 2
National Professional Standard Competencies:	C 1
Contact Hours:	4 periods per week, 1 x 2 hour hp per week
Credits:	16
Prerequisite:	Co-requisite MMU 3611 (Mathematics Education 1A)
Course Assessment:	Continuous assessment 50% (made up of theory and micro-teaching components) At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

Developing early number concepts and number sense; develop meaning for the operations; Helping children mastering the basic facts; whole number place-value development; strategies for whole number computation; computational estimation with whole numbers; developing fraction concepts; computation with fractions; decimal and percent concepts; decimal computation; proportional reasoning, Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course Title: MATHEMATICS EDUCATION 2

Code:	EMMU 3780
NQF Level:	7
Semester Offered:	1 st and 2 nd semester, Year 3
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 1 x 2 hour hp per week
Credits:	24
Prerequisite:	MMU 3611 (Mathematics Education 1A)
Course Assessment:	Continuous assessment 50% (made up of theory and micro-teaching components) At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

Development of measurement concepts and skills; activities for measuring attributes e.g. length; measurement sequence; standard units of measurement including time and money; develop teaching-learning activities; five skills necessary for geometric reasoning - Hoffer; van Hiele levels of geometric thinking; plan and construct teaching and learning according to the van Hiele levels; characteristics of van Hiele levels; Euclidian geometry; determine the level of a student; inductive reasoning and deductive reasoning; steps of developing new concepts, discovering theorems and introducing reasoning methods; solve one step problems by writing statement and reasons; facilitate elementary logical reasoning processes. Data Handling: collect, classify and describe data; Graphical

representation of data; descriptive statistics. Assessment: Assessment standards in mathematics; purposes of assessment; assessment methods; assessment components (school syllabus); Portfolio; implementing assessment; Recording learner achievement (e.g. scoring rubric); Evaluation; Reporting learner achievement. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course Title: MATHEMATICS EDUCATION 3

Code:	MMD 3890
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
National Professional Standard Competencies:	C 1
Contact Hours:	6 periods per week, 2 hour practical per week semester 1, for 7 weeks and 3 periods per week, 2 hour practical per week semester 2
Credits:	24
Prerequisite:	MMU 3611 (Mathematics Education 1A) and MMU 3780 (Mathematics Education 2)
Course Assessment:	Continuous assessment 50% (made up of theory and micro-teaching components) At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

Methodology: generalization in number and operation; making structure in the number system explicit; repeating patterns; growing patterns; function concepts and representations; functional relationships; generalizations about functions; Developing concepts of exponents, integers, and real numbers. Content: one-to-one and onto functions, horizontal line test, composition of functions, inverse of a function, introduction to logarithmic and exponential functions. This course further develops a student's understanding and skills about mathematical difficulties that learners may have and equips them with knowledge on how to identify and diagnose mathematical difficulties and how to intervene in order to strengthen the mathematical concepts of learners and to ensure that the foundation formed in mathematics, especially in the primary school is solid. The course will assist students to investigate contemporary issues in mathematics education. Teaching methodology will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

D.3.17.2.1.4. INTEGRATED NATURAL SCIENCE AND HEALTH EDUCATION

YEAR 1						
SEMESTER 1						
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite	
Integrated Natural Science and Health Education 1	MSU 3500	4+2hp every week	5	(16)	None	
SEMESTER 2						
Integrated Natural Science and Health Education 1	MSU 3500	4+2hp every week	5	(16)	None	
YEAR 2						
SEMESTER 1						
Integrated Natural Science and Health Education 2	MSU 3600	4+2hp every week	6	(16)	Prerequisite MSU 3500	
SEMESTER 2						
Integrated Natural Science and Health Education 2	MSU 3600	4+2hp every week	6	(16)	Prerequisite MSU 3500	
YEAR 3						
SEMESTER 1						
Integrated Natural Science and Health Education 3	MSU 3780	3+2hp every week	7	(12)	Prerequisite MSU 3600	
SEMESTER 2						
Integrated Natural Science and Health Education 3	MSU 3780	3+2hp every week	7	(12)	Prerequisite MSU 3600	
YEAR 4						
SEMESTER 1						
Integrated Natural Science and Health Education 4	MSD 3880	6 for 7 weeks + 2hp	8	(12)	Prerequisite MSU 3780	
SEMESTER 2						
Integrated Natural Science and Health Education 4	MSD 3880	3 per week for 14 weeks+2hp	8	(12)	Prerequisite MSU 3780	

Course Title: INTEGRATED NATURAL SCIENCE AND HEALTH EDUCATION 1

Code:	MSU 3500
NQF Level:	5
Semester Offered:	1 st and 2 nd semester, Year 1
National Professional Standard Competencies:	C 1, C 3
Contact Hours:	4 periods per week, 1 x 2 hour practical per week
Credits:	32
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 6 assessments; Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course will introduce students to Science as a subject; the importance of teaching natural science and health as a subject and its relation with other subjects and life. This course will be presented in an integrated way, including aspects of biological, chemical and physical science. Basic concepts and skills related to these three sciences will be covered in this course. Students will also be introduced to the basic scientific processes and skills.

Course Title: INTEGRATED NATURAL SCIENCE AND HEALTH EDUCATION 2

Code:	MSU 3600
NQF Level:	6
Semester Offered:	1 st and 2 nd semester, Year 2
National Professional Standard Competencies:	C 1, C 3*, C 4, C 6, C 7, C 8, C 10, C 11, C 12*, C 16, C 27
Contact Hours:	4 periods per week, 1 x 2 hour practical per week
Credits:	32
Prerequisite:	MSU 3500 (Integrated Natural Science and Health Education 1)
Course Assessment:	Continuous assessment 50% (made up of theory and micro-teaching components) At least 6 assessments; Examination 50% (1 x 3 hour paper)

Course Descriptor:

The aim of this course is to equip student teachers to gain knowledge and understanding in plant form and function; animal form and function; energetic in chemical reactions; acids and bases; the calculation of moments and the turning effects of moments; types of motion; conservation of momentum and different types of waves and their characteristics. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course Title: INTEGRATED NATURAL SCIENCE AND HEALTH EDUCATION 3

Code:	MSU 3780
NQF Level:	7
Semester Offered:	1 st and 2 nd semester, year 3
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 1 x 2 hour practical per week
Credits:	24
Prerequisite:	MSU 3600 (Integrated Natural Science and Health Education 2)
Course Assessment:	Continuous assessment 50% (made up of theory and micro-teaching components) At least 6 assessments; Examination 50% (1 x 3 hour paper)

Course Descriptor:

The aim of this course is to equip student teachers to gain knowledge and understanding of the human anatomy and physiology; health education including nutrition and HIV and AIDS; Stoichiometry; electrolysis; different types of pressure (Surface, Hydrostatic and Atmospheric pressure); static electricity and electrostatics and current electricity. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course Title: INTEGRATED NATURAL SCIENCE AND HEALTH EDUCATION 4

Code:	EMSD 3880
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, year 4
National Professional Standard Competencies:	C 1
Contact Hours:	6 periods per week for 7 weeks , 2 hour practical per week semester 1,3 periods per week for 14 weeks + 2 hour practical per week semester 2
Credits:	24
Prerequisite:	MSU 3780 (Integrated Natural Science and Health Education 3)
Course Assessment:	Continuous assessment 50% (made up of theory and micro-teaching components) At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

The aim of this course is to equip student teachers to gain knowledge and understanding evolution; Mendelian genetics; ecology and sustainable development; radio activity; organic chemistry; magnetism and the ability to organize Science Fairs. Teaching methodology will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

D.3.17.2.1.5. SOCIAL SCIENCE EDUCATION

YEAR 1					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Social Science Education 1 A	LSU 3511	4	5	16	None
SEMESTER 2					
Social Science Education 1 B	LSU 3532	4	5	16	None
YEAR 2					
SEMESTER 1					
Social Science Education 2 A	LSU 3611	4 + 2hp every week	6	16	Prerequisite LSU 3511 and ELSU 3532
SEMESTER 2					
Social Science Education 2 B	LSU 3612	4+ 2hp every week	6	16	Prerequisite LSU 3511 and LSU 3532
YEAR 3					
SEMESTER 1					
Social Science Education 3	LSU 3790	3 + 2hp every week	7	(12)	Prerequisite LSU 3611 and LSU 3612
SEMESTER 2					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
Social Science Education 3	LSU 3790	3 + 2hp every week	7	(12)	Prerequisite LSU 3611 and LSU 3612
YEAR 4					
SEMESTER 1					
Social Science Education 4	LSD 3890	6 for 7 weeks + 2hp every week	8	(12)	Prerequisite LSU 3790
SEMESTER 2					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
Social Science Education 4	LSD 3890	3 + 2hp every week	8	(12)	Prerequisite LSU 3790

Course Title: SOCIAL SCIENCE EDUCATION 1A

Code:	LSU 3511
NQF Level:	5
Semester Offered:	1 st Semester, Year 1
National Professional Standard Competencies:	C 1
Contact Hours:	4 periods per week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course develops a student's understanding of geographical aspects of our region and country, such as physical features, weather and climate, rainfall and vegetation, as well as map-work skills, such as defining maps, calculating distances and determining direction on a map.

Course Title: SOCIAL SCIENCE EDUCATION 1B

Code:	LSU 3532
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	C 1
Contact Hours:	4 periods per week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course develops a student's understanding of historical aspects in our country, such as the indication of time, primary and secondary sources, life in early communities, life under foreign rule and independence and the Namibian government.

Course Title: SOCIAL SCIENCE EDUCATION 2 A

Code:	LSU 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
National Professional Standard Competencies:	C 1 C 3*, C 4, C 6, C 7, C 10, C11, C12*
Contact Hours:	4 periods per week + 2hp every week
Credits:	16
Prerequisite:	LSU 3511 (Social Science Education 1 A) and LSU 3532 (Social Science Education 1 B)
Course Assessment:	Continuous assessment 50%(made up of theory and micro-teaching components) At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course develops a student's understanding of aspects of African and World History such as early communities in Africa, the colonization and decolonization of Africa, early world civilizations, middle and modern times in History, searching for peace in the world and different forms of government.. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course

Course Title: SOCIAL SCIENCE EDUCATION 2 B

Code:	LSU 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
National Professional Standard Competencies:	C 1
Contact Hours:	4 + 2hp periods per week
Credits:	16
Prerequisite:	ELSU 3511(Social Science Education 1 A) and ELSU 3532 (Social Science Education 1 B)
Course Assessment:	Continuous assessment 50% (made up of theory and micro-teaching components) At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course develops a student's understanding of geographical aspects of the world, such as physical features, weather and climate, rainfall and vegetation, natural disasters, as well as map-work skills, such as determining location, representation of height, the construction of charts and graphs. Teaching methodology will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course Title: SOCIAL SCIENCE EDUCATION 3

Code:	LSU 3790
NQF Level:	7
Semester Offered:	1 st and 2 nd semester, Year 3
National Professional Standard Competencies:	C1
Contact Hours:	3 periods per week + 2hp every week
Credits:	24
Prerequisite:	LSU 3611 (Social Science Education 2 A) and LSU 3612 (Social Science Education 2 B)
Course Assessment:	Continuous assessment 50% At least 6 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course develops a student's understanding of population composition, distribution, growth and change, health care, fighting HIV and AIDS, our values. This course further develops a student's understanding of aspects of the Namibian constitution, such as our National symbols, citizenship, human rights and fundamental freedoms, our rights and responsibilities, gender equality. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course Title: SOCIAL SCIENCE EDUCATION 4

Code:	LSD 3890
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
National Professional Standard Competencies:	C 1
Contact Hours:	6 periods per week + 2hp every week for semester 1, 3 periods per week + 2hp every week for semester 2
Credits:	24
Prerequisite:	LSU 3790 (Social Science Education 3)
Course Assessment:	Continuous assessment 50%. At least 6 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course develops a student's understanding of natural resources and economic activities, sustainable development, economic development in Southern Africa, the management of economic development, development of communication and technology, technology for development, the world of information, technology for mass communication. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

D.3.17.2.2 MINOR**D.3.17.2.2.1. AGRICULTURE EDUCATION**

YEAR 2					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Agriculture Education 1	MAU 3681	3 + 1hp every week	6	12	None
SEMESTER 2					
Agriculture Education 2	MAU 3682	3 + 1hp every week	6	12	None
YEAR 3					
SEMESTER 1					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
Agriculture Education 3	MAU 3780	3 + 1hp every week	7	(12)	None
SEMESTER 2					
Agriculture Education 3	MAU 3780	3 + 1hp every week	7	(12)	None

Course Title: AGRICULTURE EDUCATION 1

Code:	MAU 3681
NQF Level:	6
Semester Offered:	1 st semester, Year 2
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 1 x 1 hour practical per week
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments (made up of theory and micro-teaching components) Examination 50%

Course Descriptor:

The aim of this course is to prepare student teachers to teach elementary Agriculture Education at upper primary school effectively. The module is aimed at grooming student teachers to have sound theoretical knowledge and positive attitude to care and work with animals and plants. It gives the student teachers to teach the theoretical content and practical skills necessary to teach upper primary school pupils. It also provides them with the different teaching methods (C 6*, C 8, C 10, C 12) and learning theories necessary to enhance learning of elementary Agriculture Education at upper primary level. The module will focus on the importance of Agriculture Education, component of Agriculture Education, organisational structure of Agriculture Education, environmental influences on agricultural practices, principles of land tenure systems, soil formation, soil fertility, soil zones in Namibia, soil erosion and conservation, soil drainage and irrigation. . Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course Title: AGRICULTURE EDUCATION 2

Code:	MAU 3682
NQF Level:	6
Semester Offered:	2 nd semester, year 2
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 1 hour practical per week
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Descriptor:

The aim of this course is to equip student teachers to gain knowledge in caring for crops. Students will carry out experiments by planting local crops such as millet, maize, sorghum, carrots, cabbage, cowpeas, beans etc in the campus garden. It also intend to provide sound technical skills in crop husbandry components such as seedbed preparation, crop varieties, land reclamation, soil and climatic requirements, seed rates, fertilizer applications, harvesting and storage of various crops, principles of plant growth, anatomy and plant physiology, crop production, plant genetics, land reclamation, crop protection (weeds, pests and disease control), agrochemicals, entomology, horticulture and agronomy, Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course Title: AGRICULTURE EDUCATION 3

Code:	MAU 3780
NQF Level:	7
Semester Offered:	1 st and 2 nd semester, Year 3
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 1 hour practical per week
Credits:	24
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 6 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Descriptor:

The course is aimed at grooming student teachers to acquire sound theoretical knowledge and positive attitude in caring for farm animals such as .It also intends to empower student teachers to acquire practical knowledge by enabling student teachers to care for small stock farm units (chicken and pigs) at schools, livestock anatomy and physiology, livestock health, livestock diseases, livestock nutrition, livestock breeding, pasture and range

management. Principles of agricultural economics, farm records and accounts, farm budgeting, marketing variables (price, promotion, products), demand and supply variables, challenges facing agricultural marketing in Namibia, levels of production, handling, processing, packaging and storage, case studies on agricultural economics, planning and record keeping, market structures, law of diminishing return, production and cost analysis, perfect competition, monopoly, oligopoly, farm management. . Teaching methodology will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

D.3.17.2.2.2 HOME ECOLOGY EDUCATION

YEAR 2					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Home Ecology Education 1	MHU 3681	3 + 1hp every week	6	12	None
SEMESTER 2					
Home Ecology Education 2	MHU 3682	3 + 1hp every week	6	12	None
YEAR 3					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Home Ecology Education 3	MHU 3780	3 + 1hp every week	7	(12)	None
SEMESTER 2					
Home Ecology Education 3	MHU 3780	3 + 1hp every week	7	(12)	None

Course Title: HOME ECOLOGY EDUCATION 1

Code:	MHU 3681
NQF Level:	6
Semester Offered:	1 st semester, Year 2
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 1 hour practical per week
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course will introduce students to Home Ecology as a subject; the role of Home Ecology in sustainable development; basic human nutrition, the role of nutrition in the life cycle of humans; the relationship between nutrition and infectious as well as chronic diseases. Students will also be introduced to the Namibian Food guideline for a Healthy Life; issues related to food safety and – security as well as issues of food customs and eating habits. Teaching methodology will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course Title: HOME ECOLOGY EDUCATION 2

Code:	MHU 3682
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 1 hour practical per week
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course will introduce students to family studies concepts; resource management concepts within households and the importance of family relationships and communication within and outside families. In addition this module will assist students to master basic design principles; basic needlework skills for craft work as well as the importance of creativity; the use of waste material in craft work. The course will also include the practice of specific teaching skills. Teaching methodology will form an integral part of this course

Course Title: HOME ECOLOGY EDUCATION 3

Code:	MHU 3780
NQF Level:	7
Semester Offered:	1 st and 2 nd semester, Year 3
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 1 hour practical per week
Credits:	24
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 6 assessments; Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course will introduce students to consumer education; family finance and budgeting and it will develop a student's knowledge of the Namibian business climate, employment and opportunities for entrepreneurship, marketing and financial concepts. Students will also master a variety of craft work skills; design and make a craft work item as well as draw up a plan business plan to sell this item. The course will also include the practice of specific teaching skills. Teaching methodology will form an integral part of this course

D.3.17.2.2.3. DESIGN AND TECHNOLOGY EDUCATION

YEAR 2					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Design and Technology Education 1	MDU 3681	3 + 1hp every week	6	12	None
SEMESTER 2					
Design and Technology Education 2	MDU 3682	3 + 1hp every week	6	12	None
YEAR 3					
SEMESTER 1					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
Design and Technology Education 3	MDU 3780	3 + 1hp every week	7	(12)	None
SEMESTER 2					
Design and Technology Education 3	MDU 3780	3 + 1hp every week	7	(12)	None

Course Title: DESIGN AND TECHNOLOGY EDUCATION 1

Code:	MDU 3681
NQF Level:	6
Semester Offered:	1 st semester, Year 2
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 1 x 1 hour practical per week
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course develops a student's understanding of Design and Technology as a subject, *technology* and *design* as concepts, NOSA safety guidelines for school workshops, communication skills in Design and Technology, and interpretation of the school syllabus. Teaching methods is an integral part of the course.

Course Title: DESIGN AND TECHNOLOGY EDUCATION 2

Code:	MDU 3682
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 1 x 1 hour practical per week
Prerequisite:	None
Credits:	12
Course Assessment:	Continuous assessment 50%. At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course develops a student's knowledge of the Namibian business climate, employment and opportunities for entrepreneurship, marketing and financial concepts. Teaching methods is an integral part of the course.

Course Title: DESIGN AND TECHNOLOGY EDUCATION 3

Code:	MDU 3780
NQF Level:	6
Semester Offered:	1 st and 2 nd semester, Year 3
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 1 x 2 hour practical per week
Credits:	24
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 6 assessments Examination 50%

Course Descriptor:

This course develops a student's understanding of natural and man-made structures and their properties, mechanisms and their daily uses, e.g. levers, linkages, pulley and chain drives, resistant materials and their properties, wasting and joining resistant materials, workshop hand and machine tools, forms and sources of energy, electricity and electronics. Teaching methods is an integral part of the course.

D.3.17.2.3. ELECTIVE**D.3.17.2. 3.1. ARTS EDUCATION**

YEAR 1					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Arts Education 1	LAU 3620	2 + 3 hp every week	6	(8)	None
SEMESTER 2					
Arts Education 1	LAU 3620	2 + 3 hp every week	6	(8)	None
YEAR 2					
SEMESTER 1					
Arts Education 2	LAU 3721	2 + 3 h p every week	7	8	None

Course Title: ART EDUCATION 1

Code:	LAU3620
NQF Level:	6
Semester Offered:	1 st and 2 nd Semester, Year 1
National Professional Standard Competencies:	C 1, C 2, C 3, C 4, C 5, C 6* , C 8 , C 9, C 10, C 11, C 12, C 23
Contact Hour:	2 periods per week, plus 3 hours practical per week
Notional Hours	160
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 100% (made up of theory and micro-teaching components)

Course Descriptor:

This course develops the student's understanding of Arts concepts and introduces him/her to some techniques in all the art forms. This course further develops techniques and skills relating to Arts Education and develops aesthetic awareness and appreciation. Teaching methods form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course Title: ARTS EDUCATION 2

Code:	LAU 3721
NQF Level:	7
Semester Offered:	1 st Semester, Year 2
National Professional Standard Competencies:	C 1, C 2, C 3, C 6*, C 7, C 8, C 10, C 11, C 12, C 15, C 16, C 23, C 27
Contact Hour:	2 periods per week, 3 hour practical per week
Credits:	8
Prerequisite:	LAU3620 (Arts Education 1)
Course Assessment:	Continuous assessment 100% (made up of theory and micro-teaching components)

Course Descriptor:

This course further develops more advanced techniques and skills relating to Arts Education and develops aesthetic awareness and appreciation. Teaching methods form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

D.3.17.2.3.2. PHYSICAL AND HEALTH EDUCATION

YEAR 1					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Physical and Health Education 1	MPU 3620	2 + 3 hp every week	6	(8)	None
SEMESTER 2					
Physical and Health Education 1	MPU 3620	2 + 3 hp every week	6	(8)	None
YEAR 2					
SEMESTER 1					
Physical and Health Education 2	MPU 3721	2 + 3 hp every week	7	8	None

Course Title: PHYSICAL AND HEALTH EDUCATION 1

Code:	MPU 3620
NQF Level:	6
Semester Offered:	1 st and 2 nd Semesters, Year 1
National Professional Standard Competencies:	C 1, C 2, C 3, C 4, C 5, C 6, C 7, C10, C11, C12, C14, C15, C16, C 23, C 25
Contact Hour:	2 periods per week, 3 hour practical per week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 100% (50% theory and 50% practical work) (made up of theory, practical and micro-teaching components) At least 4 assessments

Course Descriptor:

This course develops the student's understanding, and dispositions regarding the appreciation of the value and importance of teaching Physical Education in the Upper Primary School as well as. structure and functions of the human body with relation to an appreciation of; the value of exercises that are essential for proper growth and development; promoting the concept that exercises are beneficial to the healthy functioning of all various body systems; understanding the different components of fitness and its valuable contribution to a healthy individual when participating in lifelong fitness activities. This course further develops the student's understanding, skills, dispositions and technique acquisition of the various track and field athletic events, peculiar to an upper primary learner. It will also develop the student's understanding of the various components of general and specific physical fitness. This module develops the student's understanding, and dispositions regarding the acquisition of skills to perform and evaluate gymnastic movements, exercises and sequences. This course will further aim to develop students understanding the behavioural rules associated with water activities. This course further develops the student's understanding of the value and dispositions of different ball games without implements. Students will acquire the skills to work individually, with partners and in groups to ensure safe practices while teaching different ball games. They will acquire the basic skills of throwing, catching, and kicking through the participation in various ball games in different competitive or non competitive situations. They will develop an understanding of the value and importance of ball games in the school and community and will develop the skills of teaching ball games with emphasis on enjoyment in various game situations. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course

Course Title: PHYSICAL AND HEALTH EDUCATION 2

Code:	MPU 3721
NQF Level:	6
Semester Offered:	1 st Semester, Year 2
National Professional Standard Competencies:	C 1, C 2, C 3
Contact Hours:	2 periods per week, 1 x 3 hours practical per week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (50% theory and 50% practical work). At least 2 assessments Examination: 100%

Course Descriptor:

This course develops the student's understanding, and dispositions of handling various traditional, alternative and improvised hand apparatus, while stationary, and through loco motor movements. This course develops further the student's understanding of the value and dispositions of a variety of games related activities. The course develops the student's understanding, and dispositions of performing as an individual, with a partner or in groups with different traditional, cultural and own choreographed dance movements. Students will acquire the skills to refine their own movement performances related to control, precision and style through traditional, cultural and own choreographed dances. Students will understand the value of adopting a self-reflective approach in the construction of schemes of work, year plans, and lesson plans

D.3.17.2.3.3. RELIGIOUS AND MORAL EDUCATION

YEAR 1					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Religious and Moral Education 1	LRU 3521	2	5	8	None
SEMESTER 2					
Religious and Moral Education 2	LRU 3622	2+1hp every week	6	8	None
YEAR 2					
SEMESTER 1					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
Religious and Moral Education 3	LRU 3721	2 +hp every week	7	8	None

Course Title: RELIGIOUS AND MORAL EDUCATION 1

Code:	LRU 3521
NQF Level:	5
Semester Offered:	1 st semester, Year 1
National Professional Standard Competencies:	C 1
Contact Hours:	2 periods per week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50%

Course Descriptor:

This course develops a student's understanding of aspects of Christianity, such as the Bible, what we know about Jesus, Christian worship and Christians and persecution, as well as moral issues such as viewpoints on life and death.

Course Title: RELIGIOUS AND MORAL EDUCATION 2

Code:	LRU 3622
NQF Level:	6
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	C 1
Contact Hours:	2 periods per week + 1hp every week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50%

Course Descriptor:

This course develops a student's understanding of aspects of African traditions and religion, such as their viewpoints on the human community, phases of life, forces of life, and moral issues, such as viewpoints on sickness and health, as well as teaching skills such as planning a lesson and applying effective teaching methods.

Course Title: RELIGIOUS AND MORAL EDUCATION 3

Code:	LRU 3721
NQF Level:	7
Semester Offered:	1 st semester, Year 2
National Professional Standard Competencies:	C 1
Contact Hours:	2 periods per week + 1hp every week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50%

Course Descriptor:

This course develops a student's understanding of aspects of Judaism, such as the Jewish home and family, rules and law, festivals, people and history, and moral issues, such as viewpoints on beyond everyday life, as well as teaching skills such as managing learners and the learning environment, managing learning and reflecting on effective teaching methods practise (C 3, C 10, C 15, C 27)s.

D.4 BACHELOR OF EDUCATION (SECONDARY) (HONOURS) DEGREE (10BEDC)**D.4.1 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.

D.4.2 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 on full time.

D.4.3 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 G.9.(1).
- d) Places will be awarded on the basis of merit. Therefore the possession of an NSSC with a minimum score does not necessarily guarantee admission. Entrance is based upon places available within the faculties.
- e) Faculty admission requirements are prescribed by each faculty. Prospective students must acquaint themselves with the faculty admission requirements as 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.

D.4.4 DEPARTMENTAL REGULATIONS

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

- A Students registering for Home Economics should have obtained a "C" or better in Biology or Home Economics or equivalent in NSSC.
- B Students registering for Sport Education should have obtained a "C" or better in Biology or equivalent in NSSC. The Department reserves the right to request for a medical certificate.
- C Students registering for Design and Technology should have obtained a "C" or better in Design and Technology or equivalent in NSSC.
- D Students registering for Geography and Development Studies should have obtained a "C" or better in Geography or equivalent or "D" in Mathematics in NSSC.

D.4.5 PROFESSIONAL DEVELOPMENT PLACEMENT

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

D.4.6 DELIVERY MODE

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

The distant mode is offered through the Centre of External Studies (CES). Please refer to their yearbook for more information.

D.4.7 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 % |

D.4.8 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 136 credits on level 8

D.4.9 AWARD OF THE DEGREE

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

D.4.10 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 courses 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 courses 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 courses plus at least $\frac{3}{4}$ of the year three courses (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 courses and/or content school subject courses 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 courses equivalents in order to be awarded a degree. If at the end of the fourth year a student has not yet completed the required courses for the B. Ed degree, he/she must do so within the next two years of study.

D.4.11 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY

- * 3-4 courses (equivalent to 48 - 64 credits) by the end of the **First year**; 2 of these courses (equivalent to 32 credits) must be non-core. (30%)
- * 9 courses (equivalent to 144 credits) at the end of the **Second year**. (42%)
- * 16 courses (equivalent to 256 credits) at the end of the **Third year**. (57%)
- * 25 courses (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.4.12 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) Courses are also offered as shown in appropriate semesters and years of study.

All professional Courses shown in Table 1 are compulsory. In addition to the above, compulsory UNAM core Courses are offered in the 1st year of study. Notwithstanding the above, there are slight variations in the B.Ed Courses offerings.

Year 1 (Credits: 132)

Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Computer Literacy	CLC 3509	2hp	5	8	None
English Communication and Study Skills	LCE 3419	4	4	16	None
Contemporary Social Issues	CSI 3580	2	4	(4)	None
School Subject 1		4		16	
School Subject 2		4		16	
Total					64
Semester 2					
Course	Code	Periods	Level	Credits	Co-requi-site
English for Academic Purposes	LEA 3519	4	5	16	LCE 3419 or equivalent 16
Educational Foundation 1	FMS 3622	2	6	8	None

Contemporary Social Issues	CSI 3580	2	4	(4)	None
Human Development & Learning	PSH 3682	3+1 hp	6	12	1None
Integrated Media and Technology Education 1	CFS 3629	2+1hp every 2 nd week	6	8	Co-requisite CLC 35098
School Subject 1		4		16	None
School Subject 2		4		16	None
Total					68

Year 2 (Credits 145)

Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Teaching Practice Phase 1	ETP 3699	3 weeks	6	3	None
School Subject 1 x 2		2 x 4		32	
School Subject 2 x 2		2 x 4		32	
Integrated Media and Technology Education 2	CFS3729	2 + 1 hp	7	8	None
English for Teachers 1	EET 3589	1+ 2hp	5	4	LCE 3419; LEA3519
Total					79
Semester 2					
Course	Code	Periods	Level	Credit	Pre- and Co-requisite
General Teaching Methodology	CFG 3782	3 +2hp	7	12	None
Educational Foundation 2	FMS 3742	3 +2hp	7	12	None
Inclusive Education 1	PSI 3702	2+1hp every 2 nd week	7	8	None
Curriculum Development & Practice	CFC 3702	2	7	8	None
English for Teachers 2	EET 3602	2 + 2 hp	6	8	EET 3589; LCE 3419; LEA 3519
School Subject 1		4		16	
School Subject 2		4		16	
Total					76

Year 3 (Credits 143)

Semester 1					
Course	Code	Periods	Level	Credit	Pre-requisite
Teaching Practice Phase 2	ETP 3799	3 weeks	7	3	ETP 3699
Teaching Methods School Subject 1	List of codes provided	2 + 2 hp	7	(8)	CFG 3782 Level six school subject content
Teaching Methods School Subject 2	List of codes provided	2 + 2 hp	7	(8)	CFG 3782 Level six school sub-ject con-tent
Assessment & Evaluation of Learning	CFE 3701	2 + 2hp	7	8	None
Introduction to Educational Research	CFI 3701	2	7	8	None
School Subject 1		4		16	
School Subject 2		4		16	
Total					67

Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site/ Co-requi-site
Project Phase 1	List of codes provided	Individual consultations	8	8	CFI 3701
Teaching Methods School Subject 1	List of codes provided	2+2hp	7	(8)	CFG 3782 Level six school subject content
Teaching Methods School Subject 2	List of codes provided	2+2hp	7	(8)	ECFG 3782 Level six school subject content
Educational Research	CFR 3882	3	8	12	CFI 3701 (Co-requi-site)
Guidance and Counselling 1	PSG 3702	2+2hp	7	8	None
Project Based Learning	FCS 3782	Individual consultations	7	4	FCS 3781 (Co-requi-site)
School Subject 1		4		16	
School Subject 2		4		16	
Total					76

Year 4 (Credits 132)

Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Teaching Practice Phase 3	ETP 3809	8 weeks + 2 hp	8	8	ETP 3799 Students should have passed two school subject Teaching Methods modules, 80 credits in school subject content 8
Guidance and Counselling 2	PSG 3801	2 + 2 hp	8	8	PSG 3702
Comparative Education	FMC 3701	2	7	8	None
Educational Management	FMA 3701	2	7	8	None
First Aid Education	MFA 3699			None credit bearing	
Project Phase 2	List of codes provided	Individual consultations	8	12	CFI 3701 Project Phase 1

Course	Code	Periods	Level	Credits	Pre-requisite
Career Specialisation: (One Elective)** School Management	FMM 3810	4	8	16	None
Or Inclusive Education	PSI 3810	4	8	16	PSI 3702 (Inclusive Education 1)
Or Educational Technologist (Only for Mathematics and Physical Science combination)	CFM 3810	4	8	16	MAT 3611 (Calculus 1) MAT 3612 (Calculus 2), MSE 3612 (Statistics for Education), and CFT 3702 (Classroom Communication and Technology)
Or Curriculum Planning and Development	CFP 3810	4	8	16	CFC 3702 9 (Curriculum Development and Practice)
Or Advanced Subject Content					
Total					60
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite/ Co-requisite
Professional & Community Development	FMD 3802	2	8		None
Philosophy of Education	FMP3802	2	8		None
General Education Elective: Cultural Education (Art, Music, Foreign Language, Dance, etc) OR Sport Coaching	EEC 3702	2+2hp	7	8	None
	SSC 3702	2+2hp	7	8	None
School Subject 1		4 + 2 hp			16
School Subject 2		4 + 2 hp			16

Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite/Co-requisite
Career Specialisation: (One Elective)** School Management	FMM 3810	4	8	(16)	None
Or Inclusive Education	PSI 3810	4	8	(16)	PSI 3702 (Inclusive Education 1)
Or Educational Technologist (Only for Mathematics and Physical Science combination)	CFM 3810	4	8	(16)	MAT 3611 (Calculus 1) MAT 3612 (Calculus 2), MSE 3612 (Statistics for Education), and CFT 3702 (Classroom Communication and Technology)
Or Curriculum Planning and Development	CFP 3810	4	8	(16)	CFC 37029 (Curriculum Development and Practice)
Or Advanced Subject Content					
Total					72

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

NB: Details on Teaching Methods (TM) of School Subject I & II as well as School Subject I & II from other faculties are elsewhere in this Faculty Year Book.

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."

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

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

*Except subjects offered by FHSS.

D.4.13 BACHELOR OF EDUCATION DEGREE SELECTED SCHOOL SUBJECTS

D.4.14 SCHOOL SUBJECT COMBINATIONS

The following subject combinations are allowed for School Subjects content:

Qualification sub code

Science Grouping

10BSBM	Biology and Mathematics
10BSBG	Biology and Geography
10BSBQ	Biology and Home Economics
10BSBX	Biology and Sport Education
10BSMP	Mathematics and Physical Science
10BSMG	Mathematics and Geography
10BSMS	Mathematics and Computer Studies

Humanities Grouping

10BHEY	English and History
10BHEX	English and Sport Education
10BHEQ	English and Home Economics
10BHEG	English and Geography
10BHEA	English and Afrikaans
10BHEF	English and French
10BHED	English and German
10BHEK	English and Khoekhoegowab
10BHEO	English and Oshiwambo
10BHEH	English and Otjiherero
10BHEP	English and Portuguese
10BHGY	Geography and History
10BHGX	Geography and Sport Education
10BHGQ	Geography and Home Economics
10BHGA	Geography and Afrikaans
10BHGF	Geography and French
10BHGD	Geography and German
10BHGK	Geography and Khoekhoegowab
10BHGO	Geography and Oshiwambo
10BHGH	Geography and Otjiherero
10BHGP	Geography and Portuguese
10BHYA	History and Afrikaans
10BHYP	History and French
10BHYG	History and German
10BHYK	History and Khoekhoegowab
10BHYO	History and Oshiwambo
10BHYH	History and Otjiherero
10BHYP	History and Portuguese

Vocational and Technical subjects

10BVDI	Design and Technology
10BVXE	Arts and English
10BVXA	Arts and Afrikaans
10BVXF	Arts and French
10BVXD	Arts and German
10BVXK	Arts and Khoekhoegowab
10BVXO	Arts and Oshiwambo
10BVXH	Arts and Otjiherero
10BVXP	Arts and Portuguese
10BVXY	Arts and History
10BVPE	Fashion and Fabrics and English
10BVPA	Fashion and Fabrics and Afrikaans
10BVPF	Fashion and Fabrics and French
10BVPD	Fashion and Fabrics and German
10BVPK	Fashion and Fabrics and Khoekhoegowab
10BVPO	Fashion and Fabrics and Oshiwambo
10BVPH	Fashion and Fabrics and Otjiherero
10BVPP	Fashion and Fabrics and Portuguese
10BVPY	Fashion and Fabrics and History

Commerce Grouping

10BCME	Mathematics and Economics
10BCMA	Mathematics and Accounting
10BCAE	Accounting and Economics
10BCAB	Accounting and Entrepreneurship/ Business studies
10BCBE	Entrepreneurship/ Business Studies and Economics

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.

