

FACULTY PROSPECTUS 2010

FACULTY OF EDUCATION



THE UNIVERSITY OF NAMIBIA

NOTE

This Faculty Prospectus is valid for 2010 only. Regulations and curricula for 2009 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 2009.

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

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

CONTENTS	PAGE
1. NOTE.....	2
2. CONTENTS.....	3
3. ROLE AND MISSION OF THE FACULTY OF EDUCATION.....	6
4. ADVICE, INFORMATION AND GENERAL REGULATIONS.....	7
5. FACULTY OF EDUCATION PERSONNEL.....	10
6. PROGRAMMES.....	13
DIPLOMAS.....	14
A UNDERGRADUATE DIPLOMAS	
A.1 DIPLOMA IN ADULT EDUCATION AND COMMUNITY DEVELOPMENT.....	14
A.1.1 RATIONALE AND PROGRAMME DESCRIPTION.....	14
A.1.2 ADMISSION REQUIREMENTS.....	14
A.1.3 DELIVERY MODE.....	14
A.1.4 DURATION OF STUDY.....	14
A.1.5 PROFESSIONAL DEVELOPMENT PLACEMENT.....	14
A.1.6 ASSESSMENT.....	15
A.1.7 ACCREDITATION OF OTHER QUALIFICATIONS.....	15
A.1.8 IMPLEMENTATION GUIDELINES.....	15
A.1.9 ACADEMIC ADVANCEMENT RULES.....	15
A.1.10 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY.....	15
A.1.11 CURRICULUM FRAMEWORK.....	16
A.1.12 MODULE DESCRIPTIONS.....	75
B POSTGRADUATE DIPLOMAS AND OTHER DIPLOMAS.....	17
B.1 PROFESSIONAL DIPLOMA IN EDUCATION (PDED) [ONLY OFFERED THROUGH THE CENTRE OF EXTERNAL STUDIES {CES}].....	17
B.1.1 RATIONALE	17
B.1.2 ADMISSION REQUIREMENTS.....	17
B.1.3 DELIVERY MODE OF THE PROGRAMME.....	18
B.1.4 DURATION OF PROGRAMME.....	18
B.1.5 ASSESSMENT.....	18
B.1.6 AWARD OF THE DIPLOMA.....	18
B.1.7 PDED CURRICULUM FRAMEWORK.....	18
B.1.8 LIST OF TEACHING METHODOLOGIES OFFERED IN THE PDED CURRICULUM	19
B.1.9 MODULE DESCRIPTION (SEE PAGE 89)	83
B.2 ADVANCED DIPLOMA IN EDUCATIONAL MANAGEMENT AND LEADERSHIP (10AEML)	
B.2.1 INTRODUCTION	21
B.2.2 RATIONALE	21
B.2.3 AIMS OF THE PROGRAMME.....	21
B.2.4 ADMISSION REQUIREMENTS.....	21
B.2.5 ASSESSMENT AND EVALUATION.....	21
B.2.6 IMPLEMENTATION.....	21
B.2.7 AWARD OF THE DIPLOMA.....	22
B.2.8 ADEML CURRICULUM FRAMEWORK.....	22
B.2.9 MODULE DESCRIPTION (SEE PAGE 95).....	89

C. UNDERGRADUATE DEGREES.....	23
C.1 BACHELOR OF EDUCATION (ADULT EDUCATION) DEGREE.....	23
C.1.1 RATIONALE AND PROGRAMME DESCRIPTION.....	23
C.1.2 AIMS.....	23
C.1.3 DEPARTMENTAL REGULATIONS.....	23
C.1.4 DURATION.....	23
C.1.5 MODE OF DELIVERY.....	23
C.1.6 PROFESSIONAL DEVELOPMENT PLACEMENT.....	23
C.1.7 ADMISSION REQUIREMENTS.....	23
C.1.8 TEACHING-LEARNING MODEL.....	24
C.1.9 ASSESSMENT.....	24
C.1.10 QUALITY ASSURANCE.....	24
C.1.11 ACCREDITATION OF OTHER QUALIFICATIONS.....	24
C.1.12 AWARD OF THE DEGREE.....	24
C.1.13 ACADEMIC ADVANCEMENT RULES.....	24
C.1.14 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY	25
C.1.15 CURRICULUM FRAMEWORK.....	25
C.1.16 MODULE DESCRIPTIONS.....	94
C.2 BACHELOR OF EDUCATION DEGREE.....	28
C.2.1 RATIONALE AND PROGRAMME DESCRIPTION	28
C.2.2 DURATION AND MODE OF STUDY.....	28
C.2.3 ADMISSION REQUIREMENTS	28
C.2.4 DEPARTMENTAL REGULATIONS	29
C.2.5 PROFESSIONAL DEVELOPMENT PLACEMENT	29
C.2.6 DELIVERY MODE.....	29
C.2.7 ASSESSMENT	29
C.2.8 QUALITY ASSURANCE	29
C.2.9 AWARD OF THE DEGREE	29
C.2.10 ACADEMIC ADVANCEMENT RULES	29
C.2.11 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY	30
C.2.12 CURRICULUM FRAMEWORK	30
C.2.13 BACHELOR OF EDUCATION DEGREE SELECTED SCHOOL SUBJECTS.....	33
C.2.14 SCHOOL SUBJECTS COMBINATIONS.....	34
C.2.15 LIST OF TEACHING METHODOLOGIES OFFERED IN THE B.ED.....	34
C.2.16 FRAMEWORK OF SCHOOL SUBJECTS OFFERED IN THE B.ED.....	35
C.2.17 MODULE DESCRIPTIONS.....	106
D. POSTGRADUATE DEGREES.....	49
D.1 MASTER OF EDUCATION DEGREE.....	49
D.1.1 RATIONALE AND PROGRAMME DESCRIPTION.....	49
D.1.2 SPECIALISATION PER DEPARTMENT.....	50
D.1.3 AIM OF THE PROGRAMME.....	50
D.1.4 SPECIAL REGULATIONS FOR THE M. ED DEGREE.....	50
D.1.5 ADMISSION REQUIREMENTS M. ED BY COURSEWORK, EXAMINATION AND THESIS.....	50
D.1.6 ADMISSION REQUIREMENTS M. ED ADULT EDUCATION BY COURSEWORK, EXAMINATION AND THESIS.....	50
D.1.7 SPECIAL ADMISSION REQUIREMENTS M. ED MATHEMATICS/ SCIENCE EDUCATION BY COURSEWORK, EXAMINATION AND THESIS.....	51
D.1.8 ADMISSION REQUIREMENTS M. ED BY THESIS ONLY.....	51
D.1.9 DURATION OF STUDY.....	51
D.1.10 DELIVERY MODE OF BY COURSEWORK, EXAMINATION AND THESIS.....	51
D.1.11 TEACHING-LEARNING MODEL.....	51
D.1.12 ASSESSMENT.....	51
D.1.12.1CONTINUOUS ASSESSMENT:.....	51
D.1.12.2EXAMINATION:.....	51
D.1.12.3FINAL MARK:.....	52
D.1.12.4SUPPLEMENTARY EXAMINATIONS:.....	52
D.1.13 PROGRESSION.....	52
D.1.14 AWARD OF THE MASTERS IN EDUCATION.....	52
D.1.15 CURRICULUM FRAMEWORK.....	52
D.1.16 MODULE DESCRIPTIONS (SEE PAGE 160).....	152

D.2 MASTER OF EDUCATION (LITERACY AND LEARNING).....	55
D.2.1 RATIONALE	55
D.2.2 ADMISSION REQUIREMENTS	55
D.2.3 COURSEWORK.....	56
D.2.4 CURRICULUM FRAMEWORK.....	56
D.2.5 MODULE DESCRIPTIONS.....	162
D.3 DOCTOR OF PHILOSOPHY IN EDUCATION (Ph.D in Education).....	57
D.3.1 RATIONALE FOR THE PROGRAMME	57
D.3.2 RATIONALE AND SPECIAL REGULATIONS FOR PH. D DEGREE BY DEPARTMENTAL SPECIALISATION.....	58
D.3.2.1 DEPARTMENT OF CURRICULUM INSTRUCTION AND ASSESSMENT STUDIES...	58
D.3.2.2 DEPARTMENT OF EDUCATIONAL FOUNDATION AND MANAGEMENT.....	58
D.3.2.3 DEPARTMENT OF LIFELONG LEARNING AND COMMUNITY DEVELOPMENT.....	59
D.3.2.4 DEPARTMENT OF MATHEMATICS, SCIENCE AND SPORT EDUCATION.....	60
D.3.2.5 DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND INCLUSIVE EDUCATION	60
D.3.3 REGULATIONS FOR THE PH. D DEGREES IN THE FACULTY OF EDUCATION.	61
D.3.4 DELIVERY MODE.....	62
D.3.5 ADDITIONAL REQUIREMENTS FOR PH.D STUDENTS IN THE FACULTY OF EDUCATION	62
D.3.6 MODULE DESCRIPTION (SEE PAGE 176).....	167
MODULE DESCRIPTIONS (SYLLABI).....	63

ROLE AND MISSION OF THE FACULTY OF EDUCATION

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

Mission:

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

Objectives:

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

ADVICE, INFORMATION AND GENERAL REGULATIONS

ATTENDANCE OF LECTURES

See **Academic General Regulations**

PART-TIME STUDIES (CENTRE FOR EXTERNAL STUDIES)

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

GENERAL INFORMATION

ADMISSION TO REGISTRATION

No student may be admitted to a Module of study offered by the Faculty of Education if she/he does not meet all the admission requirements of the Faculty.

Students who wish to seek employment in another country after their studies should confirm whether they would meet the requirements of the relevant authorities before commencing their studies.

ADMISSION REQUIREMENTS FOR MODULES OFFERED IN OTHER FACULTIES

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

RECOGNITION OF SUBJECT CREDITS FROM OTHER INSTITUTIONS

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

INTERNATIONAL QUALIFICATIONS

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

REGISTRATION: NON-DEGREE AND NON-DIPLOMA PURPOSES

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

NUMBER OF MODULES FOR WHICH STUDENTS MAY REGISTER

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

TRANSFERENCE OF SUBJECT CREDITS

Students who amend their Module of study cannot necessarily transfer priority obtained subject credits in all cases from one Module of study to another.

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

INTERRUPTED STUDIES

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

REGULATIONS

Refer to the Academic General Regulations.

Please Note

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

ACADEMIC YEAR - 2010

FIRST SEMESTER

11 January	University opens
21 January	Lecturers resume office duties
18 Jan – 19 February	Registration – Dist Teaching (CES) (Last day for Late Reg: 24 Febr)
28 - 29 January	Registration – Oshakati Campus – Full time senior students
01 - 05 February	Registration – Oshakati, Ogongo & Ongwediva Campuses – All first year students
02 - 18 February	Registration – Main Campus – Full & Part time (Last day for Late Reg: 24 Febr)
17 -18 February	Registration – Ogongo & Ongwediva Campuses – Senior students
19 February	Registration – All Post Graduate students (Last day for Late Reg: 24 Febr)
22 February	Lectures commence for FIRST SEMESTER
06 April	EASTER BREAK starts
12 April	Lectures resume after Easter Break
11 June	Lectures end for FIRST SEMESTER
15 June	First Opportunity Examinations commence (Semester I modules)
02 July	First Opportunity Examinations end (Semester I modules)
02 July	End of 1st Semester

SECOND SEMESTER

12 July	Mid-Year Recess starts
16 July	Mid-Year Recess ends
26 July	Lectures commence for SECOND SEMESTER
02 August	Second Opportunity Examinations commence (Postgraduate by Coursework – Final year students)
06 August	Second Opportunity Examinations end (Postgraduate by Coursework – Final year students)
13 September	SPRING BREAK starts
20 September	Lectures resume after Spring Break
05 November	Lectures end for SECOND SEMESTER
09 November	First Opportunity Examinations commence (Sem II & Double modules)
26 November	First Opportunity Examinations end (Sem II & Double modules)
26 November	End of 2nd Semester
15 December	Academic Year ends & University closes (until 10 January 2011)
10 January 2011	University opens (2011 academic year)
11 January 2011	Second Opportunity Exams commence (Sem I, II & Double modules)
20 January 2011	Lecturers resume office duties
27 January 2011	Last day for appeals (First Opportunity Examinations) (Semester II & Double Modules)
28 January 2011	Second Opportunity Examinations end (Sem I, II & Double modules)

DUE DATES FOR THE 2010 ACADEMIC YEAR

(i) GENERAL

Last day for Late Registration (<i>Late fee payable</i>)	24 February
Last day for application of exemption(s)	19 February
Last day for application of retention of continuous assessment marks	19 February
Last day for approval of exemption(s)	24 February
Last day for approval of retention of continuous assessment mark	24 February
Last day for approval of module(s) & programme changes	24 February
Last day to change Examination Centres at Regional Centres (Semester I modules)	30 April
Last day to submit outstanding documentation	30 July
Last day for appeals (First Opportunity Examinations) (Semester I)	30 July
Last day to change Examination Centres at Regional Centres (Semester II – (First and Second Opportunity Examinations)	24 September
Last day to apply for enrolment cancellation	01 October
Last day for submission of Theses and Dissertations for examination	19 November

(ii) CANCELLATIONS

First Semester Modules

Last day to cancel Semester I modules	07 May
---	--------

Second Semester Modules

Last day to cancel Semester II modules	01 October
--	------------

Double modules

(a double module normally extends over one academic year)

Last day to cancel Double modules	01 October
---	------------

(iii) FINANCE

First Semester Modules

Last day to cancel with 100% credit	12 March
Last day to cancel with 50% credit	23 April
Last day for payment of Semester I modules	07 June

Second Semester Modules

Last day to cancel with 100% credit	06 August
Last day to cancel with 50% credit	03 Sept

Double modules

(a double module normally extends over one academic year)

Last day to cancel with 100% credit	12 March
Last day to cancel with 50% credit	04 June

FACULTY OF EDUCATION PERSONNEL

OFFICIALS AND ADMINISTRATIVE PERSONNEL

Dean	Prof. R.K. Auala
Deputy Dean.....	Prof. C.D. Kasanda
Faculty Officer.....	Mr E.L. van Wyk
Heads of Departments.....	see "Academic Personnel"
Teaching Practice/In-Service Co-ordinator.....	Ms A. Scott
Disability Unit	Vacant
Secretary	Ms M. van Rooi
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 H Beukes
Associate Professor	:	Vacant
Senior Lecturers (Pretoria)		Dr H Beukes: , B.A(UNISA), B.A. Hon (UNISA), PTED (U. Stell.) PhD (UWC), M.Ed
Lecturers	:	<p>Dr R.K. Shalyefu-Shimopileni: B. Ped. (UFH)B. Ed (UNISA), M. Ed (UMASS), Cert. in Public Admin. (Polytechnic), Cert. in Distance Ed. (UNISA), Cert. in HIV/AIDS Counselling, (UNAM), Ph.D. (PSU)</p> <p>Ms E. Brown: BA (UNISA), M.Ed. Adult Education (Manchester); Adult Diploma (Manchester); PTED-Khomasdal College of Education</p> <p>Mr. A. Kanyimba: H.ED, B.ED (UNAM), C.D.E.P; M.Ed (Environmental Education (UNISA);MSc in Social Policy & Strategic Management of Sustainable Development (BOLOGNA-ITALIA)</p> <p>Ms L. Shaketange: Dip.Ed, B.Phil, M.A Adult Education (Hull)</p> <p>Dr M Hamunyela: PhD (Pretoria, SA); M. Ed (Umea, Sweden); B. Ped (Fort Hare, SA); HDTE (Umea, Sweden)</p> <p>Mrs. I Sechoge (BA-Social Work and Community Development/UNAM);(MA-Gender and Women Studies/ISS-Netherlands)</p>

DEPARTMENT OF CURRICULUM STUDIES, INSTRUCTION AND ASSESSMENT

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

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT

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

DEPARTMENT OF MATHEMATICS, SCIENCE AND SPORTS EDUCATION

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

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND INCLUSIVE EDUCATION

Head of Department: Dr. M.L. Mostert

Professor: *Prof. R.F. Zimba:* BA (with Education) (UNZA), MSc(State Univ. of New York at Albany); PhD (Purdue)

Senior Lecturer: *Dr M.L. Mostert:* BA, HED (UOFS), BEd(UNISA), MEd (Bristol), Ph.D (Oslo)
Dr A.D. Möwes: BA; BAHons; PGDE; MEd (UNAM),
Dip.in Clinical Child Neuropsychology (University of Jyväskylä, Finland), PhD (UStell)

Lecturers: *Mr J.U. Hengari:* HED-Sec., Bed(UNAM),Dipl. In Clinical Child Neuropsychology (University of Jyväskylä,, Finland); MPhil (Oslo)
Ms C. Haihambo: HED(KCE); Cert. in Teaching and Aids Pandemic (UWC), Bed-Hon (UNAM), MPhil (Oslo)
Ms L.P.K. Nuugwedha: B.A., HED (Exemption); B.Ed-Postgraduate (Fort Hare), B.A. Hons, DEAL(UNAM); MEd (UNAM); B.Juris, LL.B(UNAM).
Ms P.J. February: PTD (Hewat), HED (UNISA), BEd (UNAM), Dipl. In Clinical Child Neuropsychology (University of Jyväskylä, Finland); MEd (Oslo)

PROGRAMMES

A. DIPLOMAS

The following diplomas may be conferred by the Faculty:

Undergraduate Diploma:

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

Postgraduate Diplomas and Other Diplomas

Professional Diploma in Education..... 10PDED

Advanced Diploma in Educational Management and Leadership 10AEML

B. UNDERGRADUATE DEGREES

The following degrees may be conferred by the Faculty:

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

Bachelor of Education 10BEDC

C. POSTGRADUATE DEGREES

Masters Programmes

Master of Education 10MEDU

Master of Education (Literacy and Learning) 10MEDL

Doctorate of Philosophy in Education (Ph.D in Education) 10DEDC

DIPLOMAS

A. UNDERGRADUATE DIPLOMA

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

A.1.1 RATIONALE AND PROGRAMME DESCRIPTION

This is a 3-year Module programme which will provide training for people who already have some smattering of training in adult education and are working in the field, for example, as extension officers, training officers in industry, literacy officers, community development practitioners and health educators. Typically, these are middle level personnel from a variety of settings such as departments of extension, community development, and training centres in non-governmental organizations and the private sector.

The programme will prepare them for several roles, including teaching, organizing and managing programmes, conducting research, mobilizing communities for development, and evaluating adult education programmes.

The Diploma may serve as a basic qualification for professional development of the adult education practitioners and/or as a qualification that may qualify holders to gain admission or entry into approved Bachelors degree programmes of the University of Namibia or other Universities of comparable status.

AIMS

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

The Diploma will seek to:

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

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

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

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

A.1.2 ADMISSION REQUIREMENTS

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

either

- i. A National Senior Secondary Certificate or equivalent, obtained in not more than three examination sittings with a minimum of 22 points in five subjects. One of the five subjects should be English. D symbol in English (NSSC) or a D symbol in English Ordinary Level or an equivalent symbol.

or

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

or

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

or

- iv. Pass the Mature Age Entry examination;

A.1.3. DELIVERY MODE

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

A.1.4. DURATION OF STUDY

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

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

A.1.5. PROFESSIONAL DEVELOPMENT PLACEMENT

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

A.1.6 ASSESSMENT

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

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

A.1.7 ACCREDITATION OF OTHER QUALIFICATIONS

On completion of this diploma (Diploma in Adult Education and Community Development) the students will receive credit for selected modules the first two years of the Bachelor Degree in Education (Adult Education & Community Development) (See page: 23).

A.1.8 IMPLEMENTATION GUIDELINES

1.10.1 Students with outstanding modules (All new programmes)

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

1.10.2 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 modules. It is recommended that the student's pick-up failed and outstanding modules through distance education.

A.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 modules equivalents as indicated below.

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

- a) **END OF FIRST YEAR**
Pass $\frac{3}{4}$ of modules offered (equivalent to 96 credits) in the first year, in order to proceed to 2nd year.
- b) **END OF SECOND YEAR**
Pass in the remaining first year modules plus $\frac{3}{4}$ of the year two modules (equivalent to 96 credits) in order to proceed to third year.
- c) **END OF THIRD YEAR**
Pass in all outstanding modules in order to be awarded a diploma. If at the end of the third year a student has not yet completed the required modules for the Diploma in Adult Education & Community Development, he/she must do so within the next two years of study.

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

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

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

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

A.1.11 Curriculum Frameworks (418 Credits)

Year 1: 128 credits

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

Year 2: 128 credits

Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
English Communication and Study Skills	ULCE 3419	4	4	ULEG 2410	16
Communication and Technology	EACT 2701	2 + 2h	7	None	8
Historical and Philosophical Foundations of Adult Education	EAHP 2501	2	5	EAFA 2480	8
Introduction to Community Development	EACD 2501	2	5	None	8
Health Education	EAHE 2511	4	5	None	16
Total					56
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
English for Academic Purposes	ULEA 3419	4	4	ULCE 3419	16
Contemporary Social Issues	UCSI3429	2	4	None	8
Sociology and Psychology of Adult Education	EASP 2512	4	5	EAFA 2480	16
Youth and Family Life Education	EAYF 2512	4	5	None	16
Introduction to Programme Planning and Evaluation	EAPP 2502	2	5	None	16
Total					72

Year 3: 142 credits

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

A.1.12 MODULE DESCRIPTION (see page 80)**B. POSTGRADUATE DIPLOMAS AND OTHER DIPLOMAS****B.1 PROFESSIONAL DIPLOMA IN EDUCATION (10PDED)) [ONLY OFFERED THROUGH THE CENTRE OF EXTERNAL STUDIES {CES}]****B.1.1 RATIONALE**

The reasons for introducing this diploma are addressing the needs and modern trends as identified during the situational analysis. The Professional Diploma in Education (PDED) provides an alternative route to graduate students who would like to become 'competent beginner' secondary teachers, which implies meeting NQF level 7 requirements of the National Professional Standards for Teachers (NPST). In addition, the PDED is designed for a distance education mode to provide access to students outside Windhoek.

B.1.2 ADMISSION REQUIREMENTS

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

- Hold a recognised basic **Bachelors 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.

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 modules.

B.1.3 DELIVERY MODE OF THE PROGRAMME

This programme will be delivered through the distance education modes in co-operation with sister faculties.
The programme is offered on a distant mode. The distant mode is intended to provide a greater access to candidates located in various parts of the country. The distant mode is offered through the Centre of External Studies (CES). Please refer to the CES yearbook for more information.

B.1.4 DURATION OF PROGRAMME

Minimum of ONE or TWO academic years on the distance education mode. The maximum period for completion on the distance education mode is THREE years.

B.1.5 ASSESSMENT

Assessment shall be in accordance with the general regulations of the University of Namibia:
Coursework

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

B.1.6 AWARD OF THE DIPLOMA

A candidate must meet all the Programme requirements to be awarded the Professional Diploma in Education.

B.1.7 PDED Curriculum framework

Module	Module code	Periods	NQF level	Co-/Prerequisite	Credits
English for Teachers 1	EEET 4589	1 + 1 x 2 HP	5	Prerequisite UCLE 3419 or equivalent	4
History and Comparative Education	EFMC 4781	3	7	None	12
Educational Management	EFMA 4701	2	7	None	8
General Teaching Methodology	ECFG 4781	3 + 1 x 2 HP	7	None	12
Assessment and Evaluation of learning	ECFE 4781	3	7	None	12
Introduction to Educational Research	ECFI 4701	2	7	None	8
First Aid Education	EMFA 4699		6	None	No credit
Introduction to Inclusive Education	EPSI 4701	2 + 2 HP	7	None	8
Teaching Methods School Subject (SS) 1 ¹	See list of codes	2 + 2 HP	7	Prerequisite Level 6 School Subject content Co-requisite ECFG 4781	(8)
Teaching Methods School Subject (SS) 2	See list of codes	2 + 2 HP	7	Prerequisite Level 6 School Subject content Co-requisite ECFG 4781	(8)
Teaching Practice Phase 1 (PDED)	EEOP4799	3 weeks	7	None	3
TOTAL					75

¹ Teaching Methods of Life Skills (PDED) requirements will differ from all the other teaching methods:
Co-requisites: General Teaching Methodology (ECFG 4781)
Prerequisite: Major in Psychology (Bachelors Degree)

SEMESTER 2 (76 credits)

Core & elective module title	Module code	Periods	Credits	Co-/Prerequisite	NQF level
English for Teachers 2	EEET 4602	2 + 1 x 2 HP	8	C-requisite EEET 4509	6
Human Development and Learning	EPSH 4682	3 + 1 x 2 HP	12	None	6
Philosophy and Sociology of Education	EFMC 4782	3	12	None	7
Classroom Communication and Technology	ECFT 4702	2 + 1 x 2 HP	8	None	7
Introduction to Guidance and Counseling	EPSG 4702	2 + x 2 HP	8	None	7
Curriculum Development and Practice	ECFC 4702	2	8	None	7
Teaching Methods School Subject (SS) 1	See list of codes	2 + 1 x 2 HP	8	Prerequisite Level 6 School Subject content Co-requisite ECFG 4781	7
Teaching Methods School Subject (SS) 2	See list of codes	2 + 1 x 2 HP	8	Prerequisite Level 6 School Subject content Co-requisite ECFG 4781	7
Teaching Practice Phase 2 (PDED)	EETP4799	4 weeks	4	None	7
TOTAL					76
TOTAL FOR PROGRAMME					155

B.1.8 List of Teaching Methodologies offered in the PDED curriculum

Module	Code	Credits
Teaching Methods of Geography and Development Studies	ECSG 4700	16
Teaching Methods of History	ECSH 4700	16
Teaching Methods of Accounting	ECCA 4700	16
Teaching Methods of Business Studies	ECCB 4700	16
Teaching Methods of Economics	ECCE 4700	16
Teaching Methods of English	ECLE 4700	16
Teaching Methods of KhoeKhoegowab	ECLK 4700	16
Teaching Methods of Rukwangali	ECLR 4700	16
Teaching Methods of Otjiherero	ECLH 4700	16
Teaching Methods of Oshiwambo	ECLW 4700	16
Teaching Methods of German	ECLG 4700	16
Teaching Methods of French	ECLF 4700	16
Teaching Methods of Afrikaans	ECLA 4700	16
Teaching Methods of Portuguese	ECLP 4700	16
Teaching Methods of Silozi	ECLS 4700	16
Teaching Methods of Arts	ECAC 4700	16
Teaching Methods of Biology	EMSB 4700	16
Teaching Methods of Agriculture	EMSA 4700	16
Teaching Methods of Physical Science	EMSP 4700	16
Teaching Methods of Computer Studies	EMSC 4700	16
Teaching Methods of Mathematics	EMMM 4700	16
Teaching Methods of Home Economics	EMHH 4700	16
Teaching Methods of Fashion and Fabrics	EMHF 4700	16
Teaching Methods of Physical Education	EMPP 4700	16
Teaching Methods of Design and Technology	EMST 4700	16
Teaching Methods of Life Skills	EPST 4700	16

EQUVALENT B. ED.

MODULE NAME	PDED CODE	EQUVALENT B. ED MODULES CODE
English for Teachers 1	EEET 4589	EEET 3502
Educational Management	EFMA 4701	EFMA 3701
General Teaching Methodology	ECFG 4781	ECFG 3782
Assessment and Evaluation of learning	ECFE 4781	ECFE 3781
Introduction to Educational Research**	ECFI 4701	ECFI 3701
First Aid Education	EFMA 4688	EFMA 3688
Introduction to Inclusive Education	EPSI 4702	EPSI 3702
English for Teachers 2	EEET 4609	EEET 3602
Human Development and Learning	EPSH 4682	EPSH 3682
Classroom Communication and Technology	ECFT 4702	ECFT 3702
Introduction to Guidance and Counseling	EPSC 4702	EPSC 3702
Curriculum Development and Practice	ECFC 4702	ECFC 3702
Teaching Practice Phase 2 (PDED)	EETP4788	EETP 3788
Teaching Methods of Geography and Development Studies	ECSG 4700	ECSG 3700
Teaching Methods of History	ECSH 4700	ECSH 3700
Teaching Methods of Accounting	ECCA 4700	ECCA 3700
Teaching Methods of Business Studies	ECCB 4700	ECCB 3700
Teaching Methods of Economics	ECCE 4700	ECCE 3700
Teaching Methods of English	ECLE 4700	ECLE 3700
Teaching Methods of KhoeKhoegowab	ECLK 4700	ECLK 3700
Teaching Methods of Rukwangali	ECLR 4700	ECLR 3700
Teaching Methods of Otjiherero	ECLH 4700	ECLH 3700
Teaching Methods of Oshiwambo	ECLW 4700	ECLW 3700
Teaching Methods of German	ECLG 4700	ECLG 3700
Teaching Methods of French	ECLF 4700	ECLF 3700
Teaching Methods of Afrikaans	ECLA 4700	ECLA 3700
Teaching Methods of Portuguese	ECLP 4700	ECLP 3700
Teaching Methods of Silozi	ECLS 4700	ECLS 3700
Teaching Methods of Arts	ECAC 4700	ECAC 3700
Teaching Methods of Biology	EMSB 4700	EMSB 3700
Teaching Methods of Agriculture	EMSA 4700	EMSA 3700
Teaching Methods of Physical Science	EMSP 4700	EMSP 3700
Teaching Methods of Computer Studies	EMSC 4700	EMSC 3700
Teaching Methods of Mathematics	EMMM 4700	EMMM 3700
Teaching Methods of Home Economics	EMHH 4700	EMHH 3700
Teaching Methods of Fashion and Fabrics	EMHF 4700	EMHF 3700
Teaching Methods of Physical Education	EMPP 4700	EMPP 3700
Teaching Methods of Design and Technology	EMST 4700	EMSD 3700

B.1.9 MODULE DESCRIPTION (SEE PAGE 89)

B.2 ADVANCED DIPLOMA IN EDUCATIONAL MANAGEMENT AND LEADERSHIP (10AEML))

B.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.

B.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.

B.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.

B.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*

B.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 %

B.2.6 IMPLEMENTATION

The first year of the revised and renamed *Advance Diploma in Educational Management and Leadership* will commence in 2010 on the full time mode and part time mode, at the same time distance mode for the old curriculum will phase out this year (2010). The implementation of the revised programme on the distance education mode will be in 2011.

B.2.7 AWARD OF THE DIPLOMA

The Advanced Diploma in Educational Management and Leadership will only be awarded upon completion of all modules including the project. The faculty is currently working on pathways for articulation.

B.2.8 ADEML Curriculum Framework

Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Computer Literacy	UCLC 3409	2	4	None	8
English for Communication and Study Skills	UCLE3419	4	4	None	16
English for Academic Purposes	ULEA3419	4	4	ULCE3419	16
English for Teachers 1	EEET 4589	1 + 2hp	5	ULCE3419 or equivalent	4
Introduction to Educational Research	ECFI 4701	2	7	None	8
Governance of Schools	EFMG 4781	3	7	None	12
Human Resource Management	EFMH 4781	3	7	None	12
Principles, Theory and Practice of Educational Management	EFMP 4781	3	7	None	12
Effective Leadership in Schools	EFME 4781	3	7	None	12
Project Phase 1	EFMM 4701	2(28 weeks) Individual supervision	7	None	8
Total					108
Semester 2					
Module	Code	Periods	Level	Co-requisite	Credits
English for Teachers 2	EEET 4602	2 + 2 hp	6	EEET 4509	8
Educational Research	ECFR 4882	3	8	ECFI 4701	12
Financial Management for educators	EFMF 4782	3	7	None	12
Educational Policy Studies and the Education System	EFME 4782	3	7	None	12
Monitoring School Effectiveness	EFMM 4782	3	7	None	12
Managing Change	EFMC 4782	3	7	None	12
Project Phase 2	EFMM 4702	2 (28 weeks) Individual supervision	7	None	8
Total					76
Total Credit Semester 1 & 2					184

EQUIVALENT B. ED MODULES

MODULE NAME	AEML CODE	EQUIVALENT B.ED MODULES CODE
English for Teachers 1	EEET 4589	EEET 3509
Computer Literacy	UCLC 3409	UCLC 3409
Introduction to Educational Research	ECFI 4701	ECFI 3701
Project phase 1	EFMM 4701	List of codes for each project link to a school subject
English for Teachers 2	EEET 4602	EEET 3602
Educational Research	ECFR 4882	ECFR 3882
Project Phase 2	EFMM 4702	List of codes for each project link to a school subject

B.2.9 MODULE DESCRIPTION (SEE PAGE 95)

C. UNDERGRADUATE DEGREES

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

C.1.1 RATIONALE

The B.Ed (Adult Education) is a four year programme which will provide training for Adult Educators and trainers who should occupy professional positions of responsibility in planning, organization, management and monitoring of adult education programmes and projects, which are provided by government or non-governmental bodies, agencies or organizations. Its primary target audience is people who already hold positions in different areas of adult education and related fields. It will prepare adult educators for management positions in different areas of adult education and related areas.

C.1.2 AIMS

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

C.1.3 DEPARTMENTAL REGULATIONS

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

C.1.4 DURATION

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

C.1.5 MODE OF DELIVERY

The programme will be operated on a full-time basis and on part-time and from 2010 on a distance education mode.

C.1.6 PROFESSIONAL DEVELOPMENT PLACEMENT

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

C.1.7 ADMISSION REQUIREMENT

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

- a) Subject to Faculty Special Regulations, the normal basic requirement for entrance to undergraduate programmes shall be an National Senior Secondary Certificate (NSSC), provided that the candidate has passed five subjects, normally in not more than three examination sittings with a minimum of 25 points (to be reviewed annually) on the UNAM Evaluation Scale. The following will be taken into consideration when computing the point scores:
 - the score will be calculated by adding together the points of the best five subjects only
 - one of the five subjects must be English
 - should a specific subject be a prerequisite for entry to a faculty, that subject must also be one of the five subjects counted.
- b) English is a compulsory subject and should normally be obtained at NSSC (English as a Second Language) grade C or better, or at NSSC (English as a First Language) grade D or better.
- c) A pass in the Diploma Adult Education and Community Development from the University of Namibia.
- d) Other school-leaving qualifications may be accepted on their own merit as alternatives, and will be evaluated according to Regulation G.9 (1)
- e) Places will be awarded on the basis of merit. Therefore the possession of an NSSC with a minimum score does not necessarily guarantee admission. Entrance is based upon places available within the faculties.
- f) Faculty admission requirements are prescribed by each Faculty. Prospective students must acquaint themselves with the faculty admission requirements as may include an admission test.
- g) The University of Namibia reserves the right to interview candidates before admission.

C.1.8 TEACHING-LEARNING MODEL

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

C.1.9 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 % |

C.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.

C.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 (Adult Education & Community Development).

They will receive credits for the following subjects:

Module	Code
English Communication and Study Skills	ULCE 3419
Contemporary Social Issues	UCSI3429
Historical and Philosophical Foundations of Adult Education	EAHP 3501
Introduction to Community Development	EACD 3501
Health Education	EAHE 3511
English for Academic Purposes	ULEA 3419
Sociology and Psychology of Adult Education	EASP 3512
Youth and Family Life Education	EAYF 3512
Introduction to Programme Planning and Evaluation	EAPP 3502
Communication and Technology	EACT 3701
Computer Literacy	UCLC3409
Community Development Studies I	EACS 3611
Needs Assessment in Community Development and Adult Education	EANA3611
Primer Design and Teaching	EAPT3400
Introduction to Educational Research	EAFI3701
Environmental Education	EAEE 3611
Population Education	EAPE 3601
Community Development Studies II	EACS 3612
Project Planning and Evaluation	EAPE 3612
Teaching Methods in Adult Education	EATM 3612
Management of Adult Education	EAMA 3602
Gender and Adult Education	EAGA 3602

C.1.12 AWARD OF THE DEGREE

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

C.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 modules equivalents as indicated below.

