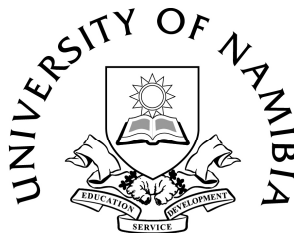


---

# FACULTY PROSPECTUS 2012

## FACULTY OF EDUCATION



► Inspiring minds & shaping the future ►

## NOTE

This Faculty Prospectus is valid for 2012 only. Regulations and curricula for 2011 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 2011.

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 2012 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.....	10
4. ADVICE, INFORMATION AND GENERAL REGULATIONS.....	11
5. FACULTY OF EDUCATION PERSONNEL.....	14
6. PROGRAMMES.....	20
7. SYLLABI CORE MODULE DESCRIPTIONS.....	96
<b>DIPLOMAS.....</b>	<b>21</b>
<b>A UNDERGRADUATE DIPLOMAS</b>	
<b>A.1 DIPLOMA IN ADULT EDUCATION AND COMMUNITY DEVELOPMENT.....</b>	<b>21</b>
A.1.1 RATIONALE AND PROGRAMME DESCRIPTION.....	21
A.1.2 ADMISSION REQUIREMENTS.....	21
A.1.3 DELIVERY MODE.....	21
A.1.4 DURATION OF STUDY.....	21
A.1.5 PROFESSIONAL DEVELOPMENT PLACEMENT.....	21
A.1.6 ASSESSMENT.....	22
A.1.7 ACCREDITATION OF OTHER QUALIFICATIONS.....	22
A.1.8 IMPLEMENTATION GUIDELINES.....	22
A.1.9 ACADEMIC ADVANCEMENT RULES.....	22
A.1.10 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY.....	22
A.1.11 CURRICULUM FRAMEWORK.....	23
A.1.12 MODULE DESCRIPTIONS.....	108
<b>B OTHER DIPLOMAS.....</b>	<b>24</b>
<b>B.1 PROFESSIONAL DIPLOMA IN EDUCATION (PDED) [ONLY OFFERED THROUGH THE CENTRE OF EXTERNAL STUDIES (CES)].....</b>	<b>24</b>
B.1.1 RATIONALE .....	24
B.1.2 ADMISSION REQUIREMENTS.....	24
B.1.3 DELIVERY MODE OF THE PROGRAMME.....	25
B.1.4 DURATION OF PROGRAMME.....	25
B.1.5 ASSESSMENT.....	25
B.1.6 AWARD OF THE DIPLOMA.....	25
B.1.7 PDED CURRICULUM FRAMEWORK.....	25
B.1.8 LIST OF TEACHING METHODOLOGIES OFFERED IN THE PDED CURRICULUM	26
B.1.9 MODULE DESCRIPTION (SEE PAGE 89) .....	116
<b>B.2 ADVANCED DIPLOMA IN EDUCATIONAL MANAGEMENT AND LEADERSHIP (10AEML)</b>	
B.2.1 INTRODUCTION .....	27
B.2.2 RATIONALE .....	27
B.2.3 AIMS OF THE PROGRAMME.....	27
B.2.4 ADMISSION REQUIREMENTS.....	27
B.2.5 ASSESSMENT AND EVALUATION.....	27
B.2.6 IMPLEMENTATION.....	28
B.2.7 AWARD OF THE DIPLOMA.....	28
B.2.8 ADEML CURRICULUM FRAMEWORK.....	28
B.2.9 MODULE DESCRIPTIONS.....	122