D.4.15 LIST OF CODES OF TEACHING PRACTICE PHASE 3 OFFERED IN THE B. Ed

Code	Scool Subjects Combinations	Credits
EBG 3809	Biology/Geography	16
EBM 3809	Biology/Mathematics	16
EBQ 3809	Biology/Home Economics	16
EBX 3809	Biology/ Sport Education	16
EMA 3809	Mathematics/Accounting	16
EME 3809	Mathematics/Economics	16
EMG 3809	Mathematics/Geography	16
EMP 3809	Mathematics/Physical Science	16
EMS 3809	Mathematics/Computer Studies	16
EAB 3809	Accounting/Business Studies	16
EAE 3809	Accounting/Economics	16
EBE 3809	Business Studies/Economics	16
EDT 3809	Design and Technology	16
EEA 3809	English/Afrikaans	16
EED 3809	English/German	16
EEF 3809	English/French	16
EEG 3809	English/Geography	16
EEH 3809	English/Otjiherero	16
EEK 3809	English/Khoekhoegowab	16
EEO 3809	English/Oshiwambo	16
EEP 3809	English/Portuguese	16
EEQ 3809	English/Hoem Economics	16
EEX 3809	English/Sport Education	16
EEY 3809	English/History	16
EEZ 3809	English/Silozi	16
EGA 3809	Geography/Afrikaans	16
EGD 3809	Geography /German	16
EGF 3809	Geography /French	16
EGH 3809	Geography /Otjiherero	16
EGK 3809	Geography /Khoekhoegowab	16
EGO 3809	Geography /Oshiwambo	16
EGP 3809	Geography /Portuguese	16
EGQ 3809	Geography /Hoem Economics	16
EGX 3809	Geography /Sport Education	16
EGY 3809	Geography /History	16
EPA 3809	Fashion and Fabrics/Afrikaans	16
EPD 3809	Fashion and Fabrics/German	16
EPE 3809	Fashion and Fabrics/English	16
EPF 3809	Fashion and Fabrics/French	16
EPH 3809	Fashion and Fabrics/Otjiherero	16
EPK 3809	Fashion and Fabrics/Khoekhoegowab	16
EPO 3809	Fashion and Fabrics/Oshiwambo	16
EPP 3809	Fashion and Fabrics/Portuguese	16
EPY 3809	Fashion and Fabrics/History	16
EYA 3809	History/Afrikaans	16
EYD 3809	History/German	16
EYF 3809	History/French	16
EYH 3809	History/Otjiherero	16
EYK 3809	History/Khoekhoegowab	16
EYO 3809	History/Oshiwambo	16
EYP 3809	History/Portuguese	16

D.4.16 LIST OF TEACHING METHODOLOGIES OFFERED IN THE B. Ed

Course	Code	Credits
Teaching Methods of Geography and Development Studies	CSG 3700	16
Teaching Methods of History	CSH 3700	16
Teaching Methods of Accounting	CCA 3700	16
Teaching Methods of Business Studies	CCB 3700	16
Teaching Methods of Economics	CCE 3700	16
Teaching Methods of English	CLE 3700	16
Teaching Methods of KhoeKhoegowab	CLK 3700	16
Teaching Methods of Rukwangali	CLR 3700	16
Teaching Methods of Otjiherero	CLH 3700	16
Teaching Methods of Oshiwambo	CLW 3700	16
Teaching Methods of German	CLG 3700	16
Teaching Methods of French	CLF 3700	16
Teaching Methods of Afrikaans	CLA 3700	16
Teaching Methods of Portuguese	CLP 3700	16
Teaching Methods of Silozi	CLS 3700	16
Teaching Methods of Arts	CAC 3700	16
Teaching Methods of Biology	MSB 3700	16
Teaching Methods of Agriculture	MSA 3700	16
Teaching Methods of Physical Science	MSP 3700	16
Teaching Methods of Computer Studies	MSC 3700	16
Teaching Methods of Design and Technology	MSD 3700	16
Teaching Methods of Mathematics	MMM 3700	16
Teaching Methods of Home Economics	MHH 3700	16
Teaching Methods of Fashion and Fabrics	MHF 3700	16
Teaching Methods of Physical Education	MPP 3700	16

LIST OF PROJECT PHASE 1 OFFERED IN THE B. ED.

Course	Code	Credits
Project Phase 1 of Geography and Development Studies	CSG 3802	8
Project Phase 1 of History	CSH 3802	8
Project Phase 1 of Accounting	CCA 3802	8
Project Phase 1 of Business Studies	CCB 3802	8
Project Phase 1 of Economics	CCE 3802	8
Project Phase 1 of English	CLE 3802	8
Project Phase 1 of KhoeKhoegowab	CLK 3802	8
Project Phase 1 of Rukwangali	CLR 3802	8
Project Phase 1 of Otjiherero	CLH 3802	8
Project Phase 1 of Oshiwambo	CLW 3802	8
Project Phase 1 of German	CLG 3802	8
Project Phase 1 of French	CLF 3802	8
Project Phase 1 of Afrikaans	CLA 3802	8
Project Phase 1 of Portuguese	CLP 3802	8
Project Phase 1 of Silozi	CLS 3802	8
Project Phase 1 of Arts	CAC 3802	8
Project Phase 1 of Biology	MSB 3802	8
Project Phase 1 of Agriculture	MSA 3802	8
Project Phase 1 of Physical Science	MSP 3802	8
Project Phase 1 of Computer Studies	MSC 3802	8
Project Phase 1 of Design and Technology	MSD 3802	8
Project Phase 1 of Mathematics	MMM 3802	8
Project Phase 1 of Home Economics	MHH 3802	8
Project Phase 1 of Fashion and Fabrics	MHF 3802	8
Project Phase 1 of Physical Education	MPP 3802	8

LIST OF PROJECT PHASE 2 OFFERED IN THE B. ED

NOTE: Students will only be allowed to register for Project Phase II if they have passed Project Phase I

Course	Code	Credits
Project Phase 2 of Geography and Development Studies	CSG 3889	12
Project Phase 2 of History	CSH 3889	12
Project Phase 2 of Accounting	CCA 3889	12
Project Phase 2 of Business Studies	CCB 3889	12
Project Phase 2 of Economics	CCE 3889	12
Project Phase 2 of English	CLE 3889	12
Project Phase 2 of KhoeKhoegowab	CLK 3889	12
Project Phase 2 of Rukwangali	CLR 3889	12
Project Phase 2 of Otjiherero	CLH 3889	12
Project Phase 2 of Oshiwambo	CLW 3889	12
Project Phase 2 of German	CLG 3889	12
Project Phase 2 of French	CLF 3889	12
Project Phase 2 of Afrikaans	CLA 3889	12
Project Phase 2 of Portuguese	CLP 3889	12
Project Phase 2 of Silozi	CLS 3889	12
Project Phase 2 of Arts	CAC 3889	12
Project Phase 2 of Biology	MSB 3889	12
Project Phase 2 of Agriculture	MSA 3889	12
Project Phase 2 of Physical Science	MSP 3889	12
Project Phase 2 of Computer Studies	MSC 3889	12
Project Phase 2 of Design and Technology	MSD 3889	12
Project Phase 2 of Mathematics	MMM 3889	12
Project Phase 2 of Home Economics	MHH 3889	12
Project Phase 2 of Fashion and Fabrics	MHF 3889	12
Project Phase 2 of Physical Education	MPP 3889	12

D.4.17 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					
Course	Code	Periods	Level	Credits	Pre-requisite
Foundations of Afrikaans Age Usage	LAF 3581	3	5	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Foundations of Afrikaans Literature	LAF 3582	3	5	12	None
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Afrikaans Linguistics	LAF 3611	4	6	16	None
Foundations of Dutch Language	LAF 3631	4	6	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Afrikaans Visual Studies	LAF 3652	4	6	16	LAF3582
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Afrikaans and Dutch Poetry	LAF3751	4	7	16	LAF3582
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Afrikaans Language Studies	LAF3732	4	7	16	LAF3611

Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
*Afrikaans and Dutch Novel and Drama	LAF3860	2	8	16	None

4th Year courses run for 2 hours per week over 28 weeks and is equal to one full course

ENGLISH

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Fundamentals of English Language Studies	LEN 3581	3	5	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Fundamentals of the Study of Literature(s) in English	LEN 3582	3	5	12	None
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Lexis and Basic Grammar	LEN 3611	4	6	16	LEN 3581
Approaches to Poetry Analysis	LEN 3631	4	6	16	LEN 3582
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Selection of Drama and Prose	LEN 3672	4	6	16	None
Year 3					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Psycholinguistics	LEN 3732	4	7	16	None
Namibian Literature in English Since Independence	LEL 3732	4	7	16	None
Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
*An Overview of African Literature	LEL 3820	2	8	16	None

4th Year courses run for 2 hours per week over 28 weeks and is equal to one full course

HLEN3820, HLEN3830 and HLEL3840 are Career Specialisation Courses**					
Select any two course					
Approaches to Stylistics Analysis	LEN 3820	2	8	Admission to the fourth year level	16
Approaches to Language Analysis	LEN 3840	2	8	LEN 3611	16

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

FRENCH

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Languages Studies in French	LFS 3581	3	5	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
French language Usage and Literature	LFS 3582	3	5	12	None

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Intermediate Language Usage in Context	LFS 3611	4	6	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Foundations Of Linguistics in French	LFS 3632	4	6	16	None
Advanced Language Usage in Context	LFS 3652	4	6	16	None
Year 3					
Semester 1					
Any ONE of the courses below					
Course	Code	Periods	Level	Credits	Pre-requisite
Theoretical and Practical Grammar in French	LFS3711	4	7	16	None
Introduction to French and Francophone Literature	LFS3731	4	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Composition, Speaking and Presentation Skills	LFS3752	4	7	16	None
Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Applied Linguistics in French	LFS3800	2	8	16	None

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

HLFS3840, HLFS3860 and HLFS3880 are Career Specialisation Modules**					
Select any two courses					
French Literary History	LFS3820	2	8	16	None
Contemporary French Society and Language	LFS3840	2	8	16	None
Contemporary French Literature	LFS3860	2	8	LFS3731	16

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

GEOGRAPHY

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Fundamentals of Physical Geography	GHE 3581	3+2hp	5	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Fundamentals of Human Geography	GHE 3582	3+2hp	5	12	None

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Climatology (<i>half course</i>)	GHE 3621	2+2hpx 3pw	6	8	GHE 3581
Settlements Geography (<i>half course</i>)	GHE 3641	2+2hpx 3pw	6	8	GHE 3582
Geomorphology (<i>half course</i>)	GHE 3601	2+2hpx 3pw	6	8	GHE 3581
Economic Geography (<i>half course</i>)	GHE 3661	2+2hpx 3pw	6	8	GHE 3582
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Biogeography (<i>half course</i>)	GHE 3642	2+2hpx 2pw	6	8	None
Social Geography (<i>half course</i>)	GHE 3682	2+2hpx 2pw	6	8	None

Year 3					
B.Ed Geography and Biology (10BSBG) offer General Methods and Techniques in Geography (GHE 3731) and Regional Geography (GHE 3752). All other school subject combinations with Geography (except Biology) offer: General Methods and Techniques in Geography (GHE3731) (Compulsory) Environmental Studies (GHE 3711) OR Regional Geography (GHE 3752) Note: Throughout the academic year, the above Courses require three (3) hours practical work per week: Practical 3. Note: The Excursion is compulsory for all B.Ed students.					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
General Methods and Techniques in Geography	GHE 3731	4+2hpx 3pw	7	16	None
Environmental Studies OR	GHE 3711	4+2hpx 3pw	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Regional Geography	GHE 3752	4+2hpx 3pw	7	16	None
Excursion	GES 3799	2	7	16	Completion of all modules at 1 st , 2 nd and 3 rd year level
Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
*Tourism Studies (Compulsory for B.Ed students)	GHT 3800	2	8	16	Admission to the fourth year level

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

HGHE3800 and HGHE3820 are career specialisation course.**					
Political Geography	GHE 3800	2	8	16	GHE 3752; Admission to the fourth year level
Themes in Advanced Geography and Environmental Studies	GHE 3820	2	8	16	Admission to the fourth year level

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

GERMAN

Year 1					
Students admitted to <i>German Studies</i> (in terms of admission requirements (b) to (e) above) take the two (2) Courses below:					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Basic Literacy and Cultural Concepts	LGS 3591	4	5	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Basic German Patterns	LGS 3592	4	5	12	None
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Text Analysis, Directed Writing and Presentation	LGS 3651	4	6	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Contemporary German Society and Literature	LGS 3632	4	6	16	None
Complex German Patterns	LGS 3612	4	6	16	None

Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Theoretical and Practical German	LGS3711	4	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
German Cultural History	LGS3752	4	7	16	None
Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Credits
*Applied Linguistics in German (Compulsory)	LGS3840	2	8	16	None

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

**HLGS320 and HLG3800 are career specialisation modules					
Course	Code	Periods	Level	Credits	Pre-requisite
Modern German Literature and Culture	LGS3820	2	8	16	None
Intercultural Communication	LGT3800	2	8	16	None

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

HISTORY

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
African Civilisations	HGE 3581	3	5	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
History: images, concepts and tools	HGE 3582	3	5	12	None
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Early Southern Africa History	HGE 3651	4	6	16	HGE3532
Making of the Atlantic World	HGE3611	4	6	16	HGE3582
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Namibia 19/20 Century	HGE 3612	4	6	16	HGE3582
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Namibia 1920 – 1990	HGE 3751	4	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
World History	HGE 3772	4	7	16	None
Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Public History/Museum and Heritage Studies	HGE 3820	2	8	16	None

KHOEKHOEGOWAB

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Literary Appreciation of Khoekhoegowab	LKL 3581	3	5	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Language and Culture	LAC 3582	3	5	12	None
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Speech Sounds and Sound Systems	LSS 3631	4	6	16	None
Oral Literature of Khoekhoegowab	LKO 3631	4	6	16	None

Semester 2						
Course	Code	Periods	Level	Credits	Co-requisite	
Phonology and Morphology of Khoekhoegowab	LKM 3612	4	6	16	LSS 3631	
Year 3						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
Syntax of Khoekhoegowab	LKS3731	4	7	16	LKM 3612	
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Poetry of Khoekhoegowab	LKP3732	4	7	16	None	
Year 4						
Semester 1 and 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Written Prose and Drama of Khoekhoegowab	LKW3820	2	8	16	Admission to the fourth year level	

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

B.Ed students opting career specialization must take LKW 3820 and LKA 3820.**

Effective Communication: Style and Meaning in Khoekhoegowab (compulsory)	LKE 3820	2	8	16	Admission to the fourth year level
Advanced Issues in the Linguistics of Khoekhoegowab	LKA 3820	2	8	16	Admission to the fourth year level

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

OSHIWAMBO

Oshiwambo					
Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Literary Appreciation of Oshiwambo	LWL 3581	3	5	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Language and Culture	LAC 3582	3	5	12	None
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Speech Sounds and Sound Systems	LSS 3631	4	6	16	None
Oral Literature of Oshiwambo	LWO 3631	4	6	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Phonology and Morphology of Oshiwambo	LWM 3612	4	6	16	LSS 3631

Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Syntax of Oshiwambo	LWS 3731	4	7	16	LWM 3612
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Poetry of Oshiwambo	LWP 3732	4	7	16	None
Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Written Prose and Drama of Oshiwambo	LWW 3820	2	8	16	Admission to the fourth year level

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

B.Ed students opting for career specialization must take LWW3820 and LWA 3820.**

*Effective Communication: Style and Meaning in Oshiwambo	LWE 3820	2	8	16	Admission to the fourth year level
Advanced Issues in the Linguistics of Oshiwambo	LWA 3820	2	8	16	Admission to the fourth year level

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

OTJIHERERO

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Literary Appreciation of Otjiherero	LHL 3581	3	5	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Language and Culture	LAC 3582	3	5	12	None
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Speech Sounds and Sound Systems	LSS 3631	4	6	16	None
Oral Literature of Otjiherero	LHO 3631	4	6	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Phonology and Morphology of Otjiherero	LHM 3612	4	6	16	LSS 3631
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Syntax of Otjiherero	LHS 3731	4	7	16	LHM 3612

Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Poetry of Otjiherero	LHP 3732	4	7	16	None
Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Written Prose and Drama of Otjiherero	LHW 3820	2	8	16	Admission to the fourth year level

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

B.Ed students opting for career specialization must take LHW 3820 and LHA 3820.**					
Effective Communication: Style and Meaning in Otjiherero	LHE 3820	2	8	16	Admission to the fourth year level
Advanced Issues in the Linguistics of Otjiherero(Equivalent to Universals , and the Typology of Bantu Languages-ALG3410)	LHA 3820	2	8	16	Admission to the fourth year level

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

PORTUGUESE

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Basic Portuguese Patterns	LPS 3581	3	5	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Basic Literacy and Cultural Concepts in Portuguese	LPS 3582	3	5	12	None
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Complex Portuguese Patterns	LPS 3611	4	6	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Contemporary Portuguese Society and Culture	LPS 3632	4	6	16	None
Text analysis, directed writing and presentation in Portuguese	LPS 3652	4	6	16	None

Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Theoretical and Practical Grammar in Portuguese	LPS 3711	4	7	16	None
Portuguese Lusophonus Relations	LPS 3731	4	7	16	None

Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Portuguese Cultural History	LPS 3752	4	7	16	None
Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Modern Portuguese Culture and Society	LPS 3820	2	8	16	Admission to the fourth year level

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

LPS 3820 and LPS 3860 are career specialisation courses**					
*Applied Linguistics in Portuguese (Compulsory)	LPS3840	2	8	16	Admission to the fourth year level
African Portuguese Literature	LPS3860	2	8	16	Admission to the fourth year level

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

VISUAL ARTS

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Principles of Design	VPD 3581	3	5	12	None
Visual Literacy and Drawings	VLD 3581	3	5	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Principles of Design	VPD 3592	3	5	12	None
Visual Literacy and Drawings	VLD 3592	3	5	12	None
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Creative Expression	VCE 3611	4	6	16	VPD 3592 and VLD 3592
Visual Culture and Concepts in Africa	VVC 3611	4	6	16	VPD 3592 and VLD 3592
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Creative Expression	VCE 3632	4	6	16	Co-requisite VCE 3611
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Creative Expression	VCE 33711	4	7	16	VCE 3632

Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Creative Expression	VCE 3732	4	7	16	Co-requisite VCE 3711
Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Creative Expression: Studio Research	VCE 3810	2	8	16	Admission to 4 th Year level

FACULTY OF ECONOMICS AND MANAGEMENT SCIENCES

Regulation

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

ACCOUNTING

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Fundamentals of Accounting A	AFE 3581	3+1 tut	5	12	None
Business Mathematics	BCM 3571	4	5	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Fundamentals of Accounting B	AFE 3582	3+1 tut	5	12	None
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Financial Accounting IA	AFE 3691	3+1 tut	6	12	AFE 3581 and AFE 3582
Management Accounting IA	AAM 3691	3+1 tut	6	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Financial Accounting IB	AFE 3692	3+1 tut	6	12	AFE 3581 and AFE 3582
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Financial Accounting 2A	AFE 3781	3+1 tut	7	12	AFE 3691 and AFE 3692
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Financial Accounting 2B	AFE 3782	3+1 tut	7	12	AFE 3691 and AFE 3692
Year 4					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Financial Accounting 3A	AFE 3871	4	8	16	AFE 3781 and AFE 3782

BUSINESS STUDIES

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Business Mathematics	BCM 3571	4	5	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Principles of Management	MPP 3572	4	5	16	None
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Organisational Behaviour A	MBO 3671	4	6	16	MPP 3572
Business Statistics A	ABA 3691	3	6	12	BCM 3571
Semester 2					
Course	Code	Periods	Level	Credits	Co-requisite
Organisational Behaviour B	MBO 3672	4	6	16	MBO 3671

Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Marketing Management 1A	MSM 3781	4	7	12	MBO 3671/2
Human Resource Management 1A	MHM 3781	4	7	12	MBO 3671/2
Semester 2					
Semester module					
Course	Code	Periods	Level	Credits	Co-requisite
Marketing Management 1B	MSM 3782	4	7	12	MSM 3781
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Entrepreneurship for Educators	MHE 3812	4	8	None	16

ECONOMICS

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Basic Micro-economics	EMI 3571	4	5	16	None
Business Mathematics	BCM 3571	4	5	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Basic Macro-economics	EMA 3572	4	5	16	None
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Intermediate Micro-economics I	EMI 3671	4	6	16	EMI3571; EMA 3572;
Intermediate Macro-economics I	EMA 3671	4	6	16	EMI3571; EMA 3572;
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Intermediate Micro-economics II or	EMI 3672	4	6	16	EMI3571; EMA 3572;
Intermediate Macro-economics II	EMA 3672	4	6	16	EMI3571; EMA 3572; EMA 3671 (Co-requisite
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
International Trade	EIT 3771	4	7	16	EMI3671; EMI3672; EMA 671; EMA 3672;
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Namibian Economy	ENE 3772	4	7	16	EMI3671; EMI3672; or EMA 3671; EMA 3672;
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Economics of Growth and Development	EGD 3872	4	8	16	EMI3671; EMI3672; EMA 3671; EMA 3672;

FACULTY OF SCIENCE

In certain years and semesters, students may be required to take more courses than indicated on the B.Ed framework.

Please see the relevant Course descriptions from the Faculty of Science in this yearbook.

COMPUTER SCIENCE*

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Programming Fundamentals I	CMP 3511	4+3hp	5	16	Departmental Entry Test
Fundamentals of Information Technology 1	CIT3521	2+0,5hp	5	8	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Programming Fundamentals 2	CMP 3512	4+3hp	5	16	CMP 3511
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Introduction to Database Systems	CMP 3611	4+1hp	6	16	CMP 3512
Object Oriented Programming 1	CMP 3691	4+1hp	6	16	CMP 3512
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Advanced Databases	CMP 3612	4+1hp	6	16	CIT 3611 (Co-requisite)
Object Oriented Programming 2	CMP 3692	4+1hp	6	16	CMP 3512 (Prerequisite); CMP 3691 (Co-requisite)
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Software Engineering	CMP 3731	4+1hp	7	16	CMP 3512 and CMP 3692
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Web Design and Programming	CMP 3722	4+1hp	7	16	CMP 3692 and CMP 3612
Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Database Programming	CMP 3872	4+1hp	8	16	CMP 3772, CMP 3612 and CMP 3692

Offered only in combination with Mathematics

MATHEMATICS

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Basic Mathematics*	MAT 3511	4+2tut	5	16	NSSC Mathematics
Analytic Geometry	MAT 3501	2+1tut	5	8	NSSC Mathematics
Matrices and Complex Numbers	MAT 3521	2+1tut	5	8	NSSC Mathematics
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Pre-calculus	MAT 3512	4+2tut	5	16	NSSC Mathematics

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Calculus 1	MAT 3611	4+2tut	6	16	MAT 3511 and MAT 3512 OR MAT 3531 and MAT 3512

Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Calculus 2	MAT 3612	4+2tut	6	16	MAT3511 and MAT3512 OR MAT3531 and MAT3512
Statistics for Educators	MSE 3612	4	6	None	16

Year 3

Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Function of Single Variables I	MAE 3771	4+2tut	7	16	MAT 3611 and MAT 3612

Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Function of Single Variables II	MAE 3772	4+2tut	7	16	MAT3 611 and MAT 3612

Year 4

Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Euclidian Geometry	MAE 3872	4+2tut	8	16	MAE 3771 and MAT 3611

***NOTE:** In order to assist students with a weaker background in Mathematics, the Department of Mathematics has introduced two modes of teaching for its first year courses. The decision as to which mode a student shall take is reached upon sitting for the first class test in Basic Mathematics after the first four weeks of classes. Any student who scores a mark of 40% or higher, in the said test, shall proceed with the current mode of study, which enables such a student to complete the first year mathematics courses in the first academic year of registration. The student who scores a mark below 40% shall proceed to a special mode (MAT3580) in which the current content of first year mathematics is taught over a period of two years.

BIOLOGY

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Introduction to Biology	BLG 3511	4+3hp	5	16	NSSC Biology C symbol
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Chemistry for Life Science	CHM 3532	4+3hp	5	16	None
Diversity of Life	BLG 3512	4+3hp	5	16	None
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Animal Form and Function	BLG 3611	4+3hp	6	16	BLG 3511 BLG 3512
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Human Biology	MBL 3652	4+3hp	6	16	CHM 3511, CHM 3512 OR CHM 3532 BLG 3511
Plant Form and Function	BLG 3612	4+3hp	6	16	BLG 3511 BLG 3512

Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Cell Molecular Biology, Microbiology and Genetics for Educators	MBE 3771	4+3hp	7	16	BLG 3611, BLG 3612 MBL 3652
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Environmental Biology for Educators	EBE 3772	4+3hp	7	16	BLG 3611; BLG 3612
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Plant Growth and Development	MOL 3832	4+3hp	8	16	CHM 3511 and CHM 3512 or CHM 3532

PHYSICAL SCIENCE*

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Physics for Physical Science 1	PHY 3511	4+1hp	5	16	NSSC Physical Science and Mathematics - C symbols
Chemistry IA	CHM 3511	4+1hp	5	16	Fac. Entry requirements
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Physics for Physical Science 2	PHY 3512	2+1hp	5	16	NSSC Physical Science and Mathematics - C
Chemistry IB	CHM 3512	4+1hp	5	16	Fac. Entry requirements
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Mechanics and Waves	PHY 3651	4+1hp	6	16	PHY 3511 MAT 3511 MAT 3512
Physical Chemistry 1	CHM 3631	4+1hp	6	16	CHM 3511, CHM 3512, MAT 3511, MAT 3512
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Electricity and Magnetism	PHE 3642	2+1hp	6	8	PHY 3512 MAT 3511 MAT 3512
Organic Chemistry for Educators	CHE 3622	2+1ph	6	8	CHM 3511, CHM 3512
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Modern Physics for Educators	PHE 3751	4+1hp	7	16	PHY 3511 PHY 3512 PHY 3651 MAT 3511 MAT 3512
Course	Code	Periods	Level	Credits	Pre-requi-site
Inorganic Chemistry for Educators 1	CHE 3742	4+1hp	7	16	CHM 3411, CHM 3512

Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Nuclear Physics	PHY 3802	2+1hp	8	8	PHY 3732 or PHE 3751
Inorganic Chemistry for Educators 2	CHE 3862	2+1hp	8	8	CHE 3742

- Offered only in combination with Mathematics

FACULTY OF EDUCATION

FASHION & FABRICS

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Principles of Design	VPD 3511	4	5	16	None
Textiles and Fashion Basics	VPD 3610	2	6	(8)	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Principles of Design	VPD 3592	4	5	16	None
Textiles and Fashion Basics	VPD 3610	2	6	(8)	None
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Textiles, Dyed, Painted and Printed	VTs 3611	4	6	16	None
Fashion Studies	VFS 3611	4	6	16	VPD 3592
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Constructed textiles & Sewn Decoration	VTs 3632	4	6	16	None
Fashion Studies	VFS 3632	4	6	16	VFS 3611
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Fashion Studies	VFS 3711	4	7	16	VFS 3632
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Fashion Studies	VFS 3732	4	7	16	VFS 3711
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Entrepreneurship for Educators	MHE 3812	4	8	16	None

HOME ECONOMICS

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Applied Science for Home Economics	MHE 3501	2	5	8	C in NSSC Biology
Introduction to Household Resource Management	MHE 3511	4	5	16	C in NSSC Biology
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Introduction to Human Nutrition	MHE 3612	4	6	None	None
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Principles of Food Preparation	MHE 3631	4+3hp	6	None	None
Household Resource Management	MHE 3611	4	6	None	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Housing	MHE 3632	4+3hp	6	16	None

Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Applied Nutrition	MHE 3711	4	7	16	MHE 3612
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Principles of Food Preparation and Meal Management	MHE 3712	4+3hp	7	16	MHE 3611
Year 4					
Select ONE of the following:					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Entrepreneurship for Educators	MHE 3812	4	8	16	None

SPORT EDUCATION

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Introduction to Principle of Coaching	MSS 3511	4	5	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Sport and Recreation Entrepreneurship1	MSS 3672	4	6	16	None
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Techniques of Teaching and Coaching Track and Field and Soccer	MSS 3711	4+2hp	7	16	None
Foundation of Physical Education and Sport	MSS 3731	4	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Techniques of Teaching and Coaching Basketball and Netball	MSS 3712	4+2hp	7	16	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Motor Learning and Motor Development	MSS 3751	4	7	16	None
Semester 2					
Course	Code	Periods	Level	Pre-requisite	Pre-requi-site
Techniques of Teaching and Coaching Volleyball and Rugby	MSS 3732	4+2hp4	7	16	None
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Sport Science	MSS 3812	4+2 hp	8	16	None

DESIGN AND TECHNOLOGY

The students choose only Design and Technology as a school subject and not 2 school subjects as usually. The levels and amount of skills and knowledge of Design and Technology are of such an extent that a second school subject will do injustice to Design and Technology and the training of students. Design and Technology is divided into the following two UNAM components or subjects for practical considerations:

Subject 1: Design and Communication
Subject 2: Design and Technology

Design and Communication

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Drawing principles	MTD 3501	2	5	8	None
Plane geometry	MTD 3511	4	5	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Solid geometry	MTD 3612	4	6	16	None
Surface developments	MTD 3632	4	6	16	None
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Pictorial drawings	MTD 3611	4	6	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Working drawings	MTD 3652	4	6	16	None
Engineering drawings	MTD 3672	4	6	16	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Building drawings	MTD 3711	4	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Computer aided drawing & design (CAD)	MTD 3712	4	7	16	None
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Design brief	MTD 3812	4+2hp	8	16	None

DESIGN AND TECHNOLOGY

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Health and Safety regulations	MTT 3501	2	5	8	None
Principles of Design	MTT 3521	2+4hp	5	8	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Environmental Education	MTT 3612	4	6	16	None
Materials: Woodwork	MTT 3632	4+2hp	6	16	None
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Materials: Metalwork	MTT 3611	4+2hp	6	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Materials: Plastics and glass fibre	MTT 3652	4	6	16	None
Structures	MTT 3672	4	6	16	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Mechanisms for Educators	MTT 3711	4	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Electronics for Educators	MTT 3712	4	7	16	None
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Integration of systems	EMTT 3812	4+2hp	8	16	None

COURSE DESCRIPTIONS (SYLLABI)

YEAR ONE

COURSE TITLE: COMPUTER LITERACY

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

Course Descriptor:

The aim of this course is to equip the students through hands-on experience with the necessary skills to use application software: word processing, spreadsheets, databases, presentations and communications. The objective is to increase student's productivity in both the education and later, the work environment. ranges, formulas and functions, creating graphs, charts, and printing the workbook. Databases: creating tables, relationships, queries, forms and reports. Presentation software: slide layout and master, animations, auto-content wizard and templates. Communication tools: introduction to the Internet, web browsers, search engines, downloading and uploading files, creating and sending messages, email etiquette, internet security, and digital signatures.

COURSE TITLE: ENGLISH COMMUNICATION AND STUDY SKILLS

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

Course Descriptor:

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

COURSE TITLE CONTEMPORARY SOCIAL ISSUES

Code:	CSI 3580
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	2 periods per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%: Test or assignments Examination 50% (1 x 2 hour paper)

Course Descriptor:

The course raises awareness on the need for a personal, national and global ethics. The main objectives of the course is to help students reflect on the social moral issues; to discover themselves in a learner-centered, contextual, religious and life related setting. It also stimulates students for critical thinking and help 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, family and communities at large. The unit further seeks to enhance HIV/AIDS preventive skills among students by means of paradigm shift and behavior change and also to impart general introductory knowledge on gender, to make students aware, as well as sensitize them towards gender issues and how they affect our society, Sub-Region and continent at large.

COURSE TITLE: ENGLISH FOR ACADEMIC PURPOSES

Code:	LEA 3519
NQF Level:	5
Semester Offered:	1 st or 2 nd Semester
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Co-requisite:	LCE3 419 (English Communication and Study Skills)
Course Assessment:	Continuous assessment (60%): 2 tests (reading and writing), 1 academic written essay, 1 oral presentation Examination (40%) : (1 x 3 hour paper)

Course Descriptor:

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

COURSE TITLE: EDUCATIONAL FOUNDATION 1

Code:	FMS 3622
NQF Level:	6
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	(C 3, C27, C 28, C 29)
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50%. (1 x 2 hour paper)

Course Descriptor:

This course develops a student's understanding skills and dispositions regarding issues that relate to: the historical development of formal education with specific emphasis on major land marks of change and tools which have helped to shape the present education system of the world in general and of Namibia in particular. It further examines the aims of education, education systems, determinants of education system and other critical issues in education.

COURSE TITLE: HUMAN DEVELOPMENT & LEARNING

Code:	PSH 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 + 1 hour practical for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 3 assessments) Examination 50% (1 x 3 hour paper)

Course Descriptor:

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

COURSE TITLE: INTEGRATED MEDIA AND TECHNOLOGY EDUCATION 1

Code:	CFS 3629
NQF Level:	6
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	C1:C 3, C6: C7; C8: C11
Contact Hours:	2 + 2 hours practical for 14 weeks
Credits:	8
Co-requisite:	CLC 3509 (Computer Literacy)
Course Assessment:	Continuous assessment 100% (At least 4 assessments)

Course Descriptor:

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

YEAR 2**Course Title: TEACHING PRACTICE PHASE 1**

Code:	ETP 3699
NQF Level:	6
Semester Offered:	1 st semester, Year 2
National Professional Standard Competencies:	C 1, C 2, C 9, C 28
Contact Hours:	3 Weeks
Credits:	3
Prerequisite:	None
Course Assessment:	Final assessment 100% Portfolio assignments contribution to final assessment 100%

Course Descriptor:

The course is designed to expose students to the realities of senior secondary schools in Namibia. They are expected to observe many different facets of learning, teaching, and management.

Course Title: CLASSROOM COMMUNICATION & TECHNOLOGY

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

Course Descriptor:

This course 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.

Course Title: ENGLISH FOR TEACHERS 1

Code:	EET 3589
NQF Level:	5
Semester Offered:	1 st semester Year 2
National Professional Standard Competencies:	(C 9)
Contact Hours:	2 for 14 weeks + 2 hours practical every second week
Credits:	4
Prerequisite:	LCE 3419 (English Communication and Study Skills) or equivalent and ULEA3519 (English for Academic Purpose)
Course Assessment:	Continuous assessment 50% At least two assessments (made up of theory and micro-teaching components) Examination 50%. (1 x 3 hour paper)

Course Descriptor:

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

Course Title: GENERAL TEACHING METHODOLOGY

Code:	CFG 3782
NQF Level:	7
Semester Offered:	2 nd semester, Year 2
National Professional Standard Competencies:	C 3, C 4, C 6, C 8, C 9; C 10, C 11, C 12, C 15; C 16; C 27
Contact Hours:	3 for 14 weeks + 2 hours practical for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 3 assessments) Examination 50%.

Course Descriptor:

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

Course Title: SOCIOLOGY OF EDUCATION

Code:	FMS 3602
NQF Level:	6
Semester Offered:	2 nd 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
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50%. (1 x 2 hour paper)

Course Descriptor:

This course 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 course offers the opportunity to examine schools and all the stakeholders thereof in a local, national and global context. As such, the course 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.