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

a) END OF FIRST YEAR

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

b) END OF SECOND YEAR

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

d) END OF FOURTH YEAR

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

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

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

C.1.15 CURRICULUM FRAMEWORK(Credits 570)

Year 1: 160 credits

Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
English Communication and Study Skills	ULCE 3419	4	4	ULEG 2410	16
Communication and Technology	EACT 3701	2 + 2h	7	7None	8
Historical and Philosophical Foundations of Adult Education	EAHP 3501	2	5	None	8
Introduction to Community Development	EACD 3501	2	5	None	8
Health Education	EAHE 3511	4	5	None	16
Primer Design and Teaching	EAPT 3400	2	4	None	(8)
Introduction to Business Management	EABM 3511	4	5	None	16
Total					(80)
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
English for Academic Purposes	ULEA 3419	4	4	ULCE 3419	16
Contemporary Social Issues	CSI3429	2	4	None	8
Sociology and Psychology of Adult Education	EASP 3512	4	5	None	16
Youth and Family life education	EAYF 3512	4	5	None	16
Introduction to Programme Planning	EAPP 3502	2	5	None	8
Primer design and Teaching	EAPT 3400	2	4	None	8
Computer Literacy	UCLC3409	2	4	None	8
Total					80

Year 2: 128 credits

Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Community Development Studies 1	EACS 3611	4	6	None	16
Needs assessment in Community Development and Adult Education	EANA3611	2	6	None	16
Environmental Education	EAEE 3611	4	6	None	16
Population Education	EAPE 3601	2	6	None	8
Curriculum Development in Adult Education	EACU 3701	2	7	None	8
Total					64
Semester 2					
Module	Code	Periods	Level	Pre-requisite/Co-requisite	Credits
Community Development Studies 2	EACS 3612	4	6	EACS 3611	16
Project Planning and Evaluation	EAPE 3612	4	6	None	16
Teaching Methods in Adult Education	EATM 3612	4	6	EACT 3702	16
Management of Adult Education	EAMA 3602	2	6	None	8
Gender and Adult Education	EAGA 3602	2	6	None	8
Total					64

Year 3: 132 credits

Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Introduction to Educational Research	EAFI 3701	2	7	None	8
Life long Learning	EALL 3711	4	7	None	16
Policy Studies in Adult Education	EAPS 3711	4	7	None	16
Entrepreneurship	EAET 3711	4	7	EABM 3511	16
Economics in Adult Education	EAEC 3731	4	7	EABM 3511	16
Total					72
Semester 2					
Module	Code	Periods	Level	Pre-requisite/Co-requisite	Credits
Educational Research	ECFR 3882	3	8	EAFI 3701	12
Project Phase 1	EAPP 3802	Individual Tutoring	8	EAFI 3701	8
Comparative Studies in Adult Education	EACA 3712	4	7	None	16
Education for Marginalized Discourse	EAMD 3712	4	7	None	16
Open & Distance Education	EADE 3712	4	7	None	16
Total					68

Year 4: 132 credits

Semester 1					
Module	Code	Periods	Level	Pre-requisite/Co-requisite	Credits
Project Phase 2*	EAPP 3889	Individual Tutoring	8	EAPP 3812 EAFI 3701	12
Internship	EAIn 3881	8 weeks + 2hp	8	None	8
Educational Technologist	EAFM 3810	4	8	EACT 3701	(16)
Workplace Learning	EAWP 3811	4	8	None	16
Elective Community Development 1 Or Human Resource Management in Adult Education 1	EACS 3811 EAMH 3811	4 4	8 8	EACS 3611 EACS 3612 None	16
Total					64
Semester 2					
Module	Code	Periods	Level	Pre-requisite/Co-requisite	Credits
Advance Literacy Studies	EAAL 3812	4	8	None	12
Adult Education and Social Change	EASC 3802	4	8	EACS3811	8
Educational Technologist	EAFM 3810	4	8	EACT 3701	16
Project Management	EAMP 3812	4	8	None	16
Elective Community Development 2 Or Human Resource Management in Adult Education 2	EACS 3812 EAMH 3812	4 4	8 8	EACS 3711 None	16
Total					68

C.1.16 MODULE DESCRIPTIONS (See page 100)

C.2 BACHELOR OF EDUCATION DEGREE (10BEDC)

C.2.1 RATIONALE AND PROGRAMME DESCRIPTION

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

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

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

C.2.2 DURATION AND MODE OF STUDY

The Faculty of Education offers a 4-year (full-time) Bachelor of Education Degree in a variety of areas of specialization, with a minimum of 4 years of study and a maximum of 6 years of study on full time.

C.2.3 ADMISSION REQUIREMENTS

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

GENERAL ADMISSION CRITERIA FOR UNDERGRADUATE PROGRAMMES

- a) *Subject to Faculty Special Regulations, the normal basic requirement for entrance to undergraduate programmes shall be a Namibia Senior Secondary Certificate (NSSC), provided that the candidate has passed five subjects, normally in not more than three examination sittings with a minimum of 25 points on the UNAM Evaluation Scale, or passed the UNAM Foundation programme with at least a C-average. The following will be taken into consideration when computing the point scores:*
 - the score will be calculated by adding together the points of the best five subjects only;
 - one of the five subjects must be English;
 - should a specific subject be a prerequisite for entry to a faculty, that subject must also be one of the five subjects counted.
 - Candidates with a 2 year diploma (equivalent to 240NQA credits) from a recognized institution may be granted admission to an undergraduate degree programme, provided that the minimum entry requirement to the diploma was at least 22 points in five subjects on the UNAM Evaluation Scale with English as a Second language grade D or better.
- b) English is a compulsory subject and should normally be obtained at NSSC (English as a Second Language) grade C or better, or at NSSC (English as a First Language) grade D or better.
- c) Other school-leaving qualifications may be accepted on their own merit as alternatives, and will be evaluated according to Regulation 7.3.1 (1)/(2).
- d) Places will be awarded on the basis of merit. Therefore the possession of an NSSC with a minimum score does not necessarily guarantee admission. Entrance is based upon places available within the faculties.
- e) Faculty admission requirements are prescribed by each faculty. Prospective students must acquaint themselves with the faculty admission requirements as stipulated by the respective Faculty Special regulations. Such requirements may include an admission test.
- f) The University of Namibia reserves the right to interview candidates before admission.
- g) Normally, candidates intended to register for the two approved schools subjects at the degree level must have obtained a "C" or better in the similar subjects at the NSSC.

C.2.4 DEPARTMENTAL REGULATIONS

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

C.2.5 PROFESSIONAL DEVELOPMENT PLACEMENT

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

C.2.6 DELIVERY MODE

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

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

C.2.7 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 % |

C.2.8 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

C.2.9 AWARD OF THE DEGREE

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

C.2.10 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 modules offered (equivalent to 93 - 120 credits, depending on the school subjects offered) in the first year, in order to proceed to 2nd year.

c) END OF SECOND YEAR

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

d) END OF THIRD YEAR

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

e) END OF FOURTH YEAR

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

C.2.11 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY

- * 3-4 modules (equivalent to 48 - 64 credits) by the end of the **First year**; 2 of these modules (equivalent to 32 credits) must be non-core. (30%)
 - * 9 modules (equivalent to 144 credits) at the end of the **Second year**. (42%)
 - * 16 modules (equivalent to 256 credits) at the end of the **Third year**. (57%)
 - * 25 modules (equivalent to 400 credits) at the end of the **Fourth year**. (69%)
- Note:** These requirements are dependent on the school subjects the students offer.

C.2.12 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) Modules are also offered as shown in appropriate semesters and years of study.

All professional Modules shown in Table 1 are compulsory. In addition to the above, compulsory UNAM core Modules are offered in the 1st year of study. Notwithstanding the above, there are slight variations in the B.Ed Module offerings.

Year 1 (132)

Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Computer Literacy	UCLC 3409	2hp	4	None	8
English Communication and Study Skills	ULCE 3419	4	4	ULEG 2410	16
Contemporary Social Issues	UCSI 3429	2	4	None	8
School Subject 1		4			16
School Subject 2		4			16
Total					64
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
English for Academic Purposes	ULEA 3419	4	UCLC 3419 or equivalent	4	16
History of Education	EFMH 3602	2	None	6	8
Human Development & Learning	EPSH 3682	3+2 hp	None	6	12
School Subject 1		4	None		16
School Subject 2		4	None		16
Total					68

Year 2 (Credits 145)

Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Teaching Practice Phase 1	EETP 3699	3 weeks	6	None	3
School Subject 1 x 2		2 x 4			32
School Subject 2 x 2		2 x 4			32
Introduction to Inclusive Education	EPSI 3701	2 + 2 hp	None	7	8
English for Teachers 1	EEET 3589	1+ 2hp	5	ULCE 3419	4
Total					79
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
General Teaching Methodology	ECFG 3782	3 +2 hp	None	7	12
Sociology of Education	EFMS 3602	2	6	None	8
Classroom Communication & Technology	ECFT 3702	2 + 2 hp	None	7	8
Curriculum Development & Practice	ECFC 3702	2	None	7	8
English for Teachers 2	EEET 3602	2 + 2 hp	EEET 3589	6	8
School Subject 1		4			16
School Subject 2		4			16
Total					76

Year 3 (Credits 143)

Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Teaching Practice Phase 2	EETP 3798	3 weeks	7	EETP 3608	3
Teaching Methods School Subject 1	List of codes provided	2 + 2 hp	7	ECFG 3782 Level six school subject content	8
Teaching Methods School Subject 2	List of codes provided	2 + 2 hp	7	ECFG 3782 Level six school subject content	8
Assessment & Evaluation of Learning	ECFE 3701	2 + 2hp	7	None	8
Introduction to Educational Research	ECFI 3701	2	7	None	8
School Subject 1		4			16
School Subject 2		4			16
Total					67
Semester 2					
Module	Code	Periods	Level	Pre-requisite/ Co-requisite	Credits
Project Phase 1	List of codes provided	Individual consultations	8	ECFI 3701	8
Teaching Methods School Subject 1	List of codes provided	2 + 2 hp	7	ECFG 3782 Level six school subject content	8
Teaching Methods School Subject 2	List of codes provided	2 + 2 hp	7	ECFG 3782 Level six school subject content	8
Educational Research	ECFR 3882	3	8	ECFI 3701	12
Introduction to Guidance and Counselling	EPSP 3702	2 + 2 hp	7	None	8
School Subject 1		4			16
School Subject 2		4			16
Total					76

Year 4 (Credits 132)

Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Teaching Practice Phase 3	EETP 3809	8 weeks + 2 hp	8	EETP 3608 Students should have passed two school subject Teaching Methods modules, 80 credits in school subject content	8
Guidance and Counselling	EPSG 3801	2 + 2 hp	EPSG 3702	8	8
Comparative Education	EFMC 3701	2	None	7	8
Educational Management	EFMA 3701	2	None	7	8
First Aid Education	EMFA 3699				None credit bearing
Project Phase 2	List of codes provided	Individual consultations	ECF1 3701 Project Phase 1	8	12
Module	Code	Periods	Level	Pre-requisite	Credits
Career Specialisation: (One Elective)** Teaching and Assessment Mentor 1 Or School Management Or Inclusive Education Or Educational Technologist Or Curriculum Planning and Development Or Advanced Subject Content	ECFA3811 EFMM3810 EPSI3810 ECFM3810 ECFP3810	4	8	ECFC3711 EPSI3702 ECFT3702 ECFC3702	(16)
Total					(60)
Semester 2					
Module	Code	Periods	Level	Pre-requisite/Co-requisite	Credits
Professional & Community Development	EFMD3802	2	8	None	8
Philosophy of Education	EFMP3802	2	8	None	8
General Education Elective: Cultural Education (Art, Music, Foreign Language, Dance, etc) OR Sport Coaching	EEEC3702 ESSC3702	2 (+2 hp)	7	None	8
School Subject 1		4 + 2 hp			16
School Subject 2		4 + 2 hp			16
Module	Code	Periods	Level	Pre-requisite/Co-requisite	Credits
Career Specialisation: (One Elective)* Teaching and Assessment Mentor 2 Or School Management Or Inclusive Education Or Educational Technologist Or Advanced Subject Content Or	ECFA 3812 EFMM3810 EPSI 3810 ECFM3810	4	8	ECFC 3711 EPSI 3702 ECFT 3702 ECFC 3702	16

Curriculum Planning and Development					
	ECFP 3810				
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 are as follows:

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

*Except subjects offered by FHSS.

C.2.13 BACHELOR OF EDUCATION DEGREE SELECTED SCHOOL SUBJECTS

C.2.14 SCHOOL SUBJECT COMBINATIONS

The following subject combinations are allowed for School Subjects content:

Biology and Mathematics (550 credits)
 Biology and Geography (566 credits)
 Biology and Economics (566 credits)
 Biology and Home Economics (558 credits)
 Biology and Sport Education (550 credits)
 Biology and English (550 credits) **ONLY OFFERED ON DISTANCE EDUCATION MODE**
 Mathematics and Physical Science (582 credits)
 Mathematics and Geography (566 credits)
 Mathematics and Computer Studies (566 credits)
 Mathematics and Economics (566 credits)
 Mathematics and Accounting (566 credits)
 Mathematics and English (550 credits)
 English and History (550 credits)
 English and Sport Education (550 credits)
 English and Home Economics (558 credits)
 English and Geography (566 credits)
 English and Business Studies (566 credits)
 English and Mathematics (550 credits)

English and **ONE** of the following languages Afrikaans, French, German, Khoekhoegowab, Oshiwambo, Otjiherero, Portuguese, Rukwangali, and Silozi (550 credits)
 Geography and History (566 credits)
 Geography and Sport Education (566 credits)
 Geography and Home Economics (573 credits)
 Geography and **ONE** of the following languages Afrikaans, French, German, Khoekhoegowab, Oshiwambo, Otjiherero, Portuguese, Rukwangali, and Silozi (550 credits)
 History and **ONE** of the following languages Afrikaans, French, German, Khoekhoegowab, Oshiwambo, Otjiherero, Portuguese, Rukwangali, and Silozi (550 credits)
 Accounting and Economics (550 credits)
 Business Studies and Economics (550 credits)
 Business Studies and Sport Education (566 credits)
 Home Economics and Business Studies (558 credits)

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

C.2.15 LIST OF TEACHING METHODOLOGIES OFFERED IN THE B. Ed

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

List of Project Phase 1 offered in the B. Ed

Module	Code	Credits
Project Phase 1 of Geography and Development Studies	ECSG 3812	8
Project Phase 1 of History	ECSH 3812	8
Project Phase 1 of Accounting	ECCA 3812	8
Project Phase 1 of Business Studies	ECCB 3812	8
Project Phase 1 of Economics	ECCE 3812	8
Project Phase 1 of English	ECLE 3812	8
Project Phase 1 of Khoekhoegowab	ECLK 3812	8
Project Phase 1 of Rukwangali	ECLR 3812	8
Project Phase 1 of Otjiherero	ECLH 3812	8
Project Phase 1 of Oshiwambo	ECLW 3812	8
Project Phase 1 of German	ECLG 3812	8
Project Phase 1 of French	ECLF 3812	8
Project Phase 1 of Afrikaans	ECLA 3812	8
Project Phase 1 of Portuguese	ECLP 3812	8

Project Phase 1 of Silozi	ECLS 3812	8
Project Phase 1 of Arts	ECAC 3812	8
Project Phase 1 of Biology	EMSB 3812	8
Project Phase 1 of Agriculture	EMSA 3812	8
Project Phase 1 of Physical Science	EMSP 3812	8
Project Phase 1 of Computer Studies	EMSC 3812	8
Project Phase 1 of Design and Technology	EMSD 3812	8
Project Phase 1 of Mathematics	EMMM 3812	8
Project Phase 1 of Home Economics	EMHH 3812	8
Project Phase 1 of Fashion and Fabrics	EMHF 3812	8
Project Phase 1 of Physical Education	EMPP 3812	8

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

List of Project Phase 2 offered in the B. Ed

Module	Code	Credits
Project Phase 2 of Geography and Development Studies	ECSG 3889	12
Project Phase 2 of History	ECSH 3889	12
Project Phase 2 of Accounting	ECCA 3889	12
Project Phase 2 of Business Studies	ECCB 3889	12
Project Phase 2 of Economics	ECCE 3889	12
Project Phase 2 of English	ECLC 3889	12
Project Phase 2 of KhoeKhoegowab	ECLK 3889	12
Project Phase 2 of Rukwangali	ECLR 3889	12
Project Phase 2 of Otjiherero	ECLH 3889	12
Project Phase 2 of Oshiwambo	ECLW 3889	12
Project Phase 2 of German	ECLG 3889	12
Project Phase 2 of French	ECLF 3889	12
Project Phase 2 of Afrikaans	ECLA 3889	12
Project Phase 2 of Portuguese	ECLP 3889	12
Project Phase 2 of Silozi	ECLS 3889	12
Project Phase 2 of Arts	ECAC 3889	12
Project Phase 2 of Biology	EMSB 3889	12
Project Phase 2 of Agriculture	EMSA 3889	12
Project Phase 2 of Physical Science	EMSP 3889	12
Project Phase 2 of Computer Studies	EMSC 3889	12
Project Phase 2 of Design and Technology	EMSD 3889	12
Project Phase 2 of Mathematics	EMMM 3889	12
Project Phase 2 of Home Economics	EMHH 3889	12
Project Phase 2 of Fashion and Fabrics	EMHF 3889	12
Project Phase 2 of Physical Education	EMPP 3889	12

C.2.16 FRAMEWORK OF SCHOOLSUBJECTS OFFERED IN THE B. Ed

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

Regulation

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

Afrikaans

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Afrikaans Language Usage	HLAF 3511	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Foundations of Afrikaans Literature	HLAF 3532	04	5	None	16

Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Afrikaans Linguistics	HLAF 3611	04	6	None	16
Foundations of Dutch Language	HLAF 3631	04	6	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Afrikaans Visual Literature	HLAF 3652	04	6	HLAF3532	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Afrikaans Language Studies	HLAF3732	4	7	HLAF3611	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Afrikaans and Dutch Poetry	HLAF3752	4	7	HLAF3532	16
Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
*Afrikaans and Dutch Novel and Drama (Compulsory)	HLAF3860	2	8	None	16

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

Not offered in 2010

HLAF3840 and HLLL3860 are Career Specialisation Modules**

Afrikaans Text Linguistics	HLAF3840	2	8	None	16
Review Studies	HLLL3840	2	8	None	16

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

English

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Fundamentals of English Language Studies	HLEN 3511	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Fundamentals of the Study of Literature(s) in English	HLEN 3532	04	None	5	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Lexis and Basic Grammar	HLEN 3611	04	6	None	16
Practical Criticism and Poetry	HLEN 3631	04	6	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Selection of Drama and Prose	HLEN 3672	04	6	None	16
Year 3					
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Psycholinguistics	HLEN3732	4	7	None	16
Namibian Literature in English since Independence	HLEL3732	4	7	None	16
Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
*An Overview of African Literature (Compulsory)	HLEL3820	2	8	None	16

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

HLEN3820, HLEN3830 and HLEL3840 are Career Specialisation Modules**					
Select any two modules					
Acts of Style and English	HLEN3820	2	8	None	16
Approaches to language Analysis	HLEN3840	2	8	HLEN3611	16
Selected Author or Theme	HLEL3840	2	8	None	16

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

French

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Languages Studies in French	HLFS 3511	4	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
French language Usage and literature	HLFS 3532	4	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Intermediate Language Usage in Context	HLFS 3611	4	6	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Foundations Of Linguistics in French	HLFS 3632	4	6	None	16
Advance Language Usage in Context	HLFS 3652	4	6	None	16
Year 3					
Semester 1					
Any ONE of the modules below					
Module	Code	Periods	Level	Pre-requisite	Credits
Theoretical and Practical Grammar in French	HLFS3711	4	7	None	16
Introduction to French and Francophone Literature	HLFS3731	4	7	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Composition, Speaking and Presentation Skills (Compulsory)	HLFS3752	4	7	None	16
Year 4					
One/Three Modules below (prerequisites respecting)					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Applied Linguistics in French	HLFS3800	2	8	None	16

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

HLFS3840, HLFS3860 and HLFS3880 are Career Specialisation Modules**					
Select any two modules					
French Literary History	HLFS3820	2	8	None	16
Contemporary French Society and Language	HLFS3840	2	8	None	16
Contemporary French Literature	HLFS3860	2	8	HLFS3731	16

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

Geography

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

Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Pedology & Biogeography	HGHE 3602	02(3hPW)	6	None	8
Social Geography	HGHE 3622	02(3hPW)	6	None	8
Year 3					
B.Ed students - offering the School subject Geography – choose either HGHE3711 or HGHE 3752. HGHE3731 is compulsory for B.Ed students. Although carrying a module code (HGHE 3799), an excursion is not to be considered as a module. Departmental rules and regulations governing excursions apply. Students offering the combination Geography and Biology should opt for HGHE3731.					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Environmental Studies or	HGHE3711	4(3hPW)	7	None	16
General Methods and Techniques in Geography	HGHE3731	4(3hPW)4	7	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Regional Geography	HGHE3752	4(3hPW)	7	None	16
Excursion	HGES3799	2	8	Completion of all modules at 1 st , 2 nd and 3 rd year level	16
Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
*Tourism Studies (Compulsory for B.Ed students)	HGHT3800	2	8	Completion of all 1 st , 2 nd and 3 rd year modules	16

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

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

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

German

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

Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
German Cultural History	HLAF3752	4	7	none	16
Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
*Applied Linguistics in German (Compulsory)	HLGS3840	2	8	None	16

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

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

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

History

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
African Civilisations	HHGE 3511	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
History: images, concepts and tools (The History: images, concepts and tools module is obligatory and students are required to pass this module to be able to advance to the second year. Failure of this module means students can only choose one second year module (The Making of the Atlantic World).	HHGE 3532	04	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
The making of the Atlantic World	HHGE 3611	04	6	HHGE 3532	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Early Southern Africa History	HHGE 3632	04	6	None	16
Early Namibian History	HHGE 3652	04	6	None	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
20 th Century Namibia	HHGE 3711	4	7	None	16
Semester 2					
Select ONE of the following:					
Module	Code	Periods	Level	Pre-requisite	Credits
Colonial and Post-Colonial South Africa Or	HHGE 3732	4	7	None	16
Foundations of Archaeology	HHGE 3752	4	7	HHGE3652	16
Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
*Public History/Museum and Heritage Studies	HHGE 3820	2	8	None	16
Themes in modern African History	HHGF 3800	2	8	None	16

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

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

Khoekhoegowab

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Literary Appreciation of Khoekhoegowab	HLKL 3531	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Language and Culture	HLAC 3532	04	5	None	16

Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Speech Sounds and Sound Systems	HLSS 3631	04	6	None	16
Oral Literature of Khoekhoegowab	HLKO 3631	04	6	None	16
Semester 2					
Module	Code	Periods	Level	Co-requisite	Credits
Phonology and Morphology of Khoekhoegowab	HLKM 3632	04	6	HLSS 3631	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Syntax of Khoekhoegowab	HLKS3731	4	7	HLKM3612	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Poetry of Khoekhoegowab	HLKP3732	4	7	None	16
Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
*Effective Communication: Style and Meaning in Khoekhoegowab (compulsory)	HLKE3820	2	8	None	16

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

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

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

Oshiwambo

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Literary Appreciation of Oshiwambo	HLWL 3531	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Language and Culture	HLAC 3532	04	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Speech Sounds and Sound Systems	HLSS 3631	04	6	None	16
Oral Literature of Oshiwambo	HLWO 3631	04	6	None	16
Semester 2					
Module	Code	Periods	Level	Co-requisite	Credits
Phonology and Morphology of Oshiwambo	HLWM 3612	04	6	HLSS 3631	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Syntax of Oshiwambo	HLWS3731	4	7	HLWM3612	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Poetry of Oshiwambo	HLWP3732	4	7	None	16
Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
*Effective Communication: Style and Meaning in Oshiwambo (Compulsory)	HLWE3820	2	8	None	16

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

B.Ed students opting for career specialization must take HLWW3820 and HLWAI3820.**					
Written Prose and Drama of Oshiwambo	HLWW3820	2	8	None	16
Advanced Issues in the Linguistics of Oshiwambo	HLWA3820	2	8	None	16

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

Otjiherero

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Literary Appreciation of Otjiherero	HLHL 3531	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Language and Culture	HLAC 3532	04	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Speech Sounds and Sound Systems	HLSS 3631	04	6	None	16
Oral Literature of Otjiherero	HLHO 3631	04	6	None	16
Semester 2					
Module	Code	Periods	Level	Co-requisite	Credits
Phonology and Morphology of Otjiherero	HLHM 3632	04	6	HLSS 3631	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Syntax of Otjiherero	HLHS3731	4	7	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Poetry of Otjiherero	HLHP3732	4	7	None	16
Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
*Effective Communication: Style and Meaning in Otjiherero (Compulsory)	HLHE3820	2	8	None	16

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

B.Ed students opting for career specialization must take HLHW3820 and HLHI3820.**					
Written Prose and Drama of Otjiherero	HLHW3820	2	8	None	16
Advanced Issues in the Linguistics of Otjiherero	HLHA3820	2	8	none	16

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

Portuguese

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Basic Portuguese Patterns	HLPS 3511	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Basic Literacy and Cultural Concepts in Portuguese	HLPS 3532	04	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Complex Portuguese Patterns	HLPS 3611	04	6	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Contemporary Portuguese Society and Culture	HLPS 3632	04	6	None	16
Text analysis, directed writing and presentation in Portuguese	HLPS 3652	04	6	None	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Theoretical and Practical Grammar in Portuguese	HLPS3711	4	7	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Portuguese Lusophonus Relations	HLPS3731	4	7	None	16
Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
*Applied Linguistics in Portuguese (Compulsory)	HLPS3840	2	8	None	16

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

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

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

Rukwangali [Not offered in 2010]

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Literary Appreciation of Rukwangali	HLRL 3531	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Language and Culture	HLAC 3532	04	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Speech Sounds and Sound Systems	HLSS 3631	04	6	None	16
Oral Literature of Rukwangali	HLRO 3631	04	6	None	16
Semester 2					
Module	Code	Periods	Level	Co-requisite	Credits
Phonology and Morphology of Rukwangali	HLRM 3632	04	6	HLSS 3631	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Syntax of Rukwangali	HLRS3731	4	7	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Poetry of Rukwangali	HLRP3732	4	7	None	16
Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
*Effective Communication: Style and Meaning in Rukwangali (Compulsory)	HLRE3820	2	8	None	16

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

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

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

Silozi [Not offered in 2010]

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Literary Appreciation of Silozi	HLLL 3531	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Language and Culture	HLAC 3532	04	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Speech Sounds and Sound Systems	HLSS 3631	04	6	None	16
Oral Literature of Silozi	HLLO 3631	04	6	None	16
Semester 2					
Module	Code	Periods	Level	Co-requisite	Credits
Phonology and Morphology of Silozi	HLLM 3632	04	6	HLSS 3631	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Syntax of Silozi	HLSS3731	4	7	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Poetry of Silozi	HLLP3732	4	7	None	16

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

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

B.Ed students opting for career specialization must take HLLW3820 and HLLI3820.**					
Written Prose and Drama of Silozi	HLLW3820	2	8	None	16
Advance Issues in the Linguistics of Silozi	HLLI3820	2	8	None	16

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

FACULTY OF ECONOMICS AND MANAGEMENT SCIENCE

Regulation

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

Accounting

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Fundamentals of Accounting A	CAFE3511	4	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Business Mathematics	CBCM3579	4	5	None	16
Fundamentals of Accounting B	CAFE3512	4	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Financial Accounting IA	CAFE3631	4	6	CAFE3511 and CAFE3512	16
Management Accounting IA	CAAM3651	4	6	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Financial Accounting IB	CAFE3632	4	6	CAFE3511 and CAFE3512	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Financial Accounting 2A	CAFE3751	4	7	CAFE3631 and CAFE3632	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Financial Accounting 2B	CAFE3752	4	7	CAFE3631 and CAFE3632	16
Year 4					
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Financial Accounting 3A	CAFE3871	4	8	CAFE3751 and CAFE3752	16

Business Studies

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Principles of Management	CMPP 3579	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Business Mathematics	CBCM3579	04	5	None	16

Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Organisational Behaviour 1	CMBO 3671	04	6	CMPP 3579	16
Business Statistics I	CABA 3631	04	6	CBCM3579	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Organisational Behaviour 2	CMBO 3672	04	6	CMPP 3579	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Marketing Management	CMSM3771	4	7	None	16
Human Resource Management I	CMHM3771	4	7	None	16
Semester 2					
Select ONE 1st Semester module					
Module	Code	Periods	Level	Pre-requisite	Credits
Marketing Management	CMSM3772	4	7	None	16
Year 4					
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Entrepreneurship for Educators	EMHE3812	4	8	NONE	16

Economics

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Basic Micro-economics	CEMI3571	04	5	None	16
Business Mathematics	CBCM3579	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Basic Macro-economics	CEMA3572	04	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Intermediate Micro-economics I	CEMI3671	04	6	CEMI3571	16
Intermediate Macro-economics I	CEMA3671	04	6	CEMA3572	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Intermediate Micro-economics II or	CEMI3672	04	6	CEMI3571 and CEMA3572	16
Intermediate Macro-economics II	CEMA3672	04	6	CEMA3572	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
International Trade	CEIT3771	4	7	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Namibian Economy	CENE3772	4	7	None	16
Year 4					
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Development Economics	CEDE3872	4	8	CEMI3571,CE MI3572,CEM A3571CEMA3 572	16

FACULTY OF SCIENCE

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

Computer Science*

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Programming Fundamentals I	SCMP3511	04	5	Departmental Entry Test	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Programming Fundamentals II	SCMP3512	04	5	SCMP3511	16
Computer Organisation	SCMP3532	4	5	Entry Test	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Introduction to Database Systems	SCMP3611	04 3h Practicals	6	SCMP3511	16
Object Oriented Programming	SCMP3631	04	6	SCMP3511	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Foundation of Data Communication	SCMP3632	04	6	SCMP3532	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Computer Networks (½ module)	SCMP3721	2	7	SCMP3632	8
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Operating Systems (½ module)	SCMP3722	4	6	SCMP3532	8
Advanced Web Programming	SCME3732	2 and 3h Practicals	7	SCMP3511 and SCMP3512	16
Year 4					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Network Administration	SCMP3859	4	8	SCMP3721 and SCMP3722	16

Offered only in combination with Mathematics

Mathematics

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Basic Mathematics	SMAT3511	4 + 2 T	5	NSSC Mathematics	16
Analytic Geometry, Complex Numbers and Matrices	SMAT3531	4 + 2 T	5	NSSC Mathematics	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Pre-calculus	SMAT3512	4 + 2T	5	NSSC Mathematics	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Calculus 1	SMAT3611	2 + 2 T	6	SMAT3511 and SMAT3512 OR SMAT3531 and SMAT3512	16
Statistics for Education	EMSE3612	04	6	None	16

Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Calculus II	SMAT3612	4 + 2 T	6	SMAT3511 and SMAT3512 OR SMAT3531 and SMAT3512	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Function of Single Variables I	SMAE3791	4h + 2T	7	SMAT3611 and SMAT3612	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Function of Single Variables II	SMAE3792	4h + 2T	7	SMAT3611 and SMAT3612	16
Year 4					
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Euclidian Geometry	SMAE3892	4h + 2T	8	SMAE3871 and SMAT3611	16

Biology

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Introduction to Biology	SBLG 3411	04 (3HpW)	4	NSSC Biology - C symbol	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Chemistry for Life Science	SCHM3532	04(3HpW)	5	None	16
Diversity of Life	SBLG 3512	04(3HpW)	5	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Animal Form and Function	SBLG3611	04(3HpW)	6	SBLG3411 SBLG3512	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Human Biology	SMBL3652	04(3HpW)	6	(SCHM3411, SCHM3512) OR SCHM3532 SBLG 3411	16
Plant Form and Function	SBLG3612	04(3HpW)	6	SBLG3411 SBLG3512	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Cell Molecular Biology, Microbiology and Genetics for Educators	SMBE3771	4+3HpW	7	SBLG3611 SBLG 3612 SMBL3652	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Environmental Biology for Educators	SEBE3772	4(3HpW)	7	SBLG3611 SBLG 3612	16

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

Physical Science*

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Physics for Physical Science I	SPHY3511	4 + 1 Practical	5	NSSC Physical Science and Mathematics - C symbols	16
Chemistry IA	SCHM3411	4 – 1 Practical	4	Fac. Entry requirements	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Physics for Physical Science II	SPHY3512	3 1PI	5	NSSC Physical Science and Mathematics - C	16
Chemistry IB	SCHM3512	4 – 1 Practical	5	Fac. Entry requirements	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Classical Mechanics	SPHY3611	4 – 1 Practical	6	SPHY3511 SMAT3511 SMAT3512	16
Physical Chemistry 1	CHM3631	4 – 1 Practical	6	CHM3411, CHM3512, SMAT3511, SMAT3512	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Electricity and Magnetism	SPHE3642	2 – 1 Practical	6	SPHY3512 SMAT3511 SMAT3512	8
Organic Chemistry for Educators	SCHE3622	2 – 1 Practical	6	CHM3411, CHM3512	8
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Modern Physics for Educators	SPHE3751	4 – 1 Practical	7	SPHY3511 SPHY3512 SMAT3511 SMAT3512	16
Module	Code	Periods	Level	Pre-requisite	Credits
Inorganic Chemistry for Educators I	SCHE3742	4 – 1 Practical	7	CHM3411, CHM3512	16
Year 4					
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Nuclear Physics	SPHY3802	2 – 1 Practical	8	SPHY3732 or SPHE3751	8
Inorganic Chemistry for Educators II	SCHE3862	2 – 1 Practical	8	SCHE3742	8

- Offered only in combination with Mathematics

FACULTY OF EDUCATION

Fashion & Fabrics

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Principles of Design	HVPD3511	04	5	None	16
Textiles and Fashion Basics	HVPD3610	02	6	None	(8)
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Principles of Design	HVPD3532	04	None	5	16
Textiles and Fashion Basics	HVPD3610	02	None	6	8
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Textiles, Dyed, Painted and Printed	HVTS3611	04	6	None	16
Fashion Studies	HVFS3611	04	6	HVPD 3610	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Constructed textiles & Sewn Decoration	HVTS3632	04	6	None	16
Fashion Studies	HVFS3632	04	6	HVFS 3611	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Fashion Studies	HVFS3711	04	7	HVFS 3632	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Fashion Studies	HVFS3732	04	7	HVFS 3711	16
Year 4					
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Entrepreneurship for Educators	EMHE3812	04	8	None	16

Home Economics

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Applied Science for Home Economics	EMHE3501	02	5	C in NSSC Biology	8
Introduction to Household resource Management	EMHE3511	04	5	C in NSSC Biology	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Introduction to Human Nutrition	EMHE3612	04	6	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Principles of Food Preparation	EMHE3631	04 +3hp	6	None	16
Household Resource Management	EMHE3611	04	6	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Housing	EMHE3632	04 + 3hp	6	None	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Applied Nutrition	EMHE3711	04	7	EMHE3632	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Principles of Food Preparation and Meal Management	EMHE3712	04+ 3hp	7	EMHE3711	16
Year 4					
Select ONE of the following:					
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Entrepreneurship for Educators	EMHE3812	04	8	None	16

Sportl Education

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Introduction to Principle of Coaching	EMSS3511	4	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Sport and Recreation Entrepreneurship1	EMSS3672	4	6	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Techniques of Teaching and Coaching Track and Field and Soccer	EMSS3711	4 + 2 hp 4	7	None	16
Foundation of Physical Education and Sport	EMSS3731	4	7	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Techniques of Teaching and Coaching Basketball and Netball	EMSS3712	4 + 2 hp 4	7	None	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Motor Learning and Motor Development	EMSS3751	4	7	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Techniques of Teaching and Coaching Volleyball and Rugby	EMSS3732	4 + 2 hp 4	7	None	16
Year 4					
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Sport Science	EMSS3812	4 + 2 hp	8	None	16

C.2.17 MODULE DESCRIPTIONS (SEE PAGE 113)

D. POSTGRADUATE DEGREES

D.1 MASTER OF EDUCATION DEGREE

D.1.1 RATIONALE AND PROGRAMME DESCRIPTION

Education is faced with complex challenges for which undergraduate education may not provide adequate solutions. The M. Ed aims at bridging that gap. This programme is designed to cater for postgraduate students intending to pursue a level 9 degree in education and thereby more and in-depth knowledge and skills in their respective areas of educational specialisations.

The programme can be done either by **coursework and thesis** or by **thesis only**. It is expected of students who opt for the coursework and thesis option to the required modules whose breakdown is as follows:

- Advanced Educational Research EEAR 5910 (**compulsory**); and
- **One** 36 credit module or equivalent modules offered by departments according to areas specialization (see list below),
- **Two** 24 credit modules or equivalent modules offered by departments according to areas specialisation(see list below),
- **One** compulsory seminar module EESS 5928, and
- **One** thesis EETM5980.
- In addition, students will be required to complete an advanced module in English for Academic Purposes.

D.1.2 Specialisation per Department

- **Department of Curriculum, Instruction and Assessment Studies**
Master of Education (Curriculum and Assessment Studies)
Master of Education (Educational Technology) (*Not offered in 2010*)
- **Department of Educational Foundations and Management**
Master of Education (Leadership, Management and Policy Studies)
- **Department of Lifelong Learning and Community Development**
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)

Note: UNAM calculate Masters' credits at a ratio of 1.5 to the undergraduate programmes. Therefore a full module is equal to 24 credits per semester and a double module 48 credits per year.

D.1.3 AIM OF THE PROGRAMME

The aim of the Masters degree is to empower students with competences to:

- Demonstrate mastery of comprehensive and theoretically sophisticated subject matter,
- Evaluate critically the findings and discussions in the literature,
- Research, analyse and argue from evidence and apply knowledge to new situations,
- Engage in rigorous intellectual analysis, criticism and problem solving, and
- Do independent research by completing a thesis.