<b>C. UNDERGRADUATE DEGREES.....</b>	<b>29</b>
<b>C.1 BACHELOR OF EDUCATION (ADULT EDUCATION) (HONOURS) DEGREE.....</b>	<b>29</b>
C.1.1 RATIONALE AND PROGRAMME DESCRIPTION.....	29
C.1.2 AIMS.....	29
C.1.3 DEPARTMENTAL REGULATIONS.....	29
C.1.4 DURATION.....	29
C.1.5 MODE OF DELIVERY.....	29
C.1.6 PROFESSIONAL DEVELOPMENT PLACEMENT.....	29
C.1.7 ADMISSION REQUIREMENTS.....	29
C.1.8 TEACHING-LEARNING MODEL.....	29
C.1.9 ASSESSMENT.....	30
C.1.10 QUALITY ASSURANCE.....	30
C.1.11 ACCREDITATION OF OTHER QUALIFICATIONS.....	30
C.1.12 AWARD OF THE DEGREE.....	30
C.1.13 ACADEMIC ADVANCEMENT RULES.....	30
C.1.14 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY .....	31
C.1.15 CURRICULUM FRAMEWORK.....	31
C.1.16 MODULE DESCRIPTIONS.....	126
<b>C.2 BACHELOR OF EDUCATION ( PRE-PRIMARY AND LOWER PRIMARY) (HONOURS).....</b>	<b>33</b>
C.2.1 RATIONALE.....	33
C.2.2 PURPOSE.....	34
C.2.3 EXIT OUTCOME OF PROGRAMME.....	34
C.2.4 ADMISSION REQUIREMENTS.....	34
C.2.4.1 GENERAL ADMISSION CRITERIA FOR UNDERGRADUATE PROGRAMMES.....	34
C.2.4.2 FACULTY OF EDUCATION SPECIFIC ADMISSION CRITERIA FOR UNDERGRADUATE BACHELOR OF EDUCATION (PRE- AND LOWER PRIMARY) DEGREE PROGRAMME....	35
C.2.5 DURATION OF THE STUDY.....	35
C.2.6 PROFESSIONAL DEVELOPMENT PLACEMENT.....	36
C.2.6.1 Implications of sequencing of School Based Studies in the curriculum.....	36
2nd year.....	36
3rd year.....	36
4th year.....	36
C.2.7 LANGUAGE OPTIONS IN THE DEGREE.....	36
C.2.8 CAREER OPTIONS IN THE DEGREE.....	36
C.2.9 DELIVERY MODE.....	37
C.2.10 IMPLEMENTATION.....	37
C.2.11 TEACHING-LEARNING MODEL.....	37
C.2.12 ASSESSMENT.....	37
C.2.13 QUALITY ASSURANCE.....	37
C.2.14 AWARD OF THE DEGREE.....	37
C.2.15 ACADEMIC ADVANCEMENT RULES.....	37
C.2.16 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY.....	38
C.2.17 PRE- AND LOWER PRIMARY CURRICULUM FRAMEWORK.....	38
C.2.18 MODULE DESCRIPTORS.....	138
C.2.19.1 PROFESSIONAL SUBJECTS.....	138
C.2.19.1.1 YEAR 1.....	138
C.2.19.1.1.1 SEMESTER 1.....	138
A. Module Title: Computer Literacy	
B. Module Title: English Communication and Study Skills	
C. Module Title: Contemporary Social Issues	
C.2.20.1.1.1 SEMESTER 2.....	139
A. Module Title: English for Academic Purpose	
B. Module Title: Integrated Media and Technology Education 1	
C. Module Title: Child Development	
C.2.20.1.2 YEAR 2.....	140
C.2.20.1.2.1 SEMESTER 1 AND 2.....	140
A. Module Title: School Based Studies Phase 1	
C.2.20.1.2.2 SEMESTER 1 .....	141
A. Module Title: English for Teachers 1	
B. Module Title: Childhood Learning	
C. Module Title: Introduction to Inclusive Education	
D. Module Title: Integrated Media and Technology Education 2	

C.2.20.1.2.3	SEMESTER 2 .....	142
	A. Module Title: English for Teachers 2	
	B. Module Title: Science of Teaching	
	C. Module Title: Curriculum Studies	
	D. Module Title: Educational Foundations I	
<b>C.2.20.1.4</b>	<b>YEAR 3.....</b>	<b>143</b>
C.2.20.1.4.1	SEMESTER 1 AND 2A. Module Title: School Based Studies Phase 2.....	143
C.2.20.1.4.2	SEMESTER 1 .....	143
	A. Module Descriptor: Introduction to Educational Research	
	B. Module Title: Assessment and Evaluation of Learning	
C.2.20.1.4.3	SEMESTER 2 .....	144
	A. Module Title: Research Project Phase 1	
	B. Module Title: Guidance and Counselling 1	
	C. Module Title: Educational Research	
	D. Module Title: Educational Management	
C.2.20.1.5	YEAR 4.....	145
C.2.20.1.5.1	SEMESTER 1 AND SEMESTER 2.....	145
	A. Module Title: School Based Studies Phase 3	
	B. Research Project Phase 2	
	C. Module Title: Guidance and Counselling 2	
	D. Module Title: Educational Foundations 2	
C.2.20.1.5.1	SEMESTER 2.....	147
	A. Module Title: Professional & Community Development	
	B. Module Title: First Aid Education	
	C. Module Title: Learning Support in Reading and Writing	
C.2.20.1.6	CAREER SPECIALISATIONS .....	148
C.2.20.1.6.1	SEMESTER 1 AND SEMESTER 2.....	148
	A. Module Title: Assessment and Evaluation	
	B. Module Title: School Leadership and Management	
	C. Module Title: Educational Technology	
	D. Module Title: Inclusive Education	
	E. Module Title: Life Skills	
	F. Module Title: Curriculum Planning and Development	
	G. Module Name: Sport Organisation and Administration	
	H. Module Name: Arts and Culture Development and Organisation	
	I. Module Name: Advanced Sign Language	
C.2.20.2	SCHOOL SUBJECTS .....	148
C.2.20.2.1	LANGUAGE AND LITERACY EDUCATION .....	148
	A. Module Title: Language in Society	
	B. Module Title: Literacy Development	
	C. Module Title: Language Education 1 (Listening skills)	
	D. Module Title: Language Education 2A (Grammar 1)	
	E. Module Title: Language Education 2B (Speaking skills)	
	F. Module Title: Language Education 3 (Reading and Writing skills)	
	G. Module Title: Language Education 4 (Grammar 2)	
	H. Childrens' Literature	
C.2.20.2.2	SIGN LANGUAGE EDUCATION.....	151
	A. Module Title: Namibian Sign Language Proficiency Education I A	
	B. Module Title: Namibian Sign Language Proficiency Education I B	
	C. Module Title: Deaf Culture and History	
	D. Module Title: Namibian Sign Language Proficiency Education 2 A	
	E. Module Title: Namibian Sign Language Proficiency Education 2 B	
	F. Module Title: Sign Language Linguistics Education	
	G. Module Title: Understanding Sign Language Learning	
C.2.20.2.3	ENVIRONMENTAL EDUCATION .....	157
	A. Module Title: Environmental Education1	
	B. Module Title: Environmental Education2	
	C. Module Title: Environmental Education3	
C.2.20.2.4	NUMERACY AND MATHEMATICS EDUCATION .....	159
	A. Module Title: Introduction to Mathematics Education	
	B. Module Title: Numeracy and Mathematics Development	
	C. Module Title: Numeracy and Mathematics Education 1A	
	D. Module Title: Numeracy and Mathematics Education 1B	
	E. Module Title: Numeracy and Mathematics Education 2	
	F. Module Title: Learning Support in the Mathematics Classroom	