Course Title: INCLUSIVE EDUCATION 1

Code:	PSI 3702
NQF Level:	7
Semester Offered:	2 nd semester, Year 2
National Professional Standard Competencies:	(C 3, C 8, C 13, C21, C 25)
Contact Hours:	2 for 14 weeks + 2 hours practical for every 2 ND week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50%. (1 x 2 hour paper)

Course Descriptor:

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

Course Title: CURRICULUM DEVELOPMENT AND PRACTICE

Code:	CFC 3702
NQF Level:	7
Semester Offered:	2 nd semester, Year 2
National Professional Standard Competencies:	C1;C 3, C 4, C 5, C 14
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50%. (1 x 3 hour paper)

Course Descriptor:

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

Course Title: ENGLISH FOR TEACHERS 2

Code:	EET 3602
NQF Level:	6
Semester Offered:	2 nd semester, year 2
National Professional Standard Competencies:	C 9
Contact Hours:	2 for 14 weeks + 2 hours practical for 14 weeks
Credits:	8
Co-requisite:	EET 3589 (English for Teachers 1)
Pre-requisite	LCE 3419 (English Communication and Study Skills); LEA 3519 (English for Academic Purpose)
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50%. (1 x 2 hour paper)

Course Descriptor:

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

YEAR 3**Course Title: TEACHING PRACTICE PHASE 2**

Code:	ETP 3799
NQF Level:	7
Semester Offered:	1 st semester, year 3
National Professional Standard Competencies:	C 1, C 2, C6; C 7, C 9, C10; C11; C 12, C 13, C 15; C28
Contact Hours:	3 Weeks
Credits:	3
Prerequisite:	ETP 3699 (Teaching Practice Phase 1)
Course Assessment:	Final assessment 100% Contribution to final assessment mark: Portfolio 80% Lesson preparation 10% Lesson presentation 10%

Course Descriptor:

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

Course Title: TEACHING METHODS SCHOOL SUBJECT 1 & 2

Code:	See list below for individual codes
NQF Level:	7
Semester Offered:	1 st & 2 nd semester, year 3
National Professional Standard Competencies:	C 1, C3; C 4, C 5, C 6, C 7, C 8, C 10, C 11, C 12, C13; C 14, C 15, C 16, C 17, C 23, C 24; C26; C27
Contact Hours:	2 for 28 weeks + 2 hour practical per week for 28 weeks
Credits:	16
Prerequisite:	CFG 3782 (General Teaching Methodology). Level six school subject content
Course Assessment:	Continuous assessment counts 50% towards the final mark and consists of 50% theory and 50% practical work. Examination 50% (1 x 3 hour paper)

Course Descriptor:

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

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

LIST OF TEACHING METHODOLOGIES OFFERED IN THE B. ED (SECONDARY)

Course	Code	Credits
Teaching Methods of Geography and Development Studies	CSG 3700	16
Teaching Methods of History	CSH 3700	16
Teaching Methods of Accounting	CCA 3700	16
Teaching Methods of Business Studies	CCB 3700	16
Teaching Methods of Economics	CCE 3700	16
Teaching Methods of English	CLE 3700	16
Teaching Methods of Oshiwambo	CLO 3700	16
Teaching Methods of KhoeKhoegowab	CLK 3700	16
Teaching Methods of Rukwangali	CLR 3700	16
Teaching Methods of Otjiherero	CLH 3700	16
Teaching Methods of German	CLG 3700	16
Teaching Methods of French	CLF 3700	16
Teaching Methods of Afrikaans	CLA 3700	16
Teaching Methods of Silozi	CLS 3700	16
Teaching Methods of Arts and design	CAC 3700	16
Teaching Methods of Biology	MSB 3700	16
Teaching Methods of Agriculture	MSA 3700	16
Teaching Methods of Physical Science	MSP 3700	16
Teaching Methods of Computer Studies	MSC 3700	16
Teaching Methods of Design and Technology	MSD 3700	16
Teaching Methods of Mathematics	MMM 3700	16
Teaching Methods of Home Economics	MHH 3700	16
Teaching Methods of Fashion and Fabrics	MHF 3700	16
Teaching Methods of Physical Education	MPP 3700	16

Course Title: ASSESSMENT & EVALUATION OF LEARNING

Code:	CFE 3701
NQF Level:	7
Semester Offered:	1 st semester, Year 3
National Professional Standard Competencies:	C 3, C 6, C 9, C 14, C 15, C 16, C 17, C 27, C 28
Contact Hours:	2 for 14 weeks + 2 hour practical for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50%. (1 x 2 hour paper)

Course Descriptor:

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

Course Title: INTRODUCTION TO EDUCATIONAL RESEARCH

Code:	CFI 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
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50%. (1 x 2 hour paper)

Course Descriptor:

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

Course Title: PROJECT PHASE 1

Course	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:	16
Co-requisite:	CFI 3701 (Introduction to Educational Research)
Course Assessment:	Proposal contributes 100% to final assessment

Course Descriptor:

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

LIST OF PROJECT PHASE 1 OFFERED IN THE B. ED

Course	Code	Credits
Project Phase 1 of Geography and Development Studies	CSG 3802	8
Project Phase 1 of History	CSH 3802	8
Project Phase 1 of Accounting	CCA 3802	8
Project Phase 1 of Business Studies	CCB 3802	8
Project Phase 1 of Economics	CCE 3802	8
Project Phase 1 of English	CLE 3802	8
Project Phase 1 of Oshiwambo	CLO 3802	8
Project Phase 1 of KhoeKhoegowab	CLK 3802	8
Project Phase 1 of Rukwangali	CLR 3802	8
Project Phase 1 of Otjiherero	CLH 3802	8
Project Phase 1 of German	CLG 3802	8
Project Phase 1 of French	CLF 3802	8
Project Phase 1 of Afrikaans	CLA 3802	8
Project Phase 1 of Silozi	CLS 3802	8
Project Phase 1 of Arts and Design	CAC 3802	8
Project Phase 1 of Biology	MSB 3802	8
Project Phase 1 of Agriculture	MSA 3802	8
Project Phase 1 of Physical Science	MSP 3802	8
Project Phase 1 of Computer Studies	MSC 3802	8
Project Phase 1 of Design and Technology	MSD 3802	8
Project Phase 1 of Mathematics	MMM 3802	8
Project Phase 1 of Home Economics	MHH 3802	8
Project Phase 1 of Fashion and Fabrics	MHF 3802	8
Project Phase 1 of Physical Education	MPP 3802	8

Course Title: EDUCATIONAL RESEARCH

Code:	CFR 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:	CFI 3701 (Introduction to Educational Research)
Course Assessment:	Continuous assessment 100% (At least 3 assessments)

Course Descriptor:

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

Course Title: GUIDANCE AND COUNSELLING

Code:	PSG 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 + 1 hour practical per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50%. (1 x 2 hour paper)

Course Descriptor:

The aim of this course is to sensitise the teacher trainees to the educational and career needs of learners and to equip them with basic know-how and skills regarding guidance and counselling.

Course Title: PROJECT BASED LEARNING

Code:	FCS 3782
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
National Professional Standard Competencies:	(C 3, C 27)*
Contact Hours:	Individual consultations
Credits:	4
Co-requisite:	Educational Research EFCS 3781
Course Assessment:	Continuous Assessment: 100%

Course Descriptor:

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

YEAR 4**Course Title: TEACHING PRACTICE PHASE 3**

Code:	ETP 3809
NQF Level:	8
Semester Offered:	1 st semester, Year 4
National Professional Standard Competencies:	C 1, C 4, C 5, C 6, C 7, C 8, C 9, C 10, C 11, C 12, C 13, C 14, C 15, C 18, C 20, C 26, C 28
Contact Hours:	Eight weeks in schools, 2 hrs practical per week during remainder of semester
Credits:	8
Prerequisite:	Students should have passed two school subject Teaching Methods modules, 80 credits in school subject content, and Teaching Practice Phases 2 EETP 3799
Course Assessment:	Final assessment 100% Contribution to final assessment mark: Portfolio 10% Lesson preparation 30% Lesson presentation 60%

Course Descriptor:

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

Course Title: GUIDANCE AND COUNSELLING

Code:	PSG 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:	PSG 3702 (Introduction to Guidance and Counselling)
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50 (1 x 2 hour paper)

Course Descriptor:

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

Course Title: COMPARATIVE EDUCATION

Code:	FMC 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
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50%.(1 x 2 hour paper)

Course Descriptor:

This course develops a student's understanding, skills and dispositions regarding education systems such as: aims of education, determinants of education systems, structures of education systems; critical issues in education and research of different education systems

Course Title: EDUCATIONAL MANAGEMENT

Code:	FMA 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
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50%.(1 x 2 hour paper)

Course Descriptor:

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

Course Title: FIRST AID EDUCATION

Code:	MFA 3699
Semester Offered:	2 nd semester, Year 4
National Professional Standard Competencies:	C 24
Contact Hours:	3 day Workshop
Credits:	None credit bearing
Prerequisite:	None
Course Assessment:	Continuous assessment 100%

Course Descriptor:

First Aid accreditation

Course Title: PROJECT PHASE 2

Code:	List of codes provided
NQF Level:	8
Semester Offered:	1 st semester, Year 4
National Professional Standard Competencies:	(C 3, C 26, C 27, C 28)*
Contact Hours:	Individual consultations
Credits:	12
Prerequisite:	CFI 3701 (Introduction to Educational Research), Project Phase 1: List of codes provided
Course Assessment:	Proposal contributes 100% to final assessment

Course Descriptor:

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

LIST OF PROJECT PHASE 2 OFFERED IN THE B. ED

Course	Code	Credits
Project Phase 2 of Geography and Development Studies	CSG 3889	12
Project Phase 2 of History	CSH 3889	12
Project Phase 2 of Accounting	CCA 3889	12
Project Phase 2 of Business Studies	CCB 3889	12
Project Phase 2 of Economics	CCE 3889	12
Project Phase 2 of English	CLE 3889	12
Project Phase 2 of Oshwambo	CLO 3889	12
Project Phase 2 of KhoeKhoegowab	CLK 3889	12
Project Phase 2 of Rukwangali	CLR 3889	12
Project Phase 2 of Otjiherero	CLH 3889	12
Project Phase 2 of German	CLG 3889	12
Project Phase 2 of French	CLF 3889	12
Project Phase 2 of Afrikaans	CLA 3889	12
Project Phase 2 of Silozi	CLS 3889	12
Project Phase 2 of Arts and Design	CAC 3889	12
Project Phase 2 of Biology	MSB 3889	12
Project Phase 2 of Agriculture	MSA 3889	12
Project Phase 2 of Physical Science	MSP 3889	12
Project Phase 2 of Computer Studies	MSC 3889	12
Project Phase 2 of Design and Technology	MSD 3889	12
Project Phase 2 of Mathematics	MMM 3889	12
Project Phase 2 of Home Economics	MHH 3889	12
Project Phase 2 of Fashion and Fabrics	MHF 3889	12
Project Phase 2 of Physical Education	MPP 3889	12

CAREER SPECIALISATION: (ONE ELECTIVE)**Course Title: SCHOOL MANAGEMENT**

Code:	FMM 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
Course Assessment:	Continuous assessment 50% (At least 6 assessments) Examination 50%. (1 x 3 hour paper)

Course Descriptor:

This course is designed to provide students with skills and knowledge regarding issues that relate to: school management with specific emphasis on management approaches, personnel management, staff and student supervision, discipline, motivation, planning, conflict management and professional development.

Course Title: INCLUSIVE EDUCATION

Code:	PSI 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:	PSI 3702 (Introduction to Inclusive Education)
Course Assessment:	Continuous assessment 50% (At least 6 assessments) Examination 50%. (1 x 3 hour paper)

Course Descriptor:

The aim of this course is to enable students to understand and apply the latest thinking in inclusive education such as, assessment and intervention strategies for learners with special educational needs in the regular classroom. The major focus of the course is the role of teachers in providing support and adapting curriculum to facilitate the learning processes of learners with special educational needs.

Course Title: EDUCATIONAL TECHNOLOGIST

Code:	CFM 3810
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
National Professional Standard Competencies:	(C 1, C4, C5, C6, C7, C11, C14, C26, C27,)
Contact Hours:	4 for 28 weeks
Credits:	32
Prerequisites:	MAT 3611 (Calculus 1) MAT 3612 (Calculus 2), MSE 3612 (Statistics for Education), and CFT 3702 (Classroom Communication and Technology)
Course Assessment:	Continuous assessment:50% (At least 4 assessments) Examination 50%.(1 x 3 hour paper)

Course Descriptor:

This course aims at developing pre-service teachers' skills and understanding to effectively implement the Computer Studies secondary school curriculum. It also aims to equip pre-service teachers with skills and knowledge of supervising, marking and moderating coursework projects for both Higher and Ordinary levels at grade 12.

Course Title: CURRICULUM PLANNING AND DEVELOPMENT

Code:	CFP 3810
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
National Professional Standard Competencies:	(C1, C2, C3, 4, C5, C6, C7, C10, C14, C19, C22, C25, C26, C28, C29, C30)
Contact Hours:	4 for 28 weeks
Credits:	32
Prerequisite:	CFC 3702 (Curriculum Development and Practice)
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50%.(1 x 3 hour paper)

Course Descriptor:

This course examines the process of planning, designing, implementing and evaluating school curricula. The main focus will be on critically examining how the process is applied in the Namibian context. Students will gain a hands-on experience with this process through field visits to the National Institute for Educational Development, and presentations by curriculum workers on the current status of Curriculum Planning and Development locally.

YEAR 4 SEMESTER 2**Course Title: PROFESSIONAL AND COMMUNITY DEVELOPMENT**

Code:	FMD 3802
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
National Professional Standard Competencies:	(C 3, C 19, C 22, C 25, C 26, C 27, C 28, C 29, C 30)
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50 (1 x 2 hour paper)

Course Descriptor:

This course is intended to develop students' skills and dispositions regarding issues that relate to: the development of students' as members of the professional learning community, their contributions to the development of professional ethics and the community's socio-economic welfare at large.

Course Title: PHILOSOPHY OF EDUCATION

Code:	FMP 3802
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
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50%.(1 x 2 hour paper)

Course Descriptor:

This course develops and sharpens a student's thinking, and encourages a critical discourse on 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.

GENERAL EDUCATION ELECTIVE:**Course Title: CULTURAL EDUCATION (ART, MUSIC, FOREIGN LANGUAGE, DANCE ETC.)**

Code:	EEC 3702
NQF Level:	7
Semester Offered:	2 nd semester, Year 4
National Professional Standard Competencies:	(C 3)*
Contact Hours:	2 for 14 weeks and 2 hour practical for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50%. (1 x 2 hour paper)

Course Descriptor:

This course is designed to develop students' knowledge of the theoretical aspects of coaching and the ability to apply theory in a practical coaching context to develop and improve performance.

Course Title: SPORT COACHING

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

Course Descriptor:

This course is designed to develop students' knowledge of the theoretical aspects of coaching and the ability to apply theory in a practical coaching context to develop and improve performance.

D.4.17 BACHELOR OF EDUCATION SECONDARY SCHOOL SUBJECTS COURSE DESCRIPTORS**D.5 Important Note to B.Ed Students**

D.5.1 As the Faculty of Humanities and Social Sciences offers year-courses in the fourth year of study, BEd students will lose at least six weeks of lectures due to the teaching practice programme of the 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 courses 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**YEAR ONE****Course Title: AFRIKAANS LANGUAGE USAGE**

Code:	LAF 3581
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course develops the student's skills in comprehending and writing functional texts in Standard Afrikaans based on knowledge of the grammatical and pragmatic basics of the language, while recognising and appreciating language variety. Students will also be introduced to the range of language reference works in Afrikaans and their functions

Die kursus ontwikkel die studente se vaardighede in die begrip en skryf van funksionele tekste in Standaardafrikaans, gebaseer op kennis van die grammatikale en pragmatiese grondtrekke van die taal. Taalvariasie word tegelykertyd erken en waardeer. Studente word ook bekendgestel aan die reeks beskikbare Afrikaanse taalnaslaanwerke en hulle funksies

Course Title: FOUNDATIONS OF AFRIKAANS LITERATURE

Code:	LAF 3582
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour examination paper)

Course Descriptor:

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.

Hierdie kursus behels 'n inleiding tot die drie hoofgenres van die literatuur (prosa, poësie en drama) en 'n bekendstelling van die mees gebruiklike terminologie in die literatuurteorie. Afrikaanse kortverhale, gedigte en 'n (radio)drama sal ontleed word, en die student sal onderlê word in die korrekte toepassing van die tersaaklike terminologie.

YEAR TWO**Course Title: AFRIKAANS LINGUISTICS**

Code:	LAF 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course familiarises the student with the scientific study of language structure in Afrikaans. Five topics are covered, although not each exhaustively every year: *Phonetics*: the human sound-producing system; sound classes and types in Afrikaans; phonetic transcription; *Phonology*: sound segments and phonemes in Afrikaans; major phonological processes in Afrikaans; *Morphology*: simplex and complex words; types of morphemes in Afrikaans; derivation and inflection; the major word formation processes and their products; *Syntax*: the main syntactic categories and structures and their functions in basic sentences; *Semantics*: the structure of the lexicon; the main lexical relations in the lexicon; the major elements of the relation between semantics and syntax in Afrikaans.

Die kursus stel die student bekend aan die wetenskaplike studie van die struktuur van Afrikaans. Drie van die kernsubdissiplines in die Afrikaanse teoretiese taalwetenskap word behandel: Fonetiek: die menslike spraakapparaat; klankklasse en -soorte in Afrikaans; fonetiese transkripsie; Morfologie: simplekse en komplekse woorde; tipes morfeme in Afrikaans; die belangrikste woordvormingsprosesse en hulle produkte; Sintaksis: die hoofkategorieë en -strukture en hulle funksies in basiese Afrikaanse sinne.

Course Title: FOUNDATIONS OF DUTCH LANGUAGE AND LITERATURE

Code:	LAF 3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Afrikaans is largely derived from Dutch, and the bond between the two languages remains strong. A basic knowledge of the Dutch language and insight into aspects of the Dutch society, culture and literature will develop the student's appreciation for the close relation between the two languages and their peoples, but also for the marked variation. The course is offered in two components: a language acquisition component and an introductory literature component. *Language:* Students will acquire basic communicative proficiency in Dutch and focus on the most important differences between Afrikaans and Dutch in terms of country and culture, pronunciation, spelling, grammar and vocabulary. *Literature:* The literature component follows the language component and the focus is on the reading and comprehension of modern Dutch in newspapers and in short stories.

Afrikaans stam van Nederlands af, en daar bestaan steeds 'n stewige band tussen dié twee tale. Deur die verwerping van 'n basiese taalvaardigheid in Nederlands en 'n bekendstelling aan die Nederlandse en Vlaamse kultuur en literatuur, word by die student 'n waardering gekweek vir hierdie noue verbintenis. Wat die taal betref, sal hoofsaaklik gefokus word op die verskille tussen Afrikaans en Nederlands in terme van struktuur en woordeskat

Course Title: AFRIKAANS VISUAL STUDIES

Code:	LAF 3652
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	LAF 3582 (Foundations of Afrikaans Literature)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

The following aspects will be dealt with: one or more dramas, a film and/or advertisements (as part of different sub-genres) on a thematic and performance. Literary aspects unique to the specific material (texts) will also be focused on.

Die volgende aspekte sal op 'n tematiese grondslag behandel word: een of meer dramas, 'n film en / of advertensies. Die visuele in samewerking met die teks sal in die geval van die dramas onder die soeklig val.

YEAR THREE**Course Title: AFRIKAANS AND DUTCH POETRY**

Code:	LAF 3751
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	LAF 3582 (Foundations of Afrikaans Literature)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Focus on Afrikaans and Dutch poems with the theme "Poems representing metatexts". How to analyse a poem in general will serve as an introduction to confront the student with the approaches and techniques in poetry such as metaphorical language, rhyme and rhythm, etc. An Afrikaans poetry volume of the author George Weideman will be studied.

Ten opsigte van die Nederlandse poësie sal die student ingelei word in die vernaamste literêre periodes van die moderne Nederlandse poësie vanaf die 1700's tot en met die begin van die nuwe millennium. Wat Afrikaans betref, sal hoofsaaklik gefokus word op metatekstuele aspekte in die poësie sedert 1960. Van die student sal verwag word om gedigte grondig te kan ontleed.

Course Title: AFRIKAANS LANGUAGE STUDIES

Code:	LAF 3732
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	LAF 3611 (Afrikaans Linguistics)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course applies the basics of Afrikaans linguistics studied at second year level to the following four topics in Afrikaans applied language studies: linguistic norms, linguistic style, language planning and lexicography. Not each topic will be dealt with exhaustively every year

In hierdie kursus word die beginsels van die Afrikaanse taalwetenskap wat in die vorige studiejaar bestudeer is, toegepas op die studie van taalkundige norme in Afrikaans. Die volgende onderwerpe word behandel: normering en universele taalkundige norme; sintaktiese, morfologiese en semantiese norme; standaardtaal; taalsuiwerheid; naslaanwerke en woordeboeke.

YEAR FOUR

Course Title: AFRIKAANS AND DUTCH NOVEL AND DRAMA

Code:	LAF 3860
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

After dealing with the shorter sub-genres on prose in the previous study years, the novel and drama will be dealt with in this course. The Afrikaans and Dutch novel and drama will be dealt with separately and not necessarily on a comparative basis. As far as the drama is concerned, the focus will be on analysing the individual texts in depth.

Nadat daar in die vorige studiejare gekonsentreer is op die korter subgenres van die prosa, sal die roman en drama in hierdie kursus aan die beurt kom. Die Afrikaanse en Nederlandse tekste sal afsonderlik behandel word, en nie noodwendig op 'n vergelykende basis nie. Van die student sal verwag word om die tekste grondig te kan analiseer

ENGLISH

YEAR ONE

Course Title: FUNDAMENTALS OF ENGLISH LANGUAGE STUDIES

Code:	LEN 3581
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Descriptor:

This course is designed to develop students' understanding of fundamental issues pertaining to the nature, functions and structure of the English language.

Course Title: FUNDAMENTALS OF THE STUDY OF LITERATURE(S) IN ENGLISH

Code:	LEN 3582
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Descriptor:

The course introduces students to the basic elements of literary criticism. Students will learn what constitutes literature and discuss its functions. Special emphasis will be placed on its contribution to society and the individual reader.

YEAR TWO

Course Title: LEXIS AND BASIC GRAMMAR

Code:	LEN 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	LEN 3581 (Fundamentals of English Language Studies)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course discusses the structure of the English language at the levels of the word, the phrase and the simple sentence. It familiarises students with morphology (the study of the internal structure of words) and syntax (the study of the structure of phrases and sentences) in the identification of word classes and types of phrases and clauses. It also shows how morphology and syntax are interrelated in the study of the structure of language.

Course Title: APPROACHES TO POETRY ANALYSIS

Code:	LEN 3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	LEN 3582 (Fundamentals of the Study of Literature(s) in English)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

The course is designed to cultivate the literary appreciation and critical evaluation skills of the student. Students will be introduced to a variety of poetic forms and encouraged to discern appropriate approaches which will enhance their understanding of that particular genre (kind or style of writing). The course will be based on lectures and practical exercises.

Course Title: SELECTION OF DRAMA AND PROSE

Code:	LEN 3672
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

The course is designed to deepen the students' understanding of drama as text, as well as broaden their knowledge of fiction, by studying two tragedies, two novels and two collections of short stories. The analysis of the different narrative strategies used by the writers provides a unifying theme.

YEAR THREE

Course Title: PSYCHOLINGUISTICS

Code:	LEN 3732
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course deals mainly with issues concerning first language acquisition and second language acquisition and learning. In dealing with understanding of what goes on in the process of language acquisition and learning, the students will examine the stages of language acquisition, theories of child language acquisition, language

acquisition and the different aspects of grammar, characteristics of the input in child and adult language acquisition, issues related to deprivation of language, sign language, comparison of animals and humans with regard to language abilities, second language acquisition in children and adults, second and foreign language teaching, bilingualism

Course Title: NAMIBIAN LITERATURE IN ENGLISH SINCE INDEPENDENCE

Code:	LEL 3732
NQF Level:	7
Semester Offered:	1 st and 2 nd semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

The course will explore key themes in Namibian literature and set this in an historical and cultural context. Reference will also be made to other Southern African books and writers. The texts will be drawn from the genres of poetry, prose and drama

YEAR FOUR

Course Title: AN OVERVIEW OF AFRICAN LITERATURE

Code:	LEL 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level.
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course will focus on the themes of identity/identities and the significance of poetry and fiction in exploring the tensions brought about by the conflict between "traditional" African and "modern" values that were shaped by colonialism. The importance of Western education and Christianity in shaping the consciousness of the "new African" will be highlighted. The impact of the patriarchal culture on the roles of women will also be explored.

Course Title: APPROACHES TO STYLISTICS ANALYSIS

Code:	LEN 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level.
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course involves a linguistic and stylistic analysis of various kinds of texts. In the analysis of these texts emphasis is placed on identifying the linguistic features that characterise the different genres. The course provides the students with ways in which text varieties can be studied and classified and applies this knowledge to the discussion of what makes a "good" example of a particular type of text. The course also explores how text varieties change over time and the functions in society those particular texts take on

Course Title: APPROACHES TO LANGUAGE ANALYSIS

Code:	LEN 3840
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level and LEN 3531 (Fundamentals in English Language Studies) and LEN 3611 (Lexis and Basic Grammar)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course discusses various approaches to the study of the structure of language. It examines the difference between notional and formal and functional grammars and how each type contributes to our understanding of the language system. The course also analyses the syntax of English and how theory informs practice. The course follows a descriptive approach that encourages associations and contrasts. Participants practise how they explain problem areas of English syntax to colleagues and school learners

FRENCH**YEAR ONE****Course Title: LANGUAGE STUDIES IN FRENCH**

Code:	LFS 3581
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course enables a student who has had previous experience with learning French to reinforce his/her knowledge and to acquire a better understanding of how the language works. Students will be able to write, read and understand short written texts, as for example informal letters, very short newspaper articles and e-mails at the end of this course. Furthermore a student will be able to hold a short conversation in a variety of situations. This course presents an integrated approach of the four language skills: reading, writing, listening and speaking

Course Title: FRENCH LANGUAGE USAGE AND LITERATURE

Code:	LFS 3582
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course allows a student to build on his/her existing French skills and to deepen and expand his/her knowledge of the language. Particular emphasis is placed on the accurate use of French grammar, orthography, pronunciation and vocabulary. Furthermore a student will become familiar with texts of a formal and functional nature. Students will also be introduced to very basic literary and cultural texts allowing a deeper insight into French culture and society.

YEAR TWO**Course Title: INTERMEDIATE LANGUAGE USAGE IN CONTEXT**

Code:	LFS 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

In this course students build on their acquired skills during the first year in order to expand and refine their knowledge. Furthermore students are introduced to basic research skills and presentation methods. Grammar is also introduced on a more theoretical basis in order for learners to acquire a conscious view of how the language works.

Course Title: FOUNDATIONS OF LINGUISTICS IN FRENCH

Code:	LFS 3632
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

At the end of this course students will be able to analyse and understand basic and intermediate morphological, syntactical and discursive structures of French in context.

Course Title: ADVANCED LANGUAGE USAGE IN CONTEXT

Code:	LFS 3652
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course introduces students to concepts of argumentation. Furthermore, students are required to critically evaluate themselves and their peers through presentations and discussions. At the same time students continue to expand their grammatical, phonological and cultural knowledge in French.

THIRD YEAR**Course Title: THEORETICAL AND PRACTICAL GRAMMAR IN FRENCH**

Code:	LFS 3711
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

At the end of this course students will be able to analyse and apply a number of advanced linguistic and grammatical elements in French. They will acquire the ability to recognise the importance of grammar and discursive structures in text analysis. Furthermore they will be aware of differences between English and French grammar and by implication of their first language.

Course Title: INTRODUCTION TO FRENCH AND FRANCOPHONE LITERATURE

Code:	LFS 3731
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course introduces students to French literary history through the reading and analysis of various extracts of the works of authors in the French canon. In addition students are required to read a complete literary work and discussing it against its historical and social background.

Course Title: COMPOSITION SPEAKING AND PRESENTATION SKILLS

Code:	LFS 3752
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

In this course students acquire the most current French writing and research methods. Furthermore students are required to read and understand a number of technical and academic texts, thus moving away from the merely functional use of language. In addition students are required to do presentations on academic and technical topics.

YEAR FOUR**Course Title: APPLIED LINGUISTICS IN FRENCH**

Code:	LFS 3800
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

In this course students look at French through a comparative approach. Differences and similarities of expression and grammar are highlighted with a view to translation. Students are required to expand their vocabulary range from the merely functional to fields that require a highly specialised vocabulary.

Course Title: FRENCH LITERARY HISTORY

Code:	LFS 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

In this course students take a closer look at a specific literary period and its authors. Furthermore, students learn to effect a textual analysis of some depth and complexity by looking at a text in its historical and social context as well as paying close attention to literary genres and their conventions.

Course Title: CONTEMPORARY FRENCH SOCIETY AND LANGUAGE

Code:	LFS 3840
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

In this course students will take a conscious look at the differences between contemporary French and Namibian culture and society. Furthermore, students will develop an awareness of socio-linguistic aspects that influence the use and status of French in the world.

Course Title: CONTEMPORARY FRENCH LITERATURE

Code:	LFS 3860
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

In this course students will do largely independent research on various literary works and their authors.

GEOGRAPHY**YEAR ONE****Course Title: FUNDAMENTALS OF PHYSICAL GEOGRAPHY**

Code:	GHE 3581
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Descriptor:

Students acquaint themselves with the essential foundations of Physical Geography, including common links to auxiliary disciplines and fields of study. The course presents structures, functions, processes and distributional patterns inherent in phenomena of "natural" environments, relating to climate, geomorphology, hydrology, soils and vegetation. The content focuses on the interrelationship of geo-ecosystems, including the human factor. With particular reference to Namibian conditions, the course offers fundamental applications of concepts inherent in the functioning of the atmo-, litho-, hydro- and biosphere

Course Title: FUNDAMENTALS OF HUMAN GEOGRAPHY

Code:	GHE 3582
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Descriptor:

Students acquaint themselves with foundations and concepts of Human Geography, including the subject's links to auxiliary disciplines. The course presents structures, functions, processes and distributional patterns inherent in phenomena of human environments. The content focuses on demographic features of population, rural and urban settlements and economic activities including tourism, land-use and infrastructure, regional diversity / similarity as well as politico-geographical perspectives relating to spatial development. Local to international references cover Namibia, the African continent and selected regions of the world. The course structure implies practical exercises/assignments aiming at fostering application of knowledge, reflective thinking and practical skills

YEAR TWO**Course Title: CLIMATOLOGY (HALF-COURSE)**

Code:	GHE 3621
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	GHE 3581 (Fundamentals of Physical Geography)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Descriptor:

The course investigates components, patterns, processes and functioning relating to phenomena of climatology such as air temperature; atmospheric moisture and precipitation; and on atmospheric pressure, motion and circulation.

Course Title: SETTLEMENT GEOGRAPHY (HALF-COURSE)

Code:	GHE 3641
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	GHE 3582 (Fundamentals of Human Geography)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Descriptor:

Departing from the first year of fundamental topics in human geography, the course aims to deepen geographic knowledge, illustrate models and concepts of central place, systems of settlement networks and development as nuclei of structural transformation and regional distribution. The course's objective means to enhance the comprehension of rural-urban migration affecting urbanisation and social change through settlement. crucial for individual and collective well-being effecting national growth and socio-cultural quality in housing rural-urban life.

Course Title: GEOMORPHOLOGY (HALF-COURSE)

Code:	GHE 3601
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	GHE 3581 (Fundamentals of Physical Geography)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Descriptor:

This course introduces students to a broad range of principles on geomorphologic landforms and processes that will enable them to identify, understand and describe their formation and distribution in Namibia and in southern Africa. The content focuses on processes such as weathering and mass wasting; and the creation of structural terrestrial, marine and aeolic landforms. Landscapes from Namibia and southern Africa exemplify the relevant types of landforms.

Course Title: ECONOMIC GEOGRAPHY (HALF-COURSE)

Code:	GHE 3661
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	GHE 3582 (Fundamentals of Human Geography)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Descriptor:

Departing from the first year of fundamental topics in human geography, the course aims to broaden geographic knowledge, illustrate models, concepts and systems observed in economic geography and spatial patterns of economic land-use, distribution and development. The courses' objective means to enhance the comprehension of economic activity and its impact on local environments, national growth and global relationship

Course Title: BIOGEOGRAPHY (HALF-COURSE)

Code:	GHE 3642
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Descriptor:

This course introduces students to the components, functions, processes, patterns and phenomena of Biogeography. Biogeography includes a broad range of topics including evolution, ecology, history of biogeography, biogeographical system, population ecology, distribution of single species and communities, dispersal and extinction, continental biogeography, conservation biogeography and biodiversity.

Course Title: SOCIAL GEOGRAPHY (HALF-COURSE)

Code:	GHE 3682
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Descriptor:

This course offers students concepts and approaches to essential thinking in Social Geography, broadening students' understanding of the interplay between society and space, including the interface experienced between society, crime and space. The content encompasses topics such as types of society and their structures; indicators defining disparities in livelihood; gender equality and social justice; as well as conditions of access to health and socio-economic development. Lectures present key concepts assumed to be "organising principles in societies", complemented by "culture-specific" perceptions pertaining to groups / classes of society and their regional distribution with an emphasis on Namibia

YEAR THREE**Course Title: GENERAL METHODS AND TECHNIQUES IN GEOGRAPHY**

Code:	GHE 3731
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

The course offers application-oriented insights into scientific methods and techniques, comprising the formulation of hypotheses and assumptions; collection and compilation of data; research design and selection of research methods. Examples from field surveys and the formulation of research findings aim at strengthening course and project work capabilities.

With view to secondary school course work and post-graduate studies the content exposes students to map production and basic geodesy. Map interpretation and aerial photography analysis complements essential skills in geographic analysis techniques, needed for course work and research. The course familiarises students with statistical methods applied to quantitative geographic problem analysis, together with the use of techniques in collecting and analysing qualitative data. Introductory hands-on lecturing builds necessary experiences in GIS for special application at senior secondary school level, seeking to ensure that all participants share a working knowledge of spreadsheet capabilities

Course Title: ENVIRONMENTAL STUDIES

Code:	GHE 3711
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course allows students to comprehend the paramount interaction of humans and their environment, the reasons for and consequences of this interrelationship and in many instances the ameliorating scenarios society can implement. Students should achieve this objective by integrating disciplines through the application of knowledge and research with oral and written presentations.

Course Title: REGIONAL GEOGRAPHY

Code:	GHE 3752
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

The course familiarises students with concepts of and approaches to Regional Geography and furthers students' comprehension of the complexity of the system "region", comprising regional structures and functions (politico-economic, socio-cultural). It reflects data in distinct regions, emphasising the interaction of local and external factors, forces and processes over distance and time in Namibia, Africa and other continents. The course incorporates aspects of regional disparity and explains regional development against the background of different paradigms and concepts of regional development.

Course Title: EXCURSION

Code:	GES 3799
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	2 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Excursions encourage students to apply methods and techniques required for observing, analysing, assessing and comprehending the particularities of landscapes on site. They offer crucial experiences in team work and prepare for course work design and research

YEAR FOUR**Course Title: TOURISM STUDIES**

Code:	GHT 3800
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Students acquaint themselves with the generation and application of complex data sets for tourism planning and development with the assistance of principles, theories and trans-disciplinary methods applied to tourism studies. The course responds to the growing significance of and need for tourism research in Namibia, taking into consideration the growth of the tourism industry and the country's subscription to sustainable development, which require ethical behaviour, informed consumption of natural resources and sharing distribution of wealth.

Course Title: POLITICAL GEOGRAPHY

Code:	GHE 3800
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course guides students in studying independently patterns of politico-economic and socio-cultural landscapes in Namibia, Africa and elsewhere. The content addresses complex social processes of change, including deliberations on the regulating role of state and the creation of nations with their local-regional identities and landscapes of power. Lectures investigate phenomena of territorial control, the continuing competition and particular interests of and amongst countries in the ongoing capitalist restructuring of international economies with their shifting centres of politico-economic gravity.

Course Title: THEMES IN ADVANCED GEOGRAPHY AND ENVIRONMENTAL STUDIES

Code:	GHE 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

The content focuses on themes in Physical and Human Geography as well as Environmental Studies that were recently or are currently researched or published by members of the Section, including professional members working in fields of applied geography, environmental management and/or tourism. This seminar-style course requires discussion and research assignments. Students choose their research assignments from specific topics announced during the first week of lecturing in the first semester of the relevant academic year.

GERMAN**YEAR ONE****Course Title: BASIC LITERARY AND CULTURAL CONCEPTS**

Code:	LGS 3591
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Introducing students to literary genres as well as pragmatic texts and thus increasing awareness of contemporary German literary and culture concepts

Course Title: BASIC GERMAN PATTERNS

Code:	LGS 3592
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Acquainting students with formal German grammar thereby upgrading their communicative skills and written expression in various social contexts.

YEAR TWO**Course Title: TEXT ANALYSIS, DIRECTED WRITING AND PRESENTATION**

Code:	LGS 3651
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Analysis of various types of texts, enabling students to identify these, produce these themselves (in writing) and present them orally.

Course Title: CONTEMPORARY GERMAN SOCIETY AND LITERATURE

Code:	LGS 3632
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Making students aware of the interaction between literary texts and society, concentrating on recent German history, societal developments and relevant published materials.

Course Title: COMPLEX GERMAN PATTERNS

Code:	LGS 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Enhancement of communicative skills and written expression by focusing on more advanced aspects of German grammar.

YEAR THREE**Course Title: THEORETICAL AND PRACTICAL GERMAN**

Code:	LGS 3711
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

By concentrating on German syntax, students become aware of the essential function of academic writing.

Course Title: GERMAN CULTURAL HISTORY

Code:	LGS 3752
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Introduction to German cultural and literary history from Absolutism to the outbreak of World War I. This includes a study of selected literary texts and manifestations of culture in German society of that period with emphasis on students presenting their findings in adequate academic oral and written form.

YEAR FOUR

Course Title: APPLIED LINGUISTICS IN GERMAN

Code:	LGS 3840
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Examine psycho- and socio-linguistic aspects with special reference to the Namibian situation (variety linguistics)

Course Title: MODERN GERMAN LITERATURE AND CULTURE

Code:	LGS 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Study various literary texts from World War I through to contemporary Germany in conjunction with relevant aspects of the German society.

Course Title: INTERCULTURAL COMMUNICATION

Code:	LGT 3800
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Introduction to the theory of intercultural communication in a multicultural and multilingual society, with special reference to Namibian society

HISTORY

YEAR ONE

Course Title: AFRICAN CIVILISATIONS

Code:	HGE 3581
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course serves to introduce the student to African history. Important and very old African civilisations will be explored, namely Ethiopia, the empire of Mali, the Ancient Kingdom of Ghana and Great Zimbabwe. Students' attention will be directed to important aspects of general African history: archaeology, ancient cultures, art, material culture, trade, society, gender, literature, religion and politics. At the same time students

will be introduced to the tools of the trade and methodological and theoretical issues will be dealt with by way of introduction. The course explores the issues through lectures. Students are expected to attend all lectures, to participate actively in the teaching process and to engage with the prescribed readings. Students are assessed with tests (60%) during the semester and a final examination (40%).

Course Title: HISTORY: IMAGES, CONCEPTS AND TOOLS

Code:	HGE 3582
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course will emphasise the skills historians need to ply their craft. The use of argument and different ways of looking at the past will feature prominently. Public history, oral history and the role of different methodological and conceptual tools will be discussed. The course will aim to promote a hands-on and participatory approach to history. Practising basic skills such as the ability to assess various sources, paraphrasing, detecting and avoiding plagiarism and reading with comprehension, will feature prominently. This course serves as the foundation course for the second year Research Methodology course and the fourth-year Research Paper, and the skills & competencies required in the latter will be further refined in the second- and third year courses, where periods of two weeks will be set aside for Research Methodology in each course.