D.1.4 SPECIAL REGULATIONS FOR THE M. ED DEGREE

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

D.1.5 ADMISSION REQUIREMENTS M. ED BY COURSEWORK, EXAMINATION AND THESIS

The general admission requirements for all M. Ed programmes excluding M. Ed in Lifelong Learning and Community Education are indicated below. The normal admission requirements for admission to the M. Ed programme shall be:

- (a) A B.Ed degree (level 8) from this or any recognised university or equivalent institution with at least a 60% average or its equivalent
- or**
- (b) A Bachelor's degree with a concurrent Professional Qualification, meeting level 8 requirements.. The average for all the qualifications should be 60% average or its equivalent
- and**
- (c) At least two years of appropriate post bachelor's professional experience in education which may be acquired concurrently with part-time studies.
- and**
- (d) Prospective candidates must also satisfy specific requirements of the Faculty of Education i.e. oral and/or written admission tests.
- and**
- (e) At least two (2) satisfactory professional references. Where appropriate, evidence of potential to perform successfully in graduate level programme.

D.1.6 ADMISSION REQUIREMENTS M. ED ADULT EDUCATION BY COURSEWORK, EXAMINATION AND THESIS

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. 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.

D.1.7 SPECIAL ADMISSION REQUIREMENTS M. ED MATHEMATICS/ SCIENCE EDUCATION BY COURSEWORK, EXAMINATION AND THESIS

Only students who had offered Mathematics, Physical Science or Biology as one of their School Subjects in their undergraduate programme may enroll for this programme.

D.1.8 ADMISSION REQUIREMENTS M. ED BY THESIS ONLY

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

- ***For admission requirements please refer to D.1.6***

Candidates may register for the degree by thesis alone provided they have satisfied the Department/Faculty, and Senate of their ability to conduct research, by submitting to the Department/Faculty a comprehensive research proposal in the approved form. An honours degree (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 candidate to audit certain modules, under this arrangement.

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

D.1.9 DURATION OF STUDY

M. Ed by Coursework, Examination and Thesis and M. Ed by Thesis Only

The duration of the programme shall be two (2) years minimum on full-time basis and four (4) years maximum, while on part-time the duration of the programme shall be a minimum of three (3) years and maximum of five (5) years.

Note: Students that have registered initially as full time students will only be allowed to change their offering type to part time during consecutive years of registration with written approval of the University.

D.1.10 DELIVERY MODE OF BY COURSEWORK, EXAMINATION AND THESIS

The programme shall be delivered through full time or part time face to face mode.

D.1.11 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.1.12 ASSESSMENT

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

D.1.12.1 CONTINUOUS ASSESSMENT:

Students will be assessed through continuous assessment work in forms of assignments, tests, homework and such exercises, as may be in conformity with the general norm in this University Continuous assessment shall have a weighting of 50% of the Final Mark in a Module/Double module. A Continuous Assessment mark of 50% will be required for each Module/Double module in order to sit for the examination.

D.1.12.2 EXAMINATION:

Students' performance in all taught Modules will also be assessed through written examinations. The general rubric of the examination shall conform to the Academic General Regulations of the University of Namibia. The Examination shall count for 50% of the Final Mark in a Module/Double module. **A subminimum of 40% is required for each paper.**

D.1.12.3 FINAL MARK:

The final mark in each Module/Double module shall consist of the total Continuous Assessment and Examination scores on a 50/50 basis. A student needs to have an average of 50% for each Module in order to pass that Module.

D.1.12.4 SUPPLEMENTARY EXAMINATIONS:

There shall be allowance for supplementary examinations for students who fail to pass the requirements in a Module or Modules. The eligibility and other issues for supplementary examinations shall be determined by the provisions of the Academic General Regulations (Regulation 7.21.17) of the University of Namibia.

D.1.13 PROGRESSION

Before a candidate can proceed to the thesis / thesis research phase (in the case of the coursework and thesis students), s/he must first successfully pass all coursework examinations

D.1.14 AWARD OF THE MASTERS IN EDUCATION

To qualify for the award of the Masters in Education a student must:

- have registered and passed all required Module work per area of specialisation;
- have passed the postgraduate seminar module;
- have completed and passed the thesis as well as passed an oral examination of the M. Ed Thesis, which must comply with the specifications of the Regulations for postgraduate Modules of study of the University of Namibia, and
- fulfill all other requirements which the Department, the Faculty and the University may specify.

D.1.15 CURRICULUM FRAMEWORK

SEMESTER 1 & 2						
YEAR 1	Module	Code	Level	Periods	Pre-requisite/Co-requisite	Credits
	Advanced Educational Research	EEAR 5910	9	4 per week	None	48
	Module 1	See module per specialisation list below	9	3 per week	See module description of individual modules	36
	Module 2	See module per specialisation list below	9	2 per week	See module description of individual modules	24
	Module 3	See module per specialisation list below	9	2 per week	See module description of individual modules	24
	Total credits year one					132
YEAR 2	Thesis	EETM 5980	9	Individual supervision	Pre-requisite: Successful completion of all taught modules Co-requisite: EESS 5928	90
	Seminar	EESS 5929	9	2 day seminars one in semester one and one in semester two; 28 hrs practical work	Pre-requisite: Successful completion of all taught modules Successful completion of all taught modules Co-requisite: EETM 5980	18
	Total credits year two					108

Total credits: 240 Credits

Note:

The selection of optional Modules are subject to:

- For admission requirements please refer to D.1.6

Department of Curriculum, Instruction and Assessment Studies
Master of Education (Curriculum and Assessment Studies)

Core	Code	Periods	Level	Pre-requisite	Credits
Advanced Educational Research	EEAR 5910	4 p/w	9	None	48
Principles of Curriculum Theory, Design and Implementation	ECMC 5980	3 p/w	9	None	36
Educational Testing, Measurement and Evaluation	ECMT 5920	2 p/w	9	None	24
Conducting Educational Evaluation	ECME 5920	2 p/w	9	None	24

Master of Education (Educational Technology)[Not offered in 2010]

Core	Code	Periods	Level	Pre-requisite	Credits
Advanced Educational Research	EEAR 5910	4 p/w	9	None	48
Educational Technology Project	ECMP 5980	3 p/w	9	None	36
Educational Technology	ECMT 5920	2 p/w	9	None	24
Instructional Design In The Age Of Technology	ECMI 5920	2 p/w	9	None	24

Department of Educational Foundations and Management
Master of Education (Leadership, Management and Policy Studies)

Core	Code	Periods	Level	Pre-requisite	Credits
Advanced Educational Research	EEAR 5910	4 p/w	9	None	48
Educational Leadership & Management	EFME 5980	3 p/w	9	None	36
Educational Law and Policy Studies	EFME 5920	2 p/w	9	None	24
Electives (Choose one combination)					
Philosophy of Education	EFMP 5929	2 p/w	9	None	12
AND					
Sociology of Education	EFMP 5949	2 p/w	9	None	12
OR					
Comparative Education	EFMC 5929	2 p/w	9	None	12
AND					
History of Education	EFMC 5949	2 p/w	9	None	12

Department of Lifelong Learning and Community Development
Master of Education (Adult Education)

Core	Code	Periods	Level	Pre-requisite	Credits
Advanced Educational Research	EEAR 5910	4 p/w	9	None	48
Foundations of Adult Education	EMAE 5980	3 p/w	9	None	36
Choose two electives					
Twentieth Century Thinkers	EAMT 5900	2 p/w	9	None	24
Adult Education Policy Studies	EAMP 5920	2 p/w	9	None	24
Mass Communication in Adult Education	EAMM 5940	2 p/w	9	None	24
Advanced Community Education Studies	EAMC 5960	2 p/w	9	None	24

Department of Mathematics, Science and Sport Education
Master of Education (Sport Education)

Core	Code	Periods	Level	Pre-requisite	Credits
Advanced Educational Research	EEAR 5910	4 p/w	9	None	48
Professional Practice In Sport Education	EMSE 5980	3 p/w	9	None	36
Choose two electives					
Leadership and Management in Sport	EMSL 5900	2 p/w	9	None	24
Physical Fitness, Health and Nutrition	EMSF 5920	2 p/w	9	None	24
Sport for Development	EMSD 5940	2 p/w	9	None	24

Master of Education (Mathematics Education)

Core	Code	Periods	Level	Pre-requisite	Credits
Advanced Educational Research	EEAR 5980	4 p/w	9	None	48
Curriculum Theory, Design and Implementation	ECMC 5980	3 p/w	9	None	36
Advance Theories of Learning in the Mathematics Classroom	EMMM 5900	2 p/w	9	None	12
Assessment in the Mathematics Classroom	EMMM 5929	2 p/w	9	None	12
Choose one elective equal to 12 credits					
Technology and the Teaching of Mathematics	EMMT 5949	2 p/w	9	None	12
Independent Study in Mathematics Education	EMMI 5969	2 p/w	9	None	12
Mathematics in Society	EMMS 5989	2 p/w	9	None	12

Master of Education (Science Education)

Core	Code	Periods	Level	Pre-requisite	Credits
Advanced Educational Research	EEAR 5980	4 p/w	9	None	48
Curriculum Theory, Design and Implementation	ECMC 5980	3 p/w	9	None	36
Advance Theories of Learning in the Science Classroom	EMMS 5900	2 p/w	9	None	24
Assessment in the Science Classroom	EMAS 5909	2 p/w	9	None	12
Choose one electives equal to 18 credits					
Technology and the Teaching of Science	EMST 5929	2 p/w	9	None	12
Independent Study in Science Education	EMSI 5949	2 p/w	9	None	12
Science in Society	EMSS 5969	2 p/w	9	None	12

D.1.16 MODULE DESCRIPTIONS (SEE PAGE 160)

D.2 MASTER OF EDUCATION IN LITERACY AND LEARNING - M ED (LITERACY AND LEARNING)

Introduction

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

D.2.1 RATIONALE

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

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

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

Aim of the Programme

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

D.2.2 ADMISSION REQUIREMENTS

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

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

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

Duration of the study

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

Delivery mode

The programme shall be delivered through full time or part time face to face mode in co-operation with sister faculties.

For NOMA sponsored candidates the programme shall be offered on fulltime face to face basis only.

The programme will be offered by coursework and thesis. Distance mode may be considered for the future.

Teaching-learning model

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

Assessment

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

Coursework

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

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

Quality Assurance

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

Award of the degree

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

D.2.3 COURSEWORK

Core modules

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

Theories of Literacy.

Initial Literacy in First Language.

Literacy in a Multi-lingual Context.

Teaching Literacy Skill.

Electives (two to be selected- one per semester)

Theories of Learning:(semester 1)

Language Culture and Cognition. (semester 1)

Language Education Policy:(semester 2)

Reading and Writing Difficulties (semester 2)

Pragmatics and Discourse Analysis: (semester 2)

If suitable lecturers cannot be identified for the two electives *Language Education Policy* and *Pragmatics and Discourse Analysis*, these two electives will not be offered in 2010. Students will then take the remaining elective, *Reading and Writing Difficulties*, during the second semester.

Thesis

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

Master of Education in Literacy and Learning Degree

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

D.2.4 CURRICULUM FRAMEWORK

Year 1 (credits)

Semester 1				
Module	Code	Periods	Level	Credits
Advanced Educational Research Methodology (core)	EEAR5910	4	9	(24)
Theories of Literacy (core)	EPSL5981	3	9	18
Literacy in multi-lingual context (core)	EPSL5991	3	9	18
Theories of Learning (elective)	EPSL5921	2	9	12
Language Culture and Cognition (elective)	EPSL5941	2	9	12
Total				72
Semester 2				
Module	Code	Periods	Level	Credits
Advanced Educational Research Methodology (core)	EEAR5910	4	9	(24)
Teaching Literacy Skills (core)	EPSL5982	3	9	18
Initial literacy in First Language (core)	EPSL5992	3	9	18
Language Education policy (elective)	EPSL5922	2	9	18
Reading and writing difficulties (elective)	EPSL5942	2	9	18
Pragmatics and Discourse Analysis (elective)	EPSL5962	2	9	18
Total				72
Total Year 1				144

Note: students select only one elective module per semester

Year 2 (68credits)

Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite/Co-requisite	Credits
Thesis	EEDM 5910	Individual supervision	9	Pre-requisite: Successful completion of all taught modules Co-requisite: EESS 5928	90
Seminar	EESS 5928	2 day seminars one in semester one and one in semester two; 28 hrs practical work	9	Successful completion of all taught modules	18
Total credits year two					108

Total credits: 252 Credits

D.2.5 MODULE DESCRIPTIONS (SEE PAGE 172)

D.3 DOCTOR OF PHILOSOPHY IN EDUCATION (Ph. D in Education)

D.3.1 RATIONALE FOR THE PROGRAMME

Studying for a Ph. D 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 Ph D students carry out original research work under the guidance of supervisors.

The Faculty will offer Ph. D 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 (Ph. D in Education)**. The following specialisation programmes will be offered by the various departments in the Faculty:

3.1.1 Department of Curriculum Instruction and Assessment Studies

Doctor of Philosophy In Education: Curriculum, Instruction and Assessment Studies

3.1.2 Department of Educational Foundations and Management

Doctor of Philosophy in Education: Educational Management and Administration
 Doctor of Philosophy in Education: Educational Law and Policy Studies
 Doctor of Philosophy in Education: Comparative and History of Education
 Doctor of Philosophy in Education: Philosophy and Sociology of Education

3.1.3 Department of Lifelong Learning and Community Development

Doctor of Philosophy in Education: Adult Education

3.1.4 Department of Mathematics, Science and Sport Education

Doctor of Philosophy in Education: Mathematics Education
 Doctor of Philosophy in Education: Science Education
 Doctor of Philosophy in Education: Sport Education

3.1.5 Department of Educational Psychology and Inclusive Education

Doctor of Philosophy in Education: School Guidance and Counseling,
 Doctor of Philosophy in Education: Early Childhood Education, and
 Doctor of Philosophy in Education: Inclusive Education.

D.3.2 RATIONALE AND 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 the relevant sections of UNAM's general regulations. The following additional rationales and regulations will govern the programmes in the Faculty.

The total number of credits for the Ph. D programme is 378 credits. All these credits is on level 10 of the NQF. The Thesis carries 360 credits. In addition to the 360 credits each student must complete a compulsory Seminar module (EEPS 6080) of 18 credits.

D.3.2.1 Department of Curriculum Instruction and Assessment Studies

Doctor of Philosophy in Education: Curriculum Studies

Rationale

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

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

Admission Requirements

- i. Candidates for admission into Ph. D 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.
- ii. Candidates normally must show proof of 60% or more for the thesis part of their Masters degree.
- iii. Candidates with only the Bachelor's degree may initially be enrolled for a Master's degree by research only. If, during the first year of research they demonstrate exceptional abilities, they may be considered for upgrading into the Doctoral Programme.
- iv. Applicants whose first language is not English must demonstrate competence in English language (spoken and written).

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..

D.3.2.2 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

Rationale

There is a great need to provide advanced education and training for academics, researchers and educational practitioners pivotal to the socio-economic development of Namibia, Africa and beyond.

The aim of the Ph. D Degree programme in the Department of Educational Foundations and Management is to provide advanced education and training with the aim of equipping academics, other professionals and educational practitioners with advanced knowledge and skills relevant to personal and societal development. The programme also aims to produce men and women with the motivation and capacity to teach, carry-out basic and applied research that influence policy development in the education and other socio-economic sectors.

In line with Vision 2030, NDP III and ETSIP, it is expected that graduates of this programme will significantly contribute to the building of a knowledge-based economy through teaching, research and training in the areas of Educational Law and Policy Studies, Educational Management and Administration, Philosophy and Sociology of Education and Comparative and History of Education. The Doctoral Programme offered by the Department of Educational Foundations and Management shall be governed by the General Regulations for Doctoral Programmes as documented in the relevant sections of UNAM's general regulations.

Admission Requirements

Students admitted in this doctoral programme should meet the following requirements:

- i) 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*;
- ii) Candidates normally must show proof of 60% or more for the thesis part of their Masters degree.
- iii) Students must satisfy the Department and the Faculty of Education Postgraduate Studies Committee of their readiness to undertake advanced research work on the basis of the standard of achievement in, and the relevance of, previous higher education studies, professional experience and published research work;
- iv) Applicants whose first language is not English must demonstrate competence in English language (spoken and written).
- v. Candidates with only the Bachelor's degree may initially be enrolled for a Master's degree by research only. If, during the first year of research they demonstrate exceptional abilities, they may be considered for upgrading into the Doctoral Programme.

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;

and other University of Namibia admission requirements for Ph. D degree programmes will apply.

D.3.2.3 Department of Lifelong Learning and Community Development

Doctor of Philosophy in Education: Adult Education

Rationale

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

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

Admission Requirements

Subject to the Provisions of the Regulations for Postgraduate Modules of study of the University of Namibia, the following Departmental Regulations shall apply. To be eligible for admission into the Ph. D. programme, candidates must satisfy the following requirements:

- i) Hold a Masters 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
- ii) Candidates normally must show proof of 60% or more for the thesis part of their Masters degree.
- iii) Candidates with only the Bachelor's degree may initially be enrolled for a Master's degree by research only. If, during the first year of research they demonstrate exceptional abilities, they may be considered for upgrading into the Doctoral Programme.
- iv) Applicants whose first language is not English must demonstrate competence in English language (spoken and written).

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;
and other University of Namibia admission requirements for Ph. D degree programmes will apply.

D.3.2.4 Department of Mathematics, Science and Sport Education

Doctor of Philosophy in Education: Mathematics Education/ Science Education

Rationale

The program will provide advanced training to individuals who will provide leadership in the fields of Science and Mathematics Education in the country, in the spheres of teaching, research and curriculum development.

Admission Requirements

- i) Hold a Masters 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.
- ii) Candidates normally must show proof of 60% or more for the thesis part of their Masters degree.
- iii) Candidates with only the Bachelor's degree may initially be enrolled for a Master's degree by research only. If, during the first year of research they demonstrate exceptional abilities, they may be considered for upgrading into the Doctoral Programme.
- iv) Applicants whose first language is not English must demonstrate competence in English language (spoken and written).

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; and other University of Namibia admission requirements for Ph. D degree programmes will apply.

Doctor of Philosophy (Ph. D) in Sport Education

This doctorate is aimed at experienced professionals in the field of sport education or related fields who wish to extend their expertise and training through a research-based thesis/dissertation. The programme will be of interest to individuals working in schools and colleges and other professionals working within the sport sector. The intent of the program is to develop research and teaching scholars who are capable of producing and disseminating new knowledge in the field of Sport Education.

Admission Requirements

- i) 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.
- ii) Candidates normally must show proof of 60% or more for the thesis part of their Masters degree.
- iii) Students will also have at least the equivalent of three/ four years of full-time experience in employment in the relevant professional area.
- iv) Applicants whose first language is not English must demonstrate competence in English language (spoken and written).
- v) Candidates with only the Bachelor's degree may initially be enrolled for a Master's degree by research only. If, during the first year of research they demonstrate exceptional abilities, they may be considered for upgrading into the Doctoral Programme.

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;

and other University of Namibia admission requirements for Ph. D degree programmes will apply.

D.3.2.5 Department of Educational Psychology and Inclusive Education

Doctor of Philosophy in Education: School Guidance and Counseling/ Early Childhood Education/ Inclusive Education.

Rationale

The Ph. D programme in the Department of Educational Psychology and Inclusive Education is designed to prepare students for positions of leadership in schools, colleges, universities, research settings, or human service agencies. Graduates may serve as researchers and scholars committed to furthering the knowledge and empirical base needed for enhancement of school guidance and counseling, early childhood education and inclusive education practice and of the training of specialists in these areas. The program further seeks to strengthen the student's ability to oversee and advocate for the growing number of

students who need special needs/inclusive education services. The programme shall also provide training and education with the objective of producing graduates with the capacity to conduct research independently at a high level of originality and quality. The Department of Educational Psychology and Inclusive Education will accept students in doctoral degrees by research in the following areas: School Guidance and Counseling, Early Childhood Education and Special Needs Education/Inclusive Education. The Doctoral Programme offered by the Department of Educational Psychology and Inclusive Education shall be governed by the General Regulations for Doctoral Programmes as documented in the relevant sections of UNAM's general regulations.

Admission Requirements

- i) 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 Counseling, Early Childhood Education and Special Needs Education/Inclusive Education.
- ii) Candidates normally must show proof of 60% or more for the thesis part of their Masters degree.
- iii) Students must satisfy the Department and the Faculty of Education Postgraduate Studies Committee of their readiness to undertake advanced research work on the basis of the standard of achievement in, and the relevance of, previous higher education studies, professional experience and published research work.
- iv) Candidates with only the Bachelor's degree may initially be enrolled for a Master's degree by research only. If, during the first year of research they demonstrate exceptional abilities, they may be considered for upgrading into the Doctoral Programme.
- v) Applicants whose first language is not English must demonstrate competence in English language (spoken and written).

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.

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

D.3.3 REGULATIONS FOR THE PH. D DEGREES IN THE FACULTY OF EDUCATION

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

Submission of Application

- 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) Applications for admission must be in line with the current University of Namibia General Regulations. 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) Applications may be submitted any time in the normal academic year of the University of Namibia.
- d) Acceptance to proceed with the study shall be granted by SENATE only after receiving recommendations from the
- e) Departments through the Faculty and UNAM Postgraduate Studies Committees.
- f) Students shall be notified by the Registrar's Office of the outcome of their applications.
- g) Only successful students shall be allowed to proceed with their studies.

Registration

- 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. Students should not proceed with their studies until registration formalities are completed. Supervisors have a right to ask for proof of registration.

Please refer to the UNAM Post Graduate Guidelines for detailed description of the registration process. Applicants must follow and adhere to these approved registration guidelines.

D.3.4 Delivery Mode

The Ph. D 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 modules in their previous programmes.**

D.3.5 Additional requirements for Ph. D students in the Faculty of Education

- a) All students enrolling for a Ph. D in the Faculty of Education who have not taken and passed the required research methodology modules shall be required to enroll and pass the Advanced Educational Research modules as offered in the UNAM M Ed programme (i.e. EEAR 5910: Advanced Educational Research Methodology).
- b) In addition it is compulsory that all students should pass the Postgraduate Seminar (EEPS 6080).

Supervision

- a) A Ph. D. student registered with the Faculty of Education shall be required to pursue studies under the guidance of a main Supervisor who shall be a member of the academic staff of a Department.
- b) The Department shall nominate the main Supervisor after consultation with the Senior Staff in the Department. Such a Supervisor shall be approved by the Postgraduate Studies Committee and appointed by SENATE.
- c) Co-supervisor(s) shall be appointed from either the Faculty of Education or from other Faculties at UNAM or from other institutions of Higher Learning in the SADC Region. When appointed from outside UNAM, the CV of such a person shall be presented to the UNAM Postgraduate Studies Committee for approval.
- d) It shall be the duty of the main Supervisor to monitor the progress of the student. In addition, the Main Supervisor shall be required to submit periodic progress (once a semester) reports on the student's work to the Faculty of Education Postgraduate Studies Committee.
Change of Supervisors may occur according to UNAM Postgraduate Studies regulations..
- e) The appointment of supervisors and co-supervisors shall be subject to the provisions of the Regulations for Postgraduate Studies of the University of Namibia.

Submission of Dissertation

The student shall be required to submit the Final Title and Abstract of the Dissertation six months before the submission of the complete Dissertation. After the Title has been approved, the student or the supervisor may not change this approved Title without the permission of the Postgraduate Studies Committee. However, the abstract may be modified to match the final piece of work.

- (i) The **Final Dissertation** shall be submitted in English.
- (ii) The maximum length for the Ph. D. Dissertation shall be 100,000 words excluding the reference list.
- (iii) Only original doctoral dissertations shall be considered and assessed for the award of the doctoral degree.
- (iv) The typing, printing and production of the doctoral dissertation shall be according to UNAM Postgraduate Studies regulations.
- (v) The Student shall be required to submit three loose bound copies for examination.

Examination of Dissertation

- a) The Student must register, in writing, his or her intention to have his or her dissertation examined with their respective departments, the Registrar's Office and the Postgraduate Studies Committee.
- b) Accompanying such intention shall be a signed statement from the main Supervisor that the Dissertation is indeed ready for examination.
- c) Notwithstanding (8.2), the student shall not be refused from submitting the Dissertation in the absence of a Signed statement from the supervisor provided that all other procedures have been adhered to.
- d) One External Examiner and at least two Internal Examiners shall examine the doctoral dissertation. The External Examiner shall be appointed by SENATE on recommendation of the Department through the Postgraduate Studies Committee.
- e) The reports from both the External and Internal Examiners shall be presented to a Board of Examiners before onward transmission to SENATE for final approval through the Postgraduate Studies Committee.
- f) The Board of Examiners shall be:
 - Appropriately qualified and experienced Departmental member of staff;

- Internal Examiner (outside the Faculty of Education);
- External examiner (outside the University of Namibia).

Viva voce examinations:

- a) In addition to writing a thesis / dissertation, the postgraduate students who are registered as per provisions under Regulation 9.4.3 (2) of the postgraduate guidelines, shall appear for a viva voce examination, to defend the submitted work before a panel of specialists on the subject.
- b) The **viva voce** examination shall take place only after the Postgraduate Studies Committee and the Senate are satisfied that the dissertation submitted by the candidate is considered by the examiners to be of an acceptable standard.

The Viva voce shall be subjected to the provisions of the Regulations for Postgraduate Committee of the University of Namibia, the following Regulations of the Faculty of Education shall apply.

Duration

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.

Conferment of Degree

Conferment of the Ph. D 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)"

D.3.6 MODULE DESCRIPTION (SEE PAGE 176)

MODULE DESCRIPTIONS (SYLLABI)

SYLLABI CORE MODULE DESCRIPTIONS

Module Title: Computer Literacy	
Code:	UCLC3409
NQF Level:	4
Semester Offered:	Year one, 1st semesters
National Professional Standard Competencies:	N/A
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous Assessment 100%

Contribution to final Mark: Practical Tests 50%
2 Theory Tests 50%

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

Module Description:

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

Module Assessment:

Continuous assessment (60%)

2 tests (reading and writing)

2 reading assignments 1 oral presentation

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

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

Module Description:

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

Module Assessment:

Continuous assessment 50% :

Examination 50% (1 x 2 hour examination paper)

Module Title: English for Teachers 1	
Code:	EEET 3589
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	(C 9)
Contact Hours:	2 for 14 weeks + 2 hours practical for 14 weeks
Credits:	8
Prerequisite:	English Communication and Study Skills ULCE 3419

Module Description:

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

Module Assessment:

Continuous assessment 50%

At least two assessments

Examination 50%.

Module Title: History of Education	
Code:	EFMH 3602
NQF Level:	6
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	(C 3, C 6, C 20, C 21, C 27, C 28, C 29)
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

This module develops a student's understanding, skills and dispositions regarding issues that relate to: the historical development of formal education with specific emphasis on major land marks of change and tools which have helped to shape the present education system of the world in general and of Namibia in particular.

Module Assessment:

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

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

Year 2

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

Module Description:

The module is designed to expose students to the realities of senior secondary schools in Namibia. They are expected to observe many different facets of learning, teaching, and management.

Module Assessment:

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

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

Module Description:

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

Module Assessment:

Continuous assessment 50%
Examination 50%.

At least 2 assessments

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

Module Description:

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

Module Assessment:

Continuous assessment 50%
Examination 50%.

At least 3 assessments

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

Module Description:

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

Module Assessment:

Continuous assessment 50%
Examination 50%.

At least 2 assessments

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

Module Description:

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

Module Assessment:

Continuous assessment 50%
Examination 50%.

At least 2 assessments

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

Module Description:

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

Module Assessment:

Continuous assessment 50%

At least 2 assessments

Examination 50%.

Module Title: English for Teachers 2	
Module:	English for Teachers 2
Code:	EEET 3602
NQF Level:	7
Semester Offered:	2 nd semester, year 2
National Professional Standard Competencies:	C 9
Contact Hours:	2 for 14 weeks + 2 hours practical for 14 weeks
Credits:	8
Prerequisite:	English for Teachers 1 EEET 3502

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments

Examination 50%.

Year 3

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

Module Description:

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

Module Assessment:

Final assessment 100%

Contribution to final assessment mark:

Portfolio	80%
Lesson preparation	10%
Lesson presentation	10%

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

Module Description:

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

Module Assessment:

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

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

List of teaching methodologies offered in the B. Ed

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

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

Module Description:

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

Module Assessment:

Continuous assessment 50%

At least 2 assessments

Examination 50%.

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

Module Description:

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

Module Assessment:

Continuous assessment 50%

At least 2 assessments

Examination 50%.

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

Module Description:

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

Module Assessment:

Proposal contributes 100% to final assessment

List of Project Phase 1 offered in the B. Ed

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

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

Module Description:

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

Module Assessment:

Continuous assessment 50%

At least 3 assessments

Examination 50%.

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

Module Description:

The aim of this module is to sensitise the teacher trainees to the educational and career needs of learners and to equip them with basic know-how and skills regarding guidance and counselling.

Module Assessment:

Continuous assessment 50%

At least 2 assessments

Examination 50%.

Year 4

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

Module Description:

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

Module Assessment:

Final assessment 100%

Contribution to final assessment mark:

Portfolio	10%
Lesson preparation	30%
Lesson presentation	60%

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

Module Description:

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

Module Assessment:

Continuous assessment 50%
Examination 50

At least 2 assessments

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

Module Description:

This module develops a student's understanding, skills and dispositions regarding education systems such as: aims of education, determinants of education systems, structures of education systems; critical issues in education and research of different education systems

Module Assessment:

Continuous assessment 50%
Examination 50%.

At least 2 assessments

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

Module Description:

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

Module Assessment:

Continuous assessment 50%
Examination 50%.

At least 2 assessments

Module Title: First Aid Education	
Code:	EMFA 3699
Semester Offered:	Any, year 4
National Professional Standard Competencies:	C 24
Contact Hours:	3 day Workshop
Credits:	None credit bearing
Prerequisite:	None

Module Description:

First Aid accreditation

Module Assessment:

Examination 100%

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

Module Description:

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

Module Assessment:

Proposal contributes 100% to final assessment

List of Project Phase 2 offered in the B. Ed

Module	Code	Credits
Project Phase 2 of Geography and Development Studies	ECSG 3889	16
Project Phase 2 of History	ECSH 3889	16
Project Phase 2 of Accounting	ECCA 3889	16
Project Phase 2 of Business Studies	ECCB 3889	16
Project Phase 2 of Economics	ECCE 3889	16
Project Phase 2 of English	ECLE 3889	16
Project Phase 2 of Oshwambo	ECLO 3889	16
Project Phase 2 of KhoeKhoegowab	ECLK 3889	16
Project Phase 2 of Rukwangali	ECLR 3889	16
Project Phase 2 of Otjiherero	ECLH 3889	16
Project Phase 2 of German	ECLG 3889	16
Project Phase 2 of French	ECLF 3889	16
Project Phase 2 of Afrikaans	ECLA 3889	16
Project Phase 2 of Silozi	ECLS 3889	16
Project Phase 2 of Arts and Design	ECAC 3889	16
Project Phase 2 of Biology	EMSB 3889	16
Project Phase 2 of Agriculture	EMSA 3889	16
Project Phase 2 of Physical Science	EMSP 3889	16
Project Phase 2 of Computer Studies	EMSC 3889	16
Project Phase 2 of Design and Technology	EMSD 3889	16
Project Phase 2 of Mathematics	EMMM 3889	16
Project Phase 2 of Home Economics	EMHH 3889	16
Project Phase 2 of Fashion and Fabrics	EMHF 3889	16
Project Phase 2 of Physical Education	EMPP 3889	16

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

Module Description:

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

Module Assessment:

Continuous assessment 50%
Examination 50%.

At least 3 assessments

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 6 assessments

Examination 50%.

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

Module Description:

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

Module Assessment:

Continuous assessment 50%

At least 6 assessments

Examination 50%.

Module Title:	Educational Technology
Code:	ECFM 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:	Mathematics SMAT 3612, EMSE 3612, SMAT 3611 and ECFT 3702

Module Description:

This module 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.

Module Assessment:

Continuous assessment

50% (At least 4 assessments)

Examination

50%.

Module Title:	Curriculum Planning and Development
Code:	ECFP 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:	ECFC 3702

Module Description:

This module 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.

Module Assessment:

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

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50

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

Module Description:

This module develops and sharpens a student's thinking, and encourages a critical 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.

Module Assessment:

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

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

Module Description:

This module is designed to develop students' knowledge of the theoretical aspects of coaching and the ability to apply theory in a practical coaching context to develop and improve performance.

Module Assessment:

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

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments

Examination 50%.

Module Title:	English for Academic Purposes
Code:	ULEA 3419
NQF Level:	5
Semester Offered:	
National Professional Standard Competencies:	N/A
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None
Co-requisite	

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

Module assessment: Continuous assessment (60%) 2 tests (reading and writing)

1 academic written essay 1 Oral presentation

Examination (40%) 1x3 hours examination paper

DIPLOMA IN ADULT EDUCATION AND COMMUNITY DEVELOPMENT

A.1.12. DIPLOMA IN ADULT EDUCATION AND COMMUNITY DEVELOPMENT MODULE DESCRIPTORS

YEAR 1

Module Title:	English for General Communication
Code:	ULEG 2410
NQF Level:	4
Semester Offered:	Year one, 1 st & 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 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

Module Description:

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

Module Assessment:

Continuous Assessment 60%: 4 reading tests, 4 writing tests, 2 oral presentations, 1 literature worksheet

Examination Assessment 40%: 1x3 hour paper

Module Title:	Introduction to Foundations of Adult Education
Code:	EAFA 2480
NQF Level:	4
Semester Offered:	Year one, 1 st & 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	3 hours per week for 28 weeks
Credits:	24
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 4 assessments
Examination 50%

Module Title:	Introduction to Business Management
Code:	EABM 2410
NQF Level:	4
Semester Offered:	Year one, 1 st & 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 28 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module develops a student's understanding, skills and dispositions regarding business and management issues such as: Components of a business and entrepreneurial issues; elements of a business plan; functions and levels of management, the influence of African culture on management; customer service issues; skills required by managers, development of management theories; managing of diversity, ethics, and the public image of a business as well as dealing with HIV/AIDS in the workplace.

Module Assessment:

Continuous assessment 50% At least 6 assessments
Examination 50%

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments

Examination 50%

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

Module Description:

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

Module Assessment:

Continuous Assessment 100%

Contribution to final Mark:

2 Practical Tests 50%

2 Theory Tests 50%

YEAR 2

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

Module Description:

This module is aimed at assisting students in the development of their reading, writing and speaking and listening skills, in order to cope with studying in a new academic environment and in a language which may not be their first language. The module also focuses on study skills that students need throughout their academic careers and beyond.

The module serves as an introduction to university level academics, where styles of teaching and learning differ from those at secondary schools in that more responsibility is placed on the student. The module therefore, focuses on the skills that students need throughout their academic careers and beyond.

Module Assessment:

Continuous assessment (60%)

2 tests (reading and writing)

2 reading assignments

1 oral presentation

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

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

Module Description:

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

Module Assessment:

Continuous assessment 50% :

Examination 50% (1 x 2 hour examination paper)

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments

Examination 50%

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments

Examination 50%

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments

Examination 50%

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

Module Description:

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

Module Assessment:

Continuous assessment 60% At least 4 assessments

Examination 40%

Module Title:	Sociology and Psychology of Adult Education
Code:	EASP 3512
NQF Level:	5
Semester Offered:	Year two, 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	EAFA 2480

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments

Examination 50%

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments

Examination 50%

Module Title:	Introduction to Programme Planning and Evaluation
Code:	EAPP 2502
NQF Level:	5
Semester Offered:	Year two, 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module aims at introducing students to the basic concepts and processes of planning and evaluating programmes. Focusing on planning and evaluating different types of educational programmes for varying of target groups.

Module Assessment:

Continuous assessment 50% At least 4 assessments
Examination 50%

Module Title:	Communication & Technology
Code:	EACT 2701
NQF Level:	7
Semester Offered:	1 st semester, year 2
National Professional Standard Competencies:	N/A
Contact Hours:	2 + 2 hour practical
Credits:	8
Prerequisite:	None

Module Description:

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

Module Assessment:

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

YEAR 3

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

Module Title:	Needs Assessment in Community Development and Adult Education
Code:	EANA 2611
NQF Level:	6
Semester Offered:	Year three, 1 st semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

Module Title:	Introduction to Educational Research
Code:	EAFI 2701
NQF Level:	7
Semester Offered:	Year one, 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

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

Module Description:

To give students an opportunity for field practice of lessons and theories learnt in the classroom. Students will be posted for work experience in relevant agencies or institutions within Namibia for a minimum period of six weeks. The students will be expected to be fully involved in the activities of the agency of attachment for the period of the exercise. This module has been designed to provide supervised practice-based activities to demonstrate readiness for employment in different facets of learning teaching and management.