C.2.20.2.5	PHYSICAL AND HEALTH EDUCATION .....	161
	A. Module Title: Physical and Health Education 1 A	
	B. Module Title: Physical and Health Education 1 B	
	C. Module Title: Physical and Health Education 2	
C.2.20.2.6	ART EDUCATION .....	162
	A. Module Title: Introduction to Art Education	
	B. Module Title: Arts Education 1	
	C. Module Title: Arts Education 2	
C.2.20.2.7	RELIGIOUS AND MORAL EDUCATION .....	163
<b>C.3</b>	<b>BACHELOR OF EDUCATION (UPPER PRIMARY) (HONOURS).....</b>	<b>43</b>
C.3.1	RATIONALE.....	43
C.3.2	PURPOSE .....	43
C.3.3	EXIT OUTCOME OF PROGRAMME.....	43
C.3.4	SCHOOL SUBJECT SPECIALISATIONS IN UPPER PRIMARY .....	44
C.3.4.1	MAJORS .....	44
C.3.4.2	MINOR .....	44
C.3.4.3	ADDITIONAL ELECTIVE .....	45
C.3.5	CAREER OPTIONS IN THE DEGREE .....	45
C.3.6	ADMISSION REQUIREMENTS.....	45
C.3.6.1	GENERAL ADMISSION CRITERIA FOR UNDERGRADUATE PROGRAMMES ....	45
C.3.6.2	FACULTY OF EDUCATION SPECIFIC ADMISSION CRITERIA FOR UNDERGRADUATE BACHELOR OF EDUCATION (UPPER PRIMARY) DEGREE PROGRAMME .....	46
C.3.7	DURATION OF THE STUDY.....	46
C.3.8	PROFESSIONAL DEVELOPMENT PLACEMENT .....	46
	Implications of sequencing of School Based Studies in the curriculum.....	46
	2nd year.....	46
	3rd year.....	46
	4th year.....	46
C.3.9	DELIVERY MODE.....	46
C.3.10	IMPLEMENTATION .....	46
C.3.11	TEACHING-LEARNING MODEL .....	47
C.3.12	ASSESSMENT .....	47
C.3.13	QUALITY ASSURANCE .....	47
C.3.14	AWARD OF THE DEGREE .....	47
C.3.15	ACADEMIC ADVANCEMENT RULES .....	47
C.3.16	MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY .....	47
C.3.17	UPPER PRIMARY CURRICULUM FRAMEWORK .....	48
C.3.18	MODULE DESCRIPTORS .....	163
C.3.18.1	PROFESSIONAL SUBJECTS .....	163
C.3.18.1.1	LIST OF RESEARCH PROJECT PHASE 1 OFFERED IN THE B. ED (UPPER PRIMARY PHASE).....	164
C.3.18.1.2	LIST OF RESEARCH PROJECT PHASE 2 OFFERED IN THE B. ED (UPPER PRIMARY PHASE).....	164
C.3.18.2	SCHOOL SUBJECTS .....	165
C.3.18.2.1	MAJOR .....	165
C.3.18.2.1.1	LANGUAGE EDUCATION .....	165
	A. Module Title: Language in Society	
	B. Module Title: Language Education 1 (Grammar 1)	
	C. Module Title: Language Education 2A (Listening Skills)	
	D. Module Title: Language Education 2B (Methods and Approaches)	
	E. Module Title: Language Education 3 (Writing, reading and literature)	
	F. Module title: Language Education 4 (Grammar and Literacy 2)	
	G. Module Title: Learning Support in Reading and Writing	
C.3.18.2.1.2	SIGN LANGUAGE EDUCATION .....	169
	A. Module Title: Namibian Sign Language Proficiency Education I A	
	B. Module Title: Namibian Sign Language Proficiency Education I B	
	C. Module Title: Deaf Culture and History	
	D. Module Title: Namibian Sign Language Proficiency Education 2 A	
	E. Module Title: Namibian Sign Language Proficiency Education 2 B	
	F. Module Title: Sign Language Linguistics Education	
	G. Module Title: Understanding Sign Language Learning	

defined.