YEAR TWO

Course Title: EARLY SOUTHERN AFRICAN HISTORY

Code:	HGE 3651
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	HGE 3582 (History: Images, Concepts and Tools)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

The peopling of Africa, particularly southern Africa; languages, the development of social formations as predicated on the environment, the climate and mineral resources; development of economic formations. Archaeology and historical linguistics will form the methodological underpinning of this course. The basic requirements for research methodology in Archaeology will be covered during a two week period.

Course Title: MAKING OF THE ATLANTIC WORLD

Code:	HGE 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	HGE 3582 (History: Images, Concepts and Tools)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

The peopling of Africa, particularly southern Africa; languages, the development of social formations as predicated on the environment, the climate and mineral resources; development of economic formations. Archaeology and historical linguistics will form the methodological underpinning of this course. The basic requirements for research methodology in Archaeology will be covered during a two week period.

Course Title: NAMIBIA 19/20 CENTURY

Code:	HGE 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	HGE 3582 (History: Images, Concepts and Tools)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course focuses on early Namibian history; indigenous communities, languages, material cultures, arts and crafts, politics, inter-relations and migrations are explored; proto-colonial developments are investigated, such as early state formation and the expansion of the merchant capitalist frontier into present-day Namibia during the 19th century; in this context interaction of European traders and missionaries and the Oorlam/Nama and Herero peoples is explored in some depth; particular attention is devoted to methodologies: oral history, critical reading of available historical sources and writing.

YEAR THREE**Course Title: NAMIBIA 1920 – 1990**

Code:	HGE 3751
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course deal with the period of formal colonial rule, first German and thereafter South African, and focus on the main features of colonialism, such as creation of reserves, control of movement & migrant labour, colonial law vs. customary law, 'indirect' rule, white land settlement and Christianity. Special emphasis is placed on African agency: how did Africans respond to, and influence the various aspects of colonial administration imposed on them? The concepts of collaboration and primary resistance are explored as well as how nationalism evolved. The introduction of the idea of apartheid colonialism after 1950, given practical expression through the Odendaal Plan in the 1960s, will be investigated. South Africa's project for an 'internal' solution is analysed and compared with growing nationalist resistance exemplified by Swapo, Swanu, the churches and organised labour. Students will be required to know how to utilise archives & develop a familiarity with key secondary texts on 20th century Namibian history. Essay-writing and research skills are important components of this course.

Course Title: WORLD HISTORY

Code:	HGE 3772
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

The course aims to provide future teachers with a sound foundation with which they can engage the international relations syllabus covered in the Senior Secondary Phase of the School Curriculum. Major topics include: World War I & II, the rise of Fascism, the origins of the Cold War, Independence Movements and the end of colonial rule, the United Nations and growing international cooperation and the collapse of Soviet Communism & rise of democracy. Special attention is paid to the causes underlying these transformations & how it has changed the course of 20th century world history. The underlying significance of events will be explored to convey meaning about events & developments that have fundamentally changed the relationship between the West and the Rest of the World, resulting in the collapse of formal colonialism and unprecedented challenges to western imperialism. Students will be exposed to various secondary sources & learn how to utilize oral, primary & secondary written sources and how public history (photographs, monuments, artifacts, music) can be used to broaden understanding and to imaginatively reconstruct events. Special attention will be paid to the role of gender, war and disease in shaping the course of events & developments.

YEAR FOUR**Course Title: PUBLIC HISTORY/MUSEUM AND HERITAGE STUDIES**

Code:	HGE 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course explores the origins of museums, debates about ethnographic representation and the repatriation of cultural artefacts, practical analysis of museum displays and their meanings. Consideration is given to the relationship between tourism and the heritage industry and analysis centres on discussions of the concept of 'the tourist gaze' and forms of representation in the marketing of culture; the role and significance of monuments, commemorations and memorials are investigated. Debates over what is remembered, dissonant heritage and dark history render this course a critical tool with which to investigate the ways and means through which the past is structured and remembered.

KHOEKHOEGOWAB**YEAR ONE****Course Title: LITERARY APPRECIATION OF KHOEKHOEGOWAB**

Code:	LKL 3581
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course provides a general background to the concept *literature* and other related concepts such as *oral literature* and *written literature*, different genres of literature, literary appreciation and different approaches to the study of literature and different functions of literature. Texts to be discussed are in English.

Course Title: LANGUAGE AND CULTURE

Code:	LAC 3582
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course is intended to let students reflect on issues of identity, self-perception and the inseparability of language and culture. The essence of the course rests on dialogue between lecturers and students of the same and of different cultures in class so as to deepen one's perception of one's own culture and to gain respect through understanding for the other cultures represented. Particular domains of the language and culture that tend to become obliterated should be discussed and contrasted, e.g. naming practises, kinship systems, figurative language, etiquette. Students are also encouraged to accept dialects as enrichment of the language.

YEAR TWO**Course Title: SPEECH SOUNDS AND SOUND SYSTEMS**

Code:	LSS 3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This generic course is designed to provide some fundamental tools and concepts required for understanding the sound system of any language.

By way of introduction students will become familiarised with the central concerns, concepts and methods of *articulatory phonetics* as indispensable tool for linguistic studies and investigation.

In *phonology* students will acquire the standard technique to determine which sounds are significant in a particular

language: practical analysis will clarify the concept of the phoneme. In the study of *sound systems and sound changes* students will be enabled to recognise how speech sounds of a language interact with each other. Students shall also appreciate the role of the *syllable*, and the role of *tone* or *stress* in distinguishing meaning in certain languages.

The strength of the course lies in its hands-on approach. Students will be familiarised with abstract concepts like the "phoneme" by means of practical case studies, that is, by means of regular exercises to practise the analytic techniques as applied to any language in the world. While the relevance of issues to familiar Namibian languages is pointed out during tuition, only foreign languages will be used for assessment purposes, as the techniques are valid irrespective of the language examined.

While the course should enhance any student's general ability to handle issues of spelling and articulation, the course lays the essential foundation for phonetic and phonological studies in specific languages. It is a corequisite for HLKM 3612 *Phonology and Morphology of Khoekhoegowab*.

Course Title: ORAL LITERATURE OF KHOEKHOEGOWAB

Code:	LKO 3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

In this course students are introduced to the oral nature of traditional/oral African literature and its significance and function as an art, forms, content and performance, for instance folktales, praises, songs, riddles and proverbs. The course should also give the students explicit understanding of characterisation: characters, their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits). Students are expected to engage in field-work.

Course Title: PHONOLOGY AND MORPHOLOGY OF KHOEKHOEGOWAB

Code:	LKM 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Co-requisite:	LSS 3631 (Speech Sounds and Sound Systems)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course requires first language proficiency, as it investigates and describes the phonology (sound system) and morphology (word categories and their structures) of Khoekhoegowab. The course should give the student an explicit understanding of the linguistic processes that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students should be able to explain and discuss the features studied and provide pertinent instantiation.

YEAR THREE

Course Title: SYNTAX OF KHOEKHOEGOWAB

Code:	LKS 3731
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	LKM 3612 (Phonology and Morphology of Khoekhoegowab)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course also requires first language proficiency, as it investigates and describes the sentence types of Khoekhoegowab, their structures and how sentences are joined in complex sequences. The course should give the student an explicit understanding of the grammar that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students will also be enabled to analyse (parse) syntactic structures according to established procedures. The knowledge gained will form the foundation for using the grammatical and stylistic resources more effectively for communication.

Course Title: POETRY OF KHOEKHOEGOWAB

Code:	LKP 3732
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course is meant to deepen students' understanding and analytical skills concerning the study of the structure, characteristics, literary devices and other literary aspects of oral and written poetry in Khoekhoegowab.

YEAR FOUR**Course Title: WRITTEN PROSE AND DRAMA OF KHOEKHOEGOWAB**

Code:	LKW 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course deepens students' knowledge and skills in the critical analysis of selected prose, and of drama and plays such as radio plays or film scripts with regard to their structure, themes, characters, style and literary devices, content, and their relevance to current social issues and cultural identity.

Course Title: EFFECTIVE COMMUNICATION: STYLE AND MEANING IN KHOEKHOEGOWAB

Code:	LKE 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course centres on the use of the living language in practice, but on the basis of the linguistic understanding previously acquired. It focuses on the sensitisation to and practical application of communicative skills, on the choices one makes among the devices that a language offers. Analytic as well as creative skills of the student are addressed. The course concentrates on the discussion of theoretical aspects of stylistics and semantics, the analysis of recorded oral and literary texts (e.g. speeches, sermons, advertisements, admonitions) and production of own samples.

Course Title: ADVANCED ISSUES IN THE LINGUISTICS OF KHOEKHOEGOWAB

Code:	LKA 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Issues of a universal and typological nature concerning the phonology and grammar of Khoekhoegowab and the Khoe (sub-)family will be dealt with here.

The course consists of a *common component* (14 weeks) attended by students of all African language courses and a *language-specific component* (14 weeks) attended by students of the specific language family (Bantu or Khoe) respectively. In the language-specific components students will also receive a brief introduction to the most outstanding

features of the other language family, so as to widen their horizon with regard to their own language. Components which are attended by students of different languages will be taught through the medium of English. All study guides will be in English.

Common component: Isolating, agglutinative and inflecting languages; grammatical gender in languages; semantic case; the order of sentence elements. Features of the language(s) chosen will be highlighted by contrasting them to corresponding features of the other language family.

Language-specific component for Khoekhoegowab: The Khoekhoegowab noun as a word; typical features of Khoe languages; an intensification of previous studies in sentence constructions and the tone system

OSHIWAMBO

YEAR ONE

Course Title: LITERARY APPRECIATION OF OSHIWAMBO

Code:	LWL 3581
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course provides a general background to the concept *literature* and other related concepts such as *oral literature* and *written literature*, different genres of literature, literary appreciation and different approaches to the study of literature and different functions of literature. Texts to be discussed are in English

Course Title: LANGUAGE AND CULTURE

Code:	LAC 3582
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course is intended to let students reflect on issues of identity, self-perception and the inseparability of language and culture. The essence of the course rests on dialogue between lecturers and students of the same and of different cultures in class so as to deepen one's perception of one's own culture and to gain respect through understanding for the other cultures represented. Particular domains of the language and culture that tend to become obliterated should be discussed and contrasted, e.g. naming practises, kinship systems, figurative language, etiquette. Students are also encouraged to accept dialects as enrichment of the language.

YEAR TWO

Course Title: SPEECH SOUNDS AND SOUND SYSTEMS

Code:	LSS 3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This generic course is designed to provide some fundamental tools and concepts required for understanding the sound system of any language.

By way of introduction students will become familiarised with the central concerns, concepts and methods of *articulatory phonetics* as indispensable tool for linguistic studies and investigation.

In *phonology* students will acquire the standard technique to determine which sounds are significant in a particular language: practical analysis will clarify the concept of the phoneme. In the study of *sound systems* and *sound changes* students will be enabled to recognise how speech sounds of a language interact with each other.

Students shall also appreciate the role of the *syllable*, and the role of *tone* or *stress* in distinguishing meaning in certain languages.

The strength of the course lies in its hands-on approach. Students will be familiarised with abstract concepts like the "phoneme" by means of practical case studies, that is, by means of regular exercises to practise the analytic techniques as applied to any language in the world. While the relevance of issues to familiar Namibian languages is pointed out during tuition, only foreign languages will be used for assessment purposes, as the techniques are valid irrespective of the language examined.

While the course should enhance any student's general ability to handle issues of spelling and articulation, the course lays the essential foundation for phonetic and phonological studies in specific languages. It is a corequisite for HLKM 3612 *Phonology and Morphology of Oshiwambo*

Course Title: ORAL LITERATURE OF OSHIWAMBO

Code:	LWO 3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

In this course students are introduced to the oral nature of traditional/oral African literature and its significance and function as an art, forms, content and performance, for instance folktales, praises, songs, riddles and proverbs. The course should also give the students explicit understanding of characterisation: characters, their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits). Students are expected to engage in field-work. In this course students are introduced to the oral nature of traditional/oral African literature and its significance and function as an art, forms, content and performance, for instance folktales, praises, songs, riddles and proverbs. The course should also give the students explicit understanding of characterisation: characters, their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits). Students are expected to engage in field-work.

Course Title: PHONOLOGY AND MORPHOLOGY OF OSHIWAMBO

Code:	LWM 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Co-requisite:	LSS 3631 (Speech Sounds and Sound Systems)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course requires first language proficiency, as it investigates and describes the phonology (sound system) and morphology (word categories and their structures) of Oshiwambo. The course should give the student an explicit understanding of the linguistic processes that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students should be able to explain and discuss the features studied and provide pertinent instantiation.

YEAR THREE

Course Title: SYNTAX OF OSHIWAMBO

Code:	LWS 3731
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	LWM 3612 (Phonology and Morphology of Oshiwambo)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course also requires first language proficiency, as it investigates and describes the sentence types of Oshiwambo, their structures and how sentences are joined in complex sequences. The course should give the

student an explicit understanding of the grammar that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students will also be enabled to analyse (parse) syntactic structures according to established procedures. The knowledge gained will form the foundation for using the grammatical and stylistic resources more effectively for communication.

Course Title: POETRY OF OSHIWAMBO

Code:	LWP 3732
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course is meant to deepen students' understanding and analytical skills concerning the study of the structure, characteristics, literary devices and other literary aspects of oral and written poetry in Oshiwambo

YEAR FOUR

Course Title: WRITTEN PROSE AND DRAMA OF OSHIWAMBO

Code:	LWW 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course deepens students' knowledge and skills in the critical analysis of selected prose, and of drama and plays such as radio plays or film scripts with regard to their structure, themes, characters, style and literary devices, content, and their relevance to current social issues and cultural identity.

Course Title: EFFECTIVE COMMUNICATION: STYLE AND MEANING IN OSHIWAMBO

Code:	LWE 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course centres on the use of the living language in practice, but on the basis of the linguistic understanding previously acquired. It focuses on the sensitisation to and practical application of communicative skills, on the choices one makes among the devices that a language offers. Analytic as well as creative skills of the student are addressed. The course concentrates on the discussion of theoretical aspects of stylistics and semantics, the analysis of recorded oral and literary texts (e.g. speeches, sermons, advertisements, admonitions) and production of own samples.

Course Title: ADVANCED ISSUES IN THE LINGUISTICS OF OSHIWAMBO

Code:	LWA 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Issues of a universal and typological nature concerning the phonology and grammar of Oshiwambo and the Khoe (sub-)family will be dealt with here.

The course consists of a *common component* (14 weeks) attended by students of all African language courses and a *language-specific component* (14 weeks) attended by students of the specific language family (Bantu or Khoe) respectively. In the language-specific components students will also receive a brief introduction to the most outstanding features of the other language family, so as to widen their horizon with regard to their own language. Components which are attended by students of different languages will be taught through the medium of English. All study guides will be in English.

Common component: Isolating, agglutinative and inflecting languages; grammatical gender in languages; semantic case; the order of sentence elements. Features of the language(s) chosen will be highlighted by contrasting them to corresponding features of the other language family.

Language-specific component for Oshiwambo: The Oshiwambo noun as a word; typical features of Khoe languages; an intensification of previous studies in sentence constructions and the tone system.

OTJIHERERO**YEAR ONE****Course Title: LITERARY APPRECIATION OF OTJIHERERO**

Code:	LHL 3581
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course provides a general background to the concept *literature* and other related concepts such as *oral literature* and *written literature*, different genres of literature, literary appreciation and different approaches to the study of literature and different functions of literature. Texts to be discussed are in English

Course Title: LANGUAGE AND CULTURE

Code:	LAC 3582
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course is intended to let students reflect on issues of identity, self-perception and the inseparability of language and culture. The essence of the course rests on dialogue between lecturers and students of the same and of different cultures in class so as to deepen one's perception of one's own culture and to gain respect through understanding for the other cultures represented. Particular domains of the language and culture that tend to become obliterated should be discussed and contrasted, e.g. naming practises, kinship systems, figurative language, etiquette. Students are also encouraged to accept dialects as enrichment of the language.

YEAR TWO**Course Title: SPEECH SOUNDS AND SOUND SYSTEMS**

Code:	LSS 3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This generic course is designed to provide some fundamental tools and concepts required for understanding the sound system of any language.

By way of introduction students will become familiarised with the central concerns, concepts and methods of *articulatory phonetics* as indispensable tool for linguistic studies and investigation.

In *phonology* students will acquire the standard technique to determine which sounds are significant in a particular language: practical analysis will clarify the concept of the phoneme. In the study of *sound systems and sound changes* students will be enabled to recognise how speech sounds of a language interact with each other. Students shall also appreciate the role of the *syllable*, and the role of *tone* or *stress* in distinguishing meaning in certain languages.

The strength of the course lies in its hands-on approach. Students will be familiarised with abstract concepts like the "phoneme" by means of practical case studies, that is, by means of regular exercises to practise the analytic techniques as applied to any language in the world. While the relevance of issues to familiar Namibian languages is pointed out during tuition, only foreign languages will be used for assessment purposes, as the techniques are valid irrespective of the language examined.

While the course should enhance any student's general ability to handle issues of spelling and articulation, the course lays the essential foundation for phonetic and phonological studies in specific languages. It is a corequisite for HLKM 3612 *Phonology and Morphology of Otjiherero*.

Course Title: ORAL LITERATURE OF OTJIHERERO

Code:	LHO 3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

In this course students are introduced to the oral nature of traditional/oral African literature and its significance and function as an art, forms, content and performance, for instance folktales, praises, songs, riddles and proverbs. The course should also give the students explicit understanding of characterisation: characters, their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits). Students are expected to engage in field-work.

Course Title: PHONOLOGY AND MORPHOLOGY OF OTJIHERERO

Code:	LHM 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Co-requisite:	LSS 3631 (Speech Sounds and Sound Systems)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course requires first language proficiency, as it investigates and describes the phonology (sound system) and morphology (word categories and their structures) of Otjiherero. The course should give the student an explicit understanding of the linguistic processes that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students should be able to explain and discuss the features studied and provide pertinent instantiation

YEAR THREE**Course Title: SYNTAX OF OTJIHERERO**

Code:	LHS 3731
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	LHM 3612 (Phonology and Morphology of Otjiherero)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course also requires first language proficiency, as it investigates and describes the sentence types of Otjiherero, their structures and how sentences are joined in complex sequences. The course should give the student an explicit understanding of the grammar that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students will also be enabled to analyse (parse) syntactic structures according to established procedures. The knowledge gained will form the foundation for using the grammatical and stylistic resources more effectively for communication.

Course Title: POETRY OF OTJIHERERO

Code:	LHP 3732
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course is meant to deepen students' understanding and analytical skills concerning the study of the structure, characteristics, literary devices and other literary aspects of oral and written poetry in Otjiherero.

YEAR FOUR**Course Title: WRITTEN PROSE AND DRAMA OF OTJIHERERO**

Code:	LHW 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course deepens students' knowledge and skills in the critical analysis of selected prose, and of drama and plays such as radio plays or film scripts with regard to their structure, themes, characters, style and literary devices, content, and their relevance to current social issues and cultural identity.

Course Title: EFFECTIVE COMMUNICATION: STYLE AND MEANING IN OTJIHERERO

Code:	LHE 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

This course centres on the use of the living language in practice, but on the basis of the linguistic understanding previously acquired. It focuses on the sensitisation to and practical application of communicative skills, on the choices one makes among the devices that a language offers. Analytic as well as creative skills of the student are addressed. The course concentrates on the discussion of theoretical aspects of stylistics and semantics, the analysis of recorded oral and literary texts (e.g. speeches, sermons, advertisements, admonitions) and production of own samples.

Course Title: ADVANCED ISSUES IN THE LINGUISTICS OF OTJIHERERO

Code:	LHE 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

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 course consists of a *common component* (14 weeks) attended by students of all African language courses and a *language-specific component* (14 weeks) attended by students of the specific language family (Bantu or Khoe) respectively. In the language-specific components students will also receive a brief introduction to the most outstanding features of the other language family, so as to widen their horizon with regard to their own language. Components which are attended by students of different languages will be taught through the medium of English. All study guides will be in English.

Common component: Isolating, agglutinative and inflecting languages; grammatical gender in languages; semantic case; the order of sentence elements. Features of the language(s) chosen will be highlighted by contrasting them to corresponding features of the other language family.

Language-specific component for Otjiherero: The Otjiherero noun as a word; typical features of Khoe languages; an intensification of previous studies in sentence constructions and the tone system.

PORTUGUESE**YEAR ONE****Course Title: BASIC PORTUGUESE PATTERNS**

Code:	LPS 3511
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Acquainting students with formal Portuguese grammar, thereby upgrading their communicative skills and written expression in various social contexts.

Course Title: BASIC LITERARY AND CULTURAL CONCEPTS IN PORTUGUESE

Code:	LPS 3532
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Introducing students to literary genres as well as pragmatic texts and thus increasing awareness of contemporary Portuguese literary and culture concepts.

YEAR TWO**Course Title: COMPLEX PORTUGUESE PATTERNS**

Code:	LPS 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Enhancing students' communicative skills and written expression by focusing on central aspects of Portuguese grammar

Course Title: CONTEMPORARY PORTUGUESE SOCIETY AND CULTURE

Code:	LPS 3632
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Making students aware of the interaction between literary texts and society, concentrating on recent Portuguese history, societal developments and relevant published materials.

Course Title: TEXT ANALYSIS DIRECTED WRITING AND PRESENTATION IN PORTUGUESE

Code:	LPS 3652
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Analysis of various types of Portuguese texts enabling students to identify, produce and present similar texts.

YEAR THREE**Course Title: THEORETICAL AND PRACTICAL GRAMMAR IN PORTUGUESE**

Code:	LPS 3711
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Enhancing students' communicative skills in Portuguese by concentrating on Portuguese syntax to enable them to practically use it on academic writing.

Course Title: PORTUGUESE LUSOPHONE RELATIONS

Code:	LPS 3731
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Read selected Portuguese texts of colonial and post colonial literature with reference to lusophone African countries and depicting several aspects of present and past relationship between these countries and Portugal.

Course Title: PORTUGUESE CULTURAL HISTORY

Code:	LPS 3752
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Introduction to Portuguese cultural and literary history from Absolutism to the end of the Portuguese Monarchy in 1910. This includes a study of selected literary texts and manifestations of culture in Portuguese society of that period with emphasis on students presenting their findings in adequate academic oral and written form.

YEAR FOUR**Course Title: MODERN PORTUGUESE CULTURE AND LITERATURE**

Code:	LPS 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Study several selected texts from the first republic to contemporary Portugal in conjunction with the relevant aspects of the Portuguese society

Course Title: APPLIED LINGUISTICS IN PORTUGUESE

Code:	LPS 3840
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Examine psycho-socio-linguistic aspects with special reference to the Lusophone situation

Course Title: AFRICAN PORTUGUESE LITERATURE

Code:	LPS 3860
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

Study of selected cultural and literary texts and authors from those Portuguese speaking countries during their independence movements and after their political independence

VISUAL ARTS**YEAR ONE****Course Title: PRINCIPLES OF DESIGN**

Code:	VPD 3581
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Descriptor:

This is the introductory course that will provide a theoretical base and build up basic practical knowledge needed for creating the appropriate visual art forms expected. This will be done through researching of and working in three diverse art and design activities to stimulate individual creativity to provide an art and design vocabulary.

This course together with HVPD 3582 *Principles of Design* will provide background for visual art and design courses to follow from second year level onwards

Course Title: VISUAL LITERACY AND DRAWING

Code:	VLD 3581
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Descriptor:

This course promotes visual literacy through the analysis and production of art. There will be exploration of manifestation of ideas in visual art through aspects such as art elements, compositional principles and subject matter. This theoretical and practical foundation for visual arts will be consolidated by an emphasis on drawing.

Course Title: PRINCIPLES OF DESIGN

Code:	VPD 3592
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Descriptor:

This course provides additional theoretical and practical knowledge needed for the creating of new and more advanced visual art and design forms. It further aims at stimulating and augmenting individual creativity and reinforcing art and design theory and conceptualisation. This will be done through working in a series of art and design activities to produce different products to those done in the prerequisite course *HVPD 3581 Principles of Design*. Furthermore this course will provide background for visual art and design Courses to follow at subsequent year levels.

Course Title: VISUAL LITERACY AND DRAWING

Code:	VLD 3592
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Descriptor:

This course promotes visual literacy through the analysis and production of art. The project-based exploration of visual arts concepts and skills will be supported by a focus on formats for oral and written presentations on art. This foundation for visual arts will be consolidated by an emphasis on drawing and the evaluation thereof.

YEAR TWO**Course Title: CREATIVE EXPRESSION**

Code:	VCE 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	VPD 3592 or VLD 3592
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper including exhibition/presentation)

Course Descriptor:

This course is an introduction to the theory and history of creative visual expression placed in a contemporary art context, with an emphasis on the basic expressive exploration of two-dimensional, three-dimensional and mixed media art forms. Students will be expected to explore a variety of basic processes and techniques.

Course Title: VISUAL CULTURE AND CONCEPTS IN AFRICA

Code:	VVC 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	VPD 3592 or VLD 3592
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Descriptor:

The study of literature on the Namibian heritage of visual culture such as rock art and customary art will be complemented by field excursions. The second component analyses local examples of the role of visual culture in the formation and affirmation of identity in Namibia. Cross-reference will be made to selected manifestations in southern Africa.

Course Title: CREATIVE EXPRESSION

Code:	VCE 3632
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Co-requisite:	VCE 3611
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper including exhibition/presentation)

Course Descriptor:

This course is a thematic introduction to creative visual expression placed in a contemporary art context, with a further emphasis on basic expressive exploration of two-dimensional, three-dimensional and mixed media processes and techniques, other than those done in *HVCE 3611 Creative Expression*.

YEAR THREE**Course Title: CREATIVE EXPRESSION**

Code:	VCE 3711
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	VCE 3632
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper including exhibition/presentation)

Course Descriptor:

Placed in a contemporary art historical and theoretical context, this course will explore basic creative strategies, allowing for an emphasis on the student's individual aptitude for creative expression in a visual art field of his/her choice.

Course Title: CREATIVE EXPRESSION

Code:	VCE 3732
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Co-requisite:	VCE 3711
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper including exhibition/presentation)

Course Descriptor:

Placed in a contemporary art theoretical context, this course will explore more advanced creative strategies, allowing for an emphasis on the student's individual aptitude for creative expression in a visual art field of his/her choice.

YEAR FOUR

Course Title: CREATIVE EXPRESSION: STUDIO RESEARCH

Code:	VCE 3810
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 100%

Course Descriptor:

This course will challenge the student's capacity to consistently produce theme-based visual artwork of a high quality. Studio research will culminate in a body of work to be presented as an exhibition (HVCE 3840 *Creative Expression: Exhibition and Presentation*). It is expected of the student that this body of work will display advanced creative approaches, with an emphasis on the student's individual aptitude for creative visual expression. The study will be placed in a contemporary theoretical art context, related to the course HVCE 3820 *Creative Expression: Research project*.

ECONOMICS AND MANGEMENT SCIENCES

ACCOUNTING

YEAR ONE

Course Title: FUNDAMENTALS OF ACCOUNTING A

Code:	AFE 3581
Equivalent:	AFE 3511
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 hours + 1 hour tutorial per week for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

The detailed contents are as follows: Introduction to the basic principles of accounting – nature and function of accounting and accounting theory, the history and development of accounting, the statements of financial position and of comprehensive income and of changes in equity and its elements. Determining the information needs of different users, Collecting and processing accounting data, the accounting cycle, designing source documents, Journalising, posting entries from journal to the ledger, Creating subsidiary ledgers and Control accounts and Compiling a trial balance before adjustments. Determining and recording adjustments. Recording closing entries, compiling a worksheet in the closing-off procedure and compiling a post-closing trial balance. Preparing financial statements for a sole proprietor, non-profit organisations and trading and service entities. The cost concept - determination of the Cost of Goods Sold (COGS). Creating a complete accounting system that will fulfil the requirements of a specific entity

COURSE TITLE: BUSINESS MATHEMATICS

Code:	BCM 3571
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

Number systems; operations on whole numbers, integers and fractions; powers and roots; measurements (length, mass, capacity, temperature) and mensuration (area and volume); rates and ratios; basic set theory; basic algebraic operations; linear and quadratic equations; linear inequalities; linear functions and graphs; simple and compound interest; single and regular investments; hire purchase and loans; arithmetic and geometric sequence

Course Title: FUNDAMENTALS OF ACCOUNTING B

Code:	AFE 3582
Equivalent:	AFE 3512
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 hours +1 hour tutorial per week for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

The detailed contents are as follows: Introduction to the framework for the preparation and presentation of financial statements (FRW), financial position, financial performance, determining profit and preparing financial statements, accounting for current and non-current assets – cash and cash equivalents, trade and other receivables, inventory, property, plant and equipment and other non-current assets, accounting for current and non-current liabilities. Introduction to VAT (Value Added Tax). Inventory systems

YEAR TWO**Course Title: FINANCIAL ACCOUNTING 1A**

Code:	AFE 3691
Equivalent:	AFE 3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	3 hours +1 hour tutorial per week for 14 weeks
Credits:	12
Prerequisite:	CAFE3581/2 (Fundamentals of Accounting A & B)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

The detailed contents are as follows: Review of business entities financial reporting: financial statements of partnerships – establishment of a partnership, financial statements, admission and/or retirement of a partner, dissolution, insolvent partner, piecemeal liquidation. Introduction to close corporations covering – formation, operation, introduction to taxation, deregistration and liquidation, accounting records and financial statements. Branches/Sector accounting, Manufacturing companies covering - cost statements, preparing the income statement. Introduction to companies – formation, operation, introduction to taxation, share and debenture transactions, accounting records and financial statements, deregistration and liquidation. Conversions of various types of enterprises – partnership into a company, partnership into a close corporation, company into a close corporation and vice versa

Course Title: MANAGEMENT ACCOUNTING 1A

Code:	AAM 3691
Equivalent:	AAM 3651
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	3 hours +1 hour tutorial per week for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

Introduction to Cost and Management Accounting: cost concepts and cost flows, cost behaviour and systems for recording and controlling costs, product and period costs, and prime and conversion costs: Material and labour costs: raw material costs and inventory management, inventory levels, purchasing and storage of inventory, selective inventory control techniques; Payroll accounting and methods of compensation, individual and group incentive plans, fringe benefits, learning curves and cost estimation; Accounting for overhead costs: identification and coding of overheads, collection, allocation, apportionment and absorption of overheads, cost drivers and overhead costs, production, administration

and marketing overheads. Activity based costing: activity based costing defined, comparison between traditional and activity based costing systems, activities and transactions as cost drivers, strengths and weaknesses of activity based cost system. Job order costing: Contract costing: main features of contracts and types of contracts, cost calculation for contracts, methods of determining profit for incomplete contracts, contract cost accounts.

Course Title: FINANCIAL ACCOUNTING 1B

Code:	AFE 3692
Equivalent:	AFE 3632
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	3 hours + 1 hour tutorial per week for 14 weeks
Credits:	12
Prerequisite:	CAFE3581/2 (Fundamentals of Accounting A & B)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

The detailed contents are as follows: The framework for the preparation and presentation of financial statements (FRW) – underlying assumptions, definitions of assets, liabilities, equity, income, expenses, recognition of the elements of financial statements, preparation and presentation of financial statements (specific reference to auditors', directors' and other reports), Introduction to the Statement of cash flow), analysis and interpretation of financial statements

YEAR THREE

Course Title: FINANCIAL ACCOUNTING 2A

Code:	AFE 3781
Equivalent:	AFE 3751
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	3 hours + 1 hour tutorial per week for 14 weeks
Credits:	12
Prerequisite:	CAFE3691/2 (Financial Accounting 1A & 1B)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

The detailed contents are as follows:

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

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

Course Title: FINANCIAL ACCOUNTING 2B

Code:	AFE 3782
Equivalent:	AFE 3752
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	3 hours + 1 hour tutorial per week for 14 weeks
Credits:	12
Prerequisite:	CAFE3691/2 (Financial Accounting 1A & 1B)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

The detailed contents are as follows:

Groups: Introduction to basic group financial statements consolidated and separate financial statements (IAS27) – business combinations (IFRS3), Sundry aspects concerning group statements and Intra-group transactions.

International Financial Reporting Standards (IFRS): Investment property (IAS40), Non-currents assets held for sale and discontinued operations (IFRS5), Operating segments (IFRS8), Accounting policies, changes in accounting estimates, and errors (IAS8) , Related party disclosures (IAS24), Earnings per share (IAS33), Events after the reporting period (IAS10)

YEAR FOUR

Course Title: FINANCIAL ACCOUNTING 3A

Code:	AFE 3871
NQF Level:	8
Semester Offered:	1 st semester, Year 4
Contact Hours:	4 hours +1 hour tutorial per week for 14 weeks
Credits:	16
Prerequisite:	CAFE3781/2 (Financial Accounting 2A & 2B)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

The detailed contents are as follows;

Groups: Interim acquisition, Complex groups, Insolvent subsidiaries, Preference shares, Change in the nature and extent of control, Investments in associates (IAS28), Interests in joint ventures (IAS31).

International Financial Reporting Standards (IFRS): Income tax (IAS12), Leases (IAS17), Employee benefits (IAS19), Statements of cash flows (IAS7).

BUSINESS STUDIES

YEAR ONE

Course Title: BUSINESS MATHEMATICS

Code:	BCM 3571
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

Number systems; operations on whole numbers, integers and fractions; powers and roots; measurements (length, mass, capacity, temperature) and mensuration (area and volume); rates and ratios; basic set theory; basic algebraic operations; linear and quadratic equations; linear inequalities; linear functions and graphs; simple and compound interest; single and regular investments; hire purchase and loans; arithmetic and geometric sequence.

Course Title: PRINCIPLES OF MANAGEMENT

Code:	MPP 3572
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

Students will also be exposed to the various functions of management which are planning, organising, leading and control. As management forms part and parcel of our daily lives, students are expected to keep abreast with the latest developments in terms of local and international media and how it impacts on businesses, looking at the social, economic, political and cultural environments. Additional topics to be covered in this module are: introduction to various forms of entrepreneurship, religion and business world and business management, various economic systems, business counselling, coaching and networking. Above all students will be introduced to the history and evolution of the theories of management

YEAR TWO

Course Title: ORGANIZATIONAL BEHAVIOUR A

Code:	MBO 3671
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	MPP 3579 (Principles of Management)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

The course will focus on the following topics: Introduces Organizational behavior to students by looking at several themes that are current in contemporary organizational life. It looks at concepts, theories and techniques as applied in management of organizations. Specific topics will be determinants of organizational performance (teamwork, motivation, rewards, job design, job satisfaction etc.), organizations and the environment, Organizational cultures, structures and processes, and management of growth and decline

Course Title: BUSINESS STATISTICS A

Code:	ABA 3691
Equivalent:	ABA 3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	3 hours for 14 weeks
Credits:	12
Prerequisite:	BCM 3571 (Business Mathematics)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

The detailed contents are as follows: This course introduces the students to the fundamental of statistics. Topics include: Data and Statistics, Collection of data, Presentation of data, Frequency distributions, Scatter diagrams and Cross tabulations, Measures of central tendency, Measures of dispersion/variation, Probability theory and Probability distributions (Binomial, Poisson, Exponential and Normal)

Course Title: ORGANIZATIONAL BEHAVIOUR B

Code:	MBO 3672
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	MBO 3671 (Organizational Behaviour A)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

The course will focus on the following topics: Change - causes and management of change; organizational development (OD); learning organizations; resistance to change; overcoming resistance to change. Workforce diversity – case for diversity; ethical and social responsibilities; economic considerations; knowledge and skill factors; characteristics of successful diversity management Power, politics and conflict resolution – sources of power; empowerment; power, politics and morality; forms of political manipulations and management of politics. Different types of leaders– principles and value systems; disintegration and integration processes; elements of conceptual framework; forms of leadership styles.