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

Module Title:	Project Planning and Evaluation
Code:	EAPE 2612
NQF Level:	6
Semester Offered:	Year 3, 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

C.PROFESSIONAL DIPLOMA IN EDUCATION (10PDED)

FACULTY CORE

Module Title:	English for Teachers 1
Code:	EEET 3589/ EEET 4589/
NQF Level:	5
Semester Offered:	1 st semester
National Professional Standard Competencies:	(C 9)
Contact Hours:	1 period for 14 weeks + 2 hours practical per week for 14 weeks
Credits:	4
Prerequisite:	English Communication and Study Skills ULCE 3419 <i>or equivalent</i>

Module Description:

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

Module Assessment:

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

Module Title:	History and Comparative Education
Code:	EFMC 4781
NQF Level:	7
Semester Offered:	1 st Semester
National Professional Standard Competencies:	C 1, C3, C6, C20, C21, C27, C29
Contact Hours:	4 periods per week
Credits:	12
Prerequisite:	None

Module description:

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.

Module Assessment:

Continuous assessment 50% (At least two graded assessments)

Examination (50%). 3 hour written paper)

Module Title:	Philosophy and Sociology of Education
Code:	EFMC 4782
NQF Level:	7
Semester Offered:	2 nd semester
National Professional Standard Competencies:	C3, C27, C29
Contact Hours:	4 periods per week
Credits:	12
Prerequisite:	None

Module Description:

This module develops and sharpens a student's thinking and encourages a critical discourse on issues related to schools as a social institutions and the interaction between schools and the larger social life. These issues include sociological interpretations of education, key concepts and thinkers in Sociology of Education, philosophical doctrines impacting on teaching and learning, authority, child-centred education, democracy, discipline, equality, freedom, morality, punishment, local political structures, voting issues, constitutional and historical developments, critical reading and thinking.

Module Assessment:

Continuous assessment 50% (At least two graded assessments)

Examination (3 hour written paper) 50%.

Module Title:	Teaching Methods of Life Skills (PDED)
Code:	EPST 4700
NQF Level:	7
Semester Offered:	Semester 1 and 2
National Professional Standard Competencies:	:(C 1, C 4, C 5, C 6, C 7, C 8, C 10, C 11, C 12, 14, C 15, C 16, C 17, C 23, C 24)
Contact Hours:	2 periods per week and 2hours practical
Credits:	16
Prerequisite:	Major in Psychology (Bachelors Degree)
Co-requisites:	General Teaching Methodology (ECFG 4781)

Module Description:

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

Module Assessment:

Continuous assessment counts 50% towards the final mark and consists of 50% theory and 50% practical work. The examination contributes 50% towards the final mark. (3 hour written paper) 50%).

Enrolment specification: A minimum of 8 and a maximum of 20 students will be enrolled per year

Module Title:	Teaching Practice Phase 1
Code:	EEOP 4799
NQF Level:	7
Semester Offered:	1 st semester
National Professional Standard Competencies:	C 1, C 2, C 9, C 28
Contact Hours:	3 Weeks
Credits:	3
Prerequisite:	None

Module Description:

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

Module Assessment: Final assessment 100% Portfolio assignments contribution to final assessment 100%

Module Title:	English for Teachers 1
Code:	EEOP 4788
NQF Level:	5
Semester Offered:	1st semester
National Professional Standard Competencies:	(C 9)
Contact Hours:	2 + 2 hours practical
Credits:	8
Prerequisite:	English Communication and Study Skills or equivalent ULCE 3419

Module Description:

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

Module Assessment: Continuous assessment 50% and Examination 50%. (3 hour examination paper)

Module Title:	Human Development & Learning
Code:	EPSH 4682
NQF Level:	6
Semester Offered:	2 nd semester
National Professional Standard Competencies:	(C 2, C 3, C 6, C 8, C 10, C12, C 26)
Contact Hours:	3 + 2 hours practical
Credits:	12
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50%
Examination 50% (3 hour examination paper)

Module Title:	General Teaching Methodology
Code:	ECFG 4781
NQF Level:	7
Semester Offered:	1 st semester
National Professional Standard Competencies:	(C 3, C 4, C 6, C 8, C 10, C 11, C 12, C 27)
Contact Hours:	3 + 2 hours practical
Credits:	12
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50%
Examination 50%. (3 hour examination paper)

Module Title:	Introduction to Inclusive Education
Code:	EPSI 4701
NQF Level:	7
Semester Offered:	1st semester
National Professional Standard Competencies:	(C 3, C 8, C 13, C 21, C 25)
Contact Hours:	2 + 2 hour practical
Credits:	8
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50%

Examination 50%. (3 hour examination paper)

Module Title:	Classroom Communication & Technology
Code:	ECFT 4702
NQF Level:	7
Semester Offered:	2 nd semester
National Professional Standard Competencies:	(C 3, C 6, C 7, C 8, C 11, C 16, C 27)
Contact Hours:	2 + 2 hour practical
Credits:	8
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50%

Examination 50%. (3 hour examination paper)

Module Title:	Curriculum Development & Practice
Code:	ECFC 4702
NQF Level:	7
Semester Offered:	2 nd semester
National Professional Standard Competencies:	(C 3, C 4, C 5, C 6, C 14, C 27)
Contact Hours:	2
Credits:	8
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50%

Examination 50%. (3 hour examination paper)

Module Title:	English for Teachers 2
Code:	EEET 4702
NQF Level:	7
Semester Offered:	2 nd semester
National Professional Standard Competencies:	C 9
Contact Hours:	2 + 2 hours practical
Credits:	8
Co-requisite:	English for Teachers 1 EEET 4509

Module Description:

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

Module Assessment:

Continuous assessment 50%

Examination 50%. (3 hour examination paper)

Module Title:	Teaching Methods School Subject 1 & 2 (See list below for individual names)
Code:	See list below for individual codes
NQF Level:	7
Semester Offered:	1 st & 2 nd semester
National Professional Standard Competencies:	(C 1, C 4, C 5, C 6, C 7, C 8, C 10, C 11, C 12, C 14, C 15, C 16, C 17, C 23, C 24)
Contact Hours:	2 + 2 hour practical
Credits:	16
Prerequisite:	Level 6 School Subject content
Co-requisite:	General Teaching Methodology ECFG 4781

Module Description:

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

Module Assessment:

Continuous assessment counts 50% towards the final mark and consists of 50% theory and 50% practical work. The examination contributes 50% towards the final mark. (3 hour examination paper)

List of teaching methodologies offered in the PDED

Module	Code	Credits
Teaching Methods of Geography and Development Studies	ECSG 4700	16
Teaching Methods of History	ECSH 4700	16
Teaching Methods of Accounting	ECCA 4700	16
Teaching Methods of Business Studies	ECCB 4700	16
Teaching Methods of Economics	ECCE 4700	16
Teaching Methods of English	ECLE 4700	16
Teaching Methods of Oshindonga	ECLO 4700	16
Teaching Methods of KhoeKhoegowab	ECLK 4700	16
Teaching Methods of Rukwangali	ECLR 4700	16
Teaching Methods of Otjiherero	ECLH 4700	16
Teaching Methods of Oshikwanyama	ECLW 4700	16
Teaching Methods of German	ECLG 4700	16
Teaching Methods of French	ECLF 4700	16
Teaching Methods of Afrikaans	ECLA 4700	16
Teaching Methods of Portuguese	ECLP 4700	16
Teaching Methods of Silozi	ECLS 4700	16
Teaching Methods of Arts	ECAC 4700	16
Teaching Methods of Biology	EMSB 4700	16
Teaching Methods of Agriculture	EMSA 4700	16
Teaching Methods of Physical Science	EMSP 4700	16
Teaching Methods of Computer Studies	EMSC 4700	16
Teaching Methods of Design and Technology	EMST 4700	16
Teaching Methods of Mathematics	EMMM 4700	16
Teaching Methods of Home Economics	EMHH 4700	16
Teaching Methods of Fashion and Fabrics	EMHF 4700	16
Teaching Methods of Physical Education	EMPP 4700	16

Module Title:	Assessment & Evaluation of Learning
Code:	ECFE 4781
NQF Level:	7
Semester Offered:	1 st semester
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 + 2 hour practical
Credits:	16
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50%

Examination 50%. (3 hour examination paper)

Module Title:	Introduction to Educational Research
Code:	ECFI 4701
NQF Level:	7
Semester Offered:	1 st semester
National Professional Standard Competencies:	(C 3, C 15, C 16, C 26, C 27, C 28)
Contact Hours:	2
Credits:	8
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50% and Examination 50%. (3 hour examination paper)

Module Title:	Introduction to Guidance and Counseling
Code:	EPSC 4702
NQF Level:	7
Semester Offered:	2 nd semester
National Professional Standard Competencies:	(C 20, C 21)
Contact Hours:	2 + 2 hour practical per week
Credits:	8
Prerequisite:	None

Module Description:

The aim of this module is to sensitise the teacher trainees to the educational and career needs of learners and to equip them with basic know-how and skills regarding guidance and counselling.

Module Assessment:

Continuous assessment 50%

Examination 50%. (3 hour examination paper)

Module Title:	Teaching Practice Phase 2
Code:	EETP 4788
NQF Level:	8
Semester Offered:	1 st semester
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 3708

Module Description:

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

Module Assessment: Final assessment 100%: Contribution to final assessment mark:

Portfolio 10%

Lesson preparation 30%

Lesson presentation 60%

Module Title:	Educational Management
Code:	EFMA 4701
NQF Level:	7
Semester Offered:	1 st semester
National Professional Standard Competencies:	(C 3, C 8, C 12, C 18, C 19, C 25, C 28)
Contact Hours:	2
Credits:	8
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50%

Examination 50%. (3 hour examination paper)

Module Title:	First Aid Education
Code:	EMFA 4699
NQF Level:	
Semester Offered:	Any
National Professional Standard Competencies:	C 24
Contact Hours:	3 day Workshop
Credits:	None credit bearing
Prerequisite:	None

Module Description:

First Aid accreditation

Module Assessment:

Continuous assessment 100

B.2.9 ADVANCED DIPLOMA IN EDUCATIONAL MANAGEMENT AND LEADERSHIP (10 AEML)

1. MODULE DESCRIPTORS FOR ALL MODULES

SEMESTER 1 MODULES

Module Title:	Computer Literacy
Code:	UCLC 3409
NQF Level:	4
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous Assessment 100%

Contribution to final Mark:

2 Theory Tests 50%

Module Description:

Module Assessment:

At least two assessments

Examination 50%

Module Description:

Module Assessment:

At least 2 assessments

Examination 50%. (3 hour written paper)

Module Description:

Module Assessment: Proposal contributes 100% to final assessment

Module Description:

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

Module 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 % - a three-hour examination paper of 100 marks

Module Title:	Educational Research
Code:	ECFR 4882
NQF Level:	8
Semester Offered:	2 nd semester
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Co-requisite:	Introduction to Educational Research ECFI 4701

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%. (3 hour written paper)

Module Title:	Project Phase 2
Code:	EPSI 4702
NQF Level:	8
Semester Offered:	2 nd semester
Contact Hours:	Individual consultations
Credits:	8
Co-requisite:	EFMM 4701

Module Description:

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

Module Assessment:

Proposal contributes 100% to final assessment

Module Title:	Governance of Schools
Code:	EFMG 4781
NQF Level:	7
Semester Offered:	1 st Semester
Contact Hours:	3 periods per week
Credits:	12
Prerequisite:	None

Module Description:

This module will enlighten principals and other stakeholders in administering, leading and governing schools in a legal and constitutional manner. The purpose of this module 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

Module Assessment:

Continuous Assessment 50% At least 2 assessments
Examination 50% (3 hour written paper)

Module Title:	Human Resource Management
Code:	EFMH 4781
NQF Level:	7
Semester Offered:	1 st Semester
Contact Hours:	3 periods per week
Credits:	12
Prerequisite:	None

Module Description:

This module 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.

Module Assessment:

Continuous Assessment 50% (least 2 assessments)

Examination 50%. (3 hour written paper)

Module Title:	Principles, Theory and Practice of Educational Management
Code:	EFMP 4781
NQF Level:	7
Semester Offered:	1 st semester
Contact Hours:	3 periods per week
Credits:	12
Prerequisite:	None

Module description:

This module 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.

Module assessment:

Continuous assessment 50%

Examination 50%. Two graded assessment and at least two non-graded assessments. (3 hour written paper)

Module Title:	Effective Leadership in Schools
Code:	EFME 4781
NQF Level:	7
Semester Offered:	1 st Semester
Contact Hours:	3 periods per week
Credits:	12
Prerequisite:	None

Module Description:

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

Module assessment:

Continuous assessment 50%

Examination 50%. Two graded assessment and at least two non-graded assessments. (3 hour written paper)

Semester two

Module Title:	Financial Management for Educators
Code:	EFMF 4782
NQF Level:	7
Semester Offered:	2 nd semester
Contact Hours:	3 periods per week
Credits:	12
Prerequisite:	None

Module Description:

This module 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 module. 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.

Module Assessment:

Continuous Assessment 50% which include at least 2 assessments

Examination 50%. (3 hour written paper)

Module Title:	Educational Policy Studies and the Education System
Code:	EFME 4782
NQF Level:	7
Semester Offered:	2 nd Semester
Contact Hours:	3 hours per week
Credits:	12
Prerequisite:	None

Module description:

The module 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.

Module assessment:

Continuous assessment 50%

Examination 50%. (3 hour written paper)

Module Title:	Monitoring School effectiveness
Code:	EFMM 4782
NQF Level:	7
Semester Offered:	2 nd Semester
Contact Hours:	3 periods per week
Credits:	12
Prerequisite:	None

Module Description

This module provides students with skills and knowledge to understand how schools can be effectively run.

This module 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.

Module Assessment:

Continuous assessment 50%, (at least 2 assessments)

Examination 50%. (3 hour written paper)

Module Title:	Managing Change
Code:	EMMC 4782
NQF Level:	7
Semester Offered:	2 nd Semester
National Professional Standard Competencies:	
Contact Hours:	3 hours per week
Credits:	12
Prerequisite:	None

Module Description

Educators are seen as agents of change so that communities and societies can become better at different levels. Change is inevitable in a dynamic society and schools have to keep up with change at different levels. This Module is about making 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.

Module Assessment:

Continuous Assessment 50%, at least four assignments

Examination 50%. (3 hour written paper)

C1.16 BACHELOR OF EDUCATION (ADULT EDUCATION & COMMUNITY DEVELOPMENT)

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

Module Description:

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

Module Assessment:

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

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

Module Description:

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

Module Assessment:

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

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments
 Examination 50%

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

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

Module Description:

This module develops a student's understanding, skills and dispositions regarding business and management issues such as: Components of a business and entrepreneurial issues; elements of a business plan; functions and levels of management, the influence of African culture on management; customer service issues; skills required by managers, development of management theories; managing of diversity, ethics, and the public image of a business as well as dealing with HIV/AIDS in the workplace.

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

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

Module Description:

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

Module Assessment:

Continuous assessment 60% At least 4 assessments
Examination 40%

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

Module Title: Introduction to Programme Planning and Evaluation	
Code:	EAPP 3502
NQF Level:	5
Semester Offered:	Year one, 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

This module aims at introducing students to the basic concepts and processes of planning and evaluating programmes. Focusing on planning and evaluating different types of educational programmes for varying of target groups.

Module Assessment:

Continuous assessment 50% At least 4 assessments
Examination 50%

Module Title: Communication & Technology	
Code:	EACT 3701
NQF Level:	7
Semester Offered:	1 st semester, year 1
National Professional Standard Competencies:	N/A
Contact Hours:	2 + 2 hour practical
Credits:	8
Prerequisite:	None

Module Description:

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

Module Assessment:

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

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

Module Description:

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

Module Assessment:

Continuous Assessment 100%
Contribution to final Mark:
2 Practical Tests 50%
2 Theory Tests 50%

YEAR 2

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

Module Title: Needs Assessment in Community Development and Adult Education	
Code:	EANA 3611
NQF Level:	6
Semester Offered:	Year two; 1 st semester
National Professional Standard Competencies:	
Contact Hours:	2 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module description

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

Module Assessment

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

Module Title: Environmental Education	
Code:	EAAE 3611
NQF Level:	6
Semester Offered:	Year Two, 1 st semester
National Professional Standard Competencies:	N/A
Contact Hours:	2 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

Module Title: Curriculum Development in Adult Education	
Code:	EACU 3701
NQF Level:	7
Semester Offered:	Year Two, 1 st semester
National Professional Standard Competencies:	N/A
Contact Hours:	2 per week for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

Module Title Community Development Studies 2:	
Code:	EACS 3612
NQF Level:	6
Semester Offered:	Year Two, 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Co-requisite:	EACS3611

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments
Examination 50%

Module Title: Project Planning and Evaluation	
Code:	EAPE 3612
NQF Level:	6
Semester Offered:	Year two, 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments
Examination 50%

Module Title: Teaching Methods in Adult Education	
Code:	EATM 3612
NQF Level:	6
Semester Offered:	Year two, 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	EACT3702

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 3 assessments

Examination 50%

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments

Examination 50%

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

Module Description:

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

Module Assessment:

Continuous assessment 50% At least 2 assessments

Examination 50%

Year 3

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

Module Description:

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

Module Assessment:

Continuous assessment 50%
Examination 50%.

At least 2 assessments

Module Title:	Life Long Learning
Code:	EALL 3711
NQF Level:	7
Semester Offered:	1 st semester, year 3
National Professional Standard Competencies:	N/A
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50%
Examination 50%.

At least 3 assessments

Module Title:	Policy Studies in Adult Education
Code:	EAPS3711
NQF Level:	7
Semester Offered:	1 st semester, year 3
National Professional Standard Competencies:	N/A
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50%
Examination 50%.

At least 3 assessments

Module Title:	Entrepreneurship
Code:	EAET 3711
NQF Level:	7
Semester Offered:	1 st semester, year 3
National Professional Standard Competencies:	EABM3511
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	EABM 3511

Module Description:

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

Module Assessment:

Continuous assessment 50%
Examination 50%.

At least 2 assessments

Module Title:	Economics in Adult Education
Code:	EAEC 3731
NQF Level:	7
Semester Offered:	1 st semester, year 3
National Professional Standard Competencies:	N/A
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	EABM 3511

Module Description:

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

Module Assessment:

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

Module Title:	Educational Research
Code:	ECFR 3882
NQF Level:	8
Semester Offered:	2 nd semester, year 3
National Professional Standard Competencies:	N/A
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Co-requisite:	Introduction to Educational Research EAFI 3701

Module Description:

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

Module Assessment:

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

Module Title:	Project Phase 1
Module:	Project Phase 1
Code:	EAPP 3802
NQF Level:	8
Semester Offered:	2 nd semester, year 3
National Professional Standard Competencies:	N/A
Contact Hours:	Individual consultations
Credits:	8
Co-requisite:	Introduction to Educational Research EAFI 3701

Module Description:

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

Module Assessment:

Proposal contributes 100% to final assessment

Module Title:	Comparative Studies in Adult Education
Module:	Comparative Studies in Adult Education
Code:	EACA 3712
NQF Level:	7
Semester Offered:	2 nd semester, year 3
National Professional Standard Competencies:	N/A
Contact Hours:	hours per week for 14 weeks
Credits:	16
Co-requisite:	None

Module description

The aim of the module is to study various systems of adult education, as well as determinants of educational policy with a view to explore differences and resemblances among the strategies and programs of adult education. Comparative studies in adult education focus on assessing various education systems' relative effectiveness in the fulfilment of their roles to the individuals and society development. The purpose is to analyse and ascertain what could be learnt from other education systems which might be of use for one to understand his/her own system better, and contribute to the development of that education system.

Module assessment

50% continuous assessment; 50% examination

Module Title:	Education for Marginalized Discourse
Code:	EAMD3712
NQF Level:	7
Semester Offered:	2 nd semester, year 3
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

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

Module Assessment:

Continuous assessment 50%

At least 2 assessments

Examination: 50%.

Module Title:	Open & Distance Education
Code:	EADE 3712
NQF Level:	7
Semester Offered:	Year 3; 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	3 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description

This module develops a students understanding regarding open and distance learning such as, aims of ODL, student support, management of ODL and ODL systems in Namibia. it will further increase their knowledge of issues relating to ODL, as well as equipping them with knowledge and skills that will enable them to be effective ODL managers.

Module Assessment

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

Module Title:	Project Phase 2
Code:	EAPP 3889
NQF Level:	8
Semester Offered:	Year 4; 1st semester
National Professional Standard Competencies:	N/A
Contact Hours:	Individual consultations
Credits:	12
Prerequisite:	EAPP 3812 & EAFI 3701

Module Description

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

Module Assessment

Proposal contributes 100% to final assessment.

Module Title:	Internship
Code:	EAIN 3811
NQF Level:	8
Semester Offered:	Year 4; 1st semester
National Professional Standard Competencies:	N/A
Contact Hours:	8 weeks + 2hp
Credits:	8
Prerequisite:	None

Module description

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

Module Assessment

Report contributes 100% to final assessment.

Module Title: Educational Technologist

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

Module Title:	Workplace learning
Code:	EAWP 3811
NQF Level:	8
Semester Offered:	Year 4; 1st semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module description

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

Module Assessment

Continuous Assessment 50%; At least 3 assignments, which may include a field project; Examination 50%

Module Title:	Human Resource Management in Adult Education 1 & 2
Code:	EAMH 3811 & EAMH 3812
NQF Level:	8
Semester Offered:	Year 4; 1st & 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 28 weeks
Credits:	16 (1 st semester) & 16 (2 nd semester)
Prerequisite:	None

Module description

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

Module Assessment

Continuous Assessment 50%; At least 6 assignments, which may include a field project; Examination 50%

Module Title:	Community Development 1 & 2
Code:	EACS 3811 & EACS 3812
NQF Level:	8
Semester Offered:	Year 4; 1 st and 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 28 weeks
Credits:	16 (1 st semester) and 16 (2 nd semester)
Prerequisite:	None

Module Description

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

Module Assessment:

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

Module Title:	Advance Literacy Studies
Code:	EAAL 3812
NQF Level:	8
Semester Offered:	Year 4; 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	12
Prerequisite:	None

Module description

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

Module Assessment

50% continuous assessment; At least two assignments; 50% examinations.

Module Title:	Adult Education and Social Change
Code:	EASC 3802
NQF Level:	8
Semester Offered:	Year 4; 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	8
Prerequisite:	EACS3811

Module description

This course will review theories on organizational, community and societal change, and the roles of individual and group change within larger systems. Theories from many disciplines will be covered, including social conflict, interest groups, and social movements, and such processes as consciousness-raising. Dynamics of the diffusion of innovations in society will also be addressed. Examples will be drawn from a variety of areas of practice in which adult educators are involved. Students would be assisted to understand that there are three general sources of influence or pressure that are responsible for both change and resistance to it:

1. forces at work within a society
2. contact between societies
3. changes in the natural environment

Module Assessment

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

Module Title:	Project Management
Code:	EAMP 3812
NQF Level:	8
Semester Offered:	Year 4; 2 nd semester
National Professional Standard Competencies:	N/A
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description

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

Module Assessment

Continuous assessment 50%; At least 3 assessments which may include field projects; Examination 50%

SCHOOL SUBJECTS MODULE DESCRIPTIONS

SECTION I: NEW CURRICULUM: FIRST, SECOND AND THIRD YEAR LEVEL STUDENTS IN 2009

C.5 Important Note to BEd Students

C.5.1 As the Faculty of Humanities and Social Sciences offers year-modules in the fourth year of study, BEd students will lose at least six weeks of lectures due to the teaching practice programme of the Faculty of Education. Since the Faculty of Humanities and Social Sciences recognises the fact that it is responsible for the provision of school subject content modules indicated in the relevant sections of the Faculty of Education curriculum framework, special arrangements (as per the regulation below, C.8.2) have been put into place so that the affected students are not put to a disadvantage due to loss of lecturing hours. **C.5.2** BEd students intending to take school subject(s) in the Faculty of Humanities and Social Sciences at fourth year level must contact the relevant department(s) in the Faculty of Humanities and Social Sciences before the end of the third year in order to receive information and self-study materials to be used in their absence from lectures during the teaching practice period taking place at the beginning of their fourth year. **It is the student's responsibility to contact the relevant department(s) to obtain instructions and materials before the end of his/her third year of study**

AFRIKAANS

First Year Level

HLAF 3511 Afrikaans Language Usage

Proposed NQF Level: 5

Credits: 16 **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

Content: This module develops the student's skills in comprehending and writing functional texts in Standard Afrikaans based on knowledge of the grammatical and pragmatic basics of the language, while recognising and appreciating language variety. Students will also be introduced to the range of language reference works in Afrikaans and their functions

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLAF 3532 Foundations of Afrikaans Literature

Proposed NQF Level: 5

Credits: 16 **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

Content: The student will be introduced to (a) the three main genres in literature, namely prose, poetry and drama, and (b) the most frequently used terminology in the theory of literature. (c) Afrikaans short stories and poems will be analysed and the student will have to apply his/her knowledge to identify certain themes and sub-themes in the specific short stories and to use the relevant terminology correctly.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Second Year Level

HLAF 3611 Afrikaans Linguistics

Proposed NQF Level: 6

Credits: 16 **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module familiarises the student with the scientific study of language structure in Afrikaans. Five topics are covered, although not each exhaustively every year: Phonetics: the human sound-producing system; sound classes and types in Afrikaans; phonetic transcription; Phonology: sound segments and phonemes in Afrikaans; major phonological processes in Afrikaans; Morphology: simplex and complex words; types of morphemes in Afrikaans; derivation and inflection; the major word formation processes and their products; Syntax: the main syntactic categories and structures and their functions in basic sentences; Semantics: the structure of the lexicon; the main lexical relations in the lexicon; the major elements of the relation between semantics and syntax in Afrikaans.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLAF 3631 Foundations of Dutch Language and Literature

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: Afrikaans is largely derived from Dutch, and the bond between the two languages remains strong. A basic knowledge of the Dutch language and insight into aspects of the Dutch society, culture and literature will develop the student's appreciation for the close relation between the two languages and their peoples, but also for the marked variation. The module is offered in two components: a language acquisition component and an introductory literature component. Language: Students will acquire basic communicative proficiency in Dutch and focus on the most important differences between Afrikaans and Dutch in terms of country and culture, pronunciation, spelling, grammar and vocabulary. Literature: The literature component follows the language component and the focus is on the reading and comprehension of modern Dutch in newspapers and in short stories.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLAF 3652 Afrikaans Visual Literature

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HLAF 3532 Foundations of Afrikaans Literature

Content: The following aspects will be dealt with: one or more dramas, a film and/or advertisements (as part of different sub-genres) on a thematic and performance. Literary aspects unique to the specific material (texts) will also be focused on.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

HLAF 3732 Afrikaans Language Studies

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HLAF 3611 Afrikaans Linguistics

Content: This module applies the basics of Afrikaans linguistics studied at second year level to the following four topics in Afrikaans applied language studies: linguistic norms, linguistic style, language planning and lexicography. Not each topic will be dealt with exhaustively every year.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLAF 3752 Afrikaans and Dutch Poetry

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HLAF 3532 Foundations of Afrikaans Literature

Content: Focus on Afrikaans and Dutch poems with the theme "Poems representing metatexts". How to analyse a poem in general will serve as an introduction to confront the student with the approaches and techniques in poetry such as metaphorical language, rhyme and rhythm, etc. An Afrikaans poetry volume of the author George Weideman will be studied.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fourth Year Level

HLAF 3860 Afrikaans and Dutch Novel and Drama

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Content: After dealing with the shorter sub-genres on prose in the previous study years, the novel and drama will be dealt with in this module. The Afrikaans and Dutch novel and drama will be dealt with separately and not necessarily on a comparative basis. As far as the drama is concerned, the focus will be on analysing the individual texts in depth.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLAF 3840 Afrikaans Text Linguistics

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Content: During the first semester, this module develops a student's understanding of internal language norms (in particular those of syntax, morphology and semantics) and external norms (focusing on the importance of standardised language and a balanced approach to language purity vs. linguistic purism). In the second semester, the field of linguistic style is explored, building on the knowledge acquired in the module *HLAF 3732 Afrikaans Language Studies*. Some general theoretical aspects of style are discussed before focussing on two contrasting text types: academic texts and advertisements.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLLL 3840 Review Studies

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Content: In this module the student will be familiarised with the complex system of book production and the important role of reviewing. The focus will fall on recent published texts, the language that is necessary to describe and discuss literary texts and the implications of individual styles, opinions on review writing, the implicit theory that comes with review studies, opinions on a text as a time bound document within a certain culture, and the evaluation of a recently published text. Although the reviewing of literary works will be the main focus of this module, film and drama reviewing will also be dealt with.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

ENGLISH

First Year Level

HLEN 3511 Fundamentals of English Language Studies

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This module is designed to develop students' understanding of fundamental issues pertaining to the nature, functions and structure of the English language.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLEN 3532 Fundamentals of the Study of Literature(s) in English

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: The module introduces students to the basic elements of literary criticism. Students will learn what constitutes literature and discuss its functions. Special emphasis will be placed on its contribution to society and the individual reader.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Second Year Level

HLEN 3611 Lexis and Basic Grammar

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module discusses the structure of the English language at the levels of the word, the phrase and the simple sentence. It familiarises students with morphology (the study of the internal structure of words) and syntax (the study of the structure of phrases and sentences) in the identification of word classes and types of phrases and clauses. It also shows how morphology and syntax are interrelated in the study of the structure of language.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLEN 3631 Practical Criticism and Poetry

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: The module is designed to cultivate the literary appreciation and critical evaluation skills of the student. Students will be introduced to a variety of poetic forms and encouraged to discern appropriate approaches which will enhance their understanding of that particular genre (kind or style of writing). The module will be based on lectures and practical exercises.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLEN 3672 Selection of Drama and Prose

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: The module is designed to deepen the students' understanding of drama as text, as well as broaden their knowledge of fiction, by studying two tragedies, two novels and two collections of short stories, from three different periods. The analysis of the different narrative strategies used by the writers provides a unifying theme.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

HLEN 3732 Psycholinguistics

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module deals mainly with issues concerning first language acquisition and second language acquisition and learning. In dealing with understanding of what goes on in the process of language acquisition and learning, the students will examine the stages of language acquisition, theories of child language acquisition, language acquisition and the different aspects of grammar, characteristics of the input in child and adult language acquisition, issues related to deprivation of language, sign language, comparison of animals and humans with regard to language abilities, second language acquisition in children and adults, second and foreign language teaching, bilingualism.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLEL 3732 Namibian Literature in English Since Independence

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: The module will explore key themes in Namibian literature and set this in an historical and cultural context. Reference will also be made to other Southern African books and writers. The texts will be drawn from the genres of poetry, prose and drama.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fourth Year Level

HLEL 3820 An Overview of African Literature

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: This module will focus on the themes of identity/identities and the significance of poetry and fiction in exploring the tensions brought about by the conflict between "traditional" African and "modern" values that were shaped by colonialism. The importance of Western education and Christianity in shaping the consciousness of the "new African" will be highlighted. The impact of the patriarchal culture on the roles of women will also be explored.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLEN 3820 Acts of Style and English

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: This module involves a linguistic and stylistic analysis of various kinds of texts such as those found in the following areas: spoken discourse, the media (newspaper texts, radio and television reporting), advertisements, politics, gender, social change, cross-cultural communication, technology, religion and legal documentation. In the analysis of these texts emphasis is placed on identifying the linguistic features that characterise the different genres. The module provides the students with ways in which text varieties can be studied and classified and applies this knowledge to the discussion of what makes a "good" example of a particular type of text. The module also explores how text varieties change over time and the functions in society those particular texts take on.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLEN 3840 Approaches to Language Analysis

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level and HLEN 3611 Lexis and Basic Grammar and HLEN 3711 The Sound System of English

Content: This module discusses various approaches to the study of the structure of language. It examines the difference between notional and formal and functional grammars and how each type contributes to our understanding of the language system. The module also analyses the syntax of English and how theory informs practice. The module follows a descriptive approach that encourages associations and contrasts. Participants practise how they explain problem areas of English syntax to colleagues and school learners.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLEL 3840 Selected Author or Theme: Contrasting Images of Africa

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: The module analyses different perspectives that were adopted in the representation of Africa, in fiction. Special emphasis will be placed on analysing a text/writer/narrator's point(s) of view, in order to make judicious evaluations of the challenges faced by writers when portraying the "other".

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

FRENCH

First Year Level

HLFS 3511 Language Studies in French

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This module enables a student who has had previous experience with learning French to reinforce his/her knowledge and to acquire a better understanding of how the language works. Students will be able to write, read and understand short written texts, as for example informal letters, very short newspaper articles and e-mails at the end of this module. Furthermore a student will be able to hold a short conversation in a variety of situations. This module presents an integrated approach of the four language skills: reading, writing, listening and speaking.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLFS 3532 French Language Usage and Literature

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This module allows a student to build on his/her existing French skills and to deepen and expand his/her knowledge of the language. Particular emphasis is placed on the accurate use of French grammar, orthography, pronunciation and vocabulary. Furthermore a student will become familiar with texts of a formal and functional nature. Students will also be introduced to very basic literary and cultural texts allowing a deeper insight into French culture and society.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Second Year Level

HLFS 3611 Intermediate Language Usage in Context

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: In this module students build on their acquired skills during the first year in order to expand and refine their knowledge. Furthermore students are introduced to basic research skills and presentation methods. Grammar is also introduced on a more theoretical basis in order for learners to acquire a conscious view of how the language works.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLFS 3632 Foundations of Linguistics in French

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: At the end of this module students will be able to analyse and understand basic and intermediate morphological, syntactical and discursive structures of French in context.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLFS 3652 Advanced Language Usage in Context

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module introduces students to concepts of argumentation. Furthermore, students are required to critically evaluate themselves and their peers through presentations and discussions. At the same time students continue to expand their grammatical, phonological and cultural knowledge in French.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

HLFS 3711 Theoretical and Practical Grammar in French

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: At the end of this module students will be able to analyse and apply a number of advanced linguistic and grammatical elements in French. They will acquire the ability to recognise the importance of grammar and discursive structures in text analysis. Furthermore they will be aware of differences between English and French grammar and by implication of their first language.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLFS 3731 Introduction to French and Francophone Literature

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module introduces students to French literary history through the reading and analysis of various extracts of the works of authors in the French canon. In addition students are required to read a complete literary work and discussing it against its historical and social background.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLFS 3752 Composition Speaking and Presentation Skills

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: In this module students acquire the most current French writing and research methods. Furthermore students are required to read and understand a number of technical and academic texts, thus moving away from the merely functional use of language. In addition students are required to do presentations on academic and technical topics.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fourth Year Level

HLFS 3800 Applied Linguistics in French

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: In this module students look at French through a comparative approach. Differences and similarities of expression and grammar are highlighted with a view to translation. Students are required to expand their vocabulary range from the merely functional to fields that require a highly specialised vocabulary.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLFS 3820 French Literary History

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: In this module students take a closer look at a specific literary period and its authors. Furthermore, students learn to effect a textual analysis of some depth and complexity by looking at a text in its historical and social context as well as paying close attention to literary genres and their conventions.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLFS 3840 Contemporary French Society and Language

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: In this module students will take a conscious look at the differences between contemporary French and Namibian culture and society. Furthermore, students will develop an awareness of socio-linguistic aspects that influence the use and status of French in the world.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLFS 3860 Contemporary French Literature

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level and HLFS 3731 Introduction to French and Francophone Literature

Content: In this module students will do largely independent research on various literary works and their authors.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

GEOGRAPHY

First Year Level

HGHE 3511 Fundamentals of Physical Geography

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: Students acquaint themselves with the essential foundations of Physical Geography, including common links to auxiliary disciplines and fields of study. The module presents structures, functions, processes and distributional patterns inherent in phenomena of "natural" environments, relating to climate, geomorphology, hydrology, soils and vegetation. The content focuses on the interrelationship of geo-ecosystems, including the human factor. With particular reference to Namibian conditions, the module offers fundamental applications of concepts inherent in the functioning of the atmo-, litho-, hydro- and biosphere.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGHE 3532 Fundamentals of Human Geography

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: Students acquaint themselves with foundations and concepts of Human Geography, including the subject's links to auxiliary disciplines. The module presents structures, functions, processes and distributional patterns inherent in phenomena of human environments. The content focuses on demographic features of population, rural and urban settlements and economic activities including tourism, land-use and infrastructure, regional diversity / similarity as well as politico-geographical perspectives relating to spatial development. Local to international references cover Namibia, the African continent and selected regions of the world. The module structure implies practical exercises/assignments aiming at fostering application of knowledge, reflective thinking and practical skills.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Second Year Level

HGHE 3611 Climatology and Geomorphology

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: The module investigates components, patterns, processes and functions relating to phenomena of climatology such as air temperature, atmospheric moisture and precipitation, atmospheric pressure motion and circulation. In geomorphology, the content focuses on processes such as weathering and mass wasting; and the creation of structural terrestrial, marine and aeolic landforms. Landscapes from Namibia and southern Africa exemplify the relevant types of landforms.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGHE 3631 Settlement and Economic Geography

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: The module builds students' in depth comprehension and skills in fields of Human Geography, in particular settlement and economic geography, including tourism. The content familiarises students with structures, patterns, processes, trends and developments relating to urbanisation and economic growth. Regional examples collected from Namibia and internationally, present varying spatial scales and time frames. The content demonstrates the application of recognised models and theories in the analysis of settlements and economic development. Case studies strengthen the reflective comprehension of distinct phenomena and problem formations emerging from human settlement and economic endeavour.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGHE 3602 Pedology and Biogeography (halfmodule)

Proposed NQF Level: 6

Credits: 8

Contact Hours: 2 hours/week over 14 weeks = 28 contact hours

Prerequisite: None

Content: The module investigates components, functions, processes, patterns and phenomena of pedology and biogeography. Content referring to pedology examines soil components, illustrates processes and properties of soils as well as explains the classification of soils. Lectures focussing on biogeography define components of ecological and historical properties and processes as well as unfold the complexity of terrestrial ecosystems by characterising their biomes. The half module emphasises spatial and temporal frameworks applicable to Namibia and southern Africa.