C.3.18.2.1.3	MATHEMATICS EDUCATION .....	172
A.	Module Title: Basic Mathematics	
B.	Module Title: Introduction to Mathematics Education	
C.	Module Title: Mathematics Education 1A	
D.	Module Title: Mathematics Education 2B	
E.	Module Title: Mathematics Education 2	
F.	Module Title: Mathematics Education 3	
C.3.18.2.1.4	INTEGRATED NATURAL SCIENCE AND HEALTH EDUCATION .....	174
A.	Module Title: Integrated Natural Science and Health Education 1	
B.	Module Title: Integrated Natural Science and Health Education 2	
C.	Module Title: Integrated Natural Science and Health Education 3	
D.	Module Title: Integrated Natural Science and Health Education 4	
C.3.18.2.1.5	SOCIAL SCIENCE EDUCATION .....	176
A.	Module Title: Social Sciences Education 1A	
B.	Module Title: Social Sciences Education 1B	
C.	Module Title: Social Sciences Education 2 A	
D.	Module Title: Social Sciences Education 2 B	
E.	Module Title: Social Sciences Education 3	
F.	Module Title: Social Sciences Education 4	
C.3.18.2.2	MINOR .....	178
C.3.18.2.2.1	AGRICULTURE EDUCATION .....	178
A.	Module Title: Agriculture Education 1	
B.	Module Title: Agriculture Education 2	
C.	Module Title: Agriculture Education 3	
C.3.18.2.2.2	HOME ECOLOGY EDUCATION .....	179
A.	Module Title: Home Ecology Education 1	
B.	Module Title: Home Ecology Education 2	
C.	Module Title: Home Ecology Education 3	
C.3.18.2.2.3	DESIGN AND TECHNOLOGY EDUCATION .....	181
A.	Module Title: Design and Technology Education 1	
B.	Module Title: Design and Technology Education 2	
C.	Module Title: Design and Technology Education 3	
C.3.18.2.3	ELECTIVE .....	182
C.3.18.2.3.1	ARTS EDUCATION .....	182
A.	Module Title: Introduction to Art Education	
B.	Module Title: Arts Education 1	
C.	Module Title: Arts Education 2	
C.3.18.2.3.2	PHYSICAL AND HEALTH EDUCATION .....	182
A.	Module Title: Physical and Health Education 1	
B.	Module Title: Physical and Health Education 2	
C.	Module Title: Physical and Health Education 3	
C.3.21.2.3.3	RELIGIOUS AND MORAL EDUCATION .....	183
A.	Module Title: Religious and Moral Education 1	
B.	Module Title: Religious and Moral Education 2	
C.	Module Title: Religious and Moral Education 3	
<b>C.4</b>	<b>BACHELOR OF EDUCATION (SECONDARY) (HONOURS) DEGREE .....</b>	<b>51</b>
C.4.1	RATIONALE AND PROGRAMME DESCRIPTION .....	51
C.4.2	DURATION AND MODE OF STUDY .....	51
C.4.3	ADMISSION REQUIREMENTS .....	52
C.4.4	DEPARTMENTAL REGULATIONS .....	52
C.4.5	PROFESSIONAL DEVELOPMENT PLACEMENT .....	52
C.4.6	DELIVERY MODE .....	52
C.4.7	ASSESSMENT .....	53
C.4.8	QUALITY ASSURANCE .....	53
C.4.9	AWARD OF THE DEGREE .....	53
C.4.10	ACADEMIC ADVANCEMENT RULES .....	53
C.4.11	MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY .....	53
C.4.12	CURRICULUM FRAMEWORK .....	74
C.4.13	BACHELOR OF EDUCATION DEGREE SELECTED SCHOOL SUBJECTS .....	55
C.4.14	SCHOOL SUBJECTS COMBINATIONS .....	56
C.4.15	LIST OF TEACHING METHODOLOGIES OFFERED IN THE B.ED. ....	57
C.4.16	FRAMEWORK OF SCHOOL SUBJECTS OFFERED IN THE B.ED. ....	58
C.4.17	MODULE DESCRIPTIONS .....	185