YEAR THREE

Course Title: MARKETING MANAGEMENT 1A

Code:	MSM 3781
Equivalent:	MSM 3771
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 hours for 14 weeks
Credits:	12
Prerequisite:	MBO 3671/2 (Organisational Behaviour A/B)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

The following topics will be covered: the marketing mix, the nature of goods and services; consumer needs and wants. The product mix, Social Responsibility, ethics, consumer behavior, consumer purchase decision process; psychological influence; socio-cultural influences; Organizational Buyer; Marketing Communication process and Integrated Marketing Communication

Course Title: HUMAN RESOURCE MANAGEMENT 1A

Code:	MHM 3781
Equivalent:	MHM 3771
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 hours for 14 weeks
Credits:	12
Prerequisite:	MBO 3671/2 (Organisational Behaviour A/B)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

The following topics will be covered: Understanding of Self; Components of Self: self-identity, self -concept, self - confidence , self- image and techniques of Self Awareness; Exploration through Johari Window Mapping; Human resources management's role in the evolving paradigm – fundamentals of management planning; the strategic management process; types of strategies; strategic human resource management and tools. Human resource management and the competitive advantage – the resource-based paradigm; the best practices paradigm, Human resources and leadership and managing flexible patterns of work for competitive advantage - individual models of leadership – trait –based approach, behavioral- based approach, situational – based approach; group models of leadership- cross-functional teams, self-managed teams; executive teams; introduction to flexibility – functional flexibility, work-time flexibility, numerical flexibility, financial flexibility, numerical flexibility, regulatory flexibility, mobility flexibility etc

Course Title: MARKETING MANAGEMENT 1B

Code:	MSM 3782
Equivalent:	MSM 3772
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 hours for 14 weeks
Credits:	12
Prerequisite:	MSM 3781 (Marketing Management 1A)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

This course covers- learning how successfully integrate the elements of the marketing function into strategic, cohesive plan the student will cover the following topics: Strategic Marketing Process, The marketing environment: Examining and responding to the marketing Environment, Competitive forces, Economic forces, Political forces, Legal and Socio-cultural forces; Technological forces, marketing research, developing and managing products, Personal selling and sales promotion, Wholesaling and Retailing

YEAR FOUR

Course Title: ENTREPRENEURSHIP FOR EDUCATORS

Code:	MHE 3812
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
Contact Hours:	4 hours for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (At least 6 assessments) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

The main aim of this course is to introduce students to aspects of running their own businesses and hence making them self reliant and as such make them realize the many opportunities that are available for them to become self employed. It also aims at making them job creators by employing others in their small businesses. It will also develop skills of writing business plans, writing creative advertisement and carrying out a business research.

ECONOMICS

YEAR ONE

Course Title: BASIC MICROECONOMICS

Code:	EMI 3571
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

Economics is the study of how society allocates scarce resources to satisfy the wants of its members for goods and service. As such, it is a subject concerned with issues of both efficiency and equity. An efficient economy gets the most it can from its scarce resources; an equitable economy fairly distributes the benefits of its resources among its members. Is the economy efficient? Is the economy fair? The course aims to introducing students to key concepts used in microeconomics and facilitate a basic understanding of the economic phenomena. The course is designed to help students understand that society's economic choices often involve trade-offs between efficiency and equity

Course Title: BUSINESS MATHEMATICS

Code:	BCM 3571
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

Number systems; operations on whole numbers, integers and fractions; powers and roots; measurements (length, mass, capacity, temperature) and mensuration (area and volume); rates and ratios; basic set theory; basic algebraic operations; linear and quadratic equations; linear inequalities; linear functions and graphs; simple and compound interest; single and regular investments; hire purchase and loans; arithmetic and geometric sequence.

Course Title: BASIC MACROECONOMICS

Code:	EMA 3572
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

This course introduces basic concepts and tools used in macroeconomic analysis: the theory, measurement, and determination of national income; business cycles; the multiplier; fiscal policy, budget deficits, and the national debt; aggregate supply and aggregate demand; money, banking, and monetary policy; exchange rates and balance of payments accounts; and stabilization policy for unemployment and inflation

YEAR TWO**Course Title: INTERMEDIATE MICROECONOMICS 1**

Code:	EMI 3671
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	EMI 3571 (Microeconomics); EMA 3572 (Basic Macroeconomics)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

Microeconomics is a sub-field of economics concerned with the behaviour of households and firms and the interaction of buyers and sellers in various types of markets. It deals with how households and firms make decisions and how their interactions determine market prices. The prices in turn determine the allocation of scarce resources and their benefits. The course aims at providing students with a good foundation of the microeconomics analysis and to familiarize students with the key concepts of microeconomics theories. The behaviour of individuals and firms are analysed under the assumptions of maximization of consumer's utility and profit of the firms. Contents: 1: Introduction; 2: Consumer theory; 3. Theory of the firm; 4. Production; 5. Cost; 6. Perfect competition; 7. Monopoly; 8. Imperfect Competition

Course Title: INTERMEDIATE MACRO-ECONOMICS 1

Code:	EMA 3671
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	EMI 3571 (Microeconomics); EMA 3572 (Basic Macroeconomics)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

Macroeconomics will be presented in three inter-related parts. The first part will cover an analysis of the *real* sector of the economy. That is, an analysis of what happens in the market for goods and services. The course will cover the following issues in macroeconomics; Scope and methodology of macroeconomic analysis, goals of macroeconomic policy and schools of macroeconomic thought, National income accounting (Measurement of GDP, GNP, nominal growth, real growth and the rate of inflation), Analysis of changes in the level of economic activity (Injections into and withdrawals from the national income stream), Keynesian expenditure multipliers, Consumption theories, and Investment theories. This course will run through the first semester.

Course Title: INTERMEDIATE MICRO-ECONOMICS 2

Code:	EMI 3672
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	EMI 3571 (Microeconomics); EMA 3572 (Basic Macroeconomics)
Co-requisite:	EMI 3672 (Intermediate Microeconomics 2)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

This course involves the application of demand and supply to policy issues such as taxation, and price controls. It is relevant to students who have a good grasp of basic microeconomic theory. The course will consist of both theory and case studies drawn from Namibia and other countries. Generally, there is a need for economists to understand the role of government as the policy maker and how its actions affect different economic agents in any economy. Contents: Applications of supply and demand analysis; Allocative efficiency and Market Structure; Market Failure; Labour Market and the different types of actors; Choice under uncertainty; Economics of Information.

Course Title: INTERMEDIATE MACROECONOMICS 2

Code:	EMA 3672
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	EMI 3571 (Microeconomics); EMA 3572 (Basic Macroeconomics)
Co-requisite:	EMA 3671 (Intermediate Macroeconomics I)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

This course will cover an analysis of the *financial sector* of the economy. That is, an analysis of what happens in the market for money and other financial assets. It will also bring together *real sector* and *financial sector* analyses, to define *general equilibrium of the economy* and use it in analyzing economic issues and problems as well as possible policy measures to deal with macroeconomic problems. It will run through the second semester. Course Contents: Supply of money; demand for money; general equilibrium of the economy: IS-LM analysis; general equilibrium of the economy: AD-AS analysis; general equilibrium of the economy: Rational Expectations; Inflation and Unemployment

YEAR THREE**Course Title: INTERNATIONAL TRADE**

Code:	EIT 3771
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	EMI 3671 & EMI 3672 (Intermediate Microeconomics 1&2) EMA 3671 & EMA 3672 (Intermediate Macroeconomics 1&2)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

The course introduces the students to theories of International trade. This includes the early form of trade by the Mercantilism. It then goes further to look at other trade theories such as The Ricardian model: Factor Productivity and Comparative Advantage; Assumptions of a One-factor Economy; Absolute vs. Comparative Advantage; Gains from Trade; Misconceptions about Comparative Advantage, The Specific factors model: Assumptions; Specific Production Factors; Factor Movements; Income Distribution;

Misconceptions about Specific Factors (model), The Heckscher-Ohlin model: Two-factor economy; Assumptions; Factor prices and goods prices; Effects of trade between two-factor economies. The course also introduces students to issues regarding Protection of domestic industries, that is tariff and NTBs protection. The course also examines trade policy and the WTO that is History, WTO and developing countries; main tasks of WTO; Regional Trade Integration.

Course Title: NAMIBIAN ECONOMY

Code:	ENE 3772
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 hours for 14 weeks
Credits:	16

Prerequisite:	EMI 3671 & EMI 3672 (Intermediate Microeconomics 1&2) EMA 3671& EMA 3672 (Intermediate Macroeconomics 1&2)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

In Namibian Economy, Namibian issues are analysed in the context of developing countries. Main themes are the characteristics of the Namibian economy and, Namibia in the context of global capitalism. It is a comprehensive survey of the problems and challenges facing the Namibian economy. These include income distribution, population dynamics, sectoral performance, agriculture and land policy, trade policies, external debt, and macroeconomic stability. The course also examines the role of government and market incentives in the development process.

YEAR FOUR

Course Title: ECONOMICS OF GROWTH AND DEVELOPMENT

Code:	EGD 3872
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
Contact Hours:	4 hours and 1 tutorial for 14 weeks
Credits:	16
Prerequisite:	EMI 3671 & EMI 3672 (Intermediate Microeconomics 1&2) EMA 3671& EMA 3672 (Intermediate Macroeconomics 1&2)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

This course aims to examine the meaning and measurement of economic growth and development, and the review development theories, growth, intuition and policies. Develop skills in the application of theoretical and empirical economic growth and development

SCIENCE

COMPUTER SCIENCE

YEAR ONE

Course Title: PROGRAMMING FUNDAMENTALS 1

Code:	CMP 3511
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	Departmental Entry Test
Course Assessment:	Continuous assessment (50%): (2 tests and 2 assignment2) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

This course introduces the students to the foundational skills for all computing disciplines. It develops the student's skills and concepts that are essential to good programming practice and problem solving. The course will cover the following topics: -PROBLEM SOLVING STRATEGIES: The role of algorithms in the problem solving process, Implementation strategies for algorithms, Debugging strategies, The concept and properties of algorithms. PROGRAM DEVELOPMENT STEPS: Planning Phase, Analysis, Design, Implementation, Testing, Maintenance. PROGRAMMING CONSTRUCTS: Primitive data types, Variables, Expressions & assignment, Strings and string processing, Arrays, Records, Files, Scope and lifetime of variables, Strategies for choosing the right data structures. CONDITIONAL AND ITERATION CONSTRUCTS: The Selection structure, Comparison operators, Logical operators, Nested selection structures, The Case selection structure, The Repetition structure, The For...Next Statement, The Do...Loop Statement. EVENT-DRIVEN PROGRAMMING CONSTRUCTS: Event-handling methods, Event propagation, Exception handling, Functions and Parameter passing, Structured Decomposition.

Course Title: FUNDAMENTALS OF INFORMATION TECHNOLOGY 1

Code:	CIT 3521
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	2 hours and half a practical session per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (2 tests and 2 assignment2) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

Pervasive Themes in IT, History of Information Technology, IT and Its Related and Informing Disciplines, Application DomainsHistory of the Internet; Communications media; Data transmission; Networking fundamentals; Telecommunication Fundamentals; Industry standards, topologies and protocols; Information technology security; Operating systems; web technologies.

Course Title: PROGRAMMING FUNDAMENTALS 2

Code:	CMP 3512
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Co-requisite:	CMP 3511 (Programming Fundamentals 1)
Course Assessment:	Continuous Assessment 50% (2 tests and 2 assignments) Examinations50%: (1 x 3 hour paper)

Course Descriptor:

This course is a follow up on Programming Fundamentals 1 and provides the student with a rich set of tools to create advanced programs as required in today's business environment. The course will cover the following topics: Introduction to vb.net applications: Design and Implementation of the .NET Framework, The Common Language Runtime, The .NET Framework Class Library, Creating a .NET Application. Designing windows based applications using the Visual Studio.NET IDE: Organizing a Windows based application, Using controls (e.g. Scroll Bar, groupbox, etc), Introduction to event handlers, Dynamic event handling. Creating programs using component based programming: Introduction to Component Based Programming, Controlling Visibility with Access Modifiers, Introduction to Classes, Introduction to the Object-Oriented Paradigm, Exception handling.

YEAR TWO**Course Title: INTRODUCTION TO DATABASE SYSTEMS**

Code:	CMP 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Co-requisite:	CMP3512 Programming Fundamentals 2
Course Assessment:	Continuous Assessment 50% (2 tests and 2 assignments) Examinations50%: (1 x 3 hour paper)

Course Descriptor:

Types of databases; Evolution of Database technologies; Database technology versus conventional file-processing systems; The enterprise data model; Conceptual Data Modeling; Types of entities; ER diagrams to relation transformation; Business rules; Integrity Control Statements; Writing SQL statements; Functional Dependencies; Normalization and Denormalization.

Course Title: OBJECT ORIENTED PROGRAMMING 1

Code:	CMP 3691
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Co-requisite:	CMP3512 Programming Fundamentals 2
Course Assessment:	Continuous Assessment 50% (2 tests and 2 assignments) Examinations 50%: (1 x 3 hour paper)

Course Descriptor:

This course aims to: advance the understanding of object-oriented programming; develop knowledge and skills in OOP design, program development; introduce the principles of reusability; illustrate object-oriented design and modelling techniques. Course Content: The course will cover the following topics: Classes: Interfaces and Abstract classes; Exceptions and I/O Streams; Vectors and Iterators; Introducing Abstract Data (ADT). Lists: Stacks, queues and recursion; Trees; Heaps and hash tables; Priority queues; hash tables; Graphs.

Course Title: ADVANCED DATABASES

Code:	CMP 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Co-requisite:	CIT3611 Introduction to Database Systems
Course Assessment:	Continuous Assessment 50% (2 tests and 2 assignments) Examinations 50%: (1 x 3 hour paper)

Course Descriptor:

This course aims to: strengthen database principles covered in Databases I; emphasize impact of using techniques for query performance; consolidate design and use of databases; strengthen database security and other advanced aspects of database systems.

Course Title: OBJECT ORIENTED PROGRAMMING 2

Code:	CMP 3692
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	CMP3512 Programming Fundamentals 2
Co-requisite:	CMP3691 Object Oriented Programming 1
Course Assessment:	Continuous Assessment 50% (2 tests and 2 assignments) Examinations 50%: (1 x 3 hour paper)

Course Descriptor:

Review of Object-orientation and Abstract Data Types; Modifiers; Linked Lists and Doubly linked lists; Utility Classes; Vectors and Type Parameters; Abstract Classes; Exceptions; Threads; Class Invariants; Applets; Unit testing; Class and inheritance; Generic methods; Class and inheritance; Basic design patterns for classes; Class design; Design by contract; Design by abstraction; Project: requirements; Frameworks and GUI; GUI program; GUI collections and I/O; GUI layouts; design patterns; object-oriented design and specification; Basic design patterns for classes; Encapsulation; Unit testing of classes; Automated testing tools; Exception handling; Inheritance and Polymorphism; Design for inheritance; Generalized containers and iterators; Interfaces; Applets, Streams and file manipulation.

YEAR THREE**Course Title: SOFTWARE ENGINEERING**

Code:	CMP3731
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	CMP 3512 (Programming Fundamentals 2) and CMP 3692 (Object Oriented Programming 2)
Course Assessment:	Continuous Assessment 50% Examinations 50%: (1 x 3 hour paper)

Course Descriptor:

The nature of software engineering; software process models; the rational unified process; agile software development; requirements engineering; analysis and system modeling; architectural design; component level design; object oriented design; user interface design; software testing strategies and principles of quality management; review techniques; software metrics; formal methods; software maintenance; re-engineering and reuse; capability Maturity Model; project management techniques; future trends in software engineering.

Course Title: WEB DESIGN AND PROGRAMMING

Code:	CMP3772
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	CMP 3692 (Object Oriented Programming 2 and CMP 3612 (Advance Databases)
Course Assessment:	Continuous Assessment 50% Examinations 50%: (1 x 3 hour paper)

Course Descriptor:

XML; DTD; XML Namespaces; MySQL; Cascading Style Sheets; Client-Side Programming; Document Object Model (DOM); Server-Side Programming with PHP; server-side backend databases; pattern matching with regular expressions; Ajax; JpGraph; JSON; PHP's image functions; PHP's JSON functions; Web Security; JavaScript Libraries; Pseudo-Classes; client-Side Scripts; Traversing the DOM Tree; PHP; enterprise Web development; web applications; web services; web service description language (WSDL); Simple Object Access Protocol (SOAP); UDDI; 3rd party packages; extensive style sheet language (XSL); XSL transformation (XSLT);XMLT; XML parsers.

YEAR FOUR**Course Title: DATABASE PROGRAMMING**

Code:	CMP3872
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	CMP3772 (Web Design and Programming), CMP3612 (Advance Databases 2) and CMP 3692 (Object Oriented Programming 2)
Course Assessment:	Continuous Assessment 50% Examinations 50%: (1 x 3 hour paper)

Course Descriptor:

Database concepts; advanced database transaction management/models; database architecture; multilevel transactions; dynamically restructured transactions; workflow models; properties of transaction; sagas; serializability and recovery; serial and nonserial schedules; locking methods; times-tamping methods; thomas's write rule; object data standard; object store; common gateway interface (CGI); web-database platform; web-DBMS integration; web-DBMS approach; scripting languages; hypertext transfer protocol; web server; components; containers; container-Managed persistence; persistent classes; remote data services; common language runtime; open database connectivity; object-relational DBMS; privileges; query processing; relational algebra tree.

MATHEMATICS**YEAR ONE:****Course Title: BASIC MATHEMATICS (MAT3580 BASIC MATHEMATICS A)**

Code:	MAT3511
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	4 hours and 2 tutorials per week for 14 weeks
Credits:	16
Prerequisite:	NSSC Mathematics
Course Assessment:	Continuous Assessment 50% (minimum of 3 class tests). Examinations 50%: (1 x 3 hour paper)

Course Descriptor:

Course Content: Sets: What is a set? Set notation, equality of sets, subsets, characterization of equality via the subset relation, empty set, power sets, Venn diagrams, intersection, union, complement, de Morgan's laws, set difference, symmetric difference, proofs of *simple results* on set equality. Standard examples of sets: natural numbers, integers, rationals, real numbers. Absolute value, intervals in R. A bit about cardinality of sets (examples of finite, *infinite*, countable, uncountable sets). **Algebraic expressions:** Simplification, expansion, factorization, polynomials, remainder and factor theorem, quadratic polynomial. Binomial expansions, Pascal's triangle and the Binomial Theorem. Rational expressions, partial fractions. **Equations and inequalities:** Linear equations in one-variable, simultaneous linear equations, quadratic equations, simultaneous non-linear equations. Linear inequalities, non-

linear inequalities. **Trigonometry:** Trigonometric ratios, angle orientation in the xy-plane, graphs of trigonometric functions, trigonometric identities, justifying (proving) equality of relatively simple trigonometric expressions. Sum/difference, double angle, half angle and sum to product formulas. **Sequences:** Definition, notation, obtaining the general term in sequences, arithmetic sequences, geometric sequences, recursively defined sequences.

Course Title: ANALYTIC GEOMETRY (MAT3520 ANALYTIC GEOMETRY A)

Code:	MAT3501
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	2 hours and 1 tutorials per week for 14 weeks
Credits:	8
Prerequisite:	NSSC Mathematics
Course Assessment:	Continuous Assessment 50% (minimum of 3 class tests). Examinations 50%: (1 x 3 hour paper)

Course Descriptor:

Introduction: Lines, circles and tangent lines. **Conic sections:** ellipse, parabola, hyperbola. Translation and rotation of the axes. **Parametric equations:** circle, ellipse, Parabola, Hyperbola, cycloids. **Polar coordinates:** definition, relating polar and Cartesian coordinates, Conic sections in polar coordinates. **Surfaces and quadrics:** Spheres, cylinders, ellipsoids, paraboloids, hyperboloids, cones. Spherical and cylindrical coordinates.

Course Title: MATRICES AND COMPLEX NUMBERS (MAT3540 MATRICES AND COMPLEX NUMBERS A)

Code:	MAT3521
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	2 hours and 1 tutorials per week for 14 weeks
Credits:	8
Prerequisite:	NSSC Mathematics
Course Assessment:	Continuous Assessment 50% (minimum of 2 class tests). Examinations 50%: (1 x 2 hour paper)

Course Descriptor:

Vectors in 2-and 3-dimensions: addition of vectors, multiplication by a scalar, norm of a vector, dot product, cross product. Lines and planes in 3D-space. **Systems of linear equations:** introduction to linear systems, solution by Gaussian elimination and Gauss–Jordan elimination (for up to 3 x 3). **Matrices:** addition, multiplication, scalar multiplication, transpose (for up to 3 x 3), elementary matrices, diagonal, triangular and symmetric matrices, determinant and inverse (for up to 3 x 3), solutions of systems of linear equations by Cramer's rule (for up to 3 x 3). **Complex Numbers:** complex planes, operations on complex numbers, modulus, complex conjugate, division, modulus-argument form, de Moivre's formula, Euler's formula, Fundamental Theorem of Algebra.

Course Title: PRECALCULUS (mat3570 PRECALCULUS A)

Code:	MAT3512
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	4 hours and 2 tutorials per week for 14 weeks
Credits:	16
Prerequisite:	NSSC Mathematics
Course Assessment:	Continuous Assessment 50% (minimum of 3 class tests). Examinations 50%: (1 x 3 hour paper)

Course Descriptor:

Functions: one-to-one, onto and bijective functions, horizontal line test, inverse of a function. **Combinations of functions:** composition of functions, sum, difference, quotient of functions and their domains. Polynomial functions, rational functions and their graphs. Introduction of exponential and logarithmic functions. Trigonometric functions and their graphs, inverse trigonometric functions, trigonometric equations. **Limit of a function:** definition, left and right limits, improper limits, continuity in terms of limits. **Differentiation:** rate of change, derivative of a function, rules of differentiation, derivatives of polynomial and rational functions, increasing and decreasing functions and graph sketching. **Integration:** Antiderivatives (polynomial functions and rational exponents), the definite integral, area under a graph.

YEAR TWO

Course Title: CALCULUS 1

Code:	MAT3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 hours and 2 tutorials per week for 14 weeks
Credits:	16
Prerequisite:	MAT 3511 (Basic Mathematics) and MAT3512 (Pre-calculus) or MAT3531 and MAT3512
Course Assessment:	Continuous Assessment 50% (minimum of 3 class tests). Examinations 50%: (1 x 3 hour paper)

Course Descriptor:

Limits and continuity of functions: limit at a point, improper limits, continuity. Derivatives: definition, rules of differentiation, chain rule, derivatives of higher order, implicit differentiation, logarithmic differentiation, derivative of the inverse function, derivatives of exponential and logarithmic functions. Some applications of the exponential functions: growth and decay. Derivatives of arc functions (inverse trigonometric functions), derivatives of hyperbolic functions, derivatives of area functions (inverse hyperbolic functions). Applications of the derivative: extrema of functions, concavity and curve sketching, applications to optimization problems, related rates. Rolle's Theorem, The Mean Value Theorem, L'Hospital's rule. Integration: antiderivatives, integration by substitution.

Course Title: CALCULUS 2

Code:	MAT3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours and 2 tutorials per week for 14 weeks
Credits:	16
Prerequisite:	MAT 3511 (Basic Mathematics) and MAT3512 (Pre-calculus) or MAT3531 and MAT3512
Course Assessment:	Continuous Assessment 50% (minimum of 3 class tests). Examinations 50%: (1 x 3 hour paper)

Course Descriptor:

Integration: Riemann sums and the definite integral, the Fundamental Theorem of Calculus, approximations of the Riemann integral using the trapezoidal rule and Simpson's rule, average value of a function on an interval. Integration techniques: integration by parts, reduction formulae, trigonometric substitutions, integration of rational functions. Applications of the Riemann integral: area of a region bounded by graphs, volume of a solid of revolution, arc length, surface of revolution. Partial differentiation, chain rule, directional derivatives. Classification of critical points for two-variable functions. Sequences and series of numbers: the limit of a sequence, absolutely convergent series, tests of convergence. Power series: radius of convergence, interval of convergence, McLaurin and Taylor series, the Binomial Theorem. Double integration, iterated integrals, use of polar coordinates, application of double integration to finding area and volume. Improper integrals.

Course Title: STATISTICS FOR EDUCATORS

Code:	MSE 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous Assessment 50% (minimum of 3 class tests). Examinations 50%: (1 x 3 hour paper)

Course Descriptor:

Definitions and Scope of Statistics. Types of data. Methods of collecting data: Sampling techniques-Simple random sampling, Stratified sampling, Cluster sampling, Systematic sampling, Multi-stage sampling, Quota sampling, Convenience sampling, Participant observation, Experiments. Data presentation: Frequency distribution, pie charts, bar charts, multiple bar charts. Descriptive Statistics: Mean, Median, Mode, Range, Standard deviation & Variance, Quartiles and Percentiles. Probability: Laws of probability, Random variables, Sets-Union and Intersection, conditional probability. Simple linear regression & correlation. Chi-square, t-distribution, normal distribution, binomial, One-way ANOVA

YEAR THREE

Course Title: FUNCTIONS OF A SINGLE VARIABLE 1

Code:	MSE 3771
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 hours and 2 Tutorials per week for 14 weeks
Credits:	16
Prerequisite:	MAT 3611 (Calculus 1) and MAT 3612 (Calculus 2)
Course Assessment:	Continuous Assessment 50% (minimum of 3 class tests). Examinations 50%: (1 x 3 hour paper)

Course Descriptor:

Upper and lower bounds of a set of real numbers, supremum and infimum, completeness property of \mathbb{R} , Archimedean property of \mathbb{R} . Sequences of real numbers: bounded sequences, convergent sequences, Cauchy sequences, limit rules, subsequences. Series of real numbers: Cauchy criterion, convergent tests. Limit of a function, continuous functions, intermediate value theorem. Differentiation: definition and rules of differentiation.

Course Title: FUNCTIONS OF A SINGLE VARIABLE 2

Code:	MSE 3772
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 hours and 2 Tutorials per week for 14 weeks
Credits:	16
Prerequisite:	MAT 3611 (Calculus 1) and MAT 3612 (Calculus 2)
Course Assessment:	Continuous Assessment 50% (minimum of 3 class tests). Examinations 50%: (1 x 3 hour paper)

Course Descriptor:

Mean value theorem and applications thereof, derivatives of higher order, infinitely differentiable functions, polynomials, Taylor's theorem, local extrema, convex and concave functions. Riemann integration: upper and lower Darboux sums, Riemann integrable functions, examples of functions which are not Riemann integrable, Fundamental Theorem of Calculus, integration by substitution, integration by parts.

YEAR FOUR

Course Title: EUCLIDEAN GEOMETRY

Code:	MAE 3872
NQF Level:	8
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 hours and 2 Tutorials per week for 14 weeks
Credits:	16
Prerequisite:	MAT 3611 (Calculus 1) and MAE 3771 (Functions of a Single Variable 1)
Course Assessment:	Continuous Assessment 50% (minimum of 3 class tests). Examinations 50%: (1 x 3 hour paper)

Course Descriptor:

Incidence structures, principle of double counting and applications thereof. Affine planes: parallel classes, order of an affine plane, isomorphisms and collineations. The real affine plane \mathbb{R}^2 : theorem of Desargues, theorem of Pappus, ratios, examples of affinities. The real Euclidean plane \mathbb{R}^2 : orthogonality of lines, distances, motions, reflections in points and lines.

BIOLOGY

YEAR ONE

Course Title: INTRODUCTION TO BIOLOGY

Code:	BLG3511
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	NSCC (Biology C or better)
Course Assessment:	Continuous assessment (40%): Theory (not less than 3 tests and 2 assignments), 40% Practicals (not less than 10 marked assignment), 60% Examination(60%): (1x3hour paper)

Course Descriptor:

It will consider organization of life, chemical basis of life, carbohydrates, proteins, nucleic acids, lipids and fats, water, cell structure and function, prokaryotic and eukaryotic cells, ultra-structure of plant and animal cells, cytoskeleton, membrane structure and function, cell communication, mitosis, meiosis, cell reproduction, cell cycle, and cell death. The following topics will be covered: Introduction to systems of classification, taxonomy and binomial nomenclature, including the five kingdoms and the three domain system. Definitions and categories/groups within the five kingdoms, evolution by natural selection (microevolution vs macroevolution), phylogeny and evolutionary relationships in five kingdoms. Concepts such as Homology and analogy; body symmetry (radial, bilateral), cephalisation, body cavities: diploblastic, triploblastic (acoelomate and coelomate [deuterostomes and protostomes]) will be covered. The course content will also include genes, chromosomes, genomes, Mendelian genetics, extensions to Mendelian genetics, chromosome theory of inheritance, linkage and cross-over, recombination, sex determination. The course content will also cover an introduction to Ecology: Definitions, history, scales in ecology, application of ecology. Conditions and Resources: Environmental conditions, animals and their resources, plants and their resources.

Course Title: CHEMISTRY FOR LIFE SCIENCES

Code:	CHM 3532
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	Faculty Entry Requirements
Course Assessment:	Continuous assessment 50% (minimum 3 tests 75%, laboratory component 15%, tutorial assignments 10%) Examination 50%: 1 x 3 hour paper).

Course Descriptor:

This course is designed for students that have insufficient background in chemistry and for non-chemistry majors. It is an introduction to topics in general and organic chemistry, and biochemistry. The following will be covered:

Content:

Classification of Matter: Mixtures and Pure substances; Physical States of Matter; Physical and Chemical Properties. Extensive and Intensive properties. Measurements: Units, Significant figures; Precision and Accuracy, Factor Label Method. Atomic structure and the Periodic table; Electron configuration; Physical and Chemical properties as predicted from groups. Ionic compounds and Molecular compounds: Writing chemical formulae and naming of ionic and molecular compounds. Average Atomic Mass. The Mole Concept; Percent Composition, Empirical formula and Molecular formula. Stoichiometry: limiting reagent, percent yield. Solutions: electrolytes and non-electrolytes, aqueous solutions, ionic equations; concentrations: percent concentration; molarity, molality; dilution of solutions; structure and solubility. Types of bonds; Lewis structures; Resonance structures; Molecular geometry: the VSEPR model, Polarity of molecules. Acid-base equilibrium: properties of acids and bases; relations of acids and bases, self ionisation of water; strengths of acids and bases; the pH scale; hydrolysis of salts; buffers; acid-base titration. Introduction to organic chemistry: organic compounds; structural formulae and conformations; functional groups; Classes of hydrocarbons: alkanes, cycloalkanes; alkanes; alkenes and alkynes; oxidation and reduction; addition reactions; stereo-isomerism. Alcohols, phenols, thiols, ethers: organic compounds of oxygen; common alcohols and phenols. Carboxylic acids and esters, amines and amides: Introduction to carbohydrates, lipids and porphyrins.

Course Title: DIVERSITY OF LIFE

Code:	BLG 3512
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	NSCC (Biology C or better)
Course Assessment:	Continuous assessment: Theory (not less than 3 tests and 2 Assignments) 40%, Practicals (not less than 10 marked assignments) 50% Examination: 60% (1 x 3 hour paper)

Course Descriptor:

This course is designed to give students a detailed understanding of the diversity of life. It gives students the broader appreciation of biodiversity in the different ecological habitats. The course shall describe diagnostic characteristics of principle taxonomic categories for each phylum. Coverage of each Phylum shall follow a phylogenetic (evolutionary) approach as well as introduce broad ecological and physiological principles. Various aspects of reproduction and development shall be highlighted. This module prepares students to understand subsequent courses such as Introduction to Ecology and Microbiology, Population Ecology, Comparative physiology, Biogeography, Plant and Animal Form and Function.

YEAR TWO**Course Title: ANIMAL FORM AND FUNCTION**

Code:	BLG 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	BLG 3511 (Introduction to Biology), BLG 3512 (Diversity of Life)
Course Assessment:	Continuous assessment (40%): Theory 50% (not less than 2 tests and 2 assignments); Practicals 50% (not less than 10 marked assignments); Examination (60%): 1 x 3 hour theory examination paper (70%); 1x2 hour practical paper (30 %)

Course Descriptor:

This course intends to provide the student with a thorough understanding of the structures and functions of different body organs and systems in various animal species. It will cover the following topics: Structure, types and general characteristics and functions of epithelial tissues, cell-to-cell contact, structure and function of soft and specialized connective tissues, structure and functions of skeletal, smooth and cardiac muscles, structure and functions of neurons, types of neurons, neuralgia and their functions. Mechanisms of homeostasis, positive feedback, information flow. Communication lines of vertebrate nervous systems, sodium-potassium pumps, chemical synapses and neurotransmitters. The invertebrate nervous system, the nerve net and function, the nerve cord. Functional divisions of vertebrate nervous systems, brain cavities and canals, blood – brain – barrier, the limbic system. Mechanoreceptors, thermo-receptors, pain receptors, chemo-receptors, osmo-receptors, photoreceptors. Senses of taste and smell, sense of balance. The structure and function of vertebrate eye and ear. The structure and functions of the endocrine glands. Prostaglandins-types and functions. Feedback control of hormonal secretions. Role of hormones in arthropod metamorphosis. Integumentary system, vertebrate skin and structure and its functions. Bone structure and functions, skeletal joints, skeletal muscular system. The vertebrate and invertebrate circulatory systems, links with lymphatic system, functions of blood, blood volume and composition, the heart and dorsal vessel-structure and functions, blood pressure, cardiovascular disorders, the defense system – barrier to infection, specific and non-specific responses, inflammation, control of immune response, cell-mediated and antibody mediated responses, immunoglobulins and lymphocytes. Gas exchange, factors influencing gas exchange, gas transport pigments, vertebrate lungs and structures, breathing mechanisms, respiratory cycle, oxygen and carbon dioxide transport, chemoreceptors (carotid bodies and aortic bodies), respiratory systems of mammals, fish, birds and arthropods. Reproduction in vertebrates and invertebrates. Temperature regulation.

Course Title: HUMAN BIOLOGY

Code:	MBL 3652
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	BLG 3511 (Introduction to Biology), CHM 3532 (Chemistry for Life Science)
Course Assessment:	Continuous assessment (40%): (not less than 2 tests and at least 8 practical marks); Examination (60%): (1 x 3 hour theory paper)

Course Descriptor:

Human evolution, including evidence based on fossils, biochemistry, anatomy and bio-geography. Organs and accessory organs of the digestive system and their functions in digestion and absorption of carbohydrates, proteins, lipids, minerals and vitamins. The cardiovascular system, the structure and functions of the heart, blood vessels and cells. The lymphatic system and functions of the lymphatic vessels and cells. The components and functions of the respiratory system, external, internal and cellular respiration. Kidney structure and functions. The nervous system and the endocrine glands with respect to their hormones and functions. Studying contemporary human diseases such as HIV/AIDS, cancer, TB and malaria. Discussing the importance of nutrition to humans, analysing how they obtain their organic substances and mineral ions as energy for growth and development. Comparing the differences between autotrophic and heterotrophic nutrition.

Course Title: PLANT FORM AND FUNCTION

Code:	BLG3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	BLG 3511 (Introduction to Biology), CHM 3532 (Chemistry for Life Science)
Course Assessment:	Continuous assessment (40%): Theory 50% (not less than 2 tests and 2 assignments); Practicals 50% (not less than 10 marked assignments) Examination (60%): 1 x 3 hour theory paper (70%); 1x2 hour practical paper (30 %)

Course Descriptor:

This is a full course for one semester where a survey of vascular plants using evolutionary and ecological principles to interpret patterns of diversity in vascular plant form and function. Topics include morphological adaptations of plants, the genetic properties of plant populations, plant reproduction and mating system variation, a survey of biotic and abiotic ecological interactions important to flowering plants. The focus of the course is on the anatomy and functional morphology of photosynthetic organisms in both aquatic and terrestrial systems. Laboratory work will include a survey of flowering plant taxonomy and plant forms and functions. Laboratory projects will demonstrate methods used for establishing evolutionary relationships, assessing genetic structure in natural populations, and identifying adaptive features of plant form and function.

YEAR THREE**Course Title: CELL MOLECULAR BIOLOGY, MICROBIOLOGY AND GENETICS FOR EDUCATORS**

Code:	MBE 3771
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	BLG 3612 (Plant Form and Function), BLG 3611 (Animal Form and Function), MBL 3652 (Human Biology)
Course Assessment:	Continuous assessment 40% ([50% theory+50% practicals] minimum of 2 tests and 2 Assignments), Examination 60% (1 x 3 hour paper)

Course Descriptor:

This is a broad based course that will start with an introduction to the chemical basis of cellular processes, an overview of mitosis and meiosis, Mendelian & non-Mendelian Genetics: monohybrid crosses, dihybrid cross, test crosses, chromosomal theory of inheritance, sex determination & sex-linked genes, basic genetic linkage and chromosome mapping, and the genetic code; structure and function of eukaryotic chromosomes and mutations as the basis for genetic variations and their effects and natural selection. Macromolecules : proteins, carbohydrates fatty acids and nucleic acids and their roles in cellular organization; the structure of DNA and genome sizes and complexity; DNA replication; Eukaryotic transcription and RNA processing; principles of microbiology, importance of microorganisms, microbial cell structure, physiological diversity of microorganisms, prokaryotic diversity, microscopy and cell morphology, microbial cell membranes and cell walls, surface structures and inclusions, endospores, microbial motility and bacterial taxis, staining techniques, microbial nutrition and metabolism, culture media, laboratory culture of microorganisms, enrichment and isolation, isolation of pure cultures, bacterial cell division, growth of bacterial populations, measuring microbial growth, environmental effects on microbial growth, control of microbial growth, Identification of bacteria; Microbial genetics and genetic engineering: conjugation, transformation and transduction; Mutations, causes and uses of mutations; DNA Isolation; molecular cloning, genetic recombination, detection of variation in proteins and DNA. Genetically Modified Organisms: examples, risks and benefits.