Assessment: Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)

HGHE 3622 Social Geography (halfmodule)

Proposed NQF Level: 6

Credits: 8

Contact Hours: 2 hours/week over 14 weeks = 28 contact hours

Prerequisite: None

Content: This module offers students concepts and approaches to essential thinking in Social Geography, broadening students' understanding of the interplay between society and space, including the interface experienced between society, crime and space. The content encompasses topics such as types of society and their structures; indicators defining disparities in livelihood; gender equality and social justice; as well as conditions of access to health and socio-economic development. Lectures present key concepts assumed to be "organising principles in societies", complemented by "culture-specific" perceptions pertaining to groups / classes of society and their regional distribution with an emphasis on Namibia.

Assessment: Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)

Third Year Level

HGHE 3711 Environmental Studies

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module allows students to comprehend the paramount interaction of humans and their environment, the reasons for and consequences of this interrelationship and in many instances the ameliorating scenarios society can implement. Students should achieve this objective by integrating disciplines through the application of knowledge and research with oral and written presentations.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGHE 3731 General Methods and Techniques in Geography

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: The module offers application-oriented insights into scientific methods and techniques, comprising the formulation of hypotheses and assumptions; collection and compilation of data; research design and selection of research methods. Examples from field surveys and the formulation of research findings aim at strengthening course and project work capabilities. With view to secondary school course work and post-graduate studies the content exposes students to map production and basic geodesy. Map interpretation and aerial photography analysis complements essential skills in geographic analysis techniques, needed for course work and research. The module familiarises students with statistical methods applied to quantitative geographic problem analysis, together with the use of techniques in collecting and analysing qualitative data. Introductory hands-on lecturing builds necessary experiences in GIS for special application at senior secondary school level, seeking to ensure that all participants share a working knowledge of spreadsheet capabilities

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGHE 3752 Regional Geography

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: The module familiarises students with concepts of and approaches to Regional Geography and furthers students' comprehension of the complexity of the system "region", comprising regional structures and functions (politico-economic, socio-cultural). It reflects data in distinct regions, emphasising the interaction of local and external factors, forces and processes over distance and time in Namibia, Africa and other continents. The module incorporates aspects of regional disparity and explains regional development against the background of different paradigms and concepts of regional development.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGES 3799 Excursion

Excursions encourage students to apply methods and techniques required for observing, analysing, assessing and comprehending the particularities of landscapes on site. They offer crucial experiences in team work and prepare for course work design and research.

Fourth Year Level

HGHT 3800 Tourism Studies

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: Students acquaint themselves with the generation and application of complex data sets for tourism planning and development with the assistance of principles, theories and trans-disciplinary methods applied to tourism studies. The module responds to the growing significance of and need for tourism research in Namibia, taking into consideration the growth of the tourism industry and the country's subscription to sustainable development, which require ethical behaviour, informed consumption of natural resources and sharing distribution of wealth.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGSP 3800 Concepts of Environmental Management

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: This module advances students' comprehension of the interdependent functioning whole of the geo-system, biological and human system (geo-ecosystem) through a strong focus on environmental resources and selected environmental problem formations. The content demonstrates the need for conservation and environmental management. Discussions examine academic perspectives and build intellectual skills required in evaluation procedures such as Environmental Impact Assessment (EIA) and Social Impact Assessment (SIA). Practice-orientated assignments apply principles of Integrated Environmental Management (IEM). The module fosters the internalisation of environmental obligations, environmental auditing and environmental ethics needed for sustainable societies.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGHE 3800 Political Geography

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: This module guides students in studying independently patterns of politico-economic and socio-cultural landscapes in Namibia, Africa and elsewhere. The content addresses complex social processes of change, including deliberations on the regulating role of state and the creation of nations with their local-regional identities and landscapes of power. Lectures investigate phenomena of territorial control, the continuing competition and particular interests of and amongst countries in the ongoing capitalist restructuring of international economies with their shifting centres of politico-economic gravity.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGHE 3820 Themes in Advanced Geography and Environmental Studies

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 14 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: The content focuses on themes in Physical and Human Geography as well as Environmental Studies that were recently or are currently researched or published by members of the Section, including professional members working in fields of applied geography, environmental management and/or tourism. This seminar-style module requires discussion and research assignments. Students choose their research assignments from specific topics announced during the first week of lecturing in the first semester of the relevant academic year.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

GERMAN

First Year Level

HLGS 3511 Basic German Patterns

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: Acquainting students with formal German grammar thereby upgrading their communicative skills and written expression in various social contexts.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLGS 3532 Basic Literary and Cultural Concepts

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: Introducing students to literary genres as well as pragmatic texts and thus increasing awareness of contemporary German literary and culture concepts.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Second Year Level

HLGS 3611 Complex German Patterns

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: Enhancement of communicative skills and written expression by focusing on more advanced aspects of German grammar.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLGS 3632 Contemporary German Society and Literature

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: Making students aware of the interaction between literary texts and society, concentrating on recent German history, societal developments and relevant published materials.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLGS 3652 Text Analysis Directed Writing and Presentation

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: Analysis of various types of texts, enabling students to identify these, produce these themselves (in writing) and present them orally.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

HLGS 3711 Theoretical and Practical German

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: By concentrating on German syntax, students become aware of the essential function of academic writing.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLGS 3752 German Cultural History

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: Introduction to German cultural and literary history from Absolutism to the outbreak of World War I. This includes a study of selected literary texts and manifestations of culture in German society of that period with emphasis on students presenting their findings in adequate academic oral and written form.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fourth Year Level

HLGS 3840 Applied Linguistics in German
--

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Content: Examine psycho- and socio-linguistic aspects with special reference to the Namibian situation (variety linguistics).

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLGS 3820 Modern German Literature and Culture

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Content: Study various literary texts from World War I through to contemporary Germany in conjunction with relevant aspects of the German society.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLGT 3800 Intercultural Communication
--

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Content: Introduction to the theory of intercultural communication in a multicultural and multilingual society, with special reference to Namibian society.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HISTORY

First Year Level

HHGE 3511 African Civilisations
--

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This module serves to introduce the student to African history. One important and very old African civilisation – Ethiopia – will focus the student's attention on important aspects of general African history: archaeology, ancient cultures, art, material culture, trade, society, gender, literature, religion and politics. At the same time students will be introduced to the tools of the trade and methodological and theoretical issues will be dealt with by way of introduction. The module explores the issues through lectures.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HHGE 3532 History: Images

Concepts and Tools

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This module will emphasise the skills historians are expected to acquire. The use of argument and different ways of looking at the past will feature prominently. Public history, oral history and the role of different methodological and conceptual tools will be discussed. The module will aim to promote a hands-on and participatory approach to history. Practising basic skills such as the ability to assess various sources, paraphrasing, detecting and avoiding plagiarism and reading with comprehension will feature prominently. This module serves as the foundation for the fourth-year research paper, along with the third year level module *20th Century Namibia*.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Second Year Level

HHGE 3611 The Making of the Atlantic World

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module focuses on the history of the Atlantic slave trade, which formed part of a commercial triangle between Europe, Africa and the Americas and in which slaves from Africa played an important role. The latter provided not only the labour needed in the colonial economies of the Americas, but were also the human commodities with which fortunes were earned and reinvested in the colonial economies. In the long run the proceeds from slave labour contributed towards industrialisation in Europe. The relationship between slavery, racism and European colonialism is also explored. The contribution of diseases in decimating indigenous peoples in the Americas will be highlighted and in this context comparisons will be made to the present-day impact and significance of HIV/Aids. The issue of human rights and the evolution of internationally accepted criteria to measure and protect these rights will also be addressed. Two weeks of the module work is devoted to research methodology.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HHGE 3632 Early Southern African History**Proposed NQF Level: 6****Credits: 16****Contact Hours: 4 hours/week over 14 weeks = 56 contact hours****Prerequisite:** *HHGE 3532 History: Images, Concepts and Tools*

Content: This module traces the peopling of Africa, particularly Southern Africa. The contribution of language studies as an aid in understanding the historical trajectory of the movement of Bantu-speakers is explored; the development of social formations as predicated on the environment and the role of climate, soil and mineral resources in determining human settlement patterns is studied; attention will also focus on the manner in which trade and production helped to shape economic formations and exchange patterns. Archaeology and Historical Linguistics will form the methodological underpinning of this module. The basic requirements for research methodology in Archaeology will be covered during a two week period.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)**HHGE 3652 Early Namibian History****Proposed NQF Level: 6****Credits: 16 Contact Hours: 4 hours/week over 14 weeks = 56 contact hours****Prerequisite:** None

Content: This module focuses on early Namibian history; indigenous communities, languages, material cultures, arts and crafts, politics, inter-relations and migrations are explored; proto-colonial developments are investigated, such as early state formation and the expansion of the merchant capitalist frontier into present-day Namibia during the 19th century; in this context interaction of European traders and missionaries and the Oorlam>Nama and Herero peoples is explored in some depth; particular attention is devoted to methodologies: oral history, critical reading of available historical sources and writing.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)**HHGE 3711 Twentieth Century Namibia****Proposed NQF Level: 7****Credits: 16****Contact Hours: 4 hours/week over 14 weeks = 56 contact hours****Prerequisite:** None

Content: This module centres on the colonial period with a focus on interaction between Africans and Europeans; the role of indigenous populations and rulers is explored, with special attention to resistance and collaboration; the aims and impact of German and South African colonialism, westernisation, the liberation struggle and the dynamics of Namibian nationalism are key themes; of special concern is methodology: the utilisation of archives and familiarisation with key secondary texts on twentieth century Namibia. The research methodology section (two weeks) aims to impart essay-writing and research skills. This module serves as a foundational module for the fourth-year level research paper.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)**Third Year Level****HHGE 3732 Colonial and Post****Colonial South Africa****Proposed NQF Level: 7****Credits: 16****Contact Hours: 4 hours/week over 14 weeks = 56 contact hours****Prerequisite:** None

Content: This module explores the following themes: continuities and changes in Dutch and British colonialism; expansion of British rule in nineteenth century South Africa and African and Boer responses to it; the Mineral Revolution: the emergence of African proletarianisation; the consolidation of European hegemony and the origins of African nationalism; Segregation and Apartheid; the period from 1950-1990; focus on the nature and evolution of apartheid-colonialism and African resistance. Methodologically the module will focus on critical reading and writing and the mastering of referencing, reading and writing skills elaborated on in the History Study Guide, and serves to build on the research methodology work done in the first semester module *HHGE 3711 Twentieth Century Namibia*.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)**HHGE 3752 Foundations of Archaeology****Proposed NQF Level: 7****Credits: 16****Contact Hours: 4 hours/week over 14 weeks = 56 contact hours****Prerequisite:** Minimum final mark of 60% in both HHGE 3632 Early Southern African History and HHGE 3652 Early Namibian History

Content: This module introduces students to the historical context in which archaeology has been practiced with particular emphasis on African Archaeology. It aims at promoting a critical understanding of the development of archaeology as a discipline. It also focuses on the shared concepts and themes in history, anthropology and archaeology. The module acquaints students with field archaeological methods (theory) and a practical component at selected archaeological sites. Its prime objective will be to develop an understanding of how archaeological data collection, treatment, analysis and interpretation are

achieved. This forms part of the research methodology skills required, particularly for Archaeology. An Archaeology field excursion forms an integral part of the module and comprises a 10 day field school at a selected site with official permission of the National Heritage Council of Namibia. Students will be assessed on their performance.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fourth Year Level

HHGE 3820 Public History/Museum and Heritage Studies

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: This module explores the origins of museums, debates about ethnographic representation and the repatriation of cultural artefacts, practical analysis of museum displays and their meanings. Consideration is given to the relationship between tourism and the heritage industry and analysis centres on discussions of the concept of 'the tourist gaze' and forms of representation in the marketing of culture; the role and significance of monuments, commemorations and memorials are investigated. Debates over what is remembered, dissonant heritage and dark history render this module a critical tool with which to investigate the ways and means through which the past is structured and remembered.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

KHOEKHOEGOWAB

First Year Level

HLKL 3531 Literary Appreciation of Khoekhoegowab

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This module provides a general background to the concept *literature* and other related concepts such as *oral literature* and *written literature*, different genres of literature, literary appreciation and different approaches to the study of literature and different functions of literature. Texts to be discussed are in English.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLAC 3532 Language and Culture

Proposed NQF Level: 5

Credits: 16 **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

Content: This module is intended to let students reflect on issues of identity, self-perception and the inseparability of language and culture. The essence of the course rests on dialogue between lecturers and students of the same and of different cultures in class so as to deepen one's perception of one's own culture and to gain respect through understanding for the other cultures represented. Particular domains of the language and culture that tend to become obliterated should be discussed and contrasted, e.g. naming practises, kinship systems, figurative language, etiquette. Students are also encouraged to accept dialects as enrichment of the language.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Second Year Level

HLSS 3631 Speech Sounds and Sound Systems

Proposed NQF Level: 6

Credits: 16 **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This generic module is designed to provide some fundamental tools and concepts required for understanding the sound system of any language. By way of introduction students will become familiarised with the central concerns, concepts and methods of *articulatory phonetics* as indispensable tool for linguistic studies and investigation. In *phonology* students will acquire the standard technique to determine which sounds are significant in a particular language: practical analysis will clarify the concept of the phoneme. In the study of *sound systems and sound changes* students will be enabled to recognise how speech sounds of a language interact with each other. Students shall also appreciate the role of the *syllable*, and the role of *tone* or *stress* in distinguishing meaning in certain languages. The strength of the module lies in its hands-on approach. Students will be familiarised with abstract concepts like the "phoneme" by means of practical case studies, that is, by means of regular exercises to practise the analytic techniques as applied to any language in the world. While the relevance of issues to familiar Namibian languages is pointed out during tuition, only foreign languages will be used for assessment purposes, as the techniques are valid irrespective of the language examined. While the course should enhance any student's general ability to handle issues of spelling and articulation, the course lays the essential foundation for phonetic and phonological studies in specific languages. It is a corequisite for *HLKM 3612 Phonology and Morphology of Khoekhoegowab*.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLKO 3631 Oral Literature of Khoekhoegowab**Proposed NQF Level: 6****Credits:16 Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours**Prerequisite:** None

Content: In this module students are introduced to the oral nature of traditional/oral African literature and its significance and function as an art, forms, content and performance, for instance folktales, praises, songs, riddles and proverbs. The module should also give the students explicit understanding of characterisation: characters, their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits). Students are expected to engage in field-work.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLKM 3612 Phonology and Morphology of Khoekhoegowab**Proposed NQF Level: 6****Credits:16 Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours**Co-requisite:** HLSS 3631 Speech Sounds and Sound Systems

Content: This module requires first language proficiency, as it investigates and describes the phonology (sound system) and morphology (word categories and their structures) of Khoekhoegowab. The module should give the student an explicit understanding of the linguistic processes that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students should be able to explain and discuss the features studied and provide pertinent instantiation.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level**HLKS 3731 Syntax of Khoekhoegowab****Proposed NQF Level: 7****Credits:16 Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours**Prerequisite:** HLKM3612

Content: This module also requires first language proficiency, as it investigates and describes the sentence types of Khoekhoegowab, their structures and how sentences are joined in complex sequences. The module should give the student an explicit understanding of the grammar that he/she has already internalised subconsciously. While the module should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students will also be enabled to analyse (parse) syntactic structures according to established procedures. The knowledge gained will form the foundation for using the grammatical and stylistic resources more effectively for communication.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLKP 3732 Poetry of Khoekhoegowab**Proposed NQF Level: 7****Credits:16****Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours**Prerequisite:** None

Content: This module is meant to deepen students' understanding and analytical skills concerning the study of the structure, characteristics, literary devices and other literary aspects of oral and written poetry in Khoekhoegowab.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fourth Year Level**HLKE 3820 Effective Communication: Style and Meaning in Khoekhoegowab****Proposed NQF Level: 8****Credits:16****Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours**Prerequisite:** Admission to the fourth year level

Content: This module centres on the use of the living language in practice, but on the basis of the linguistic understanding previously acquired. It focuses on the sensitisation to and practical application of communicative skills, on the choices one makes among the devices that a language offers. Analytic as well as creative skills of the student are addressed. The module concentrates on the discussion of theoretical aspects of stylistics and semantics, the analysis of recorded oral and literary texts (e.g. speeches, sermons, advertisements, admonitions) and production of own samples.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLKW 3820 Written Prose and Drama of Khoekhoegowab**Proposed NQF Level: 8****Credits:16****Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours**Prerequisite:** Admission to the fourth year level

Content: This module deepens students' knowledge and skills in the critical analysis of selected prose, and of drama and plays such as radio plays or film scripts with regard to their structure, themes, characters, style and literary devices, content, and their relevance to current social issues and cultural identity..

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLKA 3820 Advanced Issues in the Linguistics of Khoekhoegowab

Proposed NQF Level: 8

Credits:16 **Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: Issues of a universal and typological nature concerning the phonology and grammar of Khoekhoegowab and the Khoe (sub-)family will be dealt with here. The module consists of a *common component* (14 weeks) attended by students of all African language courses and a *language-specific component* (14 weeks) attended by students of the specific language family (Bantu or Khoe) respectively. In the language-specific components students will also receive a brief introduction to the most outstanding features of the other language family, so as to widen their horizon with regard to their own language. Components which are attended by students of different languages will be taught through the medium of English. All study guides will be in English. *Common component:*

Isolating, agglutinative and inflecting languages; grammatical gender in languages; semantic case; the order of sentence elements. Features of the language(s) chosen will be highlighted by contrasting them to corresponding features of the other language family. *Language-specific component for Khoekhoegowab:* The Khoekhoegowab noun as a word; typical features of Khoe languages; an intensification of previous studies in sentence constructions and the tone system.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

OSHIWAMBO

First Year Level

HLWL 3531 Literary Appreciation of Oshiwambo

Proposed NQF Level: 5

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This module provides a general background to the concept *literature* and other related concepts such as *oral literature* and *written literature*, different genres of literature, literary appreciation and different approaches to the study of literature and different functions of literature. Texts to be discussed are in English.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLAC 3532 Language and Culture

Proposed NQF Level: 5

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This module is intended to let students reflect on issues of identity, self-perception and the inseparability of language and culture. The essence of the course rests on dialogue between lecturers and students of the same and of different cultures in class so as to deepen one's perception of one's own culture and to gain respect through understanding for the other cultures represented. Particular domains of the language and culture that tend to become obliterated should be discussed and contrasted, e.g. naming practises, kinship systems, figurative language, etiquette. Students are also encouraged to accept dialects as enrichment of the language.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Second Year Level

HLSS 3631 Speech Sounds and Sound Systems

Proposed NQF Level: 6

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This generic module is designed to provide some fundamental tools and concepts required for understanding the sound system of any language. By way of introduction students will become familiarised with the central concerns, concepts and methods of *articulatory phonetics* as indispensable tool for linguistic studies and investigation. In *phonology* students will acquire the standard technique to determine which sounds are significant in a particular language: practical analysis will clarify the concept of the phoneme. In the study of *sound systems and sound changes* students will be enabled to recognise how speech sounds of a language interact with each other. Students shall also appreciate the role of the *syllable*, and the role of *tone* or *stress* in distinguishing meaning in certain languages. The strength of the module lies in its hands-on approach. Students will be familiarised with abstract concepts like the "phoneme" by means of practical case studies, that is, by means of regular exercises to practise the analytic techniques as applied to any language in the world. While the relevance of issues to familiar Namibian languages is pointed out during tuition, only foreign languages will be used for assessment purposes, as the techniques are valid irrespective of the language examined. While the course should enhance any student's general ability to

handle issues of spelling and articulation, the course lays the essential foundation for phonetic and phonological studies in specific languages. It is a corequisite for *HLKM 3612 Phonology and Morphology of Oshiwambo*.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLWO 3631 Oral Literature of Oshiwambo

Proposed NQF Level: 6

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: In this module students are introduced to the oral nature of traditional/oral African literature and its significance and function as an art, forms, content and performance, for instance folktales, praises, songs, riddles and proverbs. The module should also give the students explicit understanding of characterisation: characters, their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits). Students are expected to engage in field-work.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLWM 3612 Phonology and Morphology of Oshiwambo

Proposed NQF Level: 6

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Co-requisite: HLSS 3631 Speech Sounds and Sound Systems

Content: This module requires first language proficiency, as it investigates and describes the phonology (sound system) and morphology (word categories and their structures) of Oshiwambo. The module should give the student an explicit understanding of the linguistic processes that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students should be able to explain and discuss the features studied and provide pertinent instantiation.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

HLWS 3731 Syntax of Oshiwambo

Proposed NQF Level: 7

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HLWM3612

Content: This module also requires first language proficiency, as it investigates and describes the sentence types of Oshiwambo, their structures and how sentences are joined in complex sequences. The module should give the student an explicit understanding of the grammar that he/she has already internalised subconsciously. While the module should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students will also be enabled to analyse (parse) syntactic structures according to established procedures. The knowledge gained will form the foundation for using the grammatical and stylistic resources more effectively for communication.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLWP 3732 Poetry of Oshiwambo

Proposed NQF Level: 7

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module is meant to deepen students' understanding and analytical skills concerning the study of the structure, characteristics, literary devices and other literary aspects of oral and written poetry in Oshiwambo.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fourth Year Level

HLWE 3820 Effective Communication: Style and Meaning in Oshiwambo

Proposed NQF Level: 8

Credits:16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: This module centres on the use of the living language in practice, but on the basis of the linguistic understanding previously acquired. It focuses on the sensitisation to and practical application of communicative skills, on the choices one makes among the devices that a language offers. Analytic as well as creative skills of the student are addressed. The module concentrates on the discussion of theoretical aspects of stylistics and semantics, the analysis of recorded oral and literary texts (e.g. speeches, sermons, advertisements, admonitions) and production of own samples.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLWW 3820 Written Prose and Drama of Oshiwambo

Proposed NQF Level: 8

Credits:16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: This module deepens students' knowledge and skills in the critical analysis of selected prose, and of drama and plays such as radio plays or film scripts with regard to their structure, themes, characters, style and literary devices, content, and their relevance to current social issues and cultural identity..

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLWA 3820 Advanced Issues in the Linguistics of Oshiwambo

Proposed NQF Level: 8

Credits:16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: Issues of a universal and typological nature concerning the phonology and grammar of Oshiwambo and the Khoe (sub-)family will be dealt with here. The module consists of a *common component* (14 weeks) attended by students of all African language courses and a *language-specific component* (14 weeks) attended by students of the specific language family (Bantu or Khoe) respectively. In the language-specific components students will also receive a brief introduction to the most outstanding features of the other language family, so as to widen their horizon with regard to their own language. Components which are attended by students of different languages will be taught through the medium of English. All study guides will be in English. *Common component:* Isolating, agglutinative and inflecting languages; grammatical gender in languages; semantic case; the order of sentence elements. Features of the language(s) chosen will be highlighted by contrasting them to corresponding features of the other language family. *Language-specific component* for Oshiwambo: The Oshiwambo noun as a word; typical features of Khoe languages; an intensification of previous studies in sentence constructions and the tone system.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

OTJIHERERO

First Year Level

HLHL 3531 Literary Appreciation of Otjiherero

Proposed NQF Level: 5

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This module provides a general background to the concept *literature* and other related concepts such as *oral literature* and *written literature*, different genres of literature, literary appreciation and different approaches to the study of literature and different functions of literature. Texts to be discussed are in English.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLAC 3532 Language and Culture

Proposed NQF Level: 5

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This module is intended to let students reflect on issues of identity, self-perception and the inseparability of language and culture. The essence of the course rests on dialogue between lecturers and students of the same and of different cultures in class so as to deepen one's perception of one's own culture and to gain respect through understanding for the other cultures represented. Particular domains of the language and culture that tend to become obliterated should be discussed and contrasted, e.g. naming practises, kinship systems, figurative language, etiquette. Students are also encouraged to accept dialects as enrichment of the language.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Second Year Level

HLSS 3631 Speech Sounds and Sound Systems

Proposed NQF Level: 6

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This generic module is designed to provide some fundamental tools and concepts required for understanding the sound system of any language. By way of introduction students will become familiarised with the central concerns, concepts and methods of *articulatory phonetics* as indispensable tool for linguistic studies and investigation. In *phonology* students will acquire the standard technique to determine which sounds are significant in a particular language: practical analysis will clarify the concept of the phoneme. In the study of *sound systems* and *sound changes* students will be enabled to recognise how speech sounds of a language interact with each other. Students shall also appreciate the role of the *syllable*, and the role of

tone or stress in distinguishing meaning in certain languages. The strength of the module lies in its hands-on approach. Students will be familiarised with abstract concepts like the "phoneme" by means of practical case studies, that is, by means of regular exercises to practise the analytic techniques as applied to any language in the world. While the relevance of issues to familiar Namibian languages is pointed out during tuition, only foreign languages will be used for assessment purposes, as the techniques are valid irrespective of the language examined. While the course should enhance any student's general ability to handle issues of spelling and articulation, the course lays the essential foundation for phonetic and phonological studies in specific languages. It is a corequisite for HLKM 3612 *Phonology and Morphology of Otjiherero*.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLHO 3631 Oral Literature of Otjiherero

Proposed NQF Level: 6

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: In this module students are introduced to the oral nature of traditional/oral African literature and its significance and function as an art, forms, content and performance, for instance folktales, praises, songs, riddles and proverbs. The module should also give the students explicit understanding of characterisation: characters, their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits). Students are expected to engage in field-work.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLHM 3612 Phonology and Morphology of Otjiherero

Proposed NQF Level: 6

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Co-requisite: HLSS 3631 *Speech Sounds and Sound Systems*

Content: This module requires first language proficiency, as it investigates and describes the phonology (sound system) and morphology (word categories and their structures) of Otjiherero. The module should give the student an explicit understanding of the linguistic processes that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students should be able to explain and discuss the features studied and provide pertinent instantiation.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

HLHS 3731 Syntax of Otjiherero

Proposed NQF Level: 7

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module also requires first language proficiency, as it investigates and describes the sentence types of Otjiherero, their structures and how sentences are joined in complex sequences. The module should give the student an explicit understanding of the grammar that he/she has already internalised subconsciously. While the module should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students will also be enabled to analyse (parse) syntactic structures according to established procedures. The knowledge gained will form the foundation for using the grammatical and stylistic resources more effectively for communication.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLHP 3732 Poetry of Otjiherero

Proposed NQF Level: 7

Credits:16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This module is meant to deepen students' understanding and analytical skills concerning the study of the structure, characteristics, literary devices and other literary aspects of oral and written poetry in Otjiherero.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fourth Year Level

HLHE 3820 Effective Communication: Style and Meaning in Otjiherero

Proposed NQF Level: 8

Credits:16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: This module centres on the use of the living language in practice, but on the basis of the linguistic understanding previously acquired. It focuses on the sensitisation to and practical application of communicative skills, on the choices one

makes among the devices that a language offers. Analytic as well as creative skills of the student are addressed. The module concentrates on the discussion of theoretical aspects of stylistics and semantics, the analysis of recorded oral and literary texts (e.g. speeches, sermons, advertisements, admonitions) and production of own samples.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLHW 3820 Written Prose and Drama of Otjiherero

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: This module deepens students' knowledge and skills in the critical analysis of selected prose, and of drama and plays such as radio plays or film scripts with regard to their structure, themes, characters, style and literary devices, content, and their relevance to current social issues and cultural identity..

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLHA 3820 Advanced Issues in the Linguistics of Otjiherero

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: Issues of a universal and typological nature concerning the phonology and grammar of Otjiherero and the Khoe (sub-)family will be dealt with here. The module consists of a *common component* (14 weeks) attended by students of all African language courses and a *language-specific component* (14 weeks) attended by students of the specific language family (Bantu or Khoe) respectively. In the language-specific components students will also receive a brief introduction to the most outstanding features of the other language family, so as to widen their horizon with regard to their own language. Components which are attended by students of different languages will be taught through the medium of English. All study guides will be in English. *Common component:* Isolating, agglutinative and inflecting languages; grammatical gender in languages; semantic case; the order of sentence elements. Features of the language(s) chosen will be highlighted by contrasting them to corresponding features of the other language family. *Language-specific component* for Otjiherero: The Otjiherero noun as a word; typical features of Khoe languages; an intensification of previous studies in sentence constructions and the tone system.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

PORTUGUESE

First Year Level

HLPS 3511 Basic Portuguese Patterns

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: Acquainting students with formal Portuguese grammar, thereby upgrading their communicative skills and written expression in various social contexts.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLPS 3532 Basic Literary and Cultural Concepts in Portuguese

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: Introducing students to literary genres as well as pragmatic texts and thus increasing awareness of contemporary Portuguese literary and culture concepts.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Second Year Level

HLPS 3611 Complex Portuguese Patterns

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: Enhancing students' communicative skills and written expression by focusing on central aspects of Portuguese grammar.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLPS 3632 Contemporary Portuguese Society and Culture

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: Making students aware of the interaction between literary texts and society, concentrating on recent Portuguese history, societal developments and relevant published materials.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLPS 3652 Text analysis	Directed Writing and Presentation in Portuguese
--------------------------------	--

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours **Prerequisite:** None

Content: Analysis of various types of Portuguese texts enabling students to identify, produce and present similar texts.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

HLPS 3711 Theoretical and Practical Grammar in Portuguese

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours **Prerequisite:** None

Content: Enhancing students' communicative skills in Portuguese by concentrating on Portuguese syntax to enable them to practically use it on academic writing.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLPS 3731 Portuguese Lusophone Relations

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours **Prerequisite:** None

Content: Read selected Portuguese texts of colonial and post colonial literature with reference to lusophone African countries and depicting several aspects of present and past relationship between these countries and Portugal.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fourth Year Level

HLPS 3840 Applied Linguistics in Portuguese

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: Examine psycho-socio-linguistic aspects with special reference to the Lusophone situation.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLPS 3820 Modern Portuguese Culture and Literature

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: Study several selected texts from the first republic to contemporary Portugal in conjunction with the relevant aspects of the Portuguese society.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HLPS 3860 African Portuguese Literature

Proposed NQF Level: 8

Credits: 16

Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: Study of selected cultural and literary texts and authors from those Portuguese speaking countries during their independence movements and after their political independence.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Rukwangali Studies

Rukwangali Studies is not offered in 2010. For further information please contact the Head: Department of Language and Literature Studies.

Silozi Studies

Silozi Studies is not offered in 2010. For further information please contact the Head: Department of Language and Literature Studies.

ECONOMICS AND MANGEMENT SCIENCES

ACCOUNTING

First Year Level

CAFE 3511 Fundamentals of Accounting A

Credits: 16

Contact Hours: 4 hours/week over 14 weeks= 56 contact hours

Content: Introduction to the basic principles of accounting – nature and function of accounting and accounting theory, financial position and financial result, single and double entry systems; treatment of incomplete records, collecting and processing accounting data, the accounting cycle, journals, trial balance, introduction to VAT, pre- and post-trial balance adjustments, closing-off procedures, the financial result of service and trading entities, inventory systems, preparing financial statements for a sole proprietorship.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

CAFE 3512 Fundamentals of Accounting B

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks= 56 contact hours

Content: Introduction to the framework for the preparation and presentation of financial statements (FRW), financial position, financial performance, determining profit and preparing financial statements, accounting for current and non-current assets – cash and cash equivalents, trade and other receivables, inventory, property, plant and equipment and other non-current assets, accounting for current and non-current liabilities, financial statements of non-profit organisations.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

CBCM 3579 Business Mathematics

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks

Prerequisite: None

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

Assessment: Continuous assessment 50% : two test and one assignment

Examination 50% (1 x 3 hour examination paper)

CAFE 3631 Financial Accounting 1A

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: CAFE 3512 Fundamentals of Accounting B

Content: Basic principles of accounting: nature and function of accounting and accounting theory; financial position and financial result; double entry system. Collecting and processing accounting data: processing accounting data; adjustments; closing-off procedure; determining profit in a trading concern and preparing financial statements. Account for current and non-current assets: cash and cash equivalents; trade and other receivables; inventory; property; plant and equipment and other non-current assets. Account for current and non-current liabilities, financial reporting: financial statements of a sole proprietorship; non-profit organisations and incomplete records.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

CAAM3651 Management Accounting IA

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 week

Prerequisite: CAFE 3512 Fundamentals of Accounting B

Content: This course is designed to introduce students to the concepts, techniques and application of cost and management accounting. The focus is on the accumulating cost information and preparing reports that help managers in decision making. The topics include cost systems design and cost accumulation, raw materials costs and stock management, labour costing and control, production overheads, budgeted, applied and actual, production overheads and service departments cost allocation, direct and absorption costing models, job-order and process costing, activity-based costing. The detailed contents are as follows: Introduction to Cost and Management Accounting: cost concepts and cost flows, cost behavior and systems recording and controlling costs, product and period costs, and prime and conversion costs. Material and labour costs: raw material costs and inventory management, inventory levels, purchasing and storage of inventory, selective inventory control techniques, payroll accounting and methods of compensation, individual and group incentive plans, fringe benefits, learning curves and

cost estimation. Accounting for overhead costs: identification and coding of overheads, collection, allocation, apportionment and absorption of overheads, cost drivers and overhead costs, production, administration and marketing overheads, Job order costing: Contract costing: main features of contracts and types of contracts, cost calculation of contracts, methods of determining profit for incomplete contracts, contract cost accounts, Process Costing I,: preparing cost of production reports, valuation of WIP and ending inventory, FIFO and average cost methods, equivalent production, normal and abnormal wastage, abnormal gain, Process Costing II: costing for joint and by products, short term decision for joint products, spoilage, reworked units and scrap, Activity based costing: activity based costing defined, comparison between traditional and activity based costing defined, comparison between aim of this module is to give an exposition of the presentation of financial systems, activities and transactions as cost drivers, strengths and weaknesses of activity based cost system.

Assessment: Continuous assessment 50% : two test and one assignment Examination 50% (1 x 3 hour examination paper)

CAFE 3632 Financial Accounting 1B

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: CAFE 3512 Fundamentals of Accounting B

Content: The aim of this module is to give an exposition of the presentation of financial statements in accordance with statements of GAAP and IFRS, to arrange the theoretical terms with which the students are acquainted within a defined structure, known as a conceptual framework, to various business entities, e.g. sole traders, partnerships, close corporations, manufacturing concerns.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

Third Year Modules

CAFE 3751 Financial Accounting 2A

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks

Prerequisite: CAFE 3631/2 Financial Accounting IA and IB

Content: The purpose of this module is to introduce the students to intermediate aspects of financial accounting and to explain the recognition, measurement and disclosure of various items in the annual financial statements in accordance with IFRS (International Financial Reporting Standards). The detailed contents are as follows: revenue (IAS18), accounting policies, changes in accounting estimates, and errors (IAS8), related party disclosures (IAS24), earnings per share (IAS33), property plant and equipment (IAS16), inventories (IAS2), provisions, contingent liabilities and contingent assets (IAS37), events after balance sheet date (IAS10), intangible assets (IAS38).

Assessment: Continuous assessment 50% : two test and one assignment
Examination 50% (1 x 3 hour examination paper)

CAFE 3752 Financial Accounting 2B

Proposed NQF Level: 7

Credits: 16

Contact Hours: 4 hours/week over 14 weeks

Prerequisite: CAFE 3631/2 Financial Accounting IA and IB

Content: The detailed contents are as follows: International Financial Reporting Standards IFRS) – Impairment of assets (IAS36), investment property (IAS40), non-currents assets held for sale and discontinued operations (IFRS5), borrowing costs (IAS23), segment reporting (IAS14), Introduction to group financial statements consolidated and separate financial statements (IAS27) – business combinations (IFRS3), definitions, consolidations at and after date of acquisition, intragroup transactions, preference shares and dividends, sundry aspects.

Assessment: Continuous assessment 50% : two test and one assignment
Examination 50% (1 x 3 hour examination paper)

CAFE 3859 Financial Accounting 3A

Proposed NQF Level: 8

Credits: 16

Contact Hours: 4 hours/week over 14 weeks

Prerequisite: CAFE 3751/2 Financial Accounting 2A and 2B

Content: The detailed contents are as follows: Group statements: interim acquisitions, complex groups, insolvent subsidiaries, non-consolidated subsidiaries, investment in associates (IAS28), interests in joint ventures (IAS31), change in the nature and extent of control, income tax (IAS12), construction contracts (IAS11), leases (IAS17), employee benefits (IAS19).