<b>D. POSTGRADUATE DEGREES.....</b>	<b>74</b>
<b>D.1 MASTER OF EDUCATION DEGREE.....</b>	<b>74</b>
D.1.1 RATIONALE AND PROGRAMME DESCRIPTION.....	74
D.1.2 SPECIALISATION PER DEPARTMENT.....	75
D.1.3 AIM OF THE PROGRAMME.....	75
D.1.4 SPECIAL REGULATIONS FOR THE M. ED DEGREE.....	75
D.1.5 ADMISSION REQUIREMENTS M. ED BY COURSEWORK, EXAMINATION AND THESIS.....	75
D.1.6 ADMISSION REQUIREMENTS M. ED ADULT EDUCATION BY COURSEWORK, EXAMINATION AND THESIS.....	76
D.1.7 SPECIAL ADMISSION REQUIREMENTS M. ED MATHEMATICS/ SCIENCE EDUCATION BY COURSEWORK, EXAMINATION AND THESIS.....	76
D.1.8 ADMISSION REQUIREMENTS M. ED BY THESIS ONLY.....	76
D.1.9 DURATION OF STUDY.....	76
D.1.10 DELIVERY MODE OF BY COURSEWORK, EXAMINATION AND THESIS.....	76
D.1.11 TEACHING-LEARNING MODEL.....	76
D.1.12 ASSESSMENT.....	76
D.1.12.1 CONTINUOUS ASSESSMENT.....	76
D.1.12.2 EXAMINATION.....	77
D.1.12.3 FINAL MARK.....	77
D.1.12.4 SUPPLEMENTARY EXAMINATIONS.....	77
D.1.13 PROGRESSION.....	77
D.1.14 AWARD OF THE MASTERS IN EDUCATION.....	77
D.1.15 CURRICULUM FRAMEWORK.....	77
D.1.16 MODULE DESCRIPTIONS (SEE PAGE 160).....	235
<b>D.2 MASTER OF EDUCATION (LITERACY AND LEARNING).....</b>	<b>80</b>
D.2.1 RATIONALE .....	80
D.2.2 ADMISSION REQUIREMENTS .....	80
D.2.3 COURSEWORK.....	81
D.2.4 CURRICULUM FRAMEWORK.....	81
D.2.5 MODULE DESCRIPTIONS.....	246
<b>D.3 MASTER OF EDUCATION (EARLY CHILDHOOD DEVELOPMENT).....</b>	<b>82</b>
D.3.1 PURPOSE .....	82
D.3.2 RATIONALE .....	82
D.3.3 ENTRY REQUIREMENTS .....	82
D.3.4 DURATION OF PROGRAMME.....	82
D.3.5 MODE OF OFFERING.....	82
D.3.6 IMPLEMENTATION.....	83
D.3.7 ASSESSMENT.....	83
D.3.8 PROGRESSION.....	83
D.3.9 AWARD OF THE DEGREE.....	83
D.3.10 APPROVED CURRICULUM REQUIREMENTS FOR MASTER OF EDUCATION PROGRAMMES IN THE FACULTY OF EDUCATION.....	83
D.3.11 CURRICULUM FRAMEWORK.....	83
D.3. .5 MODULE DESCRIPTIONS.....	251
<b>D.4 MASTER OF EDUCATIONAL PSYCHOLOGY (GUIDANCE AND COUNSELLING).....</b>	<b>84</b>
D.4.1 PURPOSE .....	84
D.4.2 RATIONALE .....	84
D.4.3 ENTRY REQUIREMENTS .....	85
D.4.4. DURATION OF PROGRAMME.....	85
D.4.5 MODE OF OFFERING.....	85
D.4.6 ASSESSMENT.....	85
D.4.7 PROGRESSION.....	85
D.4.8 AWARD OF THE DEGREE.....	85
D.4.9 INTERNSHIP AND REGISTRATION AS EDUCATIONAL PSYCHOLOGISTS.....	85
D.4.10 APPROVED CURRICULUM REQUIREMENTS FOR MASTER OF EDUCATION PROGRAMMES IN THE FACULTY OF EDUCATION.....	86
D.4.11 IMPLEMENTATION.....	86
D.4.12 CURRICULUM FRAMEWORK.....	86
D.4.5 MODULE DESCRIPTIONS.....	254



<b>D.5 MASTER OF EDUCATION (INCLUSIVE EDUCATION).....</b>	<b>87</b>
D.5.1 PURPOSE .....	87
D.5.2 RATIONALE .....	87
D.5.3 AIM OF THE PROGRAMME.....	87
D.5.4 ENTRY REQUIREMENTS .....	87
D.5.5 DURATION OF PROGRAMME.....	87
D.5.6 MODE OF OFFERING.....	88
D.5.7 ASSESSMENT.....	88
D.5.8 PROGRESSION.....	88
D.5.9 AWARD OF THE DEGREE.....	88
D.5.10 APPROVED CURRICULUM REQUIREMENTS FOR MASTER OF EDUCATION PROGRAMMES IN THE FACULTY OF EDUCATION.....	88
D.5.11 IMPLEMENTATION.....	88
D.5.12 CURRICULUM FRAMEWORK.....	89
D.5.13 MODULE DESCRIPTIONS.....	258
<b>D.4 DOCTOR OF PHILOSOPHY IN EDUCATION (Ph.D in Education).....</b>	<b>90</b>
D.4.1 RATIONALE FOR THE PROGRAMME .....	90
D.4.2 RATIONALE AND SPECIAL REGULATIONS FOR PH. D DEGREE BY DEPARTMENTAL SPECIALISATION.....	90
D.4.2.1 DEPARTMENT OF CURRICULUM INSTRUCTION AND ASSESSMENT STUDIES...	90
D.4.2.2 DEPARTMENT OF EDUCATIONAL FOUNDATION AND MANAGEMENT.....	91
D.4.2.3 DEPARTMENT OF LIFELONG LEARNING AND COMMUNITY EDUCATION.....	92
D.4.2.4 DEPARTMENT OF MATHEMATICS, SCIENCE AND SPORT EDUCATION.....	92
D.4.2.5 DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND INCLUSIVE EDUCATION	93
D.4.3 REGULATIONS FOR THE PH. D DEGREES IN THE FACULTY OF EDUCATION.	94
D.4.4 DELIVERY MODE.....	94
D.4.5 ADDITIONAL REQUIREMENTS FOR PH.D STUDENTS IN THE FACULTY OF EDUCATION	94
D.4.6 MODULE DESCRIPTION (SEE PAGE 176).....	263
<b>MODULE DESCRIPTIONS (SYLLABI).....</b>	<b>96</b>

## **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 priory obtained subject credits in all cases from one Module of study to another.