Course Title: ENVIRONMENTAL BIOLOGY FOR EDUCATORS

Code:	EBE 3772
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	BLG 3611 (Animal Form and Function), BLG 3612 (Plant Form and Function)
Course Assessment:	Continuous assessment (40%): Theory 50% {50% practicals + 50% theory (at least 5 assessed practicals, 3 tests)} Examination 60%: (1 x 3 hour theory paper)

Course Descriptor:

This course is designed to equip students with the necessary understanding of various topics in environmental studies. The main focus of this module is to enhance understanding of relationships of organisms with one another and with their environment including the human dimension. The following will be covered in this course:-

Ecology and environment: definitions. Basic components of ecological systems, essential processes of ecological systems: photosynthesis and decomposition. Primary and secondary production, energy flow and flux of matter and trophic structures, food chains and food webs, trophic levels and ecological pyramids, Food chains and poisons in the environment. Biogeochemical cycles (water-, carbon- nitrogen and phosphorous -cycles) and human influence cycles. Climate change: definition, causes, mitigation and adaptations. Climate change conventions and protocols. Namibia and climate change. Biomes: definition, classification and characteristics of biomes of the world and biomes of Namibia. Population Ecology: characteristics of populations- birth, death, immigration, emigration, size, age structure, and sex ratios. Population density, dispersion, mortality, natality and survivorship, population growth, parasitism (classes and characteristics of parasites, hosts as habitats, parasite population dynamics, evolutionary aspects of parasitism, social parasitism), Population regulation (mechanisms of population regulation, intra-specific competition, dispersal, social interactions). Arid environments: causes, classification and characteristics of arid ecosystems, surface and ground water, floods, Humidity, temperature, wind and wind erosion, soils, dust & dust storms, adaptations of organisms to arid environments. Desertification: definitions, causes of desertification (proximate or immediate and ultimate or underlying causes), manifestations of desertification, action to combat desertification. Deforestation: causes (proximate or immediate and ultimate or underlying causes) and effects of deforestation, deforestation in Namibia and possible solutions to deforestation. Conservation ecology: definitions, global patterns, distribution and measurement of biodiversity with special emphasis on Namibian. Conservation and sustainable exploitation of natural resources. Threats to biological diversity (including habitat destruction, habitat fragmentation, habitat degradation and pollution, global climate change, overexploitation, invasive and alien species, and disease). Human influences on ecosystems; damage to the environment, urbanization. Aquatic Ecology: the physical properties of water, stream ecology, lake ecology, physical and chemical properties of oceans, food chains and webs in the marine environment, estuarine ecology.

YEAR FOUR

Course Title: PLANT GROWTH AND DEVELOPMENT

Code:	MOL 3832
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	CHM 3511 (Chemistry 1A) OR CHM 3512 (Chemistry 1B) OR CHM 3412 Chemistry for Life Sciences
Course Assessment:	Continuous assessment 40%: (at least 2 tests and at least 8 practical marks) Examination 60%: (1 x 3 hour paper)

Course Descriptor:

This course is designed to provide students with an understanding and appreciation of the complex processes of plant growth and development from a molecular perspective. The 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

YEAR ONE

Course Title: PHYSICS FOR PHYSICAL SCIENCES 1

Code:	PHY3511
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	NSSC Physical Science and Mathematics (C-symbols)
Course Assessment:	Continuous Assessment (50%) Continuous Assessment will consist of class tests, tutorial tests/assignments and practical reports. Examination 50%: (1 x 3 hour paper)

Course Descriptor:

Units, significant figures & scientific notation; vectors: properties, components, unit vectors, products; average & instantaneous speed, velocity and acceleration; one dimensional motion with constant acceleration; falling bodies; two dimensional motion with constant acceleration; projectile motion; uniform circular motion; circular motion; relative velocity and acceleration; Newton's laws; inertial frames; weight; friction; applications; work and kinetic energy; power; conservative and non-conservative forces; gravitational potential energy; conservation theorem; work-energy theorem; linear momentum & impulse; conservation of linear momentum - 2 particle system; collisions; equilibrium; centre of gravity; applications; Newtonian gravitation; gravitational constant; weight & gravitational force; Kepler's laws; pressure; Archimedes' principle; laminar flow; Bernoulli's equation; temperature & temperature scales; thermal expansion; ideal gas; heat; heat capacity; latent heat; heat transfer.

Course Title: CHEMISTRY 1A

Code:	CHM3511
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	Faculty Entry Requirements
Course Assessment:	Continuous Assessment 50% (minimum 3 tests 75 %, laboratory component 15 %,tutorial assignments 10%). Examination 50%: (1 x 3 hour paper)

Course Descriptor:

This course is a brief introduction to general chemistry and it lays the foundation of basic facts necessary for further studies in chemistry. The following topics are covered:

Content:

An Introduction To Chemistry: Classification of Matter; The Three States of Matter; Physical and Chemical Properties of Matter; Measurement; Handling Numbers (scientific notation, significant figures); Factor-Label Method in Solving Problems. Atoms, Molecules and Ions: The Structure of the Atom; Atomic Number, Mass Number, and Isotopes; Molecules and Ions; Chemical Formulas (molecular and empirical); Naming Compounds. Mass Relationships in Chemical Reactions: Atomic Mass; Avogadro's Number and Molar mass; Molecular Mass; Percent Composition of Compounds; Experimental Determination of Empirical Formulas; Chemical Reactions and Chemical Equations; Stoichiometry (amounts of reactants and products); Limiting & Excess Reagents; Reaction Yield; Concentration of Solutions. Reactions in Aqueous Solutions: General Properties of Aqueous Solutions; Precipitation Reactions; Acid-Base Reactions; Oxidation and Reduction Reactions (assigning oxidation states, writing redox equations, balancing redox reactions). Quantum Theory and the Electronic Structure of Atoms: The Photoelectric Effect; Bohr's Theory of the Hydrogen Atom; Quantum Numbers; Atomic Orbitals; Electron Configuration; The Building-up Principle. Periodic Relationships Among Elements: Periodic Classification of the Elements; Periodic Variation in Physical Properties (effective nuclear charge, atomic radius, ionic radius); Ionization Energy; Electron Affinity; Variation in Chemical Properties of the Representative Elements (main group elements). Chemical Bonding: Lewis Dot Symbols; Ionic Bonding; Covalent Bonding; Metallic Bonding; Electronegativity; Writing Lewis Structures; Formal Charge; Concept of Resonance; Bond Enthalpy. Basic Molecular Geometry and Hybridization of Atomic Orbitals: Molecular Geometry; Dipole Moments; Valence Bond Theory; Hybridization of Atomic Orbitals; Molecular Orbital Theory; Molecular Orbital Configurations.

Course Title: PHYSICS FOR PHYSICAL SCIENCES 2

Code:	PHY 3512
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	NSSC Physical Science and Mathematics (C-symbols)
Course Assessment:	Continuous Assessment 50% (Minimum 2 tests, 4 assignments and practical reports) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

This course introduces the phenomena associated with electrostatics (charges at rest) and magnetostatics (the magnetic effects associated with steady currents). It also introduces and develops the use of the electric and magnetic field vectors and relates them by considering electromagnetic induction at a classical level. The connection between these fields and conventional circuit parameters R, C and L is developed, together with the techniques to deal with elementary transient phenomena. Sound, basic geometrical optics and radioactivity and its detection are also covered. The contents of this course include: Electric charge; insulators and conductors; Electric force and coulomb's law, Electric field and Gauss's law; Electric potential; Capacitance and capacitors; Direct current; Ohm's law and simple circuits; Magnetic field; Alternating current; Transformers; Phenomenological approach to RL and RC circuits; Basic geometrical optics; Radioactivity and its detection; Sound.

Course Title: CHEMISTRY 1B

Code:	CHM 3512
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	Faculty Entry Requirements
Course Assessment:	Continuous Assessment 50% (minimum 3 tests 75%, laboratory component 15%,tutorial assignments 10%) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

This course is a continuation of Chemistry 1A and it introduces the students to properties of gases, thermochemistry, chemical kinetics, chemical equilibrium, Introduction to laws of thermodynamics, electrochemistry and organic chemistry. The following topics are covered:

Content:

Gases: Pressure of a Gas; The Gas Laws; The Ideal Gas Equation; Gas Stoichiometry; The Kinetic-Molecular Theory of Gases; Deviation from Ideal Behaviour. Basic Thermochemistry: The Nature of Energy and Types of Energy; Energy Changes in Chemical Reactions; Introduction to Thermodynamics; Enthalpy of Chemical Reactions; Calorimetry; Standard Enthalpy of Formation and Reaction; Heat of Solution and Dilution. Introductory Chemical Kinetics: Rate of Reaction; Rate Law; Relation between Reactant Concentration and Time; Activation Energy and Temperature Dependence of Rate Constants; Reaction Mechanisms; Catalysis. Introduction to Chemical Equilibrium: The Equilibrium Constant; Writing Equilibrium Constant Expressions; Relationship between Chemical Kinetics and Chemical Equilibrium; What Does the Equilibrium Constant tell Us? Factors that Affect Chemical Equilibrium. Acid-Base Equilibria & Solubility Equilibria: The Common Ion Effect; Buffer Solution; Acid – Base Titrations; Acid-Base Indicators; Solubility Equilibria; Separation of Ions by Fractional Precipitation; The Common Effect and Solubility; pH and Solubility; Complex Ion Equilibria and Solubility. Entropy, Free Energy and Equilibrium: The Three Laws of Thermodynamics; Spontaneous Processes; Entropy; The Second Law of Thermodynamics; Gibbs Free Energy; Free Energy and Chemical Equilibrium; Thermodynamics in Living Systems. Introduction to Electrochemistry: Galvanic Cells; Standard Reduction Potentials; Spontaneity of Redox Reactions; Effect of Concentration of Cell EMF; Electrolysis. Introduction to Organic Chemistry: Classes of Organic Compounds; Structure and Nomenclature Main Functional Groups (alkanes, alkenes, alkynes, alcohols, aldehydes, ketones, carboxylic acids, esters, amines, amides). Introduction to carbohydrates, lipids and porphyrins.

YEAR TWO**Course Title: MECHANICS AND WAVES**

Code:	PHY 3651
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	PHY3511 (Physics for Physical Sciences 1) MAT 3511 (Basic Mathematics) and MAT3512 (Precalculus)
Course Assessment:	Continuous Assessment 50% Continuous assessment will consist of class tests, assignments and practical reports. Examination 50%: (1 x 3 hour paper)

Course Descriptor:

vectors, vector operations and the calculus of vectors. Rectilinear and curvilinear motion; Circular motion; Translational & rotational uniform relative motion; Mass; Linear momentum; Newton's Laws; Friction; The linear and quadratic laws of fluid drag; Variable mass systems; Angular momentum; Central forces; Work energy and power; Conservation laws; Rectilinear motion under conservative forces; Non-conservative forces; Centre of mass; Motion of the centre of mass. Linear and angular momentum of a system; Kinetic energy of a system; Conservation laws of a system; Transforming between Laboratory and Centre-of-mass Frames; Reduced mass; Collision Theory; Rutherford scattering; Angular momentum of a rigid body; Moments and products of inertia; Equation of motion for a rotating body; Kinetic energy of rotation; Body on a spring; Classical SHM; Damped SHM; Forced motion; The different kinds of waves; Standing waves on a string; The one dimensional wave equation; Travelling waves: properties; Plane waves; Scalar & vector waves; Reflection and transmission.

Course Title: PHYSICAL CHEMISTRY 1

Code:	CHM3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	CHM 3511 (Chemistry 1A), CHM 3512 (Chemistry 1B), MAT 3511 (Basic Mathematics), MAT 3531 (Analytic geometry, Complex Numbers, Matrices), MAT 3512 (Precalculus)
Course Assessment:	Continuous Assessment 50% (minimum 3 tests 80%, laboratory component 20%) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

The course deals with equilibrium thermodynamics for chemistry majors and minors. Laws of thermodynamics are treated in a more rigorous way and applied to chemical problems. The following topics are covered:

Content: Empirical gas laws. The perfect gas. The Kinetic model of gases. Real Gases: Molecular interaction, The van der Waals equation. The principle of corresponding states. The First Law of Thermodynamics. Work, heat, and energy, The internal energy, Expansion Work, Heat transactions, Enthalpy, Adiabatic Changes. Thermochemistry. Standard enthalpy changes, Standard enthalpies of formation, The temperature-dependence of reaction enthalpies. State functions and exact differentials, Exact and inexact differentials, Changes in internal energy, The Joule-Thompson effect. The Second Law of Thermodynamics. The direction of spontaneous change and The dispersal of energy, Entropy, Canot Cycle, Entropy changes accompanying specific processes, The Third Law of thermodynamics, The Helmholtz and Gibbs energies, Standard reaction Gibbs energies. Combining the First and Second Laws of Thermodynamics, The properties of internal energy, The properties of Gibbs energy. Physical Transformations of Pure Substances. Phase diagrams, The stabilities of phases, Phase boundaries, The thermodynamics criterion of equilibrium, The location of phase boundaries, Ehrenfest classification of phase transitions. Simple Mixtures. The thermodynamic description of mixtures, Partial molar quantities, The thermodynamics of mixing, The chemical potentials of liquids. The properties of solutions, Liquid mixtures, Colligative Properties. Two-component systems: Vapour pressure diagrams, Temperature-composition diagrams, Liquid-liquid phase diagrams, Liquid-solid phase diagrams. Chemical equilibrium. The Gibbs energy minimum. The description of equilibrium, The response of equilibria to pressure and temperature.

Course Title: ELECTRICITY AND MAGNETISM

Code:	PHE 3642
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	8
Prerequisite:	PHY 3512: (Physics for Physical sciences 2), MAT 3511: (Basic Mathematics) and MAT 3512: (Precalculus)
Course Assessment:	Continuous Assessment 50% (class tests, assignments and practical reports) Examination 50%: (1 x 2 hour paper)

Course Descriptor:

The content of the course will cover the following: Electric interaction; Static electric charge and Gauss's Law; Electric potential; Capacitors; Electric current; Ohms law; DC circuits; Magnetic field and flux, Lorentz force; Ampere's law; Electromagnetic induction and ac circuits.

Course Title: ORGANIC CHEMISTRY FOR EDUCATORS

Code:	CHE3622
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	8
Prerequisite:	CHM 3511 (Chemistry IA), CHM3512 (Chemistry IB)
Course Assessment:	Continuous Assessment 50% (minimum 2 tests 80%, laboratory component 20%) Examination 50%: (1 x 2 hour paper)

Course Descriptor:

This course is a survey of the chemistry of carbon compounds, their nomenclature, physical properties, structure and reactions with an introduction to reaction mechanisms and stereochemistry. The following topics will be covered: Alkanes and cycloalkanes: nomenclature, physical properties, bond rotation, conformations, ring strain, bicyclic and polycyclic alkanes, synthesis and reactions of alkanes; Alkenes and alkynes: physical properties and synthesis (Zaytev's Rule), addition reactions (hydrogenations, halogenations, hydrations), Markovnikov's Rule, index of hydrogen deficiency; Ionic reactions: nucleophilic substitutions, elimination reactions; Radical reactions: free radicals, halogenation of alkanes, chain reactions; Stereochemistry: stereoisomers, enantiomers, chirality, diastereomers, meso compounds, optical activity. Alkyl halides: physical properties, synthesis, reactions; Alcohols and ethers: physical properties, synthesis, reactions.

YEAR THREE

Course Title: MODERN PHYSICS FOR EDUCATORS

Code:	PHE3751
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	PHY 3511 (Physics for Physical Sciences 1), PHY 3512: (Physics for Physical Sciences 2), PHY 3651 (Mechanics and Waves), MAT 3511 (Basic Mathematics) and MAT 3512 (Precalculus).
Course Assessment:	Continuous Assessment 50% (class tests, assignments and practical reports) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

Blackbody radiation; Planck's quantization; Photoelectric effect; Compton effect; atomic structure; spectral lines of Hydrogen; the nuclear atom; Bohr's theory; correspondence principle; Franck-Hertz experiment; x-rays; de Broglie wavelengths; particle-wave duality; Heisenberg uncertainty relation; Special relativity; departure from Newtonian dynamics; Einstein and Lorentz transformations; Lorentz contraction and time dilation; wave mechanics, Schrödinger equation for a free particle; the potential Step. particles in a box ; particle in a finite potential well; Electrons in metals, Nearly free electron model, energy bands; Semiconductors, band gaps, intrinsic carrier concentration, impurity conductivity, donor and acceptor states.

Course Title: INORGANIC CHEMISTRY FOR EDUCATORS 1

Code:	CHE 3742
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	PHY 3511 (Physics for Physical Sciences 1), PHY 3512: (Physics for Physical Sciences 2), PHY 3651 (Mechanics and Waves), MAT 3511 (Basic Mathematics) and MAT 3512 (Precalculus).
Course Assessment:	Continuous Assessment 50% (minimum 2 tests 80%, laboratory component 20%) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

This course covers the chemistry of transition metals. This means the student would have been equipped with adequate background from the chemistry of main group elements. With such a background the student will be in a position to follow the chemistry of transition metals. The following topics will be covered:

The brief introduction to the chemistry of alkali and alkaline earth elements (groups 1 and 2); reactivity with hydrogen, oxygen, halogens, water, and liquid ammonia; Classification of oxides, and their reaction with water; P-block elements (groups 13 to 18): Reactivity with oxygen and halogens; The hydrides of P block elements; Hydrolysis and ammonolysis of P-block halides. Delocalized multiple bonding. S-block elements. In-depth studies of chemical bonding (valence bond theory (VBT), shapes of molecules and hybridization, molecular orbital theory (MOT) in diatomic and polyatomic molecules) and Bonding-Application of VBT; CFT; LFT, MOT; Introduction to transition metal chemistry (d-block elements); transition metal complexes (constitution, nomenclature, isomerism, classification of ligands); Reaction Mechanisms and rate of reactions; Ligand substitution; Dissociative and Associative mechanisms; redox and photochemical reactions in transitional complexes; Molecular symmetry: symmetry elements; plane of symmetry; proper and improper axes; principal axis; point of inversion ; classification of molecules into point groups. Introduction to the organometallic chemistry of s-block elements (magnesium and lithium).

YEAR FOUR

Course Title: NUCLEAR PHYSICS

Code:	PHY 3802
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
Contact Hours:	2 hours and 1 practical per week for 14 weeks
Credits:	8
Prerequisite:	PHY 3732 (Modern Physics 2)
Course Assessment:	Continuous Assessment 50% (Continuous assessment consists of a minimum of 3 assignments, 2 tests and practical reports). (minimum 2 tests 80%, laboratory component 20%) Examination 50%: (1 x 2 hour paper)

Course Descriptor:

Nuclear Structure, nuclear radius, nomenclature; Decay of the nucleus, alpha decay, beta decay, gamma decay, spontaneous fission; Radioactivity, radioactive growth and decay, transient equilibrium, secular equilibrium, radioactive decay series, carbon dating; Chart of Nuclides; Nuclear reactions, elastic scattering, inelastic scattering, reaction of transmutation, radiative capture, photodisintegration, induced fission; Interaction of radiation with matter, photoelectric effect, pair production, Compton scattering, calculation of energy transferred in Compton scattering using relativistic equations; The liquid drop model, variation of binding energy per nucleon with mass number; Weizsacher's semi-empirical mass formula; The shell model; Nuclear energy, nuclear reactors, introductory reactor physics, nuclear power plants; Nuclear instrumentation, radiation detectors, accelerators; Two body systems and nuclear force: properties of nuclear forces, the deuteron, qualitative treatment of n-p and p-p scattering at low energies; Elementary particle.

Course Title: INORGANIC CHEMISTRY FOR EDUCATORS 2

Code:	CHE3862
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
Contact Hours:	2 hours and 1 practical per week for 14 weeks
Credits:	8
Prerequisite:	CHE 3742 (Inorganic Chemistry for Educators 1)
Course Assessment:	Continuous Assessment 50% % minimum 2 tests 80%, laboratory component 20%) Examination 50%: (1 x 2 hour paper)

Course Descriptor:

This course deals with the organometallic chemistry which is a hybrid discipline comprising the knowledge of inorganic and organic chemistry. The following topics will be covered:

Content:

Organometallic chemistry: organometallic compounds of d block elements with emphasis to iron complexes; Physical and chemical properties of organometallic compounds; Reactivity of coordinated cyclopentadienyl and cyclobutane ligands. Transition metal carbonyls: metal clusters, bonding and synthesis; Catalysis involving organometallic compounds. Chemistry of f-block elements; Nuclear Chemistry.

FASHION AND FABRICS

YEAR ONE

Course Title: PRINCIPLES OF DESIGN

Code:	VPD 3511
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper plus exhibition/ presentation)

Course Descriptor:

This is the introductory module that will provide a theoretical base and build up basic practical knowledge needed for creating the appropriate visual art forms expected. This will be done through researching of and working in three diverse art and design activities to stimulate individual creativity to provide an art and design vocabulary. This module together with *HVPD 3532 Principles of Design* will provide background for visual art and design courses to follow from second year level onwards

Course Title: TEXTILES AND FASHION BASICS

Code:	VPD 3610
NQF Level:	6
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	16
Prerequisite:	VPD 3532 (Principles of Design) or VLD 3532 (Visual Literacy and Drawing)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper plus exhibition/presentation)

Course Descriptor:

The Textiles and Fashion Basics module is designed to provide a foundation for modules in Fashion and Textiles. By the end of the course all students should be working with the same basic knowledge. The course focuses on knowledge and skills that are essential for both Fashion and Textiles students. *Textiles*: The textiles component of the module concentrates on essential understanding of the production and characteristics of textiles. The course, which is predominantly theoretical, covers the ways in which different fibres are produced and how they are identified, fabric production, fabric dyeing and finishing. *Fashion*: The fashion component of this module concentrates on essential practical and theoretical understanding of sewing techniques for fashion. In the course of the module students will produce a collection of samples presented in an A4 file which includes all the work produced during the course.

Course Title: PRINCIPLES OF DESIGN

Code:	VPD 3592
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	VPD 3511 (Principles of Design)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper plus exhibition/presentation)

Course Descriptor:

This course provides additional theoretical and practical knowledge needed for the creating of new and more advanced visual art and design forms. It further aims at stimulating and augmenting individual creativity and reinforcing art and design theory and conceptualisation. This will be done through working in a series of art and design activities to produce different products to those done in the prerequisite module *HVPD 3511 Principles of Design*. Furthermore this course will provide background for visual art and design modules to follow at subsequent year levels.

YEAR TWO**Course Title: TEXTILES: DYED, PAINTED AND PRINTED**

Code:	VTS 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	VPD 3532 (Principles of Design) or VLD 3532 (Visual Literacy and Drawing)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper plus exhibition/presentation)

Course Descriptor:

This course has both a practical and a theoretical component. *Practical:* Students learn about the hand decoration of fabrics using fabric dye and fabric paint. *Theory:* Students learn about the history of dyed, printed and painted textile techniques in Africa and the rest of the world, with particular emphasis on Namibia. They are introduced to the concept of the textiles market, including consumer market segmentation and its relation to the Namibian context. They will also gain an understanding of running a small business in the textiles field

Course Title: FASHION STUDIES

Code:	VFS 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	VPD 3532 (Principles of Design) or VLD 3532 (Visual Literacy and Drawing)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper plus exhibition/presentation)

Course Descriptor:

This course builds on the skills and knowledge consolidated in *VTF 3600 Textiles and Fashion Basics*. This module includes both practical and theoretical activities focusing on the competitive international fashion industry in all three major divisions of the subject Fashion

Course Title: CONSTRUCTED TEXTILES AND SEWING DECORATION

Code:	VTS 3632
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	VTS 3611 (Textiles: Dyed, Painted and Printed)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper plus exhibition/presentation)

Course Descriptor:

This course has both a practical and a theoretical component. *Practical:* Students will learn about tapestry weaving technique, felted fabrics and applied decoration in the form of appliqué and embroidery. They will produce examples of each technique covered in the module and a final piece that reflects their own researches. *Theory:* Theory will include aspects of the history of the different techniques, particularly in Africa. Students will look at the ways in which hand crafted textiles are produced and marketed nowadays. Particular focus is placed on the Namibian carpet industry and the use of embroidery and appliqué to produce home textiles in Namibia. The history of constructed textiles is a massive subject, as is that of sewn decoration. It is not possible to cover more than a small part of this history in one module. The topics covered in this course should however prove interesting and stimulating and encourage further investigation

Course Title: FASHION STUDIES

Code:	VFS 3632
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	VFS 3611 (Fashion Studies)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper plus exhibition/presentation)

Course Descriptor:

This course covers both theoretical and practical work and focuses in particular on the strong artistic and design components connected to fashion. Therefore students will cover the introduction to all three major divisions of the subject Fashion Studies, namely creative fashion illustration and pattern- and garment construction. All these areas will be developed from a shared concept in design. *Practical:* Practical activities cover the design and illustration of a wearable art garment with a fashion accessory. *Theory:* Theoretical work covers the analysis of a renowned fashion designer/artist. Students will apply this knowledge in their own design process. Other theory components will include the study of the contemporary couture fashion and mass fashion industries, the fashion capitals and international fashion markets

YEAR THREE

Course Title: FASHION STUDIES

Code:	VFS 3711
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	VFS 3632 (Fashion Studies)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper plus exhibition/presentation)

Course Descriptor:

This course builds on the skills and knowledge consolidated in the previous module. This course covers both practical and theoretical aspects of design and soft tailoring components and students will cover all three major divisions of the subject Fashion Studies, namely creative fashion illustration, pattern- and garment construction. All these areas are developed within a collective design concept. *Practical:* Practical activities cover the design and illustration of a soft tailoring garment with a fashion accessory. *Theory:* Theoretical work covers the historical aspects of fashion and clothing design; students will study various histories of costume eras, which will result in the design of costumes for a stage play setting. Other areas of theory cover fashion product costing and the implementation of the Designer Work Sheet

Course Title: FASHION STUDIES

Code:	VFS 3732
NQF Level:	7
Semester Offered:	2nd semester, Year 3
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Co-requisite:	VFS 3711 (Fashion Studies)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper plus exhibition/presentation)

Course Descriptor:

This course builds on the skills and knowledge consolidated in the previous module. This course covers both theoretical and practical work with a focus on design and evening wear components in all three major divisions of the subject Fashion Studies, namely creative fashion illustration and pattern- and garment construction. All these areas are developed within a collective design concept. *Practical:* Practical activities cover the design and illustration of evening wear with a fashion accessory. *Theory:* Theoretical work covers marketing aspects for fashion design as well as the historical aspects of fashion and clothing design; students will study various eras in the history of costume. Based on this knowledge, students will design costumes for a film play setting. Other areas of theory that are covered include fashion product costing and marketing

YEAR FOUR

Course Title: ENTREPRENEURSHIP FOR EDUCATORS

Code:	MHE 3812
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (At least 6 assessments) Examination 50%: (1 x 3 hour paper)

Course Descriptor:

The main aim of this course is to introduce students to aspects of running their own businesses and hence making them self reliant and as such make them realize the many opportunities that are available for them to become self employed. It also aims at making them job creators by employing others in their small businesses. It will also develop skills of writing business plans, writing creative advertisement and carrying out a business research.

HOME ECONOMICS

YEAR ONE

Course Title: APPLIED SCIENCE FOR HOME ECONOMICS

Code:	MHE 3501
NQF Level:	5
Semester Offered:	1 st semester, Year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 2 assessments Examination 50%. (1 x 2hour paper)

Course Descriptor:

This course will enable students to understand basic scientific principles as applied to individuals, families and household systems; address issues of safety in the household.

Course Title: INTRODUCTION TO HOUSEHOLD RESOURCE MANAGEMENT

Code:	MHE 3511
NQF Level:	5
Semester Offered:	1 st semester, Year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Descriptor:

This course will introduce students to the philosophy, mission and paradigms of home economics as a subject, reconceptualise the subject Home Economics, family studies as a field of study, resource management with an ecosystems approach and the application of management principles to the use of time and energy for better family living and household management.

Course Title: INTRODUCTION TO HUMAN NUTRITION

Code:	MHE 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 3 assessments Examination 50%. (1 x 3 hour paper)

Course Descriptor::

This course The study of basic Human Nutrition, including all macro and micro nutrients, classifications, characteristics, functions, digestion and intermediate metabolism, food sources, deficiency diseases, prevention of deficiency diseases, vitamin and mineral supplementation, water and phyto-chemicals in a Namibian context. This knowledge and understanding will equip students to prevent chronic and other lifestyle diseases and will contribute to the promotion of a healthy lifestyle.

YEAR TWO

Course Title: PRINCIPLES OF FOOD PREPARATION

Code:	MHE 3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks and 3 hours practical per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 3 assessments Examination 50%. (1 x 3 hour paper)

Course Descriptor:

This course will prepare students to demonstrate the ability to select and apply the most appropriate food preparation techniques to retain the nutritional value and optimum quality of food when prepared in the household.

Course Title: HOUSEHOLD RESOURCE MANAGEMENT

Code:	MHE 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50%. (1 x 3 hour paper)

Course Descriptor:

This course will introduce students to consumer education, family finance and budgeting and work study with in the household; with specific reference to gender as an underpinning concept in household resource management.

Course Title: HOUSING

Code:	MHE 3632
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	2 for 14 weeks and 3 hours practical per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50%. (1 x 3 hour paper)

Course Descriptor:

This course will enable students to identify norms values and housing needs that are specific to the cultural, psychological, sociological differences of culture and other specific groups; educate groups in home ownership and responsible choice; to interpret housing plans and to suggest alterations that will improve the well being of individuals, households and sustainable environments; identify materials use in housing and the effect there of on sanitation, energy consumption and decoration of the house.

YEAR THREE**Course Title: APPLIED NUTRITION**

Code:	MHE 3711
NQF Level:	7
Semester Offered:	1 st semester, Year 3
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	MHE 3612 (Introduction to Human Nutrition)
Course Assessment:	Continuous assessment 50% (At least 3 assessments) Examination 50%. (1 x 3 hour paper)

Course Descriptor:

This course will assist students to gain knowledge, understanding and the ability to implement factors concerning nutrition during the life cycle of an individual; gain knowledge, understanding and the ability to implement factors concerning nutrition by identifying, evaluating and controlling chronic life style and infectious diseases. This module will further assist students with issues as nutritional assessment and screening and enable students to plan a healthy diet based on the Namibian Food and Nutrition Guidelines and acquire knowledge about food safety and food security. This knowledge and understanding will equip students to prevent chronic lifestyle and infectious diseases and will contribute to the promotion of a healthy lifestyle.

Course Title: PRINCIPLES OF FOOD PREPARATION AND MEAL MANAGEMENT

Code:	MHE 3712
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks and 3 hours practical per week for 14 weeks
Credits:	16
Prerequisite:	MHE3611 (Household Resource Management)
Course Assessment:	Continuous assessment 50% (At least 3 assessments) Examination 50%. (1 x 3 hour paper)

Course Descriptor:

This course will prepare students to demonstrate the ability to select and apply the most appropriate food preparation techniques to retain the nutritional value and optimum quality of food when prepared in the household; to food preparation and processing with in relation to household consumption; develop the ability to apply meal management and menu planning techniques.

YEAR FOUR**Course Title: ENTREPRENEURSHIP FOR EDUCATORS**

Code:	MHE 3812
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (At least 6 assessments) Examination 50%. (1 x 3 hour paper)

Course Descriptor:

The main aim of this course is to introduce students to aspects of running their own businesses and hence making them self reliant and as such make them realize the many opportunities that are available for them to become self employed. It also aims at making them job creators by employing others in their small businesses. It will also develop skills of writing business plans, writing creative advertisement and carrying out a business research.

SPORT EDUCATION**YEAR ONE****COURSE TITLE: INTRODUCTION TO PRINCIPLES OF COACHING**

Code:	MSS 3511
NQF Level:	5
Semester Offered:	1 st Semester; Year 1
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (consists of 50% theory and 50% practical work) Examination 50%. (1 x 3 hour paper)

Course Descriptor:

This course is designed to develop students' knowledge of the theoretical aspects of coaching and the ability to apply theory in a practical coaching context to develop and improve performance.

Course Title: SPORT AND RECREATIONAL ENTREPRENEURSHIP

Code:	MSS 3672
NQF Level:	6
Semester Offered:	2 nd semester; Year 1
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (consists of 50% theory and 50% practical work) Examination 50%. (1 x 3 hour paper)

Course Descriptor:

This course is designed to develop students' knowledge in regard to recreational and entrepreneurial aspects of sport. Students will be able to develop plans for sport administration and management and they will be able to design learning sessions for learners.

YEAR TWO**Course Title: TECHNIQUES OF TEACHING AND COACHING TRACK AND FIELD AND SOCCER**

Code:	MSS 3711
NQF Level:	7
Semester Offered:	3
National Professional Standard Competencies:	1 st semester; Year 2
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (consists of 50% theory and 50% practical work) Examination 50%. (1 x 3 hour paper)

Course Descriptor:

This course develops a student's understanding, skills and disposition regarding track and field and soccer. It has as its aim that the student will have the knowledge of the rules and regulations. Learning the fundamental motor skills, basic attitudes and understanding of these sports. The students must be able to teach, coach and manage these sports.

Course Title: FOUNDATIONS OF PHYSICAL EDUCATIONS AND SPORT

Code:	MSS 3731
NQF Level:	7
Semester Offered:	1 st semester; Year 2
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (consists of 50% theory and 50% practical work) Examination 50%. (1 x 3 hour paper)

Course Descriptor:

The philosophical, historical, sociological and psychological aspects of Sport and physical Education will be examined. The foundation of the nature and scope of Physical Education and Sport. The role of Sport in today's world and the contribution that persons involved in Physical Education and Sport can make to society. The different domains and objectives of Physical Education: cognitive, affective, psychomotor, socio-cultural and biological are studied.

Course Title: TECHNIQUES OF TEACHING AND COACHING BASKETBALL AND NETBALL

Code:	MSS 3712
NQF Level:	7
Semester Offered:	2 nd Semester; Year 2
Contact Hours:	4 periods per week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (consists of 50% theory and 50% practical work) Examination 50%. (1 x 3 hour paper)

Course Descriptor:

This course develops a student's understanding, skills and disposition regarding Basketball and Netball. It has as its aim that the student will have the knowledge of the rules and regulations. Learning the fundamental motor skills, basic attitudes and understanding of these sports. The students must be able to teach, coach and manage these sports.

YEAR THREE

Course Title: MOTOR LEARNING AND MOTOR DEVELOPMENT IN PHYSICAL EDUCATION AND SPORT

Code:	MSS 3751
NQF Level:	7
Semester Offered:	1 st Semester; Year 3
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (consists of 100% theory) Examination 50%. (1 x 3 hour paper)

Course Descriptor:

Age-related changes in motor behavior and skill performance of children and adolescents. Geriatrics and sport. Motor development and motor behavior.

Course Title: TECHNIQUES OF TEACHING AND COACHING VOLLEYBALL AND RUGBY

Code:	MSS 3732
NQF Level:	7
Semester Offered:	2 nd Semester; Year 3
National Professional Standard Competencies:	1
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (consists of 50% theory and 50% practical work) Examination 50%. (1 x 3 hour paper)

Course Descriptor:

This course develops a student's understanding, skills and disposition regarding track and field and soccer. It has as its aim that the student will have the knowledge of the rules and regulations. Learning the fundamental motor skills, basic attitudes and understanding of these sports. The students must be able to teach, coach and manage these sports.

YEAR FOUR

Course Title: SPORT SCIENCE

Code:	MSS 3812
NQF Level:	8
Semester Offered:	2 nd Semester; Year 4
Contact Hours:	4 periods per week plus 2 hours practicals for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (consists of 60% theory and 40% practical work) Examination 50%. (1 x 3 hour paper)

Course Descriptor:

The students will be able to know the relationship between physical activity and health. The muscular and neurological control of movement in the human body. The principles of sport injuries and their treatment and first aid. The biomechanics in sport. Applied sport physiology, factors responsible for sport performance and excellence. Exercise testing and prescription. The different energy systems of the human body and sports nutrition.

DESIGN AND TECHNOLOGY

SUBJECT ONE: DESIGN AND COMMUNICATION

YEAR ONE

Course Title: DRAWING PRINCIPLES

Code:	MTD 3501
NQF Level:	5
Semester Offered:	1 st semester, Year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	2 hour per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 2 assessments) Examination: 50% (1 x 3 hour paper)

Course Descriptor:

This course provides the student with the latest international drawing principles and approaches to drawing. It lays down the foundation of drawings by referring to equipment, the basic drawing principles, constructions and standards that are essential to good draughtsmanship. Students have to bisect, sub-divide and proportionally divide lines as well as construct circles, tangents and tangential arcs, including inscribed and circumscribed figures.

Course Title: PLANE GEOMETRY

Code:	MTD 3511
NQF Level:	5
Semester Offered:	1 st semester, year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Descriptor:

This course introduces the students to the construction of regular and irregular plane linear shapes, including triangles, quadrilaterals, pentagons, hexagons and octagons. This course develops the skills and knowledge required for drawing these geometrical figures and their uses in the industry.

Course Title: SOLID GEOMETRY

Code:	MTD 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Descriptor:

This course develops the skills and knowledge required for the drawing of geometrical solids consisting of three dimensional views by means of orthographic projection.

Course Title: SURFACE DEVELOPMENTS

Code:	EMTD 3632
NQF Level:	6
Semester Offered:	2 nd semester, year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Descriptor:

This course develops a student's understanding of the construction of the surface developments of common solids. The construction of developments of cubes, prisms, cylinders, cones and simple truncations is shown and drawn. The construction of loci, paths of points in the manner of simple plane mechanisms to include the maximum of three elements is included.