Assessment: Continuous assessment 50% : two test and one assignment
Examination 50% (1 x 3 hour examination paper)

BUSINESS STUDIES

First Year Level

CMPP 3579 Principles of Management

Code: CMPP3579

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This is an introductory course in Business Management which offers specific topics that include an introduction to business management and entrepreneurship. Different types of business and the business environment, including general discussion of principles of General Management, and different functions such as planning, organizing, leading and controlling will be discussed.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

Module title: Business Mathematics

Code: CABM2411

NQA level: 4

National Professional Competencies:

Contact hours: 4 hours per week for 14 weeks

Credit: 16

Module assessment: Continuous assessment 50% (Minimum 2 tests and 1 assignment)

Examination 50% (1 x 3 hour examination paper)

Prerequisites: None

Module description: The detailed contents are as follows: time value of money (interest calculations), set operations, simple linear functions and equations, additions, subtractions, multiplication, division, matrix algebra.

Module title: Organizational Behaviour 1

Code: CMBO 3671

NQF level: 6

National Professional Standards competencies: Not available

Contact hours: 4 lectures per week for 14 weeks

Credits: 16

Module assessment: Continuous assessment 50% (minimum of 2 tests and 1 Assignment)

Examination 50% (1x 3 hour examination paper)

Prerequisites: None

Module description (content):

The module will focus on the following topics:

The module introduces Organizational Behaviour to students by looking at several themes that are current in contemporary organizational life. It looks at concepts, theories and techniques as applied in management of organizations. Specific topics will be determinants of organizational performance (teamwork, motivation, rewards, job design, job satisfaction etc.), organizations and the environment, Organizational cultures, structures and processes, and management of growth and decline.

Module title: Business Statistics A

Code: CABA3631

NQA level: 6

National Professional Standards Competencies: N/A

Contact hours: 4 hours per week for 14 weeks

Credit: 16

Module assessment: Continuous assessment (50%): two tests and one assignment

Examination (50%): 1 x 3 hour paper

Prerequisites: CBCM3579 Business Mathematics

Module description: The detailed contents are as follows: This course introduces the students to the fundamental of statistics. Topics include: Data and Statistics, Collection of data, Presentation of data, Frequency distributions, Scatter diagrams and Cross tabulations, Measures of central tendency, Measures of dispersion/variation, Probability theory and Probability distributions(Binomial, Poisson, Exponential and Normal).

Module title: Organizational Behaviour 2

Code: CMBO 3672

NQF level: 6

National Professional Standards competencies: N/A

Contact hours: 4 lectures per week for 14 weeks

Credits: 16

Module assessment:	Continuous assessment 50% (minimum of 2 tests and 1 assignment) Examination 50% (1 x 3 hour examination paper)
Prerequisites:	None

Module description (content): **The module will focus on the following topics:**
 Change - causes and management of change; organizational development (OD); learning organizations; resistance to change; overcoming resistance to change. Workforce diversity – case for diversity; ethical and social responsibilities; economic considerations; knowledge and skill factors; characteristics of successful diversity management. Power, politics and conflict resolution – sources of power; empowerment; power, politics and morality; forms of political manipulations and management of politics
 Different types of leaders– principles and value systems; disintegration and integration processes; elements of conceptual framework; forms of leadership styles.

Module Title: Marketing Management

Module Code:	CMSM 3771
NQA Level:	7
National Professional Standards Competencies:	
Contact Hours:	1 x 4 hours per week x 14 weeks.
Credits:	16
Module Assessment	Continuous assessment 50% (minimum of 2 tests and 1 assignment) Examination 50% (1 x 3 hour examination paper)
Prerequisites:	None

Module description:

The purpose of this module is to expose students to the subject terminology, marketing concepts, and the overview of marketing management, the marketing mix, the nature of goods and services; consumer needs and wants. The product mix, Social Responsibility, ethics, consumer behaviour, consumer purchase decision process; psychological influence; socio-cultural influences; Organizational Buyer; Marketing Communication process and Integrated Marketing Communication.

Module Title: Human Resources Management I

Module Code:	CMHM3771
NQA Level:	7
National Professional Competency Level:	N/A
Credit Points:	16
Contact Hours:	1 x 4 hours per week x 14 weeks.
Prerequisites:	None
Continuous assessment	50% (Minimum 2 tests and 1 assignment) Examination 50% (1x 3 hour paper)

Module Description/Content: The purpose of human resource management including the relation to traditional personnel management. The process and techniques of recruitment and selection and socialization in meeting organizational objectives, including interviewing, the use and abuse of selection tests, establishing the employment contract, probation and induction. The following topics are covered:
 Introduction and overview of human resources management.; functional areas and structure of human resources management and departments; the role of human resources in organization; the art and design of work; influences of external factors on human resources management; labour demographics and its implication on human resources management; international human resources management

Module Title: Marketing Management

Module Code:	CMSM 3772
NQA Level:	7
National Standards Competencies:	N /A
Contact Hours:	1 x 4 hours per week x 14 weeks
Credits:	6
Module Assessment	Continuous assessment 50% (minimum of 2 tests and 1 assignment) Examination 50% (1 x 3 hour examination paper)
Prerequisite:	None

Module description:

Strategic Marketing Management develops a structured approach to understanding and managing the marketing function. By learning how successfully integrate the elements of the marketing function into strategic, cohesive plan the student will cover the following topics: Strategic Marketing Process, The marketing environment: Examining and responding to the marketing Environment, Competitive forces, Economic forces, Political forces, Legal and Socio-cultural forces; Technological forces, marketing research, developing and managing products, Personal selling and sales promotion, Wholesaling and Retailing.

ECONOMICS

First Year Level

CEMI 3571 Basic Microeconomics

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: Economics is the study of how society allocates scarce resources to satisfy the needs of its members for goods and services. As such, it is a subject concerned with issues of both efficiency and equity. An efficient economy gets the most it can from its scarce resources; an equitable economy fairly distributes the benefits of its resources among its members. Is the economy efficient? Is the economy fair? The course is aimed at introducing students to key concepts in microeconomics and facilitating a basic understanding of the economic phenomena. The course is designed to help students understand that society's economic choices often involve tradeoffs between efficiency and equity serves as preparation students for further study of the disciplines within the economics field. Course content includes: an introduction to microeconomics, demand and supply, market structures, factor markets and introduction to international trade.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

CBCM 3579 Business Mathematics

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks

Prerequisite: None

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

Assessment: Continuous assessment 50% : two test and one assignment
Examination 50% (1 x 3 hour examination paper)

CEMA 3572 Basic Macroeconomics

Proposed NQF Level: 5

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This course introduces basic concepts and tools used in macroeconomic analysis: the theory, measurement and determination of national income; business cycles; the multiplier; fiscal policy, budget deficits, and the national debt; aggregate supply and aggregate demand; money, banking, and monetary policy; exchange rates and balance of payments accounts; and stabilization policy for unemployment and inflation.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

Second Year Level

CEMI 3671 Intermediate Microeconomics I

Proposed NQF Level: 6

Credits: 16 **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: CEMI 3571 Basic Microeconomics

Content: Microeconomics is a sub-field of economics concerned with the behaviour of households and firms and the interaction of buyers and sellers in various types of markets. It deals with how households and firms make decisions and how their interactions determine market prices. The prices in turn determine the allocation of scarce resources and their benefits. The course aims at providing students with a good foundation of the microeconomics environment and to familiarise students with the key concepts of microeconomics theories. The behaviour of individuals and firms are analysed under the assumptions of maximisation of consumer utility and profit.

Contents: 1. Introduction 2. Consumer theory 3. Theory of the firm 4. Production 5. Cost 6. Perfect competition 7. Monopoly 8. Imperfect competition.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

CEMA 3671 Intermediate Macroeconomics I

Proposed NQF Level: 6

Credits: 16

Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: CEMA 3571 Basic Macroeconomics

Content: This module will cover an analysis of the *real sector* of the economy, i.e. an analysis of what happens in the market for goods and services. Course Content: Scope and methodology of macroeconomic analysis, goals of macroeconomic policy and schools of macroeconomic thought. 1. National income accounting: Measurement of GDP, GNP, nominal growth, real growth and the rate of inflation. 2. Analysis of changes in the level of economic activity: Injections into and withdrawals from the national income stream; Keynesian expenditure multipliers. 3. Consumption theories 4. Investment theories

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

CEMI 3672 Intermediate Microeconomics II

Proposed NQF Level: 6

Credits: 16 Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: CEMI 3571 Basic Microeconomics and CEMA 3572 Basic Macroeconomics

Content: This course involves the application of demand and supply to policy issues such as taxation, and price controls. It is relevant to students who have a good grasp of basic microeconomic theory. The course will consist of both theory and case studies drawn from Namibia and other countries. Generally, there is a need for economists to understand the role of government as the policy maker and how its actions affect different economic agents in any economy. Contents: Applications of supply and

demand analysis; allocative efficiency and market structure; market failure; labour market and the different types of actors; choice under uncertainty; economics of information

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

CEMA 3672 Intermediate Macroeconomics II

Proposed NQF Level: 6

Credits: 16 Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: CEMA 3572 Basic Macroeconomics

Content: This module will cover an analysis of the *financial sector* of the economy, i.e. an analysis of what happens in the market for money and other financial assets. It will also bring together *real sector* and *financial sector* analyses, to define *general equilibrium of the economy* and use it in analysing economic issues and problems as well as possible policy measures to deal with macroeconomic problems. Course Content: Supply of money; demand for money; general equilibrium of the economy: IS-LM analysis; general equilibrium of the economy: AD-AS analysis; general equilibrium of the economy: rational expectations; inflation and unemployment.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

CEIT 3771 INTERNATIONAL TRADE

Contact hours: 4 lectures per week over 14 weeks

Module Assessment: Continuous assessment 50% (2 test and 1 assignment)

Examination 50% (1 X 3 hour examination paper)

Prerequisites: Intermediate Microeconomics I & II (CEMI3671/2) and Intermediate Macroeconomics I & II (CEMA3671/2)

Module description: The subject matter of international trade, then, consists of issues raised by the special problems of economic interaction between sovereign states. Intentional trade analysis focuses primarily on the real transactional economy, that is, on those transactions that involve a physical movement of goods or a tangible commitment of economic resources. This course will introduce the main concepts and methods of international trade and illustrates them with applications drawn from the real world. We will address a wide range of issues, including comparative advantage, the patterns of trade, gains from trade, protectionism, and effects of trade on income distributions. We will also consider political and economic aspects of trade barriers, connections between trade and economic development, and trade treaties such as TDCA and WTO.

Module title: NAMIBIAN ECONOMY

Code: CENE3772

NQF Level: 7

Contact hours: 4 lectures per week over 14 weeks

Credits: 16

Module Assessment: Continuous assessment 50% (2 tests and 1 assignment)

Examination 50% (1 X 3 hour examination paper)

Prerequisites: None

Module description: In Namibian Economy, Namibian issues are analysed in the context of developing countries. Main themes are the characteristics of the Namibian economy and, Namibia in the context of global capitalism. It is a comprehensive survey of the problems and challenges facing the Namibian economy. These include income distribution, population dynamics, sectoral performance, agriculture and land policy, trade policies, external debt, and macroeconomic stability. The course also examines the role of government and market incentives in the development process.

Module title: DEVELOPMENT ECONOMICS
--

Code:	CEDE3872
Contact hours:	4 lecture per week / 14 weeks
NQF Level:	8
Credits:	16
Module Assessment:	Continuous assessment 50% (2 test and 1 assignment) Examination 50% (1 X 3 hour examination paper)
Prerequisites:	Intermediate Microeconomics I & II (CEMI3671/2) and Intermediate Macroeconomics I & II (CEMA3671/2)

Module description: This course will introduce students to the field of development economics. The course provides a foundation for the study of economic development. It examines the meanings and measurement of development and then reviews development theories, issues, institutions and policies.

Course Content: The concept and measurement of development; Domestic barriers to development and policies; Agricultural transformation and rural development; Theories of economic growth and development; Financing development; Development planning; Industrial development.

SCIENCE

COMPUTER SCIENCE

FIRST YEAR LEVEL

SCMP 3511 PROGRAMMING FUNDAMENTALS I

Module title:	Programming Fundamentals I
Code:	SCMP 3511
NQF level:	5
Contact hours:	4 lecture periods / week for 14 weeks
Credits:	16
Module Assessment	Continuous Assessment 50% (Minimum of 2 tests and 2 assignments) Final Examinations 50%
Prerequisites:	Departmental Entry Test

Module description: This module introduces the students to the foundational skills for all computing disciplines. It develops the student's skills and concepts that are essential to good programming practice and problem solving. The module will cover the following topics: -

PROBLEM SOLVING STRATEGIES: The role of algorithms in the problem solving process, Implementation strategies for algorithms, Debugging strategies, The concept and properties of algorithms. PROGRAM DEVELOPMENT STEPS: Planning Phase, Analysis, Design, Implementation, Testing, Maintenance. PROGRAMMING CONSTRUCTS: Primitive data types, Variables, Expressions & assignment, Strings and string processing, Arrays, Records, Files, Scope and lifetime of variables, Strategies for choosing the right data structures. CONDITIONAL AND ITERATION CONSTRUCTS: The Selection structure, Comparison operators, Logical operators, Nested selection structures, The Case selection structure, The Repetition structure, The For...Next Statement, The Do...Loop Statement. EVENT-DRIVEN PROGRAMMING CONSTRUCTS: Event-handling methods, Event propagation, Exception handling, Functions and Parameter passing, Structured Decomposition.

SCMP 3512 PROGRAMMING FUNDAMENTALS II

Module title:	Programming Fundamentals II
Code:	SCMP 3512
NQF level:	5
Contact hours:	4 lecture periods / week for 14 weeks
Credits:	16
Module Assessment	Continuous Assessment 50% (Minimum of 2 tests and 2 assignments) Final Examinations 50%
Co-Requisites:	SCMP 3511 Programming Fundamentals I

Module description: This module is a follow up on Programming Fundamentals 1 and provides the student with a rich set of tools to create advanced programs as required in today's business environment. The module will cover the following topics:

Introduction to vb.net applications: Design and Implementation of the .NET Framework, The Common Language Runtime, The .NET Framework Class Library, Creating a .NET Application. Designing windows based applications using the Visual Studio.NET IDE: Organizing a Windows based application, Using controls (e.g. Scroll Bar, groupbox, etc), Introduction to event handlers, Dynamic event handling. Creating programs using component based programming: Introduction to Component Based Programming, Controlling Visibility with Access Modifiers, Introduction to Classes, Introduction to the Object-Oriented Paradigm, Exception handling.

SCMP 3532 COMPUTER ORGANIZATION

Module title :	Computer Organization
Code:	SCMP 3532
NQF level:	5
Contact hours:	4 Lecture Periods per Week for 14 Weeks
Credits:	16
Module Assessment:	Continuous Assessment 50% (Minimum of 2 tests and 2 assignments) Final Examinations 50%
Prerequisites:	Departmental Entry Test

Module Description : This module gives a general introduction to digital computer systems. It introduces key terminologies and concepts that give a clear understanding of the computer as a digital computing machine including functional organization, memory categorization and addressing, units of memory measurement, input/output devices, serial and parallel communication. It also introduces the classical Von Neumann Architecture. The following topics will be covered in the module: - Introduction to Computers; Circuit Technology; Binary (Boolean) Algebra; Introduction to Memories; Memory and Registers Instructions; Memory organization; Arithmetic and Logic Instructions; Useful Circuits; Input and Output organization; Control Unit; Bus; Data Representation; a Simple Computer; Addressing Modes; Topics; High-Level Circuit Design; Hardware Elements; Examples of Coding; Exceptions; Subroutines and Macros.

SECOND YEAR MODULES

SCMP 3611 INTRODUCTION TO DATABASE SYSTEMS

Module title:	Introduction to Database Systems
Code:	SCMP 3611
NQF level:	6
Contact hours:	4 Lecture Periods + 3 hours of practical per week for 14 Weeks
Credits:	16
Module Assessment:	Continuous Assessment 50% (Minimum of 2 tests and 2 assignments) Final Examinations 50%
Prerequisites:	SCMP3511 – Programming Fundamentals I

Module Description: This module covers material necessary to provide the students with the required skills for working with a variety of database systems. The module will cover the following topics:- Types of databases; Evolution of Database technologies; Database technology versus conventional file-processing systems; The Systems Development Life Cycle (SDLC); The prototyping methodology ;The enterprise data model; Conceptual Data Modeling; Types of entities; ER diagrams; Business rules; Integrity Control Statements; Writing SQL statements; ER Diagram to relation transformation; Functional Dependencies; Normalization and Demoralization.

SCMP 3631 OBJECT ORIENTED PROGRAMMING

Module title:	Object Oriented Programming
Code:	SCMP 3631
NQF level:	6
Contact hours:	4 Lecture Periods per Week for 14 Weeks
Credits:	16
Module Assessment:	Continuous Assessment 50% (Minimum of 2 tests and 2 assignments) Final Examinations 50%
Prerequisites:	SCMP3511 – Programming Fundamentals I

Module Description: This module introduces a student to the Object Oriented paradigm that is widely adopted in modern software design and implementation. The student should demonstrate an in-depth understanding of Object-Oriented concepts and apply these concepts using a selected OOP language like Java or C++ to solve simple to medium sized programming tasks. The module will cover the following topics: - Introduction to OOP, and Java; Objects and classes, understanding class definitions; Object interaction; Grouping objects; More sophisticated behavior - libraries; Well-behaved objects - testing, maintaining, debugging; Designing classes; Well-behaved objects - testing, maintaining, debugging; Designing classes; Inheritance; Polymorphism; Threads; Further abstraction techniques: abstract classes and interfaces; Building Graphical User Interfaces; Handling errors; Designing applications; Networking and Case study.

SCMP 3632 FOUNDATION OF DATA COMMUNICATION

THIRD YEAR MODULES

SCMP 3721 COMPUTER NETWORKS

Module title: Computer Networks

Code: SCMP 3721

NQF level: 7

Contact hours: 2 lecture periods / week for 14 weeks

Credits: 8

Module Assessment: Continuous Assessment 50% (Minimum of 2 tests and 2 assignments)
Final Examinations 50%

Prerequisites: SCMP 3632 Foundation of Data Communications

Module description: This module introduces the problems, solutions, and limitations associated with interconnecting computers by communication networks (LAN or WAN). The seven layer ISO Open Systems Interconnection (OSI) reference model serves as a framework for the module with major emphasis on the physical layer standards, data link protocols, network and transportation layer protocols. Topics include: modems, baseband and broadband communications, HDLC, Ethernet and token ring LANs, cell and frame relay networks, bridges, routers, services of the upper layers (Session, Presentation, Application), and network security.

FOURTH YEAR MODULES

SCMP 3882 NETWORK ADMINISTRATION

Module title: Network Administration

Code: SCMP 3882

NQF level: 8

Contact hours: 4 lecture periods / week for 14 weeks

Credits: 16

Module Assessment: Continuous Assessment 50% (minimum of 2 tests and 2 assignments)
1×3 Hrs Final Examination 50%

Prerequisites: SCMP 3721 Computer Networks, SCMP 3722 Operating Systems

Module description: This module will focus on managing and maintaining physical and logical network devices, network users, computers, and groups, and access to network resources. Modules include general system administration, core networking with extensive lab work, routing, security analysis and implementation. This module is designed to provide the student with an understanding of the fundamental concepts and tools necessary to administrate Unix based computer systems and network services. The module also aimed at providing hands on experience on Linux server setup, configuration and maintenance.

MATHEMATICS

FIRST YEAR MODULES

SMAT 3511: BASIC MATHEMATICS

Module name: Basic Mathematics

Code: SMAT 3511

NQF level: 5

Contact hours: 4 lectures per week for 14 weeks
2 tutorials per week for 14 weeks

Credits: 16

Assessment: Continuous assessment 50% (at least 3 tests), examination 50% (3 hours examination paper).

Prerequisite: IGCSE mathematics

Module description: Sets: notations and diagrams to represent sets, subset, empty set, equality of sets, intersection, union, complement. Algebraic expressions: simplification, expansion, polynomials, remainder and factor theorem, partial fractions. Trigonometry: trigonometric functions, basic trigonometric identities. The absolute value, linear equations, linear inequalities, quadratic equations, the quadratic formula, quadratic inequalities. Functions: domain, codomain, image, preimage, even function, odd function. Sequences: the general term, the geometric sequence, the arithmetic sequence. The Binomial Theorem.

SMAT 3531: ANALYTIC GEOMETRY, COMPLEX NUMBERS AND MATRICES (4L/WEEK)

Module name: Analytic Geometry, Complex Numbers and Matrices

Code: SMAT 3531

NQF level: 5

Contact hours: 4 lectures per week for 14 weeks
2 tutorials per week for 14 weeks

Credits: 16

Assessment: Continuous assessment 50% (at least 3 tests), examination 50% (3 hours examination paper).

Prerequisite: IGCSE mathematics

Module description: Points and lines in a plane: the distance formula, the triangle inequality, parallel and perpendicular lines, circles and tangent lines. Conic sections: ellipse, parabola, hyperbola. Vectors in two and three dimensions: addition of vectors, multiplication by a scalar, magnitude, dot product, cross product. Matrices: addition, multiplication, scalar multiplication and transpose (for up to 3×3 dimension), determinant and inverse (with emphasis on 2×2), solutions of systems of linear equations by Cramer's rule (for 2×2), and by Gaussian elimination method (for up to 3×3 matrices). Complex numbers: operations on complex numbers, the complex conjugate, Argand diagram, modulus-argument form, de Moivre's formula, fundamental theorem of algebra.

SMAT 3512: PRECALCULUS (4L/WEEK)

Module name: Precalculus

Code: SMAT 3512

NQF level: 5

Contact hours: 4 lectures per week for 14 weeks
2 tutorials per week for 14 weeks

Credits: 16

Assessment: Continuous assessment 50% (at least 3 tests), examination 50% (3 hours examination paper).

Prerequisite: IGCSE mathematics

Module description: Functions: one-to-one and onto functions, horizontal line test, composition of functions, inverse of a function. Introduction to exponential and logarithmic functions. Limit of a function: definition, left and right limits, infinite limits, limits at infinity, continuity in terms of limits. Differentiation: rate of change, derivative of a function, rules of differentiation, increasing and decreasing functions and graph sketching. Integration: antiderivatives, the definite integral, area under a graph. Trigonometry: further trigonometric identities, area of a sector and segment of a circle, derivatives and integrals of trigonometric functions.

SECOND YEAR MODULES

SMAT 3611: CALCULUS I(4L/WEEK)

Module name: Calculus I

Code: SMAT 3611

NQF level: 6

Contact hours: 4 lectures per week for 14 weeks
2 tutorials per week for 14 weeks

Credits: 16

Assessment: Continuous assessment 50% (at least 3 tests), examination 50% (3 hours examination paper).

Prerequisite: [SMAT 3511(Basic Mathematics) and SMAT 3512 (Precalculus)] OR
[SMAT 3531(Analytic Geometry, Complex Numbers and Matrices) and SMAT 3512 (Precalculus)]

Module description: Limits and continuity of functions: limit at a point, improper limit, continuity. Derivatives: definition, rules of differentiation, chain rule, higher derivatives, derivative of the inverse function, Inverse trigonometric functions, trigonometric equations, hyperbolic functions, area functions. Exponential and logarithmic functions. Rolle's Theorem, Mean Value theorem. Applications of the derivative: l'Hôpital's rule, related rates, optimization, concavity. Integration: antiderivatives, integration by substitution, the fundamental theorem of calculus, area of a region bounded by graphs.

EMSE3612 STATISTICS FOR EDUCATORS

Module name: Statistics for Education

Code: EMSE3612

NQF level: 6

Contact hours: 4 lectures per week for 14 weeks

Credits: 16

Prerequisite: None

Module description: Definitions and Scope of Statistics. Types of data. Methods of collecting data: Sampling techniques- Simple random sampling, Stratified sampling, Cluster sampling, Systematic sampling, Multi-stage sampling, Quota sampling, Convenience sampling, Participant observation, Experiments. Data presentation: Frequency distribution, pie charts, bar charts, multiple bar charts. Descriptive Statistics: Mean, Median, Mode, Range, Standard deviation & Variance, Quartiles and Percentiles. Probability: Laws of probability, Random variables, Sets-Union and Intersection, conditional probability. Simple linear regression & correlation. Chi-square, t-distribution, normal distribution, binomial, One-way ANOVA

SMAT 3612 CALCULUS II(4L/Week)

Module name: Calculus II**Code:** SMAT 3612**NQF level:** 6**Contact hours:** 4 lectures per week for 14 weeks
2 tutorials per week for 14 weeks**Credits:** 16**Assessment:** Continuous assessment 50% (at least 3 tests), examination 50% (3 hours examination paper).**Prerequisite:** [SMAT3511(Basic Mathematics) and SMAT3512 (Precalculus)] or [SMAT3531(Analytic Geometry, Complex Numbers and Matrices) and SMAT 3512 (Precalculus)]

Module description: Integration: Riemann sums, approximations of the definite Riemann integral using the trapezoidal rule and Simpson's rule. Integration techniques: integration by parts, integration of rational functions. Applications of the definite Riemann integral: volume of a solid of revolution, arclength, surface of revolution. Partial differentiation, chain rule, directional derivative. Sequences and series of numbers: the limit of a sequence, absolutely convergent series, tests of convergence. Power series: radius of convergence, interval of convergence, Taylor series, binomial theorem.

THIRD YEAR MODULES

SMAE 3791 FUNCTIONS OF A SINGLE VARIABLE I

Module title:FUNCTIONS OF A SINGLE VARIABLE I**Code:**SMAE3791**NQF Level:**7**NPST Competency:**C 1**Contact hours:**4 Lectures per week for 14 weeks, 2 Tutorials per week**Credits:**16**Module assessment:** Continuous assessment 50% (at least 3 tests), examination 50% (3hour examination paper)**Pre-requisites:** Calculus I (SMAT3611) and Calculus II (SMAT3612)**Module description**

Upper and lower bounds of a set of real numbers, supremum and infimum, completeness property of \mathbb{R} , Archimedean property of \mathbb{R} . Sequences of real numbers: bounded sequences, convergent sequences, Cauchy sequences, limit rules, subsequences. Series of real numbers: Cauchy criterion, convergent tests. Limit of a function, continuous functions, intermediate value theorem. Differentiation: definition and rules of differentiation.

SMAE 3792 FUNCTIONS OF A SINGLE VARIABLE II

Module title:FUNCTIONS OF A SINGLE VARIABLE II**Code:**SMAE3792**NQF Level:**7**NPST Competency:**C 1**Contact hours:**4 Lectures per week for 14 weeks, 2 Tutorials per week**Credits:**16**Module assessment:** Continuous assessment 50% (at least 3 tests), examination 50% (3hour examination paper)**Pre-requisites:** Calculus I (SMAT3611) and Calculus II (SMAT3612)**Module description**

Mean value theorem and applications thereof, derivatives of higher order, infinitely differentiable functions, polynomials, Taylor's theorem, local extrema, convex and concave functions. Riemann integration: upper and lower Darboux sums, Riemann integrable functions, examples of functions which are not Riemann integrable, Fundamental Theorem of Calculus, integration by substitution, integration by parts.

FOURTH YEAR MODULES

SMAE 3892 EUCLIDEAN GEOMETRY

Module title:EUCLIDEAN GEOMETRY**Code:**SMAE3892**NQF Level:**8**NPST Competency:**C 1**Contact hours:**4 Lectures per week for 14 weeks, 2 Tutorials per week**Credits:**16**Module assessment:** Continuous assessment 50% (at least 3 tests), examination 50% (3hour examination paper)**Pre-requisites:** Calculus I (SMAT3611) and Functions of a Single Variable I (SMAE3791)

Module description

Incidence structures, principle of double counting and applications thereof. Affine planes: parallel classes, order of an affine plane, isomorphisms and collineations. The real affine plane R^2 : theorem of Desargues, theorem of Pappus, ratios, examples of affinities. The real Euclidean plane R^2 : orthogonality of lines, distances, motions, reflections in points and lines.

BIOLOGY**FIRST YEAR MODULES****SBLG3411 INTRODUCTION TO BIOLOGY**

Module title: Introduction to Biology

Code: SBLG 3411

NQF level: 4

Contact hours: 4 lectures/ week for 14 weeks and one 3-hour practical session per week for 14 weeks

Credits: 16

Module assessment: Continuous assessment (40%): Theory (not less than 3 tests and 2 assignments), 40%
Practicals (not less than 10 marked assignment), 60%
Examination (60%): 3 hour examination paper.

Prerequisites: NSCC (Biology C or better)

Module description: It will consider organization of life, chemical basis of life, carbohydrates, proteins, nucleic acids, lipids and fats, water, cell structure and function, prokaryotic and eukaryotic cells, ultra-structure of plant and animal cells, cytoskeleton, membrane structure and function, cell communication, mitosis, meiosis, cell reproduction, cell cycle, and cell death. The following topics will be covered: Introduction to systems of classification, taxonomy and binomial nomenclature, including the five kingdoms and the three domain system. Definitions and categories/groups within the five kingdoms, evolution by natural selection (microevolution vs macroevolution), phylogeny and evolutionary relationships in five kingdoms. Concepts such as Homology and analogy; body symmetry (radial, bilateral), cephalisation, body cavities: diploblastic, triploblastic (acoelomate and coelomate [deuterostomes and protostomes]) will be covered. The course content will also include genes, chromosomes, genomes, Mendelian genetics, extensions to Mendelian genetics, chromosome theory of inheritance, linkage and cross-over, recombination, sex determination. The course content will also cover an introduction to Ecology: Definitions, history, scales in ecology, application of ecology. Conditions and Resources: Environmental conditions, animals and their resources, plants and their resources.

SCHM3532 CHEMISTRY FOR LIFE SCIENCES

Module Title: Chemistry for Life Sciences

Code: SCHM3532

NQF Level: 5

Contact Hours: 4 lecture periods per week and 1 practical session per week for 14 weeks.

Credits: 16

Module Assessment: CA: 50% (minimum 3 tests 75%, laboratory component 15%, tutorial assignments 10%)
Final Exam: 50%; (1 x 3 hour exam paper)

Pre-requisites: Faculty Entry Requirements

Module Description:

This module is designed for students that have insufficient background in chemistry and for non-chemistry majors. It is an introduction to topics in general and organic chemistry, and biochemistry. The following will be covered:

Content:

Classification of Matter: Mixtures and Pure substances; Physical States of Matter; Physical and Chemical Properties. Extensive and Intensive properties. Measurements: Units, Significant figures; Precision and Accuracy, Factor Label Method. Atomic structure and the Periodic table; Electron configuration; Physical and Chemical properties as predicted from groups. Ionic compounds and Molecular compounds: Writing chemical formulae and naming of ionic and molecular compounds. Average Atomic Mass. The Mole Concept; Percent Composition, Empirical formula and Molecular formula. Stoichiometry: limiting reagent, percent yield. Solutions: electrolytes and non-electrolytes, aqueous solutions, ionic equations; concentrations: percent concentration; molarity, molality; dilution of solutions; structure and solubility. Types of bonds; Lewis structures; Resonance structures; Molecular geometry: the VSEPR model, Polarity of molecules. Acid-base equilibrium: properties of acids and bases; relations of acids and bases, self ionisation of water; strengths of acids and bases; the pH scale; hydrolysis of salts; buffers; acid-base titration. Introduction to organic chemistry: organic compounds; structural formulae and conformations; functional groups; Classes of hydrocarbons: alkanes, cycloalkanes: alkanes; alkenes and alkynes; oxidation and reduction; addition reactions; stereo-isomerism. Alcohols, phenols, thiols, ethers: organic compounds of oxygen; common alcohols and phenols. Carboxylic acids and esters, amines and amides: Introduction to carbohydrates, lipids and porphyrins.

SBLG3512 DIVERSITY OF LIFE

Module title:Diversity of Life**Code:**SBLG 3512**NQF level:**5**Contact hours:**4 lecture periods / week for 14 weeks and one three hour practical session per week**Credits:**16**Module assessment:** Continuous assessment: Theory (not less than 3 tests and 2 Assignments) 40%, Practicals (not less than 10 marked assignments) 50%
Examination: 60% (1 x 3 hour examination paper)**Prerequisites:**NSCC (Biology C or better)

Module description: This module is designed to give students a detailed understanding of the diversity of life. It gives students the broader appreciation of biodiversity in the different ecological habitats. The course shall describe diagnostic characteristics of principle taxonomic categories for each phylum. Coverage of each Phylum shall follow a phylogenetic (evolutionary) approach as well as introduce broad ecological and physiological principles. Various aspects of reproduction and development shall be highlighted. This module prepares students to understand subsequent courses such as Introduction to Ecology and Microbiology, Population Ecology, Comparative physiology, Biogeography, Plant and Animal Form and Function.

SECOND YEAR MODULES

SBLG3611 ANIMAL FORM AND FUNCTION

Module title: ANIMAL FORM AND FUNCTION**Code:** SBLG3611**NQF Level:** 6**Contact hours:** 4L/week for 14 weeks + 1P/week for 14 weeks**Credits:** 16**Module assessment:** Continuous assessment (40%): Theory 50% (not less than 2 tests and 2 assignments); Practicals 50% (not less than 10 marked assignments); Examination (60%): 1 x 3 hour theory examination paper (70%); 1x2 hour practical paper (30 %)**Pre-requisite:** SBLG3411 Introduction to Biology, SBLG3512 Diversity of Life

Module description: This module intends to provide the student with a thorough understanding of the structures and functions of different body organs and systems in various animal species. It will cover the following topics: Structure, types and general characteristics and functions of epithelial tissues, cell-to-cell contact, structure and function of soft and specialized connective tissues, structure and functions of skeletal, smooth and cardiac muscles, structure and functions of neurons, types of neurons, neuralgia and their functions. Mechanisms of homeostasis, positive feedback, information flow. Communication lines of vertebrate nervous systems, sodium-potassium pumps, chemical synapses and neurotransmitters. The invertebrate nervous system, the nerve net and function, the nerve cord. Functional divisions of vertebrate nervous systems, brain cavities and canals, blood – brain – barrier, the limbic system. Mechanoreceptors, thermo-receptors, pain receptors, chemo-receptors, osmo-receptors, photoreceptors. Senses of taste and smell, sense of balance. The structure and function of vertebrate eye and ear. The structure and functions of the endocrine glands. Prostaglandins-types and functions. Feedback control of hormonal secretions. Role of hormones in arthropod metamorphosis. Integumentary system, vertebrate skin and structure and its functions. Bone structure and functions, skeletal joints, skeletal muscular system. The vertebrate and invertebrate circulatory systems, links with lymphatic system, functions of blood, blood volume and composition, the heart and dorsal vessel-structure and functions, blood pressure, cardiovascular disorders, the defense system – barrier to infection, specific and non-specific responses, inflammation, control of immune response, cell-mediated and antibody mediated responses, immunoglobulins and lymphocytes. Gas exchange, factors influencing gas exchange, gas transport pigments, vertebrate lungs and structures, breathing mechanisms, respiratory cycle, oxygen and carbon dioxide transport, chemoreceptors (carotid bodies and aortic bodies), respiratory systems of mammals, fish, birds and arthropods. Reproduction in vertebrates and invertebrates. Temperature regulation.

SMBL 3652 HUMAN BIOLOGY

Module title: HUMAN BIOLOGY**Code:** SMBL3652**NQF Level:** 6**Contact hours:** 4L/week for 14 weeks + 1P/week for 14 weeks**Credits:** 16**Module assessment:** Continuous assessment (40%): (not less than 2 tests and at least 8 practical marks); Examination (60%): 1 x 3 hour theory examination paper**Pre-requisite:** SBLG3411 and (SCHM3411 and SCHM3512) OR SCHM3532**Module description:**

Human evolution, including evidence based on fossils, biochemistry, anatomy and bio-geography. Organs and accessory organs of the digestive system and their functions in digestion and absorption of carbohydrates, proteins, lipids, minerals and vitamins. The cardiovascular system, the structure and functions of the heart, blood vessels and cells. The lymphatic system and functions of the lymphatic vessels and cells. The components and functions of the respiratory system, external, internal

and cellular respiration. Kidney structure and functions. The nervous system and the endocrine glands with respect to their hormones and functions. Studying contemporary human diseases such as HIV/AIDS, cancer, TB and malaria. Discussing the importance of nutrition to humans, analysing how they obtain their organic substances and mineral ions as energy for growth and development. Comparing the differences between autotrophic and heterotrophic nutrition.