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

### **INTERRUPTED STUDIES**

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

---

## **REGULATIONS**

---

Refer to the Academic General Regulations.

---

### **Please Note**

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

## ACADEMIC YEAR - 2012

### FIRST SEMESTER

09 January	University opens
10 January	2 <sup>nd</sup> Opportunity Examinations commence (2011 Examinations)
19 January	Academic staff resume office duties
26 January	2 <sup>nd</sup> Opportunity Examinations end
30 January – 17 February	Registration All campuses (Last day for Late Registration: 22 February)
<b>20 February</b>	<b>Lectures commence for FIRST SEMESTER</b>
06 April	EASTER BREAK starts
16 April	Lectures resume after Easter Break
<b>01 June</b>	<b>Lectures end for FIRST SEMESTER</b>
05 June	First Opportunity Examinations commence (Semester I modules)
26 June	First Opportunity Examinations end (Semester I modules)
27 June – 03 July	2 <sup>nd</sup> opportunity Examinations
<b>03 July</b>	<b>End of 1<sup>st</sup> Semester</b>
09 -13 July	Mid-year Recess

### SECOND SEMESTER

<b>23 July</b>	<b>Lectures commence for SECOND SEMESTER</b>
10 September	SPRING BREAK starts
17 September	Lectures resume after Spring Break
<b>02 November</b>	<b>Lectures end for SECOND SEMESTER</b>
06 November	First Opportunity Examinations commence (Semester II & Double modules)
27 November	First Opportunity Examinations end (Semester II & Double modules)
28 Nov. – 04 Dec.	2 <sup>nd</sup> opportunity Examinations
<b>04 December</b>	<b>End of 2<sup>nd</sup> Semester</b>
18 December	Academic Year ends & University closes (until 14 January 2013)
14 January 2013	University opens (2013 academic year)
24 January 2013	Academic staff resume office duties

## DUE DATES FOR THE 2012 ACADEMIC YEAR

(i)	<b>GENERAL</b>	
	Last day for application of retention of continuous assessment mark.....	17 February
	Last day for application of exemption(s).....	17 February
	Last day for Late Registration ( <i>Late fee payable</i> ).....	22 February
	Last day for approval of exemption(s).....	22 February
	Last day for approval of retention of continuous assessment mark .....	22 February
	Last day for approval of module(s) & qualification changes .....	22 February
	Last day to change Examination Centres at Regional Centres (Semester I modules) .....	27 April
	Last day for appeals (First Opportunity Examinations) (Semester I).....	27 July
	Last day to submit outstanding documentation .....	17 August
	Last day to change Examination Centres at Regional Centres (Semester II – (First and Second Opportunity Examinations).....	21 September
	Last day to cancel enrolment .....	28 September
	Last day for submission of Theses and Dissertations for examination.....	16 November
	<b>CANCELLATIONS</b>	
(ii)	<b><u>First Semester Modules</u></b>	
	Last day to cancel Semester I modules .....	03 May
	<b><u>Second Semester Modules</u></b>	
	Last day to cancel Semester II modules .....	28 September
	<b><u>Double modules</u></b> (a double module normally extends over one academic year)	
	Last day to cancel Double modules.....	28 September
	<b>FINANCE</b>	
	<b><u>First Semester Modules</u></b>	
	Last day to cancel with 100% credit .....	09 March
	Last day to cancel with 50% credit .....	20 April
(iii)	<b><u>Second Semester Modules</u></b>	
	Last day to cancel with 100% credit .....	03 August
	Last day to cancel with 50% credit .....	31 August
	<b><u>Double modules</u></b> (a double module normally extends over one academic year)	
	Last day to cancel with 100% credit .....	09 March
	Last day to cancel with 50% credit .....	01 June

## FACULTY OF EDUCATION PERSONNEL OFFICIALS AND ADMINISTRATIVE PERSONNEL

Dean .....	
Deputy Dean.....	
Acting Deputy Dean (Katima Mulilo Campus):	
Acting Deputy Dean (Katima Mulilo Campus):	
Acting Deputy Dean (Khomasdal Campus):	
Acting Deputy Dean (Rundu Campus):	
Faculty Officer.....	Mr E.L. Van Wyk
Assistant Faculty Officer.....	Ms. E.Pienaar
Heads of Departments.....	see "Academic Personnel"
Teaching Practice/In-Service Co-ordinator.....	Ms A. Scott ( <i>Senior Lecturer</i> ) BA STD (UWC); B Ed Hons. (UNISA); BA Hons. (UNAM); M Ed (Ohio, Athens, OH, USA)

Disability Unit	<b>Ms. D. Kandji</b>
Secretary .....	Ms.E. De Klerk
Typist.....	Vacant
Education Technologist:	Vacant
Senior Media Lab Technician:	Mr R. Kamerika
Media Lab Technologist :	Mr R van der Colf
Assistant Media Lab Technician:	Vacant

### Advice to students:

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

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

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

Associate Professor : **Vacant**

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

Lecturers : **Dr R.K. Shalyefu-Shimopileni**: B. Ped. (UFH)B. Ed (UNISA), M. Ed (UMASS), Cert. in  
Public Admin. (Polytechnic), Cert. in Distance Ed. (UNISA), Cert. in HIV/AIDS Counselling,  
(UNAM), Ph.D. (PSU)