YEAR TWO**Course Title: PICTORIAL DRAWINGS**

Code:	EMTD 3611
NQF Level:	6
Semester Offered:	1 st semester, year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Descriptor:

This course develops a student's understanding and skills about the various types of orthographic and oblique projections and their application in industry. It covers the principles of exploded drawings and how to draw objects from various angles in the first angle orthographic projection and the third angle orthographic projection mode. The understanding and drawing of multi-point drawings, such as one-point perspective and two point perspective drawings of objects from the industry and building environment are covered.

Course Title: WORKING DRAWINGS

Code:	EMTD 3652
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Descriptor:

This course provides the students with the knowledge and application of the appropriate standards prescribed by SANS code, including the dimensioning of drawings and drawing to recommended scales. It provides students with a working knowledge of both first and third angle orthographic projection as well as a working knowledge of isometric drawings.

Course Title: ENGINEERING DRAWINGS

Code:	EMTD 3672
NQF Level:	6
Semester Offered:	2 nd semester, year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Descriptor:

This course provides students with a working knowledge and skills of sectional drawings and exploded isometric drawings and the assembly thereof. This module also shows students a working knowledge of freehand drawings and how to use freehand drawing to communicate ideas, thoughts and information from written, visual and tabular data, presenting these ideas in pictorial, plane or orthographic mode.

YEAR THREE

Course Title: BUILDING DRAWINGS

Code:	MTD 3711
NQF Level:	7
Semester Offered:	1 st semester, Year 3
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Descriptor:

This course provides the student with the knowledge to read basic building plans and also the know-how to draw basic building plans. The students receive skills to draw the various structures within a basic building, such as the foundation, walls constructed of various materials, windows, doors and the roof system consisting of various trusses and roof covering. The students are provided with the practical application of this theoretical knowledge to construct a basic model of a basic building, based on the plans of the building.

Course Title: COMPUTER AIDED DRAWING (CAD)

Code:	MTD 3712
NQF Level:	7
Semester Offered:	2 nd semester, year 3
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Descriptor:

The students develops an understanding of how technological developments can affect the design of artifacts, the systems and methods of production, the economics of production and marketing, the people involved in production and society generally. It discusses the terms invention, innovation and evolution and describe the use of CAD (computer aided design) for the storage and retrieval of data and the manipulation of images to aid design, production and management. The principal features of CAM (computer aided manufacturing), particularly in the control of machines are explained.

YEAR FOUR

Course Title: DESIGN BRIEF

Code:	MTD 3812
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Descriptor:

In this course students are guided to demonstrate the ability to state facts, recall and name items, recall and describe processes. Student are taught to demonstrate the ability to apply and relate knowledge to designing and manufacture, make reasoned arguments and anticipate consequences of the outcomes of the Design process as well as demonstrate a critical awareness of the interrelationship between Design and the needs of society. The students are shown to recognise problems, identify clearly from a situation a specific need for which a solution is required and compose a design brief. They are guided to analyse a problem by considering any relevant functional, aesthetic, human, economic and environmental design factors and draw up a design specification.

SUBJECT 2: DESIGN AND TECHNOLOGY

YEAR ONE

Course Title: HEALTH AND SAFETY REGULATIONS

Code:	EMTT 3501
NQF Level:	5
Semester Offered:	1 st semester, year 1
National Professional Standard Competencies:	(C 1, C 22, C 23, C 24)
Contact Hours:	2 hour per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Descriptor:

This course introduces the students to safety in the workshop and health issues, specifically how to apply health and safety issues (NOSA), applicable to designers, manufacturers and consumers.

Course Title: PRINCIPLES OF DESIGN

Code:	MTT 3521
NQF Level:	5
Semester Offered:	1 st semester, Year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	2 hour plus 4hour practicals per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Descriptor:

This course is aimed at design principles in order to generate and record ideas as potential solutions to problems using a range of techniques. Students develop skills to communicate their ideas clearly using technical vocabulary, number skills, colour, shading and other media to produce sketches, models, diagrams, drawings and written materials. They are shown how to identify the resources needed for solving practical/technological problems and the use a variety of media and equipment to produce models and mock-ups as a means of exploring a problem and as a means of testing the feasibility of a solution.

Course Title: ENVIRONMENTAL EDUCATION

Code:	EMTT 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Descriptor:

This course develops a student's knowledge about environmental issues such as the effective use of resources, environmental management, the disposal of chemicals used to manufacture products and the reduction in the common use of chemicals dangerous to the environment e.g. bleaches, CFCs, toxic materials. The students also develop knowledge regarding the need to dispose of redundant products in a safe and environmentally friendly way and make use of colour associations, i.e. red for danger.

Course Title: MATERIALS: WOODWORK

Code:	MTT 3632
NQF Level:	6
Semester Offered:	2 nd semester, year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour plus 2 hour practicals per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Descriptor:

This course develops a student's understanding of the classification of hardwood and softwood and explains why solid wood is seasoned. It includes the significance of warping, twisting and shrinkage are shown as well as the general nature of manufactured boards such as block board, plywood, chipboard, hardboard and medium density fibre board. Students develop an understanding of a wide range of processes, cutting actions and maintenance of hand tools. This module also provides students with working methods and gives typical applications of the abovementioned boards and to shape to form straight and curved profiles using a range of hand tools, such as round, using face plate and between centre turning techniques.

YEAR TWO**Course Title: MATERIALS: METALWORK**

Code:	MTT 3611
NQF Level:	6
Semester Offered:	1st semester, Year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour plus 2 hours practical per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Descriptor:

This course provides the students with the considerations required in the selection of metal and non-metal materials and components to ensure suitability for purpose. It enables students to define and explain the principles and describe common forms of processing materials, including forming, shaping, joining and finishing. The theory part explains characteristics of materials such as hardness, tensile strength, torsion strength, malleability and ductility. The practical part involves the application of various skills to work with these materials, such as welding.

Course Title: MATERIALS: PLASTICS AND GLASS FIBRE

Code:	MTT362
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Descriptor:

This course explains the differences between thermoplastic and thermosetting plastics and gives typical applications of acrylic, polythene, nylon, PVC, polypropylene and polystyrene. It also describes thermosetting plastics and gives typical applications: polyester resin, epoxy resin and melamine. The use of plasticizers, fillers, stabilisers and pigments are shown and the basic techniques and effects of using glass and carbon fibres as reinforcement are shown and practiced. Students are taught to select material on the basis of mechanical, thermal, electrical and machining properties and to compare the working principles of injection moulding, extrusion and vacuum forming.

Course Title: STRUCTURES

Code:	MTT 3672
NQF Level:	6
Semester Offered:	2 nd semester, year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Descriptor:

This course provides students with knowledge about the various natural structures in life and how to identify and classify natural structures as

adapted and applied in human made structures, e.g. furniture, buildings, bridges, cranes and pylons. Students are shown how to identify, draw, describe and build various basic types of members such as beams, struts and ties. Students are shown how to determine and explain the significance of properties with regard to materials, components and artifacts such as electrical and thermal conductivity, corrosion resistance, toughness, ductility, elasticity, plasticity and brittleness.

YEAR THREE

Course Title: MECHANISMS FOR EDUCATORS

Code:	MTT 3711
NQF Level:	7
Semester Offered:	1 st semester, Year 3
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Descriptor:

This course develops the students' ability to explain and use technological terms correctly, such as load, effort, fulcrum, mechanical advantage, velocity ratio and efficiency. It provides students with skills to identify and sketch simple examples of first, second and third class levers, and associated linkages. An understanding of how motion may be transmitted through Gears (spur, bevel, worm, rack and pinion, crown wheel, helical and contrite), Belts and Pulleys (flat, toothed, round, vee-belts and pulleys, cone pulley sprockets and chains) are taught as well as how to carry out calculations associated with transmission of motion, such as to calculate simple gear ratios and transmission speed.

CourseTitle: ELECTRONICS FOR EDUCATORS

Code:	MTT 3712
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Descriptor:

This course has both a theoretical and practical component, and much of it are integrated. It introduces the student the use of correct symbols and conventions when drawing circuit diagrams. It describes the operation of a circuit in terms of conventional current flow as well as current flow as moving charge carried by electrons. It describes the characteristics of AC and DC currents and shows how to determine the principles of step down/up, rectification, voltage and current regulation. The module identifies and compares the following properties when selecting materials with regard to conductivity and insulation. It states and applies units used to measure current, voltage, resistance and capacitance, including multiple and sub-multiple units as well as analyses the relationship between current, voltage and resistance (Ohm's Law).

YEAR FOUR

Course Title: INTEGRATION OF SYSTEMS

Code:	MTT 3812
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Descriptor:

This course is designed to make working models and practical products using the concepts, knowledge and skills listed, and resistant materials, components and kits. In this module the practical application of design, make and

evaluate a static structure take place. Students are guided to use the principle of levers to design and make a simple machine that is structurally sound. Students develop skills to use electric motors and solenoids to power simple mechanical models, and both bread-boarded and PCB built electronic circuits to control them. Students are guided how to integrate mechanical systems that are used to drive mechanical systems and use a battery as an electrical energy storage/conversion device, apply energy costs of powering systems and show how, through good design and manufacture, the energy demand can be reduced.

E. POSTGRADUATE DEGREES

E.1 MASTER OF EDUCATION PROGRAMMES

E.1.1 PROGRAMME DESCRIPTION AND PURPOSE OF THE QUALIFICATION

The purpose of this qualification is to produce experts capable of promoting advanced teaching and research in specialised areas of Education as indicated below. Candidates may choose one of the following specialisation streams:

E.1.1.1 SPECIALISATION PER DEPARTMENT

- **Department of Curriculum, Instruction and Assessment Studies**
Master of Education (Curriculum Instruction and Assessment Studies)
Master of Education (Educational Technology)
- **Department of Educational Foundations and Management**
Master of Education (Leadership, Management and Policy Studies)
- **Department of Lifelong Learning and Community Education**
Master of Education (Adult Education)
- **Department of Mathematics, Science and Sport Education**
Master of Education (Sport Education)
Master of Education (Mathematics Education)
Master of Education (Science Education)
- **Department of Educational Psychology and Inclusive Education**
Master of Education (Inclusive Education)
Master of Education (Literacy and Learning)
Master of Education (Early Childhood Education)
Master of Educational Psychology (Guidance and Counselling)

Level of qualification:	9
Total credits available:	1260
Total credits required:	240 Adult Education 240 Curriculum Instruction and Assessment 240 Educational Technology 264 Leadership, Management and Policy Studies 240 Mathematics Education 240 Science Education 240 Sport Education 264 Literacy and Learning 240 Early Childhood Development 240 Inclusive Education

	Compulsory	Compulsory Elective	Specialisations
Level 9 credits:	108	96	84 Adult Education 84 Curriculum Instruction and Assessment Studies 84 Educational Technology 132 Leadership, Management and Policy Studies 120 Mathematics Education 120 Science Education 108 Sport Education 132 Literacy and Learning 84 Early Childhood Development 180 Inclusive Education
Minimum total credits required:	108	48	84-108

E.2.1 SPECIAL REGULATIONS FOR THE M. ED DEGREE

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

DEPARTMENT OF LIFELONG LEARNING AND COMMUNITY DEVELOPMENT

E.3 MASTER OF EDUCATION (ADULT EDUCATION) (10MAED)

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

E.3.1 PURPOSE

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.

E.3.2 ADMISSION REQUIREMENTS

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

- either**
- (a) A B.Ed (Adult Education) degree (Level 8) or equivalent 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 60% average or equivalent;
- or**
- (b) A Bachelor's degree (level 8) in related disciplines with a minimum of. 60% average or equivalent. The related disciplines shall include Education, Community Development, Social Welfare, Mass Communication in Adult Education, Social Sciences and Humanities;
- and**
- (c) All candidates should have valid professional work experience in Adult Education, Training and related development work, for at least three (3) years;
- and**
- (d) Prospective candidates must also satisfy specific requirements of the Faculty of Education i.e. oral and/or written admission tests.
- and**
- (e) 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.

To gain admission into the Master of Education by specialisation streams a student should normally hold:

- a Bachelor of Education Honours (level 8) with at a least 60% average
- Or
- A Bachelor's degree with a concurrent Professional Qualification meeting level 8 requirements. The average for all the qualifications should be 60% average or its equivalent

And meet the following additional Faculty requirements:

- At least two years of appropriate post bachelor's professional experience in education which may be acquired concurrently with part-time bachelor's (undergraduate) studies
- Satisfy specific requirements of the Faculty of Education, i.e. oral and/or written admission tests

And meet additional requirements for the specific streams as listed below:

Adult Education Stream:

A specialisation in community development, social welfare mass communication in adult education, social science and humanities;

At least three years experience in adult education, training and related development work

Mathematics Education Stream:

Specialisation in Mathematics education

Science Education Stream:

Specialisation in Biology Education or Physical Science Education

Literacy and Learning Stream:

At least three years teaching experience in any language

Early Childhood Development Stream:

Degree in Early Childhood and Primary Education or a Bachelor's degree and a post graduate diploma in Early Childhood Development;

At least two years teaching experience in Early Childhood in Primary Education

A student who has completed this level 9 qualification at the University of Namibia (UNAM) will be able to articulate into the Doctor of Philosophy in Education at UNAM or other universities.

E.3.3 OUTCOMES FOR WHOLE QUALIFICATION

Holders of this qualification are able to:

- Demonstrate mastery of comprehensive and theoretically sophisticated subject matter in area of specialization and coursework;
- Evaluate critically the findings and discussions in the literature;
- Analyse educational issues and argue from evidence and apply knowledge to new situations;
- Engage in rigorous intellectual analysis, criticism and problem solving;
- Conduct independent research by completing a thesis; and
- Demonstrate an ability to present and defend research work in oral or written forms.

E.3.4 REQUIREMENTS FOR QUALIFICATION AWARD

E.3.4.1 Regulations for the qualification

(a) Summary of qualification requirements

This qualification will be awarded to candidates credited with a minimum of **240-264** credits, and who have met the requirements of the thesis examinations.

(b) Detailed qualification requirements

YEAR ONE COMPULSORY

Field: Communication Studies and Languages
Subfield: Languages

CURRICULUM COMPILATION

Core Courses	Code	Periods	NQF Level	Credits	Pre-requisite
Academic Writing for Post Graduate Students	UAE 5819	4 p/w+1pr	9		None

Outcomes of Learning /Learning Outcomes

Demonstrate capacity to analyse and write academic texts and papers and to format texts in the American Psychological Association (APA) writing style.

AND

COMPULSORY ELECTIVE

Field: Education, Training and Development
Subfield: Teacher Education (for all streams excluding Inclusive Education)

Course Title	Learning Outcomes	Level	Credits
Advanced Educational Research Methodology	Demonstrate knowledge of specialised quantitative and qualitative research, including varieties of research paradigms, methods and techniques.	9	48

OR

Field: Education, Training and Development
Subfield: Teacher Education (for Inclusive Education stream only)

Course Title	Learning Outcomes	Level	Credits
Advanced Research in Educational Psychology	Demonstrate knowledge of specialised quantitative and qualitative research, including varieties of research paradigms, methods and techniques, relevant to Applied Psychology.	9	48

SPECIALISATION STREAMS

E.3.5.1 ADULT EDUCATION STREAM

COMPULSORY

Field: Education, Training and Development
Subfield: Adult Education

Core Courses	Code	Periods	NQF Level	Credits	Pre-requisite
Foundations of Adult Education	MAE 5980	3 p/w	9	36	None

Learning Outcomes

Demonstrate in-depth knowledge of the historical, sociological, psychological and cultural issues that inform programmes in Literacy, Adult Education, Lifelong Learning and Community Education

AND

COMPULSORY ELECTIVE (2x24=48 credits)

Candidates have to select two of the following courses, equal to a total of 48 credits:

E.4.3 CURRICULUM COMPILATION

Core Courses	Code	Periods	NQF Level	Credits	Pre-requisite
Choose two electives					
Twentieth Century Thinkers	AMT 5900	2 p/w	9	24	None
Learning Outcomes: Analyse multiple perspectives of philosophers and the influence of the Western and African philosophies on adult education programmes					
Adult Education Policy Studies	AMP 5920	2 p/w	9	24	None
Learning Outcomes: Demonstrate an understanding of the dynamics of planning and policy development in Adult Education					
Mass Communication in Adult Education	AMM 5940	2 p/w	9	24	None
Learning Outcomes: Apply theories of and demonstrate skills in Mass Communication as it is utilised in Lifelong Learning and Community Education					
Advanced Community Education Studies	AMC 5960	2 p/w	9	24	None
Learning Outcomes: Apply advanced principles of community development and education for sustainability, with specific reference to Namibia, Africa and the Third World.					

OR

**E.3.5.2 CURRICULUM INSTRUCTION AND ASSESSMENT STUDIES STREAM
COMPULSORY**

Field: Education, Training and Development
Subfield: Curriculum Instruction and Assessment Studies

CURRICULUM COMPILATION

Core	Code	Periods	NQF Level	Credits	Pre-requisite
Principles of Curriculum Theory, Design and Implementation	CMC 5980	3 p/w	9	36	None
Learning Outcomes: Analyse and evaluate the sources that generate the curriculum: theories, concepts, principles of curriculum design, development and implementation					
Educational Testing, Measurement and Evaluation	CMT 5920	2 p/w	9	24	None
Learning Outcomes: Apply principles of educational testing, measurement and evaluation, including educational instruments for data collection, and demonstrate ability to interpret and apply test outcomes.					
Conducting Educational Evaluation	CME 5920	2 p/w	9	24	None
Learning Outcomes: Apply advanced skills regarding the evaluation of different educational issues and evaluate educational policies as it pertains to the Namibian education system					

OR

**E.3.5.3 EDUCATIONAL TECHNOLOGY STREAM
COMPULSORY**

Field: Education, Training and Development
Subfield: Educational Technology

CURRICULUM COMPILATION

Core	Code	Periods	NQF Level	Credits	Pre-requisite
Educational Technology Project	CMP 5980	3 p/w	9	None	36
Learning Outcomes: Demonstrate competencies and leadership as change agents in the integration of ICTs in their schools and regions.					
Educational Technology	CMT 5920	2 p/w	9	None	24
Learning Outcomes: Demonstrate advance competencies to understand and facilitate the acquisition of 21st century skills by Namibian learners learning requirements					
Instructional Design in the Age of Technology	CMI 5920	2 p/w	9	None	24
Learning Outcomes: Demonstrate skills and understanding on the use of ICTs and instructional media to enhance the teaching and learning experience					

OR

**E.3.5.4 LEADERSHIP, MANAGEMENT AND POLICY STUDIES STREAM
COMPULSORY**

Field: Education, Training and Development
Subfield: Leadership, Management and Policy Studies

CURRICULUM COMPILATION

Core	Code	Periods	NQF Level	Credits	Pre-requisite
Educational Leadership & Management	FME 5980	3 p/w	9	36	None
Learning Outcomes: Apply critical enquiry, professional knowledge and expertise in Educational Management and Administration					
Educational Law and Policy Studies	FME 5920	2 p/w	9	24	None
Learning Outcomes: Demonstrate in-depth knowledge of concepts, models, and principles underpinning the relationship between education, law, policy and education practices as well as policy making and implementation processes					

AND

COMPULSORY ELECTIVE (2x12=24credits)

Candidates have to select one of the packages below, equal to 24 credits:

CURRICULUM COMPILATION

Core	Code	Periods	NQF Level	Credits	Pre-requisite
Electives (Choose one combination)					
Philosophy of Education	FMP 5929	2 p/w	9	12	None
Learning Outcomes: Demonstrate understanding of philosophical foundations of education as a theoretical framework and as a distinct discipline of knowledge, and critically analyse the relationship between educational philosophies and national philosophies.					
AND					
Sociology of Education	FMP 5949	2 p/w	9	12	None
Learning Outcomes: Examine socio-economic, political and cultural contexts underpinning the educational practices, and critically analyse and place major ideologies and theories within the various sociological schools of thought.					
OR					
Comparative Education	FMC 5929	2 p/w	9	12	None
Learning Outcomes: Analyse and compare the meaning and goals of educational systems and practices as they connect to their local, regional, national and global contexts					
AND					
History of Education	EMC 5949	2 p/w	9	12	None
Learning Outcomes: Demonstrate in-depth knowledge and understanding of the nature, development and contribution of History of Education to economic and social development, as well as of major landmarks and educational reforms in Namibia since independence					

OR

**E.3.5.5 MATHEMATICS EDUCATION STREAM
COMPULSORY**

Field: Education, Training and Development
Subfield: Mathematics Education

CURRICULUM COMPILATION

Core	Code	Periods	NQF Level	Credits	Pre-requisite
Curriculum Theory, Design and Implementation	CMC 5980	3 p/w	9	36	None
Learning Outcomes: Analyse and evaluate the sources that generate the curriculum: theories, concepts, philosophical and ideology bases of decision making, principles of design, development and implementation					
Advance Theories of Learning in the Mathematics Classroom	MMM 5900	2 p/w	9	12	None
Learning Outcomes: Critically analyse fundamental learning theories and models of teaching as used in the mathematics classroom.					
Assessment in the Mathematics Classroom	MMM 5929	2 p/w	9	None	12
Learning Outcomes: Evaluate the relationship of assessment theories and models to teachers' practices in the Namibian mathematics classroom.					

AND

COMPULSORY (12 credits)

Candidates have to select one course equal to 12 credits from the courses listed below:

CURRICULUM COMPILATION

Core	Code	Periods	NQF Level	Credits	Pre-requisite
Choose one elective equal to 12 credits					
Technology and the Teaching of Mathematics	MMT 5949	2 p/w	9	12	None
Learning Outcomes: Critique the different electronic hardware and software available for use in the mathematics classroom to create electronic learning material					
Independent Study in Mathematics Education	MMI 5969	2 p/w	9	12	None
Learning Outcomes: Propose a workable solution to self-identified issues and problems in mathematics education in Namibia					
Mathematics in Society	MMS 5989	2 p/w	9	12	None
Learning Outcomes: Demonstrate skills in linking mathematics education with the real world					

OR

E.3.5.6 SCIENCE EDUCATION STREAM

Field: Education, Training and Development
Subfield: Science Education

CURRICULUM COMPILATION

Core	Code	Periods	NQF Level	Credits	Pre-requisite
Curriculum Theory, Design and Implementation	CMC 5980	3 p/w	9	36	None
Learning Outcomes: Analyse and evaluate the sources that generate the curriculum: theories, concepts, philosophical and ideology bases of decision making, principles of design, development and implementation					
Advance Theories of Learning in the Science Classroom	MMS 5900	2 p/w	9	24	None
Learning Outcomes: Critically analyse fundamental learning theories and models of teaching as used in the science classroom					
Assessment in the Science Classroom	MAS 5909	2 p/w	9	12	None
Learning Outcomes: Evaluate the relationship of assessment theories and models to teachers' practices in the Namibian science classroom.					

AND

COMPULSORY ELECTIVE (12 credits)

Candidates have to select one course equal to 12 credits from the courses listed below:

CURRICULUM COMPILATION

Core	Code	Periods	NQF Level	Credits	Pre-requisite
Choose one elective equal to 12 credits					
Technology and the Teaching of Science	MST 5929	2 p/w	9	12	None
Learning Outcomes: Critique the different electronic hardware and software available for use in the science classroom to create electronic learning material					
Independent Study in Science Education	MSI 5949	2 p/w	9	12	None
Learning Outcomes: Propose a workable solution to self-identified issues and problems in science education in Namibia.					
Science in Society	MSS 5969	2 p/w	9	12	None
Learning Outcomes: Demonstrate skills in linking sciences education with the real world					

OR

E.3.5.7 SPORT EDUCATION STREAM

COMPULSORY

Field: Education, Training and Development

Subfield: Sport Education

CURRICULUM COMPILATION

Core	Code	Periods	NQF Level	Credits	Pre-requisite
Professional Practice In Sport Education	MSE 5980	3 p/w	9	36	None
Learning Outcomes: Critically reflect upon appropriate theories, and analyse different perspectives, values and strategies of sport practitioners in order to identify needs and formulate solutions to challenges					

AND

COMPULSORY ELECTIVE (24x2=48credits)

Candidates have to select two courses equal to 48 credits from the courses listed below:

CURRICULUM COMPILATION

Core	Code	Periods	NQF Level	Credits	Pre-requisite
Choose two electives					
Leadership and Management in Sport	MSL 5900	2 p/w	9	24	None
Learning Outcomes: Evaluate alternative perspectives on leadership and management, including contemporary collaborative models, and build a personal model of leadership and management that can be applied the workplace.					
Physical Fitness, Health and Nutrition	MSF 5920	2 p/w	9	24	None
Learning Outcomes: Demonstrate in-depth knowledge of advanced concepts, theories and models related to physical fitness, health and nutrition					
Sport for Development	MSD 5940	2 p/w	9	24	None
Learning Outcomes: sociology of sport, and evaluate theoretical perspectives and practical implications of sport for development programmes, social transformation, community development and social identity formation across socio-cultural and political divides, through case studies where applicable.					

OR

E.3.5.8 LITERACY AND LEARNING STREAM

COMPULSORY ELECTIVE

Field: Education, Training and Development
Subfield: Literacy and Learning

CURRICULUM COMPILATION

Year 1 (150 credits)

Course Title	Code	Periods	NQF Level	Credits
Semester 1				
Theories of Literacy (core)	PSL 5981	3	9	18
Learning Outcomes: Critique and apply theories of literacy underpinning research, teaching, and advocacy.				
Literacy in multi-lingual context (core)	PSL 5991	3	9	18
Learning Outcomes: Demonstrate understanding and appreciation of the issues relating to language policy and language development in a multilingual context.				
Reading and writing difficulties (core)	PSL 5961	3	9	18
Learning Outcomes: Demonstrate insight into reading and writing difficulties and make recommendations on how to mitigate them.				
Initial literacy in First Language (core)	PSL 5962	3	9	18
Learning Outcomes:				
Theories of Learning (core)	PSL 5902	3	9	18
Learning Outcomes:				
ELECTIVES				
Teaching Literacy Skills (elective)	PSL 5982	2	9	12
Learning Outcomes: Apply advanced principles, approaches and methods of teaching literacy skills.				
Language Education policy (elective)	PSL 5922	2	9	12
Learning Outcomes:				
Pragmatics and Discourse Analysis (elective)	PSL 5992	2	9	12
Learning Outcomes:				
Language Culture and Cognition (elective)	PSL 5942	2	9	12

AND

Compulsory elective (12 Credits)

Field: Education, Training and Development
Subfield: Literacy and Learning

Candidates have to select ONE course equal to 12 credits from the courses listed below:

CURRICULUM COMPILATION

Year 1 (150 credits)

Course Title	Code	Periods	NQF Level	Credits
Semester 1				
Theories of Learning (core)	PSL 5902	3	9	18
Learning Outcomes: Critique theories of learning and apply these in literacy acquisition and development.				
ELECTIVES	PSL 5922	2	9	12
Language Education policy (elective)				
Learning Outcomes: Explain language policy formulation processes, compare language policies in Africa and how these may influence literacy development.				
Pragmatics and Discourse Analysis (elective)	PSL 5992	2	9	12
Learning Outcomes: Analyse the use of language for communication purposes in order to appreciate the characteristic features of different oral and written texts.				
Language Culture and Cognition (elective)	PSL 5942	2	9	12
Learning Outcomes: Demonstrate insight into how language influences cognition and the evolution of culture, plan and influence socio-cultural development through literacy programmes.				

OR

E.3.5.9 EARLY CHILDHOOD DEVELOPMENT (ECD) STREAM

Field: Education, Training and Development
Subfield: Early Childhood Development (ECD)

CURRICULUM COMPILATION
Year 1 (132credits)

Semester 1				
Course	Code	Periods	NQF Level	Credits
Theories of Early Childhood Development	PSE5900	2	9	24
Learning Outcomes: Evaluate theories on the development of young children from the maturational, behavioural, psychoanalytic, cognitive-developmental, social-cultural and ecological systems perspectives.				
Approaches And Models of ECD	PSE5901	2	9	12
Learning Outcomes: Compare and contrast traditional and contemporary, international approaches and models to early childhood care and development, with the emphasis on appropriate curriculum practices and pedagogies.				
Early Childhood Literacy And Numeracy	PSE5921	2	9	12
Learning Outcomes: Apply knowledge and understanding of early childhood literacy and numeracy and its impact on reading, writing and mathematical reasoning of young children, and demonstrate the ability to make connections between early experiences and later academic achievement				
Early Childhood Programme Development	PSE5902	2	9	12
Learning Outcomes: Implement various types of contextualised ECD programmes to stimulate and promote the wellbeing and optimal development of young children				
Evaluation And Assessment Of Young Children	PSE5922	2	9	12
Learning Outcomes: Discuss the principles, practices and requirements for evaluation and assessment of young children aimed at exploring various ethical methodologies and tools of assessing young children				
Play And Material Development	PSE5942	2	9	12
Learning Outcomes: Demonstrate in-depth knowledge and awareness of the importance and role of play as a tool to promote development and learning in the early childhood years				

OR

E.3.5.10 INCLUSIVE EDUCATION STREAM

Field: Education, Training and Development
Subfield: Inclusive Education

CURRICULUM COMPILATION
Year 1 (132 credits)

Course Title	Code	Periods	Level	Credits
Semester 1				
Theoretical Framework For Inclusive Education	PSI5981	3	9	18
Learning Outcomes: Analyse and compare national and international models of inclusive education, as well as legislation and policy in the field of inclusive education. Analyse and compare national and international models of inclusive education, as well as legislation and policy in the field of inclusive education.				
Collaboration And Teamwork In The Inclusive Setting	PSI5901	2	9	12
Learning Outcomes: Demonstrate understanding of collaboration in inclusive settings, and design and manage inclusive environments both in schools and in the classroom				
Teaching And Learning In Differentiated Classrooms	PSI5982	3	9	18
Learning Outcomes: Demonstrate flexibility in teaching and adjusting curricula to individual and diverse needs of learners.				
Assessment And Evaluation For Learning	PSI5902	2	9	12
Learning Outcomes: Apply performance-based assessment techniques, feedback procedures and evaluation tools to assess learning in inclusive environments				

AND

Compulsory elective (24 Credits)**Field:** Education, Training and Development**Subfield:** Inclusive Education

Candidates have to select one course equal to 24 credits from the courses listed below:

E.4.18 CURRICULUM COMPILATION**Year 1 (132 credits)**

Course Title	Code	Periods	Level	Credits
Semester 1				
Deaf Education and Communication	PSI5900	2+2hp	9	24
Learning Outcomes: Discuss the challenges and special education needs of deaf learners, and develop appropriate teaching and learning materials for deaf learners in line with Deaf Culture.				
Managing Emotional and Behavioural Difficulties	PSI5940	2+2hp	9	24
Learning Outcomes: Discuss models of emotional and behavioural difficulties as well as discourses and trends surrounding inclusive education.				
Literacy and Learning Difficulties	PSL5982	2+2hp	9	24
Learning Outcomes: Demonstrate in-depth understanding of literacy and learning difficulties as well as the approaches of intervention of reading, spelling, handwriting and language difficulties, and apply a range of curriculum-based assessments and testing techniques				
Visual Impairment and Braille Systems	PSI5960	2+2hp	9	24
Learning Outcomes: Explain national and international theories and interventions regarding visual impairment, including a wide range of discourses in the field of visual impairments, and apply Braille and systems through a practical component				

YEAR TWO**E.3.6 COMPULSORY COURSES FOR ALL STREAMS****Field:** Education, Training and Development**Subfield:** Teacher Education

Course Title	Learning Outcomes	Level	Credits
Thesis	Demonstrate mastery in an area of specialisation in Education, undertake supervised research and write a thesis.	9	90
Post-graduate Seminar	Demonstrate skills to present and critique research proposals and theses, as well as appropriate skills for information gathering and data analysis.	9	18

(i) Credit recognition and transfer arrangements

Candidates transferring from other institutions/programmes will be treated on a case-by-case basis depending on the relevant curricula followed at the previous institution/programme. Credits cannot be transferred as this programme is by research only. However transferring candidates will be allowed continuing research and thesis write up provided that the candidate formally meet admission requirements; the candidate did not fail to achieve the qualification award at another recognized institution; and the transfer is in agreement with the previous supervisor and institution.

(ii) Special arrangements**a. Special delivery requirements**

Candidates will undertake supervised research in a research topic, approved by relevant committees and finally by Senate, and will write a thesis/dissertation on the outcome of the research.

b. Special assessment arrangements

The thesis/dissertation shall be examined by at least two experts/specialists in the field of the study approved by Senate on the recommendation of the School of Post-Graduate Studies. At least one of the appointed specialists must be external to the University of Namibia and the other one should not be the supervisor of the student.

c. Quality assurance requirements

External and internal examination by PhD holders, some of which should be from reputable higher education institutions outside Namibia. Cyclic review of the programme and inputs from the stakeholders.

(iii) Transition arrangements

(a) Non National Qualifications Framework transition

This is a new qualification. It does not replace any existing NQF registered qualification.

(b) National Qualifications Framework transition

Version: This is version 1 of this qualification.