SBLG3612 PLANT FORM AND FUNCTION

Module title: Plant Form and Function

Code: SBLG3612

NQF level: 6

Contact hours: 4 lecture periods / week for 14 weeks and one three hour practical session per week

Credits: 16

Module assessment: Continuous assessment (40%): Theory 50% (not less than 2 tests and 2 assignments); Practicals 50% (not less than 10 marked assignments)
Examination (60%): 1 x 3 hour theory examination paper (70%); 1x2 hour practical paper (30 %)

Prerequisites: SBLG3411 Introduction to Biology, SBLG3512 Diversity of Life

Module description: This is a full course for one semester where a survey of vascular plants using evolutionary and ecological principles to interpret patterns of diversity in vascular plant form and function. Topics include morphological adaptations of plants, the genetic properties of plant populations, plant reproduction and mating system variation, a survey of biotic and abiotic ecological interactions important to flowering plants. The focus of the course is on the anatomy and functional morphology of photosynthetic organisms in both aquatic and terrestrial systems. Laboratory work will include a survey of flowering plant taxonomy and plant forms and functions. Laboratory projects will demonstrate methods used for establishing evolutionary relationships, assessing genetic structure in natural populations, and identifying adaptive features of plant form and function.

THIRD YEAR MODULES

SMBE 3771 CELL MOLECULAR BIOLOGY, MICROBIOLOGY AND GENETICS FOR EDUCATORS

Module title: Cell Molecular Biology, Microbiology and Genetics for Educators

Code: SMBE 3771

NQF level: 7

NPSC: C1

Contact hours: 4 lecture periods / week for 14 weeks and one three hour practical session per week

Credits: 6

Module assessment: Continuous assessment 40% ([50% theory+50% practicals] minimum of 2 tests and 2Assignments), Examination 60% (1 x 3hour examination paper)

Prerequisites: SBLG3612 Plant Form and Function, SBLG3611 Animal Form and Function, SMLB3652 Human Biology

Module description:

This is a broad based module that will start with an introduction to the chemical basis of cellular processes, an overview of mitosis and meiosis, Mendelian & non-Mendelian Genetics: monohybrid crosses, dihybrid cross, test crosses, chromosomal theory of inheritance, sex determination & sex-linked genes, basic genetic linkage and chromosome mapping, and the genetic code; structure and function of eukaryotic chromosomes and mutations as the basis for genetic variations and their effects and natural selection. Macromolecules : proteins, carbohydrates fatty acids and nucleic acids and their roles in cellular organization; the structure of DNA and genome sizes and complexity; DNA replication; Eukaryotic transcription and RNA processing; principles of microbiology, importance of microorganisms, microbial cell structure, physiological diversity of microorganisms, prokaryotic diversity, microscopy and cell morphology, microbial cell membranes and cell walls, surface structures and inclusions, endospores, microbial motility and bacterial taxis, staining techniques, microbial nutrition and metabolism, culture media, laboratory culture of microorganisms, enriSCHent and isolation, isolation of pure cultures, bacterial cell division, growth of bacterial populations, measuring microbial growth, environmental effects on microbial growth, control of microbial growth, Identification of bacteria; Microbial genetics and genetic engineering: conjugation, transformation and transduction; Mutations, causes and uses of mutations; DNA Isolation; molecular cloning, genetic recombination, detection of variation in proteins and DNA. Genetically Modified Organisms: examples, risks and benefits.

SEBE 3772 ENVIRONMENTAL BIOLOGY FOR EDUCATORS

Module title: Environmental Biology for Educators

Code: SEBE 3772

NQF level: 7

NPSC: C1

Contact hours: 4 lecture periods / week for 14 weeks and one three hour practical session per week

Credits: 16

Module assessment: Continuous assessment (40%): Theory 50% {50% practicals + 50% theory (at least 5 assessed practicals, 3 tests)} Examination 60%: 1 x 3 hr theory paper

Prerequisites: SBLG3611Animal Form and Function, SBLG 3612 Plant Form and Function

Module description:

This module is designed to equip students with the necessary understanding of various topics in environmental studies. The main focus of this module is to enhance understanding of relationships of organisms with one another and with their environment including the human dimension. The following will be covered in this module:-

Ecology and environment: definitions. Basic components of ecological systems, essential processes of ecological systems: photosynthesis and decomposition. Primary and secondary production, energy flow and flux of matter and trophic structures, food chains and food webs, trophic levels and ecological pyramids, Food chains and poisons in the environment. Biogeochemical cycles (water-, carbon- nitrogen and phosphorous -cycles) and human influence cycles. Climate change: definition, causes, mitigation and adaptations. Climate change conventions and protocols. Namibia and climate change. Biomes: definition, classification and characteristics of biomes of the world and biomes of Namibia. Population Ecology: characteristics of populations- birth, death, immigration, emigration, size, age structure, and sex ratios. Population density, dispersion, mortality, natality and survivorship, population growth, parasitism (classes and characteristics of parasites, hosts as habitats, parasite population dynamics, evolutionary aspects of parasitism, social parasitism), Population regulation (mechanisms of population regulation, intra-specific competition, dispersal, social interactions). Arid environments: causes, classification and characteristics of arid ecosystems, surface and ground water, floods, Humidity, temperature, wind and wind erosion, soils, dust & dust storms, adaptations of organisms to arid environments. Desertification: definitions, causes of desertification (proximate or immediate and ultimate or underlying causes), manifestations of desertification, action to combat desertification. Deforestation: causes (proximate or immediate and ultimate or underlying causes) and effects of deforestation, deforestation in Namibia and possible solutions to deforestation. Conservation ecology: definitions, global patterns, distribution and measurement of biodiversity with special emphasis on Namibian. Conservation and sustainable exploitation of natural resources. Threats to biological diversity (including habitat destruction, habitat fragmentation, habitat degradation and pollution, global climate change, overexploitation, invasive and alien species, and disease). Human influences on ecosystems; damage to the environment, urbanization. Aquatic Ecology: the physical properties of water, stream ecology, lake ecology, physical and chemical properties of oceans, food chains and webs in the marine environment, estuarine ecology.

FOURTH YEAR MODULES**SMOL3832 PLANT GROWTH AND DEVELOPMENT 4L + 1PS / week**

Module title:	Plant Growth and Development
Code:	SMOL3832
NQF level:	8
Contact hours:	4 L/week for 14 weeks + 3h P/week for 14 weeks
Credits:	16
Module assessment:	Continuous assessment 40%: (at least 2 tests and at least 8 practical marks) Examination 60%: (1 x 3h paper)
Prerequisites:	SCHM3411 (Chemistry 1A) OR SCHM3512 (Chemistry 1B) OR SCHM3412 Chemistry for Life Sciences

Module description: This module is designed to provide students with an understanding and appreciation of the complex processes of plant growth and development from a molecular perspective. The module will examine the characteristics of plant growth, with emphasis on the meristematic nature of this growth. The process of growth will be discussed from a physical perspective taking into account Heyn's concept of cell wall extensibility and the role of pH and expansins. A number of developmental control mechanisms will be considered with emphasis on the interdependency between genetic, hormonal and environmental mechanisms, as well as signal perception and transduction by second messengers. The role of the six classes of plant hormones in the regulation of cell division, cell enlargement, cell differentiation with emphasis on tissue cultures, will be discussed. The control of processes such as seed development, shoot & root development, senescence and abscission, as well as flower and fruit development will be investigated, mainly from results obtained with mutagenic studies. The module will further examine the structure, characteristics and functions of plant photoreceptors with emphasis on photocontrol of seed germination, the processes of etiolation & de-etiolation, canopy shading and photoreceptor signal transduction. Plant movements such as nyctinasty, thigmonasty, phototropism and gravitropism will be discussed in detail. The concept of photoperiodism and the role of biological clocks will be investigated taking into account the ecological aspects of photoperiodism, response types, perception of the photoperiodic signal, transduction of the floral stimulus, rhythmic responses, Zeitgebers, and time measurement in photoperiodism. The module will conclude with an investigation of flowering by considering aspects such as floral induction and floral development.

PHYSICAL SCIENCE

FIRST YEAR MODULES

SPHY3511: PHYSICS FOR PHYSICAL SCIENCES I

Module title: PHYSICS FOR PHYSICAL SCIENCES I

Code: SPHY3511

NQF level: 5

Contact hours: 56 Lectures and 14 Practical Sessions/Tutorials

Credits: 16

Module assessment: Continuous Assessment (50%) and 1 x 3-hour Exam Paper (50%)
Continuous Assessment will consist of class tests, tutorial tests/assignments and practical reports.

Pre-requisites: NSSC Physical Science and Mathematics (C-symbols)

Module description (content): Units, significant figures & scientific notation; vectors: properties, components, unit vectors, products; average & instantaneous speed, velocity and acceleration; one dimensional motion with constant acceleration; falling bodies; two dimensional motion with constant acceleration; projectile motion; uniform circular motion; circular motion; relative velocity and acceleration; Newton's laws; inertial frames; weight; friction; applications; work and kinetic energy; power; conservative and non-conservative forces; gravitational potential energy; conservation theorem; work-energy theorem; linear momentum & impulse; conservation of linear momentum - 2 particle system; collisions; equilibrium; centre of gravity; applications; Newtonian gravitation; gravitational constant; weight & gravitational force; Kepler's laws; pressure; Archimedes' principle; laminar flow; Bernoulli's equation; temperature & temperature scales; thermal expansion; ideal gas; heat; heat capacity; latent heat; heat transfer.

SCHM3411 CHEMISTRY 1A

Module Title: Chemistry 1A

Code: SCHM3411

NQF Level: 4

Contact Hours: 4 lecture periods per week and 1 practical session per week for 14 weeks

Credits: 16

Module Assessment: CA: 50% (minimum 3 tests 75 %, laboratory component 15 %, tutorial assignments 10%).
Final Exam: 50%; (1 x 3 hour exam paper)

Prerequisites: Faculty Entry Requirements

Module Description:

This module is a brief introduction to general chemistry and it lays the foundation of basic facts necessary for further studies in chemistry. The following topics are covered:

Content:

An Introduction To Chemistry: Classification of Matter; The Three States of Matter; Physical and Chemical Properties of Matter; Measurement; Handling Numbers (scientific notation, significant figures); Factor-Label Method in Solving Problems. Atoms, Molecules and Ions: The Structure of the Atom; Atomic Number, Mass Number, and Isotopes; Molecules and Ions; Chemical Formulas (molecular and empirical); Naming Compounds. Mass Relationships in Chemical Reactions: Atomic Mass; Avogadro's Number and Molar mass; Molecular Mass; Percent Composition of Compounds; Experimental Determination of Empirical Formulas; Chemical Reactions and Chemical Equations; Stoichiometry (amounts of reactants and products); Limiting & Excess Reagents; Reaction Yield; Concentration of Solutions. Reactions in Aqueous Solutions: General Properties of Aqueous Solutions; Precipitation Reactions; Acid-Base Reactions; Oxidation and Reduction Reactions (assigning oxidation states, writing redox equations, balancing redox reactions). Quantum Theory and the Electronic Structure of Atoms: The Photoelectric Effect; Bohr's Theory of the Hydrogen Atom; Quantum Numbers; Atomic Orbitals; Electron Configuration; The Building-up Principle. Periodic Relationships Among Elements: Periodic Classification of the Elements; Periodic Variation in Physical Properties (effective nuclear charge, atomic radius, ionic radius); Ionization Energy; Electron Affinity; Variation in Chemical Properties of the Representative Elements (main group elements). Chemical Bonding: Lewis Dot Symbols; Ionic Bonding; Covalent Bonding; Metallic Bonding; Electronegativity; Writing Lewis Structures; Formal Charge; Concept of Resonance; Bond Enthalpy. Basic Molecular Geometry and Hybridization of Atomic Orbitals: Molecular Geometry; Dipole Moments; Valence Bond Theory; Hybridization of Atomic Orbitals; Molecular Orbital Theory; Molecular Orbital Configurations.

SPHY 3512: PHYSICS FOR PHYSICAL SCIENCES II

Module Title: PHYSICS FOR PHYSICAL SCIENCES II

Code: SPHY 3512

NQF Level: 5

Contact Hours: Lectures per week for 14 weeks, Practical Time: 14 sessions (42 hours)

Credits: 16

Module assessment: Continuous assessment (50%, Minimum 2 tests, 4 assignments and practical reports)
Examination (50%, 1 x 3- hour paper)

Pre-requisites: IGCSE Physical Science and Mathematics (C-symbols)

Module description (contents): This module introduces the phenomena associated with electrostatics (charges at rest) and magnetostatics (the magnetic effects associated with steady currents). It also introduces and develops the use of the electric and magnetic field vectors and relates them by considering electromagnetic induction at a classical level. The connection between these fields and conventional circuit parameters R, C and L is developed, together with the techniques to deal with elementary transient phenomena. Sound, basic geometrical optics and radioactivity and its detection are also covered. The contents of this course include: Electric charge; insulators and conductors; Electric force and coulomb's law, Electric field and Gauss's law; Electric potential; Capacitance and capacitors; Direct current; Ohm's law and simple circuits; Magnetic field; Alternating current; Transformers; Phenomenological approach to RL and RC circuits; Basic geometrical optics; Radioactivity and its detection; Sound.

SCHM3512 CHEMISTRY 1B

Module Title: Chemistry 1B

Code:	SCHM3512
NQF Level:	5
Contact Hours:	4 lecture periods per week and 1 practical session per week for 14 weeks
Credits:	16
Module Assessment:	CA: 50% (minimum 3 tests 75%, laboratory component 15%, tutorial assignments 10%) Final Exam: 50%; (1 x 3 hour exam paper)
Prerequisites:	Faculty Entry Requirements

Module Description:

This module is a continuation of Chemistry 1A and it introduces the students to properties of gases, thermochemistry, chemical kinetics, chemical equilibrium, Introduction to laws of thermodynamics, electrochemistry and organic chemistry. The following topics are covered:

Content:

Gases: Pressure of a Gas; The Gas Laws; The Ideal Gas Equation; Gas Stoichiometry; The Kinetic-Molecular Theory of Gases; Deviation from Ideal Behaviour. Basic Thermochemistry: The Nature of Energy and Types of Energy; Energy Changes in Chemical Reactions; Introduction to Thermodynamics; Enthalpy of Chemical Reactions; Calorimetry; Standard Enthalpy of Formation and Reaction; Heat of Solution and Dilution. Introductory Chemical Kinetics: Rate of Reaction; Rate Law; Relation between Reactant Concentration and Time; Activation Energy and Temperature Dependence of Rate Constants; Reaction Mechanisms; Catalysis. Introduction to Chemical Equilibrium: The Equilibrium Constant; Writing Equilibrium Constant Expressions; Relationship between Chemical Kinetics and Chemical Equilibrium; What Does the Equilibrium Constant tell Us? Factors that Affect Chemical Equilibrium. Acid-Base Equilibria & Solubility Equilibria: The Common Ion Effect; Buffer Solution; Acid – Base Titrations; Acid-Base Indicators; Solubility Equilibria; Separation of Ions by Fractional Precipitation; The Common Effect and Solubility; pH and Solubility; Complex Ion Equilibria and Solubility. Entropy, Free Energy and Equilibrium: The Three Laws of Thermodynamics; Spontaneous Processes; Entropy; The Second Law of Thermodynamics; Gibbs Free Energy; Free Energy and Chemical Equilibrium; Thermodynamics in Living Systems. Introduction to Electrochemistry: Galvanic Cells; Standard Reduction Potentials; Spontaneity of Redox Reactions; Effect of Concentration of Cell EMF; Electrolysis. Introduction to Organic Chemistry: Classes of Organic Compounds; Structure and Nomenclature Main Functional Groups (alkanes, alkenes, alkynes, alcohols, aldehydes, ketones, carboxylic acids, esters, amines, amides). Introduction to carbohydrates, lipids and porphyrins.

SECOND YEAR MODULES

SPHY3611: CLASSICAL MECHANICS

Module title: CLASSICAL MECHANICS

Code:	SPHY3611
NQF level:	6
Contact hours:	56 Lectures and 14 Practical Sessions/Tutorials
Credits:	16
Module assessment:	Continuous Assessment (50%) and one 3-hour Exam Paper (50%). Continuous assessment will consist of class tests, assignments and practical reports.
Pre-requisites:	SPHY3511: Physics for Physical Sciences I, SMAT3511: Basic Mathematics and SMAT3512: Precalculus

Module description (content):

Vectors, vector operations & the calculus of vectors; straight line and general motion particles; polar co-ordinates; rigid bodies: rotating about a fixed axis & planar motion; reference frames; inertial frames and the law of inertia; Laws of: mutual interaction, multiple interactions, universal gravitation; mass distributions; principle of equivalence; rectilinear motion in a force field; constrained rectilinear motion; resisting media; projectiles; circular motion; classical SHM: damped & forced; coupled oscillations and normal modes; energy principle; rectilinear motion; conservative fields; orbits in a central field: orbital motion, path equation, Homann transfer orbits, attractive & repulsive inverse square fields; Rutherford scattering; non-linear oscillations and phase space; phase plane in dynamics; limit cycles; driven non-linear oscillations; degrees of freedom; rigid bodies; linear momentum; rocket motion; collision theory; zero-momentum frame; 2-body problem; scattering; integrable mechanical systems; moment of a force; angular momentum; planar rigid body motion; Rigid body statics;

SCHM3631 PHYSICAL CHEMISTRY I

Module title:Physical Chemistry I**Code:**SCHM3631**NQF Level:**6**Contact Hours:** 4 lecture periods per week and 1 practical session per week for 14 weeks.**Credits:** 16**Module Assessment:** CA: 50% (minimum 3 tests 80%, laboratory component 20%)

Final Exam: 50%; (1 x 3 hour exam paper)

Pre-requisites: SCHM 3411 (Chemistry 1A), SCHM3512 (Chemistry 1B), SMAT3531 (Analytic geometry, Complex Numbers, Matrices), SMAT3512 (Precalculus)**Module Description:**

The course deals with equilibrium thermodynamics for chemistry majors and minors. Laws of thermodynamics are treated in a more rigorous way and applied to chemical problems. The following topics are covered:

Content: Empirical gas laws. The perfect gas. The Kinetic model of gases. Real Gases: Molecular interaction, The van der Waals equation. The principle of corresponding states. The First Law of Thermodynamics. Work, heat, and energy, The internal energy, Expansion Work, Heat transactions, Enthalpy, Adiabatic Changes. Thermochemistry. Standard enthalpy changes, Standard enthalpies of formation, The temperature-dependence of reaction enthalpies. State functions and exact differentials, Exact and inexact differentials, Changes in internal energy, The Joule-Thompson effect. The Second Law of Thermodynamics. The direction of spontaneous change and The dispersal of energy, Entropy, Canot Cycle, Entropy changes accompanying specific processes, The Third Law of thermodynamics, The Helmholtz and Gibbs energies, Standard reaction Gibbs energies. Combining the First and Second Laws of Thermodynamics, The properties of internal energy, The properties of Gibbs energy. Physical Transformations of Pure Substances. Phase diagrams, The stabilities of phases, Phase boundaries, The thermodynamics criterion of equilibrium, The location of phase boundaries, Ehrenfest classification of phase transitions. Simple Mixtures. The thermodynamic description of mixtures, Partial molar quantities, The thermodynamics of mixing, The chemical potentials of liquids. The properties of solutions, Liquid mixtures, Colligative Properties. Two-component systems: Vapour pressure diagrams, Temperature-composition diagrams, Liquid-liquid phase diagrams, Liquid-solid phase diagrams. Chemical equilibrium. The Gibbs energy minimum. The description of equilibrium, The response of equilibria to pressure and temperature.

SPHE3642 ELECTRICITY AND MAGNETISM

Module Title:ELECTRICITY AND MAGNETISM**Code:** SPHE3642**NQF Level:** 6**NPSC:** C 1**Credits:** 8**Contact Time:** 28 Lectures and 7 Practical sessions (21 hours)**Module Assessment:** Continuous assessment (class tests, assignments and practical reports) 50%,two-hour exam 50%**Pre-requisites:** SPHY3512: Physics for Physical sciences II,
SMAT3511: Basic Mathematics and
SMAT3512: Precalculus.**Model description :**

The content of the module will cover the following: Electric interaction; Static electric charge and Gauss's Law; Electric potential; Capacitors; Electric current; Ohms law; DC circuits; Magnetic field and flux, Lorentz force; Ampere's law; Electromagnetic induction and ac circuits.

SCHE3622 ORGANIC CHEMISTRY FOR EDUCATORS

Module Title: ORGANIC CHEMISTRY FOR EDUCATORS**Code:** SCHE3622**NQF Level:** 6**NPSC:** C1**Contact Hours:** 28 hours lectures, 21 hours of practical sessions**Credits:** 8**Module Assessment:** CA: 50% (minimum 2 tests 80%, laboratory component 20%)

Final Exam: 50%; (1 x 3 hour exam paper)

Prerequisites: CHM3411 (Chemistry 1A), CHM3512 (Chemistry 1B)**Module Description:**

This module is a survey of the chemistry of carbon compounds, their nomenclature, physical properties, structure and reactions with an introduction to reaction mechanisms and stereochemistry. The following topics will be covered:

Alkanes and cycloalkanes: nomenclature, physical properties, bond rotation, conformations, ring strain, bicyclic and polycyclic alkanes, synthesis and reactions of alkanes; Alkenes and alkynes: physical properties and synthesis (Zaytev's Rule), addition reactions (hydrogenations, halogenations, hydrations), Markovnikov's Rule, index of hydrogen deficiency; Ionic reactions: nucleophilic substitutions, elimination reactions; Radical reactions: free radicals, halogenation of alkanes, chain reactions; Stereochemistry: stereoisomers, enantiomers, chirality, diastereomers, meso compounds, optical activity. Alkyl halides: physical properties, synthesis, reactions; Alcohols and ethers: physical properties, synthesis, reactions.

THIRD YEAR MODULES

SPHE3751 MODERN PHYSICS FOR EDUCATORS

Module title:	MODERN PHYSICS FOR EDUCATORS
Code:	SPHE3751
NQF Level:	7
NPSC:	C1
Contact hours:	4 Lectures per week and 1 (3h) Practical Sessions per week
Credits:	16
Module assessment:	Continuous assessment (class tests, assignments and practical reports) 50%, Three-hour exam 50%
Pre-requisites:	SPHY3511: Physics for Physical sciences I, SPHY3512: Physics for Physical sciences II, SPHY3611: Classical Mechanics, SMAT3511: Basic Mathematics and SMAT3512: Precalculus.

Module description (contents):

Blackbody radiation; Planck's quantization; Photoelectric effect; Compton effect; atomic structure; spectral lines of Hydrogen; the nuclear atom; Bohr's theory; correspondence principle; Franck-Hertz experiment; x-rays; de Broglie wavelengths; particle-wave duality; Heisenberg uncertainty relation; Special relativity; departure from Newtonian dynamics; Einstein and Lorentz transformations; Lorentz contraction and time dilation; wave mechanics, Schrödinger equation for a free particle; the potential Step. particles in a box ; particle in a finite potential well; Electrons in metals, Nearly free electron model, energy bands; Semiconductors, band gaps, intrinsic carrier concentration, impurity conductivity, donor and acceptor states.

SCHE3742 INORGANIC CHEMISTRY FOR EDUCATORS

Module Title:	INORGANIC CHEMISTRY FOR EDUCATORS I
Code:	SCHE3742
NQF Level:	7
NPSC:	C1
Contact Hours:	56 hours lectures, 42 hours practical sessions
Credits:	8
Module Assessment:	CA: 50% (minimum 2 tests 80%, laboratory component 20%) Final Exam: 50% (1 x 2 hour exam paper)
Prerequisite:	CHM3411 (Chemistry IA), CHM3512 (Chemistry IB)

Module Description:

This module covers the chemistry of transition metals. This means the student would have been equipped with adequate background from the chemistry of main group elements. With such a background the student will be in a position to follow the chemistry of transition metals. The following topics will be covered:

The brief introduction to the chemistry of alkali and alkaline earth elements (groups 1 and 2); reactivity with hydrogen, oxygen, halogens, water, and liquid ammonia; Classification of oxides, and their reaction with water; P-block elements (groups 13 to 18): Reactivity with oxygen and halogens; The hydrides of P block elements; Hydrolysis and ammonolysis of P-block halides. Delocalized multiple bonding. S-block elements. In-depth studies of chemical bonding (valence bond theory (VBT), shapes of molecules and hybridization, molecular orbital theory (MOT) in diatomic and polyatomic molecules) and Bonding-Application of VBT; CFT; LFT, MOT; Introduction to transition metal chemistry (d-block elements): transition metal complexes (constitution, nomenclature, isomerism, classification of ligands); Reaction Mechanisms and rate of reactions; Ligand substitution; Dissociative and Associative mechanisms; redox and photochemical reactions in transitional complexes; Molecular symmetry: symmetry elements; plane of symmetry; proper and improper axes; principal axis; point of inversion ; classification of molecules into point groups. Introduction to the organometallic chemistry of s-block elements (magnesium and lithium).

SPHY3802: NUCLEAR PHYSICS

Module title:	NUCLEAR PHYSICS
Code:	SPHY3802
NQF Level:	8
Contact hours:	2 lecture periods per week for 14 weeks and 7 Practical/Tutorial sessions
Credits:	8
Module assessment:	Continuous assessment (50%) and one 2-hour Examination (50%). Continuous assessment consists of a minimum of 3 assignments, 2 tests and practical reports.
Pre-requisites:	SPHY3732: Modern Physics II

Module description : Nuclear Structure, nuclear radius, nomenclature; Decay of the nucleus, alpha decay, beta decay, gamma decay, spontaneous fission; Radioactivity, radioactive growth and decay, transient equilibrium, secular equilibrium, radioactive decay series, carbon dating; Chart of Nuclides; Nuclear reactions, elastic scattering, inelastic scattering, reaction of transmutation, radiative capture, photodisintegration, induced fission; Interaction of radiation with matter, photoelectric effect, pair production, Compton scattering, calculation of energy transferred in Compton scattering using relativistic equations; The liquid drop model, variation of binding energy per nucleon with mass number; Weizsacher's semi-empirical mass formula; The shell model; Nuclear energy, nuclear reactors, introductory reactor physics, nuclear power plants; Nuclear instrumentation,

radiation detectors, accelerators; Two body systems and nuclear force: properties of nuclear forces, the deuteron, qualitative treatment of n-p and p-p scattering at low energies; Elementary particle.

SCHE3862 INORGANIC CHEMISTRY FOR EDUCATORS II

Module Title:	INORGANIC CHEMISTRY FOR EDUCATORS II
Code:	SCHE3862
NQF level:	8
NPSC:	C1
Contact hours:	28 hours lectures, 21 hours practical sessions.
Credits:	8
Module Assessment:	CA: 50% (minimum 2 tests 80%, laboratory component 20%, Final Exam: 50% (1 x 2 hour exam paper)
Prerequisite:	SCHE3742

Module Description:

This module deals with the organometallic chemistry which is a hybrid discipline comprising the knowledge of inorganic and organic chemistry. The following topics will be covered:

Content:

Organometallic chemistry: organometallic compounds of d block elements with emphasis to iron complexes; Physical and chemical properties of organometallic compounds; Reactivity of coordinated cyclopentadienyl and cyclobutane ligands. Transition metal carbonyls: metal clusters, bonding and synthesis; Catalysis involving organometallic compounds. Chemistry of f-block elements; Nuclear Chemistry.

FASHION AND FABRICS

FIRST YEAR MODULES

HVPD 3511 Principles of Design

Proposed	NQF Level: 5
Credits:	16
Contact Hours:	4 hours/week over 14 weeks = 56 contact hours
Prerequisite:	None

Content: This is the introductory module that will provide a theoretical base and build up basic practical knowledge needed for creating the appropriate visual art forms expected. This will be done through researching of and working in three diverse art and design activities to stimulate individual creativity to provide an art and design vocabulary. This module together with *HVPD 3532 Principles of Design* will provide background for visual art and design courses to follow from second year level onwards

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper plus exhibition/ presentation)

HVTF 3600 Textiles and Fashion Basics

Proposed	NQF Level: 6
Credits:	16
Contact Hours:	4 hours/week over 14 weeks = 56 contact hours
Prerequisite:	<i>HVPD 3532 Principles of Design</i> or <i>HVLD 3532 Visual Literacy and Drawing</i>

Content: The Textiles and Fashion Basics module is designed to provide a foundation for modules in Fashion and Textiles. By the end of the module all students should be working with the same basic knowledge. The module focuses on knowledge and skills that are essential for both Fashion and Textiles students. *Textiles:* The textiles component of the module concentrates on essential understanding of the production and characteristics of textiles. The module, which is predominantly theoretical, covers the ways in which different fibres are produced and how they are identified, fabric production, fabric dyeing and finishing. *Fashion:* The fashion component of this module concentrates on essential practical and theoretical understanding of sewing techniques for fashion. In the course of the module students will produce a collection of samples presented in an A4 file which includes all the work produced during the module

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper plus exhibition/ presentation)

HVPD 3532 Principles of Design

Proposed	NQF Level: 5
Credits:	16
Contact Hours:	4 hours/week over 14 weeks = 56 contact hours
Co-requisite:	<i>HVPD 3511 Principles of Design</i>

Content: This module provides additional theoretical and practical knowledge needed for the creating of new and more advanced visual art and design forms. It further aims at stimulating and augmenting individual creativity and reinforcing art and design theory and conceptualisation. This will be done through working in a series of art and design activities to produce different products to those done in the prerequisite module *HVPD 3511 Principles of Design*. Furthermore this module will provide background for visual art and design modules to follow at subsequent year levels

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper plus exhibition/ presentation)

SECOND YEAR MODULES

HVTS 3611 Textiles: Dyed		Painted and Printed
Proposed	NQF Level: 6	
Credits:	16	
Contact Hours:	4 hours/week over 14 weeks = 56 contact hours	
Prerequisite:	<i>HVPD 3532 Principles of Design or HVLD 3532 Visual Literacy and Drawing</i>	

Content: This module has both a practical and a theoretical component. *Practical:* Students learn about the hand decoration of fabrics using fabric dye and fabric paint. *Theory:* Students learn about the history of dyed, printed and painted textile techniques in Africa and the rest of the world, with particular emphasis on Namibia. They are introduced to the concept of the textiles market, including consumer market segmentation and its relation to the Namibian context. They will also gain an understanding of running a small business in the textiles field

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper plus exhibition/ presentation)

HVFS 3611 Fashion Studies	
Proposed	NQF Level: 6
Credits:	16
Contact Hours:	4 hours/week over 14 weeks = 56 contact hours
Prerequisite:	<i>HVPD 3532 Principles of Design or HVLD 3532 Visual Literacy and Drawing</i>

Content: This module builds on the skills and knowledge consolidated in *HVTF 3600 Textiles and Fashion Basics*. This module includes both practical and theoretical activities focusing on the competitive international fashion industry in all three major divisions of the subject Fashion

HVTS 3632 Constructed Textiles and Sewn Decoration	
Proposed	NQF Level: 6
Credits:	16
Contact Hours:	4 hours/week over 14 weeks = 56 contact hours
Prerequisite:	<i>HVTS 3611 Textiles: Dyed, Painted and Printed</i>

Content: This module has both a practical and a theoretical component. *Practical:* Students will learn about tapestry weaving technique, felted fabrics and appliqué decoration in the form of appliqué and embroidery. They will produce examples of each technique covered in the module and a final piece that reflects their own researches. *Theory:* Theory will include aspects of the history of the different techniques, particularly in Africa. Students will look at the ways in which hand crafted textiles are produced and marketed nowadays. Particular focus is placed on the Namibian carpet industry and the use of embroidery and appliqué to produce home textiles in Namibia. The history of constructed textiles is a massive subject, as is that of sewn decoration. It is not possible to cover more than a small part of this history in one module. The topics covered in this module should however prove interesting and stimulating and encourage further investigation

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper plus exhibition/ presentation)

HVFS 3632 Fashion Studies	
Proposed	NQF Level: 6
Credits:	16
Contact Hours:	4 hours/week over 14 weeks = 56 contact hours
Prerequisite:	<i>HVFS 3611 Fashion Studies</i>

Content: This module covers both theoretical and practical work and focuses in particular on the strong artistic and design components connected to fashion. Therefore students will cover the introduction to all three major divisions of the subject Fashion Studies, namely creative fashion illustration and pattern- and garment construction. All these areas will be developed from a shared concept in design. *Practical:* Practical activities cover the design and illustration of a wearable art garment with a fashion accessory. *Theory:* Theoretical work covers the analysis of a renowned fashion designer/artist. Students will apply this knowledge in their own design process. Other theory components will include the study of the contemporary couture fashion and mass fashion industries, the fashion capitals and international fashion markets

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper plus exhibition/ presentation)

THIRD YEAR MODULES

HVFS 3711 Fashion Studies

Proposed	NQF Level: 7
Credits:	16
Contact Hours:	4 hours/week over 14 weeks = 56 contact hours
Prerequisite:	<i>HVFS 3632 Fashion Studies</i>

Content: This module builds on the skills and knowledge consolidated in the previous module. This module covers both practical and theoretical aspects of design and soft tailoring components and students will cover all three major divisions of the subject Fashion Studies, namely creative fashion illustration, pattern- and garment construction. All these areas are developed within a collective design concept. *Practical:* Practical activities cover the design and illustration of a soft tailoring garment with a fashion accessory. *Theory:* Theoretical work covers the historical aspects of fashion and clothing design; students will study various histories of costume eras, which will result in the design of costumes for a stage play setting. Other areas of theory cover fashion product costing and the implementation of the Designer Work Sheet

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper plus exhibition/presentation)

HVFS 3732 Fashion Studies

Proposed	NQF Level: 7
Credits:	16
Contact Hours:	4 hours/week over 14 weeks = 56 contact hours
Co-requisite:	<i>HVFS 3711 Fashion Studies</i>

Content: This module builds on the skills and knowledge consolidated in the previous module. This module covers both theoretical and practical work with a focus on design and evening wear components in all three major divisions of the subject Fashion Studies, namely creative fashion illustration and pattern- and garment construction. All these areas are developed within a collective design concept. *Practical:* Practical activities cover the design and illustration of evening wear with a fashion accessory. *Theory:* Theoretical work covers marketing aspects for fashion design as well as the historical aspects of fashion and clothing design; students will study various eras in the history of costume. Based on this knowledge, students will design costumes for a film play setting. Other areas of theory that are covered include fashion product costing and marketing

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper plus exhibition/ presentation)

HOME ECONOMICS

FIRST YEAR MODULES

Module Title: Applied Science for Home Economics	
Code:	EMHE 3501
NQF Level:	5
Semester Offered:	1 st semester, year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None

Module Description:

This module will enable students to understand basic scientific principles as applied to individuals, families and household systems; address issues of safety in the household.

Module Assessment:

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

Module Title: Introduction to Household Resource Management	
Code:	EMHE 3511
NQF Level:	5
Semester Offered:	1 st semester, year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module will introduce students to the philosophy, mission and paradigms of home economics as a subject, reconceptualise the subject Home Economics, family studies as a field of study, resource management with an ecosystems approach and the application of management principles to the use of time and energy for better family living and household management.

Module Assessment:

Continuous assessment 50%

At least 3 assessments

Examination 50%.

Module Title: Introduction to Human Nutrition	
Code:	EMHE 3612
NQF Level:	6
Semester Offered:	2 ND semester, year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module The study of basic Human Nutrition, including all macro and micro nutrients, classifications, characteristics, functions, digestion and intermediate metabolism, food sources, deficiency diseases, prevention of deficiency diseases, vitamin and mineral supplementation, water and 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.

Module Assessment:

Continuous assessment 50%

At least 3 assessments

Examination 50%.

SECOND YEAR MODULES

Module Title: Principles of Food Preparation	
Code:	EMHE 3631
NQF Level:	6
Semester Offered:	1 st semester, year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks and 3 hours practical per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module will prepare students to demonstrate the ability to select and apply the most appropriate food preparation techniques to retain the nutritional value and optimum quality of food when prepared in the household.

Module Assessment:

Continuous assessment 50%

At least 3 assessments

Examination 50%.

Module Title: Household Resource Management	
Code:	EMHE 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

Module Description:

This module will introduce students to consumer education, family finance and budgeting and work study with in the household; with specific reference to gender as an underpinning concept in household resource management.

Module Assessment:

Continuous assessment 50%

At least 2 assessments

Examination 50%.

Module Title: Housing	
Code:	EMHE 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

Module Description:

This module will enable students to identify norms values and housing needs that are specific to the cultural, psychological, sociological differences of culture and other specific groups; educate groups in home ownership and responsible choice; to interpret housing plans and to suggest alterations that will improve the well being of individuals, households and sustainable environments; identify materials use in housing and the effect there of on sanitation, energy consumption and decoration of the house.

Module Assessment:

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

THIRD YEAR MODULES

Module Title: Applied Nutrition	
Code:	EMHE 3711
NQF Level:	7
Semester Offered:	1 st semester, year 3
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	EMHE 3632

Module Description:

This module will assist students to gain knowledge, understanding and the ability to implement factors concerning nutrition during the life cycle of an individual; gain knowledge, understanding and the ability to implement factors concerning nutrition by identifying, evaluating and controlling chronic life style and infectious diseases. This module will further assist students with issues as nutritional assessment and screening and enable students to plan a healthy diet based on the Namibian Food and Nutrition Guidelines and acquire knowledge about food safety and food security This knowledge and understanding will equip students to prevent chronic lifestyle and infectious diseases and will contribute to the promotion of a healthy lifestyle.