**Ms E. Brown**: BA (UNISA), M.Ed. Adult Education (Manchester); Adult Diploma  
(Manchester); PTED-Khomasdal College of Education

**Dr. 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); Ph.D(UNISA)

**Ms L. Shaketange**: Dip.Ed, B. Phil, M.A Adult Education (Hull)

**Dr M Hamunyela**: PhD (Pretoria, SA); M. Ed (Umea, Sweden); B. Ped (Fort Hare, SA);  
HDTE (Umea, Sweden)

**Mrs. I Sechoge**le (BA-Social Work and Community Development/UNAM);(MA-Gender  
and Women Studies/ISS-Netherlands)

**Ms. F. Beukes**: Dipl. in Educ.(Teachers Coll. Khomasdal).Further Dipl. in Educ(RAU);  
B.Ed (Hons) (RAU); M.Ed(UJ)

---

**DEPARTMENT OF CURRICULUM STUDIES, INSTRUCTION AND ASSESSMENT**

---

**Head of Department**

**Professor** *Vacant*

**Senior Lecturers** *Dr C.B. Villet*: BA, HED (UWC), BEd (UNAM), MEd, PhD (Athens, Ohio)  
*Dr. D. Wolfaardt*: THED(Goudstad Teachers College); B.Ed(UNAM); M.Ed(OFS); Ph.D-Ed(UWC).

**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)  
*Dr. S.M. Ipinge*: 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); Ph.D(UNAM)  
*Ms. V. U. Nandago*: BA (English) University of Iowa (USA), MA (English Language Teaching (ELT)) University of Warwick (UK)  
*Mr H. Kapalu*: *BA Ed (University of Zambia), M Ed (Rhodes), Bachelor of Laws LLB (Rhodes)*  
*Mr.A.Amakali*: HSTD, HDTE(Umea) FED(Vista), B.Ed (Hons)(Rhodes) and M.Ed(Rhodes)  
*Ms. A.P. Amushigamo*: PGD, B.Ed (Hons)(Rhodes) and M.Ed(Rhodes)  
*Ms. R. Hangala (Kalimbo)*: NHEC and M.Ed  
*Mr. M. H. Hidengwa*: ED (Prim)(UNAM), HDTE(Umea) and M.Ed(Umea)  
*Ms. M.N. Mufeti*: B.A. (Ed)(USA) and M.Ed(Canada)  
*Ms. C. Alexander*: PTD (Hewat Training College, Cape Town); HDE; B Ed (UNAM); M Ed (Rhodes)  
*Mr. B. Chataa*: BA, HED (UNAM); B. Ed-Hons.(Unisa); M.Ed (Umea)  
*Mr. A. Chainda*: HED-Sec (UNAM); B.Ed-Hons. (North West); M. Phil H.E (Stell)

**Assistant Lecturers:** *Mr R. K. Misika*: HED-Sec.; B. Ed-Hons(UNAM)  
*Mr H T Mokalleng*: HED (UNAM), B Ed Hons (North West )  
*Ms. V. Hapulile*: B.Ed  
*Mr. T. Henoch*: B.Ed(UNAM)  
*Ms. A. Sauer*: BA (UNISA); Lower Sec Teachers Diploma (UWC)  
*Mr. P. Kacelo*: BA, HED (UNAM); B.Ed-Hons; Advanced Diploma, (Unisa)  
*Mr. M. Mutumba*: HED-Sec (UNAM); B.Ed-Hons. (North West)  
*Mr H. Kapalu*

**Departmental Coordinators:**

---

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT**

---

**Head of Department:**

**Professor:** *Prof. R.K. Auala*: BA (Univ. of the North), PTC (OTC), MEd, PhD (Miami)

**Senior Lecturers:** *Dr. J. Mushaandja*: HED(Sec),BEd, MEd (UNAM), Ph.D (UWC)  
*Dr. E.M. Amukugo*: B.Sc. Soc. Ed, M. Sc. Soc. Ed, PhD (Lund, Sweden )  
*Dr G.N. Likando*: B.A., PGDE (UNAM) M .A (Salford, Greater Manchester, UK), Ph.D (UNAM)