**YEAR ONE
COMPULSORY**

Field: Communication Studies and Languages
Subfield: Languages

Course Title	Learning Outcomes	level	Credit	Co-requisite/ Pre-requisite
Academic Writing for Post-graduate Students	<ul style="list-style-type: none">• Access various academic sources.• Analyse a text critically.• Use a process approach when research writing.• Write an academic text utilizing proper rhetoric and style.• Format a written academic text in APA (American Psychological Association) style.	9	Non-credit bearing	None

AND

COMPULSORY ELECTIVE

Field: Education, Training and Development
Subfield: Teacher Education (for all streams excluding Inclusive Education)

Course Title	Learning Outcomes	Level	Credit	Co-requisite/ Pre-requisite
Advanced Educational Research Methodology	<ul style="list-style-type: none">• Identify a researchable topic.• Develop appropriate research questions.• Carry out a comprehensive literature review.• Develop research tools.• Conduct field work.• Write final thesis/dissertation.	9	24	None

OR

Field: Education, Training and Development
Subfield: Teacher Education (for Inclusive Education stream only)

Course Title	Learning Outcomes	Level	Credit	Co-requisite/ Pre-requisite
Advanced Research in Educational Psychology	<ul style="list-style-type: none"> • Apply various ECD, G&C and IE research theoretical perspectives. • Identify research problems and formulate viable research questions in ECD, G&C and IE. • Critically review literature related to particular research problems in the three programme fields. • Apply various quantitative and qualitative research designs, methods and techniques when conducting research in the three programme fields. • Prepare research proposals in the three areas. • Demonstrate critical understanding of the research process, appropriate research methods and the analysis, interpretation and dissemination of data in the three areas. 	9	24	None

SPECIALISATION STREAMS

COMPULSORY

Field: Education, Training and Development
Subfield: Adult Education

Course Title	Learning Outcomes	Level	Credit	Co-requisite/ Pre-requisite
Foundations of Adult Education	<ul style="list-style-type: none"> • Discuss the origin, growth and development of Adult Education in various countries. • Discuss the importance of studying Psychological foundations in Adult Education programmes. • Critically analyse the concepts/theories of sociological foundations and development in the African context . 	9	36	None

AND

COMPULSORY ELECTIVE (2x24=48 credits)

Course Title	Learning Outcomes	Level	Credit	Co-requisite/ Pre-requisite
Twentieth Century Thinkers	<ul style="list-style-type: none">• Describe the origin, meaning and branches of the philosophy of adult education.• Distinguish and contrast the different Western and African philosophies on adult education.• Demonstrate understanding of the impact of the African philosophies on adult education.• Critically examine the contribution of the philosophies of adult education to teaching and learning of adults.• Discuss the philosophical underpinnings that impact on policy studies in adult education.• Demonstrate understanding of ethical issues in adult education.	9	24	None
Adult Education Policy Studies	<ul style="list-style-type: none">• Examine critically the concept 'Public Policy'.• Explain the Policy Making Process.• Critically evaluate the different types of social planning.• Demonstrate understanding of the Policy Development Process.• Discuss the policy planning process of the Ten-year plan for Educator Development and Support in Namibia.• Evaluate the different types of policy planning.• Discuss the application of the ICT Policy in Adult Education in Namibia.• Evaluate the policy for Education for All.	9	24	None

Mass Communication in Adult Education	<ul style="list-style-type: none"> • Discuss and critically analyze the theories of Mass Communication. • Describe the interrelationship between Mass Communication, Culture and Mass Media. • Explain the link between Media Literacy and Culture. • Discuss the contribution of the Internet to Lifelong Learning and Community Education. • Debate the contribution of Books as literacy objects to Lifelong Learning and Community Education. • Argue the role of Newspapers in Lifelong Learning and Community Education. • Argue the role of Magazines in Lifelong Learning and Community Education. • Explain the role of Film in Lifelong Learning and Community Education. • Describe the role and function of Radio and Sound Recordings in Community Education • Describe the role and function of Television in Community Education • Clarify the concept "Global Media" • Describe the link between Mass Communication and the development of public relations • Explain Advertising to promote Lifelong Learning and Community Education initiatives and projects • Discuss and critically analyze Media Freedom, Regulation and Ethics. • Explain the need for Mass Communication Research and Effects • Explain the different fields representing Mass Communication • Develop knowledge and skill with regard to Written Publication as type. • Develop knowledge and skill with regard to Radio as type. • Develop knowledge and skill with regard to Television as type. • Develop knowledge and skill with regard to the Internet and Cell phones as type. 	9	24	None
Advanced Community Education Studies	<ul style="list-style-type: none"> • Explain theories of community building. • Apply the principles of Community Education in practice, and demonstrate the understanding of the factors that contribute to successful community-driven development. • Apply the different principles underpinning the needs-and asset based approaches, through mapping of the needs and assets of a target community. • Explain the theory of sustainable development and education for sustainability and apply it in practice. • Demonstrate ability to structure and manage effective partnerships between institutions of learning in their communities and communities to promote effective education. 	9	24	None

OR

COMPULSORY**Field:** Education, Training and Development**Subfield:** Curriculum Instruction and Assessment Studies

Course Title	Learning Outcomes	Level	Credit	Co-requisite/ Pre-requisite
Curriculum Theory, Design and Implementation	<ul style="list-style-type: none">• Describe and analyze the Field of Curriculum Studies• Identify the role that philosophy and ideology play in Curriculum theory.• Explain the role educational theories play in Curriculum conceptualization.• Compare and contrast the major theoretical approaches to curriculum development and design.• Critique current curriculum design models.• Analyze the Namibian Secondary school curriculum.• Evaluate the significance of a curriculum in a specific subject area• Analyze the issues of effective curriculum implementation.	9	36	None
Conducting Educational Evaluation	<ul style="list-style-type: none">• Explain the historical roots, relevant concepts, purposes and importance of educational evaluation.• Explain the features, generic steps and differences between 'approaches, paradigms and models' of evaluation.• Compare the phases, steps and corresponding features of formative and summative evaluations.• Evaluate and discuss the design and implementation of a framework for whole school evaluation• Discuss the categories and criteria for evaluating educational curricula / programmes / projects.• Discuss the evaluation of educational policies as it pertains to the Namibian Education system.	9	24	None
Educational Testing, Measurement and Evaluation	<ul style="list-style-type: none">• Discuss the nature and function of Measurement.• Communicate numerical information (quantitative description and interpretation).• Explain the meaning and application of norms.• Test validity and reliability.• Identify extraneous factors influencing performance on cognitive tests.• Develop educational measures.• Conduct item analysis.• Assess affective objectives and use naturalistic observation.• Carry out grading and reporting on educational measures.	9	24	None

OR

COMPULSORY**Field:** Education, Training and Development**Subfield:** Educational Technology

Course Title	Learning Outcomes	Level	Credit	Co-requisite/ Pre-requisite
Educational Technology Project	<ul style="list-style-type: none">• Create and present an Educational Technology workshop for peer educators and then reflect on the results (based on the results of follow-up evaluations)• Develop a comprehensive project plan for the implementation one or more new educational technologies in a school setting, including a budget, and task/responsibility/deadline chart• Design and develop a school website that provides information for learners, parents, community members as well as school personnel.• Demonstrate Educational Technology competencies and reflective understanding in a professional electronic portfolio	9	36	None

Educational Technology	<ul style="list-style-type: none">• Describe the role of formal educational systems in educating productive 21 century citizens and describe Namibian and international standards and expectations• Explain "technology integration" and the role of all teachers to infuse technology learning opportunities throughout the curriculum• Demonstrate an understanding of the ways to create hands-on technology activities across the curriculum by designing and developing a set of technology-integrated lesson plans• Demonstrate an understanding of the ways to evaluate and monitor learners' technological literacy skills by designing and developing a set of performance-based assessments and an assessment spreadsheet or database to track, analyse and report learners' progress.• Describe the Essential Conditions for effective technology integration and discuss the responsibilities and roles of the Namibian teacher, school administration and higher authorities in meeting these conditions.• Discuss the influences new and emerging technologies have on the Namibian curriculum and our concepts of relevant and necessary knowledge and skills that should be taught. Teach and model appropriate Digital Citizenship expectations, including the social, ethical, legal, and health practices involved in the use of ICTs.	9	24	None
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Instructional Design In The Age Of Technology	<ul style="list-style-type: none"> • Discuss the history of communication and instructional media and ICTs. • Explain and model the steps in the instructional design process and compare accepted instructional design models. • Demonstrate an understanding of the ways in which ICTs can be used to enhance teaching and afford learner comprehension and attention in a synchronous instructional experience by designing and developing an educational technology for use in face-to-face teaching. • Demonstrate an understanding of the ways in which ICTs can be used to provide alternative or supplementary instruction in an asynchronous learning experience by designing and developing an educational technology for use in distance or self-study lessons. • Identify and locate appropriate assistive technologies for differentiated learning, and explain the concept of Universal Design for Learning and the role of ICTs in it. • Discuss the ways that new ICTs and media can influence pedagogical possibilities and practice (e.g. fostering a shift from 'sage on the stage' to 'guide on the side') 	9	24	None
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OR

COMPUSORY

Field: Education, Training and Development
Subfield: Leadership, Management and Policy Studies

Course Title	Learning Outcomes	Level	Credit	Co-requisite/ Pre-requisite
Educational Leadership & Management	<ul style="list-style-type: none"> • Evaluate the current theoretical principles and practices of educational management. • Critically discuss the concept of management from theoretical and practical points of view. • Discuss and evaluate the current theoretical and practical ways of professional development, personnel management and leadership support in curriculum implementation. • Discuss issues related to financial management and governance of education and make suggestions for improvements. 	9	48	None
Educational Law and Policy Studies	<ul style="list-style-type: none"> • Examine the relationship between schooling and law of education. • Examine the concept 'public policy'. • Demonstrate understanding of the policy making process. • Demonstrate understanding of the policy implementation process. • Discuss school governance and the role of other stakeholders (e.g. community) in the policy implementation process. • Evaluate the impact of labour law on the education sector. 	9	36	None

AND

COMPULSORY ELECTIVE (2x12=24credits)

Student has to select one of the packages below:

Course Title	Learning Outcomes	Level	Credit	Co-requisite/ Pre-requisite
Philosophy of Education	<ul style="list-style-type: none">• Examine various interpretations of the concept philosophy.• Differentiate between philosophy of education as a theoretical framework and its ideological underpinnings.• Examine application of philosophical underpinnings to different educational contexts.• Examine the relationship between the national philosophy of a country and its philosophy of education.• Critically discuss the contribution made by the various philosophers to the current education system.	9	12	None
Sociology of Education	<ul style="list-style-type: none">• Critically examine a broad range of theoretical issues in sociology of education that provide context and meaning to educational practice.• Critique major ideologies and theories within each school of thought.• Analyse the contributions made by major theoretical thinkers to Sociology of Education.• Apply theoretical perspectives to key issues in sociology of education.	9	12	None

OR

Course Title	Learning Outcomes	Level	Credit	Co-requisite/ Pre-requisite
Comparative Education	<ul style="list-style-type: none">• Demonstrate understanding of the complexity of comparative and international education systems.• Evaluate ideologies, theories and principles related to education systems.• Evaluate the application of policies of different education systems.• Compare and contrast issues and problems affecting education systems in Namibia and other countries.• Critically examine the multicultural perspectives in a global context.	9	12	None
History of Education	<ul style="list-style-type: none">• Demonstrate an understanding of the relationship between history and history of education.• Critically discuss the significant contribution made by ancient and modern educational thinkers.• Critically examine how History of Education can shape a country's education policies.• Demonstrate understanding of the impact of colonial education on the African people.• Critically analyse major educational reforms in Namibia since independence.• Apply historical research methods.	9	12	None

OR

COMPULSORY**Field:** Education, Training and Development**Subfield:** Mathematics Education

Course Title	Learning Outcomes	Level	Credit	Co-requisite/ Pre-requisite
Curriculum Theory, Design And Implementation	<ul style="list-style-type: none">• Describe and analyze the Field of Curriculum Studies• Identify the role that philosophy and ideology play in Curriculum theory.• Explain the role educational theories play in Curriculum conceptualization.• Compare and contrast the major theoretical approaches to curriculum development and design.• Critique current curriculum design models.• Analyze the Namibian Secondary school curriculum.• Evaluate the significance of a curriculum in a specific subject area.• Analyze the issues of effective curriculum implementation.	9	36	None
Advanced Theories of Learning in the Mathematics Classroom	<ul style="list-style-type: none">• Develop an in depth understanding of knowledge of learning theories as used in the teaching of mathematics education.• Critically analyse and reflect upon learning theories and relate these to the classroom.• Develop a critical awareness of strengths and limitations as well as the current problems between the learning theories, models of teaching and practice in the field of mathematics education.• Demonstrate an understanding of appropriate research methods in the field of mathematics education.• Design lessons based on teaching models as described in the extant literature by providing appropriate solutions to issues experienced in mathematics education.• Present designed lessons to learners for peer discussions.	9	24	None
Assessment in the Mathematics Classroom	<ul style="list-style-type: none">• Develop a depth understanding of assessment theory and models in the mathematics classroom.• Develop and evaluate assessment tools using new techniques of assessing mathematics performance.• Critique and develop online assessment.• Standardise assessment tools.• Critically analyse and reflect on the performance of students in the NSSC examinations.• Discuss factors that could influence performance in the mathematics classroom.• Develop guidelines on how mathematics results could improve in Namibia.	9	12	None

AND

COMPULSORY (12 credits)

Students select one course

Course Title	Learning Outcomes	Level	Credit	Co-requisite/ Pre-requisite
Technology In Mathematics Education	<ul style="list-style-type: none"> Discuss the role of technology in the mathematics classroom. Evaluate the various models for the use of computers, calculators and other technologies in the classroom. Critique software packages available for mathematics education. Develop online learning material for mathematics based on the NSSC curricula. 	9	12	None
Independent Study In Mathematics Education	<ul style="list-style-type: none"> Demonstrate the ability to identify relevant materials, pertinent to their area of interest Demonstrate an objective and critical analysis of work in his/her area of interest Discuss the importance of the area of study for Namibia Compile an annotated bibliography. 	9	12	None
Mathematics In Society	<ul style="list-style-type: none"> Discuss the historical development of mathematics and its impact on the classroom and world outside. Demonstrate understanding of ethno-mathematics in different cultural settings in Namibia. Discuss the role of ethno-mathematics in the Namibian classroom. Analyse the role of feminism research in mathematics education. Analyse the role of mathematics in school subjects, nature and technology. Discuss the impact of mathematics on the media. 	9	12	None

OR**Field:** Education, Training and Development**Subfield:** Science Education

Course Title	Learning Outcomes	Level	Credit	Co-requisite/ Pre-requisite
Curriculum Theory, Design And Implementation	<ul style="list-style-type: none"> Describe and analyze the Field of Curriculum Studies Identify the role that philosophy and ideology play in Curriculum theory. Explain the role educational theories play in Curriculum conceptualization. Compare and contrast the major theoretical approaches to curriculum development and design. Critique current curriculum design models. Analyze the Namibian Secondary school curriculum. Evaluate the significance of a curriculum in a specific subject area. Analyze the issues of effective curriculum implementation. 	9	36	None

Advanced Theories of Learning in the Science Classroom	<ul style="list-style-type: none"> • Develop an in depth understanding of knowledge of learning theories as used in the teaching of education. • Critically analyse and reflect upon learning theories and relate these to the classroom. • Develop a critical awareness of strengths and limitations as well as the current problems between the learning theories, models of teaching and practice in the field of science education. • Demonstrate an understanding of appropriate research methods in the field of science education. • Design lessons based on teaching models as described in the extant literature by providing appropriate solutions to issues experienced in science education. • Present designed lessons to learners for peer discussions. 	9	24	None
Assessment in the Science Classroom	<ul style="list-style-type: none"> • Develop a depth understanding of assessment theory and models in the science classroom. • Develop and evaluate assessment tools using new techniques of assessing science performance. • Critique and develop online assessment. • Standardise assessment tools. • Critically analyse and reflect on the performance of students in the NSSC examinations. • Discuss factors that could influence performance in the science classroom. • Develop guidelines on how science results could improve in Namibia. 	9	12	None

AND

COMPULSORY (12 credits)

Students select one course.

Course Title	Learning Outcomes	Level	Credit	Co-requisite/ Pre-requisite
Technology and the Teaching of Science	<ul style="list-style-type: none"> • Discuss the role of technology in the science classroom. • Evaluate the various models for the use of computers, calculators and other technologies in the classroom. • Critique software packages available for science education. • Develop online learning material for science based on the NSSC curricula. 	9	12	None
Independent Study In Science Education	<ul style="list-style-type: none"> • Demonstrate the ability to identify relevant materials, pertinent to their area of interest. • Demonstrate an objective and critical analysis of work in his/her area of interest. • Discuss the importance of the area of study for Namibia • Compile an annotated bibliography. 	9	12	None

Science In Society	<ul style="list-style-type: none"> • Discuss the historical development of science and its impact on the classroom and world outside. • Demonstrate understanding of ethno-science in different cultural settings in Namibia. • Discuss the role of ethno-science in the Namibian classroom. • Analyse the role of feminism research in science education. • Analyse the role of science in school subjects, nature and technology. • Discuss the impact of science on the media. 	9	12	None
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OR

COMPULSORY

Field: Education, Training and Development

Subfield: Sport Education

Course Title	Learning Outcomes	Level	Credit	Co-requisite/ Pre-requisite
Professional Practice in Sport Education	<ul style="list-style-type: none"> • Analyse and critically reflect upon appropriate theory and contemporary issues in sport & physical education or outdoor education. • Critically reflect upon current problems or contemporary insights in sport & physical education or outdoor education. • Analyse and critically reflect upon a wide range of quantitative and/or qualitative methods applicable for applied research in, sport & physical education or outdoor education. • Demonstrate an in depth understanding and application of appropriate research methods. • Analyse and appreciate different perspectives, values and strategies of sports practitioners in the fields of sport & physical education or outdoor education and synthesise these with theory to deal with complex challenges systematically and creatively. • Demonstrate self direction and originality in identifying needs, analysing needs, formulating solutions and evaluating strategies within the context of sport & physical education or outdoor education. 	9	36	None

AND

COMPULSORY ELECTIVE (24x2=48credits)

Course Title	Learning Outcomes	Level	Credit	Co-requisite/ Pre-requisite
Leadership and Management in Sport	<ul style="list-style-type: none"> • Define effective leadership and management and its impact on the organisation and business success. • Develop skills in diagnosing those situations in which effective leadership and management can be exerted and recognise how and when leadership can be considered a shared phenomenon. • Analyse "lessons from industry, work" and their own and other's assumptions and practices about leadership and management. • Develop an in-depth understanding of knowledge and a critical awareness of current problems between theories and practices in the field of leadership and management. 	9	24	None
Physical Fitness, Health and Nutrition	<ul style="list-style-type: none"> • Demonstrate understanding of the dynamics of physiological, social and psychological influences on physical fitness, health and nutrition on human beings. • Develop an in-depth understanding of human anatomy, physiology and human nutrition. • Analyse and critically reflect upon appropriate theory and contemporary issues and inequalities in the areas of fitness, health and nutrition. • Critically review and reflect on all the components of fitness and how to assess the different components and develop holistic fitness and wellness programmes for all ages. • Analyse and critically reflect upon a wide range of applied research methodologies in physical fitness, health and nutrition inclusive of all processes relating to fitness laboratories. 	9	24	None
Sport for Development	<ul style="list-style-type: none"> • Develop an in depth understanding of sport sociology and sport for development philosophies and frameworks. • Critically evaluate key issues in the field of sport for development by analysing different theoretical frameworks and assessing its implications on communities. • Discuss and reflect on the different conceptual frameworks and how it relates to the diverse sports-related interventions. • Discuss social capital as an integral part of the sport for development process as evidenced by different case studies. • Analyse and reflect on different approaches as discussed by Mintzberg (2006). • Reflect on 'lessons from the field' that might inform different stakeholders from the public and private spheres on their priorities, possible roles and positioning in the field of sport for development. 	9	24	None

OR

**LITERACY AND LEARNING
COMPULSORY ELECTIVE**

Field: Education, Training and Development

Subfield: Literacy and Learning

Course Title	Learning Outcomes	Level	Credit	Co-requisite/ Pre-requisite
Theories of Literacy	<ul style="list-style-type: none"> • Explain theories of literacy. • Critique theories of literacy. Select theories to apply in given contexts.	9	18	None
Literacy in multi-lingual context	<ul style="list-style-type: none"> • Explain the concepts of bilingualism and multilingualism. • Discuss theories of literacy in bilingual and multilingual contexts. • Critique a language policy stance in a given multilingual context. • Explain how multilingualism influences social development. Apply strategies of maintaining literacy in a multilingual context.	9	18	None
Reading and writing difficulties	<ul style="list-style-type: none"> • Identify characteristics and causes of reading and writing difficulties. • Make recommendations about prevention and mitigation of reading and writing difficulties. 	9	12	None
Teaching Literacy Skills	<ul style="list-style-type: none"> • Discuss principles, approaches and methods of teaching both initial and advanced literacy skills. • Design a literacy curriculum. • Plan instructions/lessons to teach literacy. • Teach literacy skills. • Assess literacy skills. 	9	18	None
Initial literacy in First Language	<ul style="list-style-type: none"> • Explain how oral language develops in the first language. • Discuss how oral language supports literacy development (cognitive and socio-cultural approaches). • Discuss how literacies that children bring to school can support literacy development. • Explain early reading and writing development . • Explain how literacy in the first language aids social development. • • 	9	18	None

AND

COMPULSORY ELECTIVE (12 CREDITS)

Field: Education, Training and Development
Subfield: Literacy and Learning

Course Title	Learning Outcomes	Level	Credit	Co-requisite/ Pre-requisite
Theories of Learning	<ul style="list-style-type: none"> Explain theories of learning. Critique theories of learning. Select learning theories to apply in literacy acquisition and development. 	9	12	None
Language Education Policy	<ul style="list-style-type: none"> Explain factors considered in language policy formulation. Critique a given language policy stance. Link a language policy to the development of literacy. Compare language policies in Africa and elsewhere. 	9	12	None
Language Culture and Cognition	<ul style="list-style-type: none"> Explain different manifestations of language. Explain how language aids thought processes. Explain how culture may influence cognition. Explain the relationship between language and culture. 	9	12	None
Pragmatics and Discourse Analysis	<ul style="list-style-type: none"> Discuss speech act theories. Explain the communication theory. Analyse discourse patterns in a text. Identify coherence features and techniques in texts. Appreciate styles of language use. Explain the corporate principle in language use. 	9	12	None

OR

EARLY CHILDHOOD DEVELOPMENT (ECD)**COMPULSORY ELECTIVE**

Field: Education, Training and Development
Subfield: Early Childhood Development (ECD)

Course Title	Learning Outcomes	Level	Credit	Co-requisite/ Pre-requisite
Theories of Early Childhood Development	<ul style="list-style-type: none"> Form conceptual understanding of the development of young children in various Social cultural contexts. Provide an overview of Early Childhood Development theories from various perspectives. Critique and assess various theories of Early Childhood Development as they can be applied in various programmes for young children. Relate their understanding of Early childhood development theories to policy and practice in ECD programmes and pre-school education in Namibia. Use theories of learning when developing ECD programmes and pre-school education curricula. 	9	24	None

Approaches and Models of ECD	<ul style="list-style-type: none"> • Define and identify various approaches to early childhood care and development. • Define and identify various models to early childhood care and development. • Discuss arguments in support of early childhood care and development investments. • Discuss the characteristics and needs of young children of various age-groups (0-2 years; 3 – 4 years; 5 -6 years; 7 – 8 years). • Discuss some dilemmas in the education of young children in Namibia with reference to services and resources. 	9	12	None
Early Childhood Literacy And Numeracy	<ul style="list-style-type: none"> • Construct meanings of early childhood literacy and early childhood numeracy in families, communities and cultures in general and in the Namibian context in particular. • Become aware of various literacy forms i.e. language, writing, print and digital literacy as means of production of knowledge. • Interpret the theoretical perspectives on early childhood literacy and numeracy. • Become aware of various strategies of promoting early childhood literacy and early childhood numeracy and identify a range of technical aids in the teaching of early childhood literacy and numeracy. • Apply research findings on early childhood literacy and early childhood numeracy in devising ECD programmes in these areas. • Assess the relationship between the social-cultural backgrounds of young children and their access to opportunities for early childhood literacy and numeracy development and suggest mediation and forms of assistance in early literacy and numeracy. • Advocate for the incorporation of early childhood literacy and numeracy content and activities in ECD programmes. 	9	12	None
Early Childhood Programme Development	<ul style="list-style-type: none"> • Identify types of programmes for meeting the needs of young children. • Relate ECD programmes to the National Integrated Early Childhood Development Policy. • Design ECD programmes for attending to children, educating or supporting care givers, promoting community development, strengthening Namibia's resources and capabilities, and strengthening demand and awareness for ECD services and facilities. • Evaluate ECD programme provisions and services. 	9	12	None

Evaluation and Assessment of Young Children	<ul style="list-style-type: none"> • Define and identify various evaluation and assessment tools for young children (0 -8 years). • Discuss various areas of evaluation and assessment including Growth Monitoring and Health Assessment; Performance Assessment; School Readiness; and Diagnostic Assessment. • Explain the theories and views regarding early identification: the benefits of early identification as well as risks of early identification. • Provide an overview of Assessment Approaches: Choosing Appropriate Screening/ Assessment Instruments (Observing, interviewing and conferencing; Performance-Based, Authentic and Portfolio Assessments; Overall Performance; play; and play therapy). • Prepare to administer assessment. • Discuss ethical issues and limitations regarding assessment. • Discuss concerns regarding the assessment of young children. • Work with families and other key partners. • Apply referral systems. 	9	12	None
Play and Material Development	<ul style="list-style-type: none"> • Discuss the interrelatedness of play, development and learning for children from conception to 8 years of age. • Apply the critical approach to play, development and learning from diverse theoretical perspectives. • Analyze various cultural games and their role in the cognitive, socio-cultural, emotional and physical development of children. • Explain how play and play materials can be used to stimulate development in young children. • Apply health and safety requirements related to play. • Develop various teaching and learning materials for children aged 0 to 8 years. 	9	12	None

OR

Field: Education, Training and Development
Subfield: Inclusive Education

Course Title	Learning Outcomes	Level	Credit	Co-requisite/ Pre-requisite
Theoretical Framework for Inclusive Education	<ul style="list-style-type: none"> • Evaluate models of inclusive education. • Discuss different Paradigms in Inclusive Education. • Explain and critique International Trends in Inclusive Education. • Analyse the Policy of Inclusive Education in Namibia 	9	18	None
Collaboration and Teamwork in the Inclusive Setting	<ul style="list-style-type: none"> • Discuss theoretical principles and processes that underpin interpersonal skills in inclusive settings. • Analyse the pros and cons of joint assessment, information sharing and integrated planning for inclusive education. • Show an understanding of how to design and manage inclusive environments (schools and classroom). • Describe and apply instances of best practices within inclusive settings. 	9	12	None
Teaching and Learning in Differentiated Classrooms	<ul style="list-style-type: none"> • Discuss differentiated instruction and learning. • Determine the prior learning, readiness, language, preferences, interests, capabilities, and past experiences with learning, etc. in order to guide the teaching and learning in an inclusive environment. • Plan for differentiated instruction. • Identify and implement a variety of instructional activities best suited to the learners' needs. • Monitor the learners' progress and adjust the instruction and learning accordingly. 	9	18	None
Assessment and Evaluation for Learning	<ul style="list-style-type: none"> • Demonstrate research-based practices for choosing assessment models. • Describe and analyse the assessment process including types of evaluations and the relationship of assessment to learning. • Describe the use of various diagnostic assessment tools. • Use appropriate diagnostic assessment tools in order to identify and assess the educational needs of learners. 	9	12	None

AND

COMPULSORY ELECTIVE (24 CREDITS)

Field: Education, Training and Development

Subfield: Inclusive Education

Students select one course for 24 credits.

Course Title	Learning Outcomes	Level	Credit	Co-requisite/ Pre-requisite
Deaf Education And Communication	<ul style="list-style-type: none">• Demonstrate a knowledge and understanding of the educational setting that learners who are Deaf find themselves.• Demonstrate knowledge of Namibian Sign Language.• Describe the Bilateral-Bicultural approach as pertaining Deaf education.• Discuss best practices in assisting learners in making the transformation from Namibian Sign Language to Written English.• Demonstrate knowledge of how to adapt the curriculum, assessment and school and classroom environment in order to ensure successful learning for learners who are Deaf and/or Hard-of-Hearing.• Demonstrate knowledge of developing appropriate teaching and learning materials specifically for learners who are Deaf and/or Hard-of-Hearing.• Discuss the Deaf culture in which learners who are Deaf find themselves and how it relates to the hearing culture in which they operate.	9	24	None
Literacy And Learning Difficulties	<ul style="list-style-type: none">• Discuss literacy from various perspectives.• Explain specific learning disabilities/difficulties.• Explain types, characteristics and risk factors of reading, spelling, and hand writing difficulties.• Identify specific learning difficulties/disabilities e.g. dyslexia using appropriate assessment tools.• Interpret the results from a range of techniques for assessing literacy.• Identify and evaluate the nature of literacy problems of particular individual learners.• Develop ability to use learner diagnostic and assessment data to design individual learning programmes.• Plan appropriate interventions to ensure progress for learners with literacy difficulties.• Identify and critique a range of technical aids in the teaching of learners with literacy difficulties.• Select, evaluate and organize appropriate resources to support colleagues in working with learners with literacy difficulties.	9	24	None

Managing Emotional And Behavioural Difficulties	<ul style="list-style-type: none"> • Define Social-Emotional Behavioural Difficulties. • Describe causes of Emotional and Behavioural Difficulties (EBD) from various perspectives. • Describe characteristics of learners with emotional and behavioural difficulties. E.g. Anxiety disorders, conduct disorders, eating disorders, mood disorders. • Demonstrate understanding of the Prevalence Information: Namibian and International perspectives. • Explain and evaluate identification processes of EBD amongst children and adolescents. • Describe and apply appropriate pedagogical practices for learners and adolescents with EBD. • Discuss perspectives and concerns of families of children affected with EBD. • Discuss HIV and AIDS and its relationship with EBD. • Establish networks with multi-disciplinary teams in the support of learners and adolescents affected by EBD. 	9	24	None
Visual Impairment And Braille Systems	<ul style="list-style-type: none"> • Critically discuss theories related to Visual impairment • Discuss prevalence Information: Namibian and International perspectives • Describe the characteristics of learners with Visual impairment • Describe the Causes of Visual impairment (Scientific and traditional approaches) • Discuss and evaluate the Identification strategies of visual impairments (both medical and educational). • Evaluate and apply support and teaching strategies for learners with visual impairment including curriculum issues, teacher issues and resource issues. • Use Braille, contractions and other alternative communication systems. • Describe and apply Orientation and Mobility skills. • Develop understanding of perspectives of families. • Establish networks with multi-disciplinary team 	9	24	None

**YEAR TWO
COMPULSORY**

Field: Education, Training and Development
Subfield: Teacher Education

Course Title	Learning Outcomes	Level	Credit	Co-requisite/ Pre-requisite
Thesis	<ul style="list-style-type: none"> • Identify a researchable topic. • Develop appropriate research questions. • Carry out a comprehensive literature review. • Develop research tools. • Conduct field work. • Write final thesis/dissertation. 	9	90	Pre-requisite: Successful completion of all taught modules in year one.
Postgraduate Seminar	<ul style="list-style-type: none"> • Demonstrate advanced competence in the use of the computer and technology in literature search and data collection. • Use appropriate software application in research data analysis. • Present and defend their research proposals and theses/dissertations. • Use Powerpoint to present their proposals. • Constructively critique presentations. 	9	18	Pre-requisite: Successful completion of all taught modules in year one and Advanced Research Methodology in Educational Psychology Co-requisite: Post Graduate Seminar.

E.3.7 MASTER OF EDUCATION (BY THESIS) (10MEDR)

E.3.7.1 ADMISSION REQUIREMENTS M. ED BY THESIS ONLY

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

Students may register for the degree by thesis alone provided they have satisfied the Department/Faculty, and Senate of their ability to conduct research, by submitting to the Department/Faculty a comprehensive research proposal in the approved form. An honours degree (level 8) or at least a second class first division 12(1) in the first degree (level 8) shall normally be an additional requirement. Students should also show proof of level 8 knowledge in their area of specialisation. Senate may require the student to audit certain courses, under this arrangement.

NOTE: The offerings of this program are subjected to the availability of suitable supervisors. It will remain the prerogative of the Faculty of Education to determine the number of Master of Education and Ph.D. students that can be enrolled each year.

E.3.7.2 DURATION OF STUDY

The duration of the programme shall be two (2) years on full-time and three (3) years on part-time. An extension of the registration period of up to six (6) months beyond the stipulated deadlines may be granted by relevant committees, if valid reasons are advanced.

NOTE: *Students that have register initially as full time students will only be allowed to change their offering tipe to part time during consecutive years of registration with written approval of the University.*

E.3.7.3 DELIVERY MODE

The programme will be offered full time or part time.

E.4. POSTGRADUATE DEGREES

E.4. DOCTOR OF PHILOSOPHY IN EDUCATION

E.4.1 RATIONALE FOR THE PROGRAMME

Studying for a PhD in Education allows students to become experts in specialized areas of education, as well as gaining high quality research training that would equip them to undertake other educational research projects. All PhD students carry out original research work under the guidance of supervisors.

The Faculty will offer PhD Programmes that are governed by the General Regulations for Doctoral Programmes as documented in the relevant sections of UNAM's general regulations. The Faculty will offer a programmes leading to the attainment of Doctor of Philosophy in Educational (PhD in Education). The following specialisation programmes will be offered by the various departments in the Faculty:

4.4.1.1 Department of Curriculum Instruction and Assessment Studies

Doctor of Philosophy in Education: Curriculum, Instruction and Assessment Studies (10DECA)

E.4.1.2 Department of Educational Foundations and Management

Doctor of Philosophy in Education: Educational Management and Administration (10DEMA)

Doctor of Philosophy in Education: Educational Law and Policy Studies (10DELP)

Doctor of Philosophy in Education: Comparative and History of Education (10DECH)

Doctor of Philosophy in Education: Philosophy and Sociology of Education (10DEPS)

E.4.1.3 Department of Lifelong Learning and Community Development

Doctor of Philosophy in Education: Adult Education (10DEDA)

E.4.1.4 Department of Mathematics, Science and Sport Education

Doctor of Philosophy in Education: Mathematics Education (10DEME)

Doctor of Philosophy in Education: Science Education (10DESE)

Doctor of Philosophy in Education: Sport Education (10DEPE)

E.4.1.5 Department of Educational Psychology and Inclusive Education

Doctor of Philosophy in Education: School Guidance and Counselling (10DEGC)

Doctor of Philosophy in Education: Early Childhood Education (10DECD)

Doctor of Philosophy in Education: Inclusive Education (10DEIE)

E.4.1.6 APPLICATION PROCEDURES

In addition to the application procedures stipulated in I.5.1 of this prospectus and the Guidelines for Post Graduate Programmes in the General Information and Regulations Prospectus, the following Faculty of Education procedures shall apply:

- a) A student who intends to study for a Doctor of Philosophy degree with the Faculty of Education must first discuss the intended programme with the respective Department to establish whether the intended research problem of investigation is viable, and whether there will be staff available to supervise him or her;
- b) The applicant must also submit a Working Title and an acceptable outline of the proposed research project by using the approved UNAM guidelines to the Head of Department. The topic must be in the area of specialization of the student.
- c) Acceptance to proceed with the study shall be granted by SENATE only after receiving recommendations from the Departments through the Faculty and UNAM Postgraduate Studies Committees.
- d) Students shall be notified by the School of Postgraduate Studies of the outcome of their applications.
- e) Only successful students shall be allowed to proceed with their studies.

E.4.1.7 ADMISSION CRITERIA

SPECIAL REGULATIONS FOR PH. D DEGREE BY DEPARTMENTAL SPECIALISATION

Although all Doctoral Programmes in the Faculty are governed by the General Regulations for Doctoral Programmes, as documented in this Prospectus and the relevant sections of UNAM's general regulations, the following additional regulations will govern the programmes in the Faculty.

- a) All students enrolling for a PhD in the Faculty of Education who have not taken and passed the required research methodology courses shall be required to enroll and pass the Advanced Educational Research courses as offered in the UNAM M.Ed programme (i.e. EAR 5910: Advanced Educational Research Methodology) and the Academic Writing for Postgraduate Students course.
- b) In addition it is compulsory that all students should pass the Postgraduate Seminar (EPS 6080).

The Doctor of Philosophy in Education (PhD) will be offered in compliance with the general regulations and guidelines for postgraduate studies at the University of Namibia stipulated in this prospectus and the Regulations and Guidelines for Post Graduate Programmes in the General Information and Regulations Prospectus.

In addition, the following Faculty of Education regulations will apply:

- Candidates normally must show proof of 60% or more for the thesis part of their Master's degree.
- Prospective candidates must also satisfy specific requirements of the Faculty of Education, i.e. must have related work experience and will be subjected to an oral and/ or written admission tests.

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

E.4.1.7.1 Specific Admission Requirements per Department:

Department of Curriculum Instruction and Assessment Studies

Doctor of Philosophy in Education: Curriculum Studies

Candidates for admission into PhD programme should be in possession of an appropriate Master of Education (M.Ed) (level 9) degree or equivalent from a recognized University or Institution of Higher learning.

Department of Educational Foundations and Management

Doctor of Philosophy in Education: Management and Administration/ Law and Policy Studies/ Comparative and History of Education/ Philosophy and Sociology of Education

Candidate must be in possession of a Master's degree (level 9) or equivalent from a recognized institution of higher learning in the selected area of specialisation. The areas of specialisation on offer are: Educational Management and Administration, Educational Law and Policy Studies, Philosophy and Sociology of Education and Comparative and History of Education;

Department of Lifelong Learning and Community Development

Doctor of Philosophy in Education: Adult Education Admission Requirements

Hold a Master's degree in Adult Education (level 9) or a related field of the University of Namibia or from a recognized institution of higher learning. The related fields in this context shall include: Education; Community Development; Social Welfare; and Mass Communications.

Department of Mathematics, Science and Sport Education

Doctor of Philosophy in Education: Mathematics Education/Science Education

Hold a Master's degree (level 9) in Mathematics Education or Science Education or related field of study or equivalent from the University of Namibia or from any recognized institution of higher learning.

Doctor of Philosophy in Sport Education

Students will hold a relevant Master's degree (level 9) obtained from the University of Namibia or equivalent; and be considered by University staff to be an appropriate candidate for the degree.

Department of Educational Psychology and Inclusive Education

Doctor of Philosophy in Education: School Guidance and Counselling/ Early Childhood Education/ Inclusive Education.

Students for admission to the doctoral programme of the Department of Educational Psychology and Inclusive Education must be in possession of a Master's degree (level 9) or equivalent from a recognized institution of higher learning in the chosen field of study. The areas of specialization on offer are School Guidance and Counselling, Early Childhood Education and Special Needs Education/Inclusive Education.

SUBJECT TO THE PROVISIONS OF THE REGULATIONS FOR POSTGRADUATE COURSES OF STUDY OF THE UNIVERSITY OF NAMIBIA, THE FOLLOWING REGULATIONS OF THE FACULTY OF EDUCATION SHALL APPLY:

E.4.1.8 REGISTRATION PROCEDURES

In addition to the registration procedures stipulated in I.4.3 of this prospectus and the Regulations and Guidelines for Post Graduate Programmes in the General Information and Regulations Prospectus, the Faculty of Education shall apply:

- a) An applicant becomes a student of UNAM upon registration after approval of the intended topic of study and acceptance of candidature by SENATE.
- b) Accepted students must comply with registration formalities of UNAM including payment of required fees.
- c) Students should not proceed with their studies until registration formalities are completed. Supervisors have a right to ask for proof of registration.

E.4.1.9 MODE OF DELIVERY

The PhD programme in the Faculty of Education will be offered by research only (dissertation mode only).

- a) The degree will be awarded on the basis of an original and substantial contribution to knowledge in the form of a dissertation as judged by experts in the identified field of study.
- b) The research and dissertation will constitute the entire body of work that will be assessed.
- c) The dissertation will carry a value of 360 NQF credits all of which will be on level 10.

NOTE:

****STUDENTS OPTING FOR THIS OPTION HAVE TO ASSURE THE FACULTY OF EDUCATION THAT THEY HAVE TAKEN AND PASSED RELEVANT RESEARCH METHODOLOGY COURSES IN THEIR PREVIOUS PROGRAMMES.***

E.4.1.10 DURATION OF STUDY

Under normal circumstances students will be required to complete their studies within a minimum of three years and a maximum of five years. The student should remain registered for the entire period of study. If the student does not register he/she shall be considered to have dropped out of the program.

E.4.1.11 REQUIREMENTS FOR QUALIFICATION AWARD

The total number of credits for the PhD programme is 378 credits. All these credits are on level 10 of the NQF. The Dissertation carries 360 credits. In addition to the 360 credits each student must complete a compulsory Seminar course (EPS 6080) of 18 credits.

Conferment of the PhD shall be in accordance with the general regulations of UNAM which stipulate:

“The final approval on the degree awarded to prospective students shall be granted by UNAM Senate on recommendation by the Postgraduate Studies Committee, (after assessing the recommendations by the examiners)”