Module Assessment:

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

Module Title: Principles of Food Preparation and Meal Management	
Code:	EMHE 3712
NQF Level:	7
Semester Offered:	2 ND semester, year 3
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks and 3 hours practical per week for 14 weeks
Credits:	16
Prerequisite:	EMHE3711

Module Description:

This module will prepare students to demonstrate the ability to select and apply the most appropriate food preparation techniques to retain the nutritional value and optimum quality of food when prepared in the household; to food preparation and processing with in relation to household consumption; develop the ability to apply meal management and menu planning techniques.

Module Assessment:

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

SPORT EDUCATION**FIRST YEAR MODULES**

Module Title: Introduction to Principles of Coaching	
Code:	EMSS 3511
NQF Level:	5
Semester Offered:	1 st Semester; 1 st Year
National Professional Standard Competencies:	
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module is designed to develop students' knowledge of the theoretical aspects of coaching and the ability to apply theory in a practical coaching context to develop and improve performance.

Module Assessment:

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

Module Title: Sport and Recreational Entrepreneurship	
Code:	EMSS 3672
NQF Level:	6
Semester Offered:	2 nd semester; 1 st Year
National Professional Standard Competencies:	
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module is designed to develop students' knowledge in regard to recreational and entrepreneurial aspects of sport. Students will be able to develop plans for sport administration and management and they will be able to design learning sessions for learners.

Module Assessment:

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

SECOND YEAR MODULES

Module Title: Techniques of Teaching and Coaching Track and Field and Soccer	
Code:	EMSS 3711
NQF Level:	7
Semester Offered:	3
National Professional Standard Competencies:	1 st semester; 2 nd Year
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module develops a student's understanding, skills and disposition regarding track and field and soccer. It has as its aim that the student will have the knowledge of the rules and regulations. Learning the fundamental motor skills, basic attitudes and understanding of these sports. The students must be able to teach, coach and manage these sports.

Module Assessment:

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

Module Title: Foundations of Physical Educations and Sport	
Code:	EMSS 3731
NQF Level:	7
Semester Offered:	1 st semester; 2 nd Year
National Professional Standard Competencies:	1
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

The philosophical, historical, sociological and psychological aspects of Sport and physical Education will be examined. The foundation of the nature and scope of Physical Education and Sport. The role of Sport in today's world and the contribution that persons involved in Physical Education and Sport can make to society. The different domains and objectives of Physical Education: cognitive, affective, psychomotor, socio-cultural and biological are studied.

Module Assessment:

Continuous assessment counts 50% towards the final mark and consists of 100% theory work.
The examination contributes 50% towards the final mark.

Module Title: Techniques of Teaching and coaching Basketball and Netball	
Code:	EMSS 3712
NQF Level:	7
Semester Offered:	2 nd Semester; 2 nd Year
National Professional Standard Competencies:	1
Contact Hours:	4 periods per week
Credits:	16
Prerequisite:	None

Module Description:

This module develops a student's understanding, skills and disposition regarding Basketball and Netball. It has as its aim that the student will have the knowledge of the rules and regulations. Learning the fundamental motor skills, basic attitudes and understanding of these sports. The students must be able to teach, coach and manage these sports.

Module Assessment:

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

THIRD YEAR MODULES

Module Title: Motor learning and Motor development in Physical Education and Sport	
Code:	EMSS 3751
NQF Level:	7
Semester Offered:	1 st Semester; 3 rd Year
National Professional Standard Competencies:	1
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None

Module description:

Age-related changes in motor behavior and skill performance of children and adolescents. Geriatrics and sport. Motor development and motor behavior.

Module assessment:

Continuous assessment counts 50% towards the final mark and consists of 100% the theory work. The examination contributes 50% towards the final mark.

Module Title: Techniques of Teaching and coaching Volleyball and Rugby	
Code:	EMSS 3732
NQF Level:	7
Semester Offered:	2 nd Semester; 3 rd Year
National Professional Standard Competencies:	1
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

This module develops a student's understanding, skills and disposition regarding track and field and soccer. It has as its aim that the student will have the knowledge of the rules and regulations. Learning the fundamental motor skills, basic attitudes and understanding of these sports. The students must be able to teach, coach and manage these sports.

Module Assessment:

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

FOURTH YEAR MODULES

Module Title: Sport Science	
Code:	EMSS 3812
NQF Level:	8
Semester Offered:	2 nd Semester; 4 th Year
National Professional Standard Competencies:	
Contact Hours:	4 periods per week plus 2 hours practicals for 14 weeks
Credits:	16
Prerequisite:	None

Module Description:

The students will be able to know the relationship between physical activity and health. The muscular and neurological control of movement in the human body. The principles of sport injuries and their treatment and first aid. The biomechanics in sport. Applied sport physiology, factors responsible for sport performance and excellence. Exercise testing and prescription. The different energy systems of the human body and sports nutrition.

Module Assessment:

Continuous assessment counts 50% towards the final mark and consists of 60% theory and 40% practical work. The examination contributes 50% towards the final mark.

C. POSTGRADUATE DEGREES

MODULE DESCRIPTION FOR MASTER OF EDUCATION DEGREE

D.1.4 MASTER OF EDUCATION DEGREE

4.1.FACULTY CORE

Module Title: Advanced Educational Research Methodology	
Code:	EEAR 5910
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
National Professional Standard Competencies:	
Contact Hours:	4 hours per week for 28 weeks
Credits:	48
Prerequisite:	None

Module Assessment: Continuous assessment 50%. At least 4 assessments
Examination 50% A three hours written examination

Module Description:

The main purpose of this module is to enable M. ED students to learn how to conduct postgraduate quantitative and qualitative research in education. To attain this goal, students will be exposed to varieties of educational knowledge generation and construction. In addition, students will be exposed to different alternative ways of packaging research knowledge to serve educational policy and practice ends.

Module Title: Thesis	
Code:	EETM 5980
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 2
Contact Hours:	4 hours per week for 28 weeks
Credits:	90
Prerequisite:	Successful completion of all taught modules
Co-requisite:	Postgraduate Seminar (EESS 5928)

Module Description:

A student, who has successfully completed the Module work, shall undertake research in an approved topic in education. On approval of the proposal the student conducts research and writes a thesis/dissertation according to the UNAM Post Graduate studies committee (PGSC) requirements. This research process will be guided by an appointed supervisory team.

Module Assessment:

100% Continuous assessment. The dissertation will be evaluated by one internal and one external examiner. Qualification of examiners as per UNAM Post Graduate Committee guidelines

Module Title: Postgraduate seminar	
Code:	EESS 5928
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 2
Contact Hours:	2 day seminars, one in semester 1 and 1 in semester 2 and 28 hrs practical work
Credits:	16
Prerequisite:	Successful completion of all taught modules
Co-requisite:	Thesis (EETM 5980)

Module Description:

The main purpose of this module is to enable postgraduate students to practise advance computer and technology skills, use technology for data analysis and assessing information skills. In addition the Module will enable the postgraduate students to prepare, improve, present and critique research proposals and theses.

Module Assessment: Continuous assessment 100%

Contribution to the final assessment mark:

Portfolio (content) 60%

Presentation 40%

4.2. DEPARTMENT OF CURRICULUM, INSTRUCTION AND ASSESSMENT STUDIES

Module Title: Principles of Curriculum Theory, Design and Implementation	
Code:	ECMC 5980
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	3 hours per week for 28 weeks
Credits:	36
Prerequisite:	None

Module Description:

This module will include a detailed analysis of sources that generate the curriculum. It reviews different educational theories, concepts and principles of curriculum design, development and implementation. The module explores the different approaches, processes, and models for designing, planning and evaluating curriculum for school subjects and other educational programmes including their applicability at different educational levels. The module will also explore the philosophical and ideological bases for curriculum decision-making, as well as the functions of theory in curriculum design. The nature of curriculum implementation, implementation as a change process and curriculum implementation models will be explored.

Module Assessment: Continuous assessment 50% (At least three assessment tasks)

Examination 50% (A three hours written examination)

Module Title: Educational Testing, Measurement, and Evaluation in Education	
Code:	ECMT 5920
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Prerequisite:	None

Module Description:

This module focuses on issues of theory and methodology of assessment and evaluation of instructional programmes for quality assurance. The Module covers principles of educational measurement and testing; different types of assessment procedures; quality assessment and evaluation of instructional outcomes including different types of item format for use in educational evaluation; their advantages and disadvantages, techniques for setting, administration, and marking tests and examinations. The module also covers classroom tests and different types of educational instruments for data collection. The interpretation and application of test outcomes shall be one of the key aspects of the module.

Module Assessment: Continuous assessment 50% (At least two assessment tasks)

Examination 50% (A three hours written examination)

Module Title: Educational Conducting Educational Evaluation	
Code:	ECME 5920
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Prerequisite:	None

Module description:

This module develops a student's understanding, skills and dispositions regarding evaluation of different educational issues such as: purposes of evaluation; approaches and models of evaluation; steps of formative and summative evaluations; undertaking school audits; curriculum and project evaluation; performance appraisals of teachers; components of evaluation reports and evaluating educational policies.

Module assessment:

Continuous assessment: 50% (At least two assessments per semester, one of which is a student presentation.)

Examination: 50% (A three hours written examination)

Module Title: Instructional Design In The Age Of Technology	
Code:	ECMI 5920
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Prerequisite:	International Computer Driver's License (ICDL) or equivalent

Module Description:

This module focuses on the integration of technology into the classroom and other instructional settings. The module will focus on understanding the technology of education and the applications of emerging technologies for enhancing curriculum development and implementation. Although the module is practically oriented, it will explore the foundations of educational technology; the evolution of educational media; ICT for educators, planning and managing resources and strategies for student achievements, tracking student achievement using a spreadsheet, assessing and evaluating student achievement of subject matter and technology skills with a formative e-portfolio system. The module aims at building confidence to make technology an embraceable tool for excellent teaching and learning.

Module Assessment: Continuous assessment 50% (At least two assessment tasks)

Examination 50% (A three hours written examination)

Module Title: Educational Technology	
Code:	ECMT 5920
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Prerequisite:	International Computer Driver's License (ICDL) or equivalent

Module description:

This module is designed to assist educational practitioners to implement and assess student learning activities that integrate computers/technology for a variety of learning tasks. The module focuses on identifying, implementing, and evaluating technology resources that will support diverse learners and develop engaged learning environments, use multimedia software and hardware to implement multimedia/hypermedia lessons and learning tools, apply and implement basic troubleshooting techniques, use email and online conferencing tools for professional development and collaboration, practice socially responsible, ethical and legal use of technology resources, and the use of technology to manage classroom practices.

Module Assessment:

Continuous assessment: 50% (at least 2 assessment tasks)

Final examination: 50% (A three hours written examination)

Module Title: Educational Technology Project	
Code:	ECMP 5980
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	3 hours per week for 28 weeks
Credits:	36
Prerequisite:	International Computer Driver's License (ICDL) or equivalent

Module Description:

This module is an independent study. The focus will be on the active integration of ICT to improve student learning outcomes. This module will provide students with a solid foundation in instructional design principles and methodology as they create a technology-based instructional product. In addition, as part of an online field experience, students will learn to mentor and assist peer teachers through the instructional design process to create a technology-integrated learning activity for use in the classroom. This includes a comprehensive analysis of the learner context and curriculum; design of a developmentally-appropriate, learner-centered instructional experience which supports curricular content and technology-literacy standards. Supporting materials for the use of the final instructional product across a range of learning communities will also be developed.

Students will also be expected to participate in a free on-line website design course. They will learn to build a website for their schools, and learn to upload the site on the internet. This will be done using appropriate instructional authoring tools such as Dreamweaver, Authorware, Captivate, etc. The project will also require students to explore on-line learning platforms and critique available e-learning platforms/courses in the Namibian education system (i.e. NAMCOL's digital learning project). Finally students should develop and upload a PowerPoint presentation (with website links, video-streaming, pictures, etc.) on the "Roles of ICT in improving education in Namibia".

Module Assessment:

Continuous assessment 50% (At least two per semester assessment tasks, i.e. building a website and critique of a digital learning project, etc.)

Final project outcome 50% (Final project product)

4.3. DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT

Module Title: Educational Leadership and Management	
Code:	EFME 5980
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	3 hours per week for 28 weeks
Credits:	36
Prerequisite:	None

Module description:

The aim of this advanced module is to equip students with critical enquiry and the professional knowledge and expertise in Educational Management and Administration. It further it will enable students to apply current theoretical principles and practices of educational management in the educational settings.

Module assessment:

Continuous Assessment 50% and examination 50%. A three hours written examination.

At least three graded assessment (two per semester). A combination of projects, essays and tests will be used.

Module Title: Educational Law and Policy Studies	
Code:	EFME 5920
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Prerequisite:	None

Module description:

The aim of this advanced module is to equip students with in-depth Knowledge of concepts, models, and principles underpinning the relationship between education, law, policy and education practices. It will examine the implications of educational, law and policy reforms for practices within educational organisations. Further the module will equip students with skills and knowledge to understand policy making process and implementation.

Module assessment:

Continuous assessment 50%

Examination 50% (A three hours written examination)

Module Title: Philosophy of Education	
Code:	EFMP 5929
NQF Level:	9
Semester Offered:	1 st or 2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Prerequisite:	None

Module Description

The aim of this advanced module is to equip students with comprehensive philosophical foundations of education as a theoretical framework and also as a distinct discipline of knowledge. It exposes students to some leading philosophical thinkers and their influence on the current concept of education. Further the module will assist students to critically analyse the relationship between educational philosophies and national philosophies.

Module Assessment:

Continuous Assessment 50% and examination 50%. A three hours written examination. At least two graded assessment, through a combination of projects, essays, and tests

Module Title: Sociology of Education	
Code:	EFMP 5949
NQF Level:	9
Semester Offered:	1 st or 2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Prerequisite:	None

Module Description:

The aim of this advance module is to equip students with theoretical perspectives and critical pedagogy to enable them to examine socio-economic, political and cultural contexts underpinning the educational practices. Furthermore, the module will enable students to critically analyse and place major ideologies and theories within the various sociological schools of thought.

Module Assessment:

Continuous Assessment 50% and examination 50%. A three hours written examination. At least two graded assessments through a combination of projects, essays, and tests

Module Title: Comparative Education	
Code:	EFMC 5929
NQF Level:	9
Semester Offered:	1 st or 2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Prerequisite:	None

Module Description

This module is intended to equip students with skills and knowledge to understand and analyze the meanings and goals of educational systems and practices as they connect to primarily; their local, regional, national and ultimately to the global contexts. The module explores theoretical perspectives and approaches in the understanding of the ideologies and policy frameworks of education systems. The module will further examine the multicultural perspectives in a global context.

Module Assessment:

Continuous Assessment 50% and examination 50%. A three hours written examination. At least two assessments through a combination of projects, essays, and tests

Module Title: History of Education	
Code:	EFMC 5949
NQF Level:	9
Semester Offered:	1 st or 2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Prerequisite:	None

Module Description

The aim of this advanced module is to equip student with in-depth knowledge and understanding of the nature and development of History of Education and contribution that this subject can make to economic and social development. The module will further critically examine major landmarks and educational reforms in Namibia since independence.

Module Assessment:

Continuous Assessment 50% and examination 50%. A three hours written examination. At least two graded assessment through a combination of projects, essays and tests.

4.4. DEPARTMENT OF LIFELONG LEARNING AND COMMUNITY EDUCATION

Module Title: Foundations of Adult Education	
Code:	EMAE 5980
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	3 hours per week for 28 weeks
Credits:	36
Prerequisite:	None

Module Description

This module aims at introducing students to the, historical, sociological, psychological and cultural issues that inform programmes in Literacy, Adult Education, Lifelong Learning and Community Education. Analysis of concepts such as: Non-formal Education, Informal and Formal Education are done as well as their link to Literacy, Adult Education and Lifelong Learning. The module investigates how the field of Adult/Community Education, Nonformal Education and Lifelong Learning responds to the demands and challenges facing humanity (sustainable development, peace and democracy, poverty reduction, nurturing diversity, protecting the environment and fighting and defeating HIV/AIDS). The module further provides insights on how the fields of Adult/ Community Education promote Lifelong Learning policies and practices in order to provide alternative learning opportunities for marginalised and disadvantaged groups. To give a comprehensive foundation to the understanding of the field of Adult and Nonformal Education, Literacy, Informal Learning and Lifelong Learning, the module is divided into the following theories: The Historical Foundations of Adult Education; Psychological Foundations of Adult Education; and Sociological Foundations of Adult Education

Module Assessment:

Continuous assessment 50%; At least 4 least 4 assessments;
Examination 50%(A three hours written examination)

Module Title: The Twentieth Century Thinkers and Adult Education	
Code:	EAMT 5900
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Prerequisite:	None

Module Description

This module aims at providing an overview of the origin and the meaning of philosophy as a discipline, various branches of philosophy, analyse multiple perspectives of philosophers and the influence of the Western and African philosophies on adult education programmes; and the impact of trends in adult education and the issues related to it.

Module Assessment:

Continuous assessment 50%
Examination 50% (A three hours written examination)

Module Title: Adult Education Policy Studies	
Code:	EAMP 5980
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Prerequisite:	None

Module Description:

The purpose of this module is to provide students with in depth knowledge of the dynamics of adult education planning and policy. The module will further examine principles and/or values that will enable policy planners to set up guidelines and procedures involved in Adult Education Policy Planning, policy making and policy implementation process..

Module Assessment:

Continuous assessment 50%
Examination 50%. (A three hours written examination)

Module Title: Mass Communication in Adult Education in Adult Education	
Code:	EAMM 5940
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Prerequisite:	None

Module Description:

This module presents an in-depth study of Mass Communication as it is utilized towards Lifelong Learning and Community Education. Part One of this module is offered during the first semester and covers the theory underpinning Mass Communication as field of study, with sub-themes such as Theories of Mass Communication, Culture, and Mass Media; Media Literacy and Culture; The Internet; Books; Newspapers; Magazines; Film; Radio and Sound Recordings; Television; Global Media; Mass Communication and the development of public relations; Advertising to promote Lifelong Learning and Community Education; Media Freedom, Regulation, and Ethics; as well as Mass Communication Research and Effects. Part Two of this module is offered during the second semester and focuses on application of knowledge, as well as on Mass Communication skills development.

Module Assessment:

Continuous assessment 50%

Examination 50%. (A three hours written examination)

Module Title: Advanced Community Education Studies	
Code:	EAMC 5960
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Prerequisite:	None

Module Description

The aim of the module is to allow students understand advanced principles of community development in practice. The module empowers students to contextualize their understanding of community building theories within the framework of current development thinking in general. Moreover, the module aims to equip students with knowledge and understanding of the theory of sustainable development and education for sustainability as well as skills of structuring and managing effective partnerships between institutions of learning and other entities in communities and communities for effective education. Students will obtain clarity and understanding on the current views on community development based on the practical situation in Namibia and also in Africa and the Third World.

Module Assessment:

Continuous assessment 50%

Examination 50% (A three hours written examination)

4.5. DEPARTMENT OF MATHEMATICS, SCIENCE AND SPORT EDUCATION

Module Title: Professional Practice in Sport Education	
Code:	EMSE 5980
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	3 hours per week for 28 weeks
Credits:	36
Prerequisite:	None

Module Description:

The module aims to further develop the students' independent learning ability and enable them to become effective, reflective practitioners in the area of physical and sport education. Consequently, the learning, teaching and assessment methods are designed to critically reflect upon appropriate theories, problems as well as a wide range of research methodologies. Furthermore it will analyse different perspectives, values and strategies of practitioners in the field in order to identify needs and formulating solutions to these challenges. The learning environment will include a full range of practical work, lectures, seminars, workshops that will provide a deeper understanding of concepts theories and models related to the subject area,

Module Assessment:

Continuous assessment 50%

Examination 50%. (A three hours written examination)

Module Title: Leadership and Management in Sport	
Code:	EMSL 5900
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Prerequisite:	None

Module Description:

This module provides the foundation for Sport managers and leaders and start with the premise that everyone is capable of leadership and good governance. It establishes this premise by exposing module participants to broadly define leadership and management and its impact on organisations of alternative perspectives of leadership and management, including some contemporary collaborative models. From careful evaluation of these perspectives, as well as from actual practice of them using the module's action learning methods, participants will build a personal model of leadership and management that they can put to immediate use in their workplace.

Module Assessment:

Continuous assessment 50%

Examination 50%. (A three hours written examination)

Module Title: Physical Fitness, Health and Nutrition	
Code:	EMSF 5920
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Prerequisite:	None

Module Description:

This module is designed to introduce students to advance concepts, theories and models related the dynamics of physiological, social and psychological impact on physical fitness, health and nutrition. Moreover the module will equip students with the skills to evaluation and review different components of fitness, and how it impacts on the general health of human beings. In this regard a detailed analysis of human anatomy, physiology and nutrition, and the body's response and adaptations to aerobic, anaerobic, strength and power exercise and training. Furthermore it aims to analyse critically the physiological evidence base for exercise prescription; to develop a comprehensive understanding of clinical exercise testing procedures and critical evaluation of results; and to translate test results into effective and evidence-based exercise prescription in a variety of settings. It will also analyse and critically reflect on a wide range of research methodologies. This will provide, in association with knowledge of nutritional and environmental factors, a critical understanding of needs analysing and developing physical training programmes as applied to all age groups.

Module Assessment:

Continuous assessment 50%

Examination 50%. (A three hours written examination)

Module Title: Sport for Development	
Code:	EMSD 5940
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Prerequisite:	None

Module Description:

The module is designed to capture different outcomes and delivery frameworks to address the social ills or 'pathology' within a particular social context. It will take an in-depth review of sociology in sport, and evaluate theoretical perspectives of sport for development programmes and its practical implications. It will be examining multi-stakeholder involvement and partnerships, as well as priorities of both global and local stakeholders. Furthermore it will look at how social capital is generated to facilitate social transformation, community development and social identity formation across socio-cultural and political divides. . An analysis will be done of several case studies that will illuminate the development dynamics that is continually contributing to the construction of knowledge in this field of scientific inquiry.

Module Assessment:

Continuous assessment 50%

Examination 50%. (A three hours written examination)

Module Title: Advance Theories of Learning in the Mathematics Classroom	
Code:	EMMM 5900
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Prerequisite:	None

Module Description:

The purpose of the module is to enable the postgraduate students to critically analyze some fundamental learning theories, models of teaching as used in the teaching of mathematics classrooms. The module will also enable the students to design lessons according to their preferred models of teaching (in relation to selected subject content). In addition, students are expected to participate in discussions, teach real learners and read extensively the current literature concerned with science education.

Module Assessment:

Continuous assessment 50%

Examination 50% (A three hours written examination)

Module Title: Assessment in the Mathematics Classroom	
Code:	EMMM 5989
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	3 hours per week for 28 weeks
Credits:	36
Prerequisite:	None

Module Description:

This module connects assessment theory and models to teachers' practice through classroom observations and evaluation of assessment. Focus on classroom assessment of student learning, computer and technology based assessment and standardized testing practices. Investigate factors impacting on the mathematics assessment results in Namibia.

Module Assessment:

Continuous assessment 50%

Examination 50%. (A three hours written examination)

Module Title: Technology and the Teaching of Mathematics	
Code:	EMMT 5949
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	12
Prerequisite:	International Computer Drivers License (ICDL) or equivalent

Module Description:

The computer has become a key instrument in this reformation to improve mathematics teaching and learning. Computers play a multitude of curricular roles from personal tutor to learning and management tool. In recent years, the power and versatility of the computer has been significantly enhanced with the coming of multimedia systems and telecommunications capabilities. The amount of software available for use by and math students is growing almost exponentially, and what can be accessed via the internet is virtually limitless. It is important that mathematics teachers learn about the capabilities of computers and other electronic technologies and consider how best to use them to lesson some of the burdensome tasks associated with teaching and to enhance the mathematics learning experiences of their students. The Module will cover several topics such as computers and electronic technology in mathematics education.

Module Assessment:

Continuous assessment 50%

Examination 50%. (A three hours written examination)

Module Title: Independent Study In Mathematics Education	
Code:	EMMI 5989
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Prerequisite:	None

Module Description:

This Module, consisting mainly of periodic seminars and independent study, is focused on helping the masters candidate gain experience in practical work identifying a topic of interest and producing a synthesized and coherent paper on the materials read in mathematics education on a topic of interest. The emphasis of this Module is to guide the student through the process of critical assessment of materials within his/her area of interest analyzing the issues and problems in mathematics education in Namibia and proposing a workable solution to these.

Module Assessment:

Continuous assessment 100%

(The assessment will comprise of report backs to the class, written assignments and class presentation. Students will be expected to lead the discussions for a particular class. Students will develop an annotated bibliography.)

Module Title: Mathematics In Society	
Code:	EMMS 5989
NQF Level:	9
Semester Offered:	1 st or 2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Prerequisite:	None

Module Description:

The aim of this advanced module is to equip students with critical enquiry and the professional knowledge and expertise in linking mathematics with the world outside the classroom. It will provide the students with the information and knowledge that will enable them to answer the often asked question of "Why do we teach mathematics?"

Module Assessment:

Continuous assessment 50%

Examination 50%. (A three hours written examination)

Module Title: Advance Theories of Learning in the Science Classroom	
Code:	EMMS 5900
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Prerequisite:	None

Module Description:

The purpose of the module is to enable the postgraduate students to critically analyze some fundamental learning theories, models of teaching as used in the teaching of science classrooms. The module will also enable the students to design lessons according to their preferred models of teaching (in relation to selected subject content). In addition, students are expected to participate in discussions, teach real learners and read extensively the current literature concerned with science education.

1. Develop an in-depth understanding of knowledge of learning theories as used in the teaching of science education.
2. Critically analyse and reflect upon learning theories and models of teaching and relate these to classroom practices.
3. Develop a critical awareness of the strengths and limitations as well as the current problems between the learning theories, models of teaching and practices in the field of science education.
4. Demonstrate an in-depth understanding of appropriate research methods in the field of science education.
5. Design lessons based on teaching models as described in the extant literature by providing appropriate solutions to issues experienced in science classrooms.
6. Present designed lessons to learners for peer discussions. .

Module Assessment:

Continuous assessment 50%

Examination 50%. (A three hours written examination)

Module Title: Assessment in the Science Classroom	
Code:	EMAS 5909
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Prerequisite:	None

Module Description:

This module connects assessment theory and models to teachers' practice through classroom observations and evaluation of assessment. Focus on classroom assessment of student learning, computer and technology based assessment and standardized testing practices. Investigate factors impacting on science assessment results in Namibia.

Module Assessment:

Continuous assessment 50%

Examination 50%. (A three hours written examination)

Module Title: Technology and the Teaching of Science	
Code:	EMST 5929
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Prerequisite:	International Computer Drivers License (ICDL) or equivalent

Module Description:

The computer has become a key instrument in this reformation to improve science teaching and learning. Computers play a multitude of curricular roles from personal tutor to learning and management tool. In recent years, the power and versatility of the computer has been significantly enhanced with the coming of multimedia systems and telecommunications capabilities.

The amount of software available for use by and math students is growing almost exponentially, and what can be accessed via the internet is virtually limitless. It is important that science teachers learn about the capabilities of computers and other electronic technologies and consider how best to use them to lesson some of the burdensome tasks associated with teaching and to enhance the science learning experiences of their students. The Module will cover several topics such as computers and electronic technology in science education.

Module Assessment:

Continuous assessment 50%

Examination 50%. (A three hours written examination)

Module Title: :Independent Study in Science Education	
Code:	EMSI 5949
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	13
Prerequisite:	None

Module Description:

This Module, consisting mainly of periodic seminars and independent study, is focused on helping the masters candidate gain experience in practical work identifying a topic of interest and producing a synthesized and coherent paper on the materials read in science or mathematics education on a topic of interest. The emphasis of this Module is to guide the student through the process of critical assessment of materials within his/her area of interest analyzing the issues and problems in science education in Namibia and proposing a workable solution to these.

Module Assessment:

Continuous assessment 100%

(The assessment will comprise of report backs to the class, written assignments and class presentation. Students will be expected to lead the discussions for a particular class Students will develop an annotated bibliography.)

Module Title: Science In Society	
Code:	EMSS 5969
NQF Level:	9
Semester Offered:	1 st or 2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Prerequisite:	None

Module Description:

The aim of this advanced module is to equip students with critical enquiry and the professional knowledge and expertise in linking science with the world outside the classroom. It will provide the students with the information and knowledge that will enable them to answer the often asked question of "Why do we teach science?"

Module Assessment:

Continuous assessment 50%

Examination 50%. (A three hours written examination)

D.2.5 MASTER OF EDUCATION DEGREE IN LITERACY AND LEARNING (10MEDL)

D.2.5.3 MODULE DESCRIPTIONS

Advanced Educational Research Methodology

Code:	EEAR5910
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	4 hours per week for 28 weeks
Credits:	48
Pre-requisite	Successful completion of all taught modules

Module Description:

The main purpose of this module is to enable M.ED students to learn how to conduct postgraduate quantitative and qualitative research in education. To attain this goal, students will be exposed to varieties of educational knowledge generation and construction. In addition, students will be exposed to different alternative ways of packaging research knowledge to serve educational policy and practice ends.

Module Assessment:

Continuous assessment 50%. At least 4 assessments
 Examination 50% A three hours written examination

Module Name: Thesis

Code:	EEDM5910
NQF Level:	9
Semester Offered:	1 st & 2 nd
National Professional Standard Competencies:	None
Contact Hours:	4
Credits:	90
Prerequisite:	Successful completion of all taught modules
Co-requisite	Postgraduate Seminar (EEPS 5908)

Module Description:

A student, who has successfully completed the course work, shall undertake research in an approved topic in education. On approval of the proposal the student conducts research and writes a thesis/dissertation according to the UNAM Post Graduate studies committee (PGSC) requirements. This research process will be guided by an appointed supervisory team.

Module Assessment:

100% Continuous assessment. The dissertation will be evaluated by one internal and one external examiner.

Module Title: Postgraduate seminar

Code:	EESS 5928
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 2
Contact Hours:	2 day seminars, one in semester 1 and 1 in semester 2 and 28 hr s practical work
Credits:	18

Module Description:

The main purpose of this module is to enable postgraduate students to learn how to use the computer, use technology for data analysis and assessing information skills. In addition the course will enable the postgraduate students to prepare, improve, present and critique research proposals and theses.

Module Assessment:

Continuous assessment	100%
Contribution to the final assessment mark:	
Portfolio (content)	60%
Presentation	40%

Module Title:	Theories of Literacy (core)
Code:	EPSP 5981
NQF Level:	9
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	18

Module Description:

The purpose of this module is to provide students with a theoretical and conceptual background of literacy on which to anchor their practice in research, teaching, and advocacy.

Module Assessment:

Continuous assessment 50%	At least 2 assessments
Examination 50%	

Module Requirements and Expectations:

Punctuality and regular class attendance; acquisition of prescribed material is compulsory; reading of prescribed materials in advance; active participation in class discussions and seminars; assignments handed in on time; plagiarism, cheating and other forms of academic dishonesty are prohibited; admission to exams depends upon successful attainment of the required continuous assessment mark; engaging in learning circles is recommended'

Module Title:	Teaching Literacy Skills (core)
Code:	EPSL 5982
NQF Level:	9
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	18

Module Description:

The purpose of this module is to enable students to gain insight into and apply principles, approaches and methods of teaching literacy skills.

Module Assessment:

Continuous assessment 50%

At least 2 assessments

Examination 50%

Module Requirements and Expectations:

Punctuality and regular class attendance; acquisition of prescribed material is compulsory; reading of prescribed materials in advance; active participation in class discussions and seminars; assignments handed in on time; plagiarism, cheating and other forms of academic dishonesty are prohibited; admission to exams depends upon successful attainment of the required continuous assessment mark; engaging in learning circles is recommended'

Module Title:	Initial Literacy in First Language (core)
Code:	EPSL 5992
NQF Level:	9
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	18

Module Description:

The purpose of this module is to provide students with the understanding of how initial literacy is acquired, and appreciation of the role it plays in social development.

Module Assessment:

Continuous assessment 50%

At least 2 assessments

Examination 50%

Module Requirements and Expectations:

Punctuality and regular class attendance; acquisition of prescribed material is compulsory; reading of prescribed materials in advance; active participation in class discussions and seminars; assignments handed in on time; plagiarism, cheating and other forms of academic dishonesty are prohibited; admission to exams depends upon successful attainment of the required continuous assessment mark; engaging in learning circles is recommended'

Module Title:	Language Education policy (elective)
Code:	EPSL 5922
NQF Level:	9
Semester Offered:	2 nd semester, Year 1
Contact Hours:	2 for 14 weeks
Credits:	18

Module Description:

The purpose of this module is to provide students with insight into language policy formulation processes in order to appreciate how policy may influence literacy development.

Module Assessment:

Continuous assessment 50%

At least 2 assessments

Examination 50%

Module Requirements and Expectations:

Punctuality and regular class attendance; acquisition of prescribed material is compulsory; reading of prescribed materials in advance; active participation in class discussions and seminars; assignments handed in on time; plagiarism, cheating and other forms of academic dishonesty are prohibited; admission to exams depends upon successful attainment of the required continuous assessment mark; engaging in learning circles is recommended'

Module Title:	Reading and writing difficulties (elective)
Code:	EPSL 5942
NQF Level:	9
Semester Offered:	2 nd semester, Year 1
Contact Hours:	2 for 14 weeks
Credits:	18

Module Description:

The purpose of this module is to provide students with insight into reading and writing difficulties and how to mitigate them.

Module Assessment:

Continuous assessment 50%

At least 2 assessments

Examination 50%

Module Requirements and Expectations:

Punctuality and regular class attendance; acquisition of prescribed material is compulsory; reading of prescribed materials in advance; active participation in class discussions and seminars; assignments handed in on time; plagiarism, cheating and other forms of academic dishonesty are prohibited; admission to exams depends upon successful attainment of the required continuous assessment mark; engaging in learning circles is recommended'

Module Title:	Pragmatics and Discourse Analysis (elective)
Code:	EPSL 5962
NQF Level:	9
Semester Offered:	2 nd semester, Year 1
Contact Hours:	2 for 14 weeks
Credits:	18

Module Description:

The purpose of this module is to provide students with insight into how people actually use languages for communication purposes in order to appreciate the characteristic features of different oral and written texts.

Module Assessment:

Continuous assessment 50%

At least 2 assessments

Examination 50%

Module Requirements and Expectations:

Punctuality and regular class attendance; acquisition of prescribed material is compulsory; reading of prescribed materials in advance; active participation in class discussions and seminars; assignments handed in on time; plagiarism, cheating and other forms of academic dishonesty are prohibited; admission to exams depends upon successful attainment of the required continuous assessment mark; engaging in learning circles is recommended'

MODULE DESCRIPTION FOR DOCTOR OF PHILOSOPHY EDUCATIONAL STUDIES

D.3.6 DOCTOR OF PHILOSOPHY EDUCATIONAL STUDIES (PH.D. EDUCATION STUDIES)

3.5.1. Module Title: **Postgraduate Seminar**

Code:	EEPS 6080
NQF Level:	9
Contact Hours:	2 x 2 day seminars
Pre-requisite	None

Module Description:

The module will enable the postgraduate students to prepare, improve, present and critique research proposals and dissertations. The main purpose of this module is to enable Doctoral students to develop analytical, evaluation and presentation skills. Through this seminar they will be able to contribute ideas and to debate at the cutting edge of their area of specialisation.

Module Requirements and Expectations:

Compulsory attendance of seminars, submission of completed proposal/ dissertation on time, active participation in discussions and seminars; plagiarism, cheating and other forms of academic dishonesty are prohibited; engaging in learning circles is recommended.

3.5.2. Module Title: **Dissertation**

Code:	EEDM 6000
NQF Level:	9
Contact Hours:	N/A
Credits:	360
Module Assessment:	100% Continuous assessment. The dissertation will be evaluated by one internal and one external examiner. Qualification of examiners as per UNAM Post Graduate Committee guidelines.
Prerequisite:	None
Co requisite	Postgraduate Seminar (EEPS 6080)

Module Description:

Candidates will undertake research in an approved topic in an area of specialisation in Education. On approval of the proposal the student conducts research and writes a dissertation according to the UNAM Post Graduate studies committee (PGSC) requirements. This research process will be guided by an appointed supervisory team. Candidates will show prove of comprehensive, systematic and in-depth mastery of a field of knowledge in Education. This module will enable candidates to develop research, analytical and creative requirements for their specialisation area. They also will display skills that will them to enable to contribute to ideas and debate on the cutting edge of their field of specialisation.

Module Requirements and Expectations:

Extensive reading of relevant material, regular meetings with supervisors, submission of completed proposal/ progress reports/ dissertation on time, active participation in discussions and seminars; plagiarism, cheating and other forms of academic dishonesty are prohibited; engaging in learning circles is recommended.