**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).

**Mr E.N.M.Katewa:**Dip. Ed (RAU), FDE EE (UNISA), Dip. Youth Dev. (UNZA), B.Ed, M.Ed. (Rhodes)

**Ms. C.I. Omalu:** B.Ed ; M.Ed (Univ of Ibadan, Nigeria)

**Ms. M.N. Amutenya:** HED, B.Ed, SDEML,M.Ed.(UNAM).

**Ms. K.N. Mbango:** HSTD(UFS); B.Ed-Hons, M.Ed.(Rhodes)

**Ms. S.N. Herman:** BA, HED, B.Ed (UNAM); M.Ed (UKZN).

**Mr. F. Amweenye:** Associate in Arts Diploma (Waldorf College); BA(Augustana College); M.Ed(Rhodes).

**Assistant lecturers:**

**Ms. M. Katjaita:** BA; HED Postgraduate (UNAM)

**Ms. V.M. Lushetile:** BA (Paed), B.Ed (Hons)

**Mr. M. Ntati:** HED (Sec) (UNAM), BED Honors (UWC)

**Mr. K. Mbangula:** ECP(Academy); BA.HED-PG(UNAM); PGD-MED (Rhodes).

**Mr. L.P. Indongo:** BA(UFH); HED(UNISA).

**Mr. S. Haikali:** B.PED(UFH); HDE(UMEA); B.Ed(Rhodes).

**Ms. R. Uushona:** BA. PGDE(UNAM); B.Ed, PGDE (MED.CW) (Vista).

**Ms. L.N. Kaapanda:** HED(UNAM); B.Ed (UNISA).

**Departmental Coordinators:**

---

**DEPARTMENT OF MATHEMATICS, SCIENCE AND SPORTS EDUCATION**

---

**Head of Department:**

**Associate Professor:**

**Prof. C.D. Kasanda:** BScEd (UNZA), MSc, PhD, (Wisconsin)

**Senior Lecturers:**

**Dr D. Zealand:** HDE (Dower), B.ED, MEd (UNAM), Ph.D(Stell)

**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. H. Miranda:** B. Ed. Maths & Science, M. Ed. Math Education, Ph. D. Maths Education

**Mr. E P. Namakumbu:** M. Sc. Agriculture Science

**Ms.F. B. Uahengo :** B. Arts, HEDPostgrd, M. Sc. Education administration & supervision

**Mr. W. P. Nashidengo:** M. Ed., Post graduate Diploma in Education, B. Sc.

**Mr. R.N. Vaida:** M. Sc. In Applied Mathematics, B. Sc. With maths, Physic & Chemistry,

Diploma in Computer Science, Diploma in Education

**Mr. A. M. Ilukena:** NTC 1 & NTC 2 (UNAM), BETD (R.C.E.), FDE - Mathematics(Rhodes),

B. Ed-Hons; M. Ed (Mathematics Education) (Rhodes)

**Mr. R. Haingura:**HED (Sec) (UNAM), B. Ed-Hons; M. Ed (Rhodes)

**Mr. R.A.Sirinji:** Dip.Ed.; B. Ed-Hons.(Nairobi); CDEP (UNISA); M. Ed ( Saskatchewan).

**Ms. E. Mutwamezi:** PADE (Education) (Harare), M.SC (Anim. Husb) Agric. ISCAH-Havana (Cuba).

**Ms. C. Ausiku:** HED (Sec) UNAM, B. Ed –Hons.; M. Ed (Mathematics Education) (Rhodes).

**Mrs. J. Situnda:** B. Ed (UNAM), Certificate in Creative Processed in Education (UMEA),

M. Ed (Rhodes).

**Mr. P. Mashebe:** National Diploma Agric (Neudamm); HED -Sec (PU), Diploma Biology (UNAM), B.Ed-Hons (NWU), MSA (UFS), Masters in Disaster and Risk Management pending (UFS)

**Assistant Lecturer:**

**Ms M Naobes:** B.Ed (UNAM);Currently pursuing MA in Linguistics (Stellenbosch)

**Mr. D.S.Nawaseb:** B. Sc. Maths Chemistry, post graduate Diploma in Education, Specialized Diploma in Special Education; B. Sc. Zoology & Chem, B. Tech Education Management, Diploma in Education

**Mr. S.O. Asuquo:** B. Sc. Education in Agriculture

**Ms. J. Neumbo:** HED. Biology & natural Science, FDE Math & Science, B. Ed.

**Ms. C. Utete:** B.Sc. Ed Biology(Enrique Jose` Varona, Havana,Cuba).

**Mr.T.M. Dzambara:** Licenciante in Education (Enrique Jose Varona Universitario, Cuba)

**Ms. N. Hoepfner:** B.Sc; HDE Postgraduate (Stellenbosch)

**Ms. A. Minnie:** BA. Phys. Ed (Pretoria); HDE Postgraduate (Stellenbosch)

**Mr. F.T.Naweseb:** B.Sc; PGDE (UNAM)

**Ms. B. Peters:** BSc; HDE ( Stellenbosch); MEd (Teshwane University of Technology)

**Ms. H.M. Van Wyk :** B.Sc (UWC); HDE Postgraduate ; B.Ed (UNAM)

**Mr. F. Kasale:** ECP (Academy Namibia) SED (Vista); HED (Vista), B.Sc Agribusiness (Solusi University)



**Ms. A. Enghono:** B.Ed (UNAM); EE Dip (Rhodes), B.Ed- Hons (Rhodes)  
**Ms. A. Musiba:** BSC (UNAM)  
**Lab Technician:** **Mr. R. Silinda:** BETD (Rundu College of Education) ; Diploma Physics (UNAM),  
**Assistance Lab technician:** **Ms. T. Hamatwi:** Certificate in Business Studies (Poly);  
**Departmental Coordinators:**

## DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND INCLUSIVE EDUCATION

---

**Head of Department:**

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

**Senior Lecturers:** **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)  
**Dr. C. K. Haihambo Ya-Otto:** HED(KCE); Cert. in Teaching and Aids Pandemic (UWC), BEd-Hon (UNAM), MPhil Special Needs Education (Oslo); Doctor in Education (Inclusive Education) (UNISA)  
**Ms P.J. February:** PTD (Hewat), HED (UNISA), BEd (UNAM), Dipl.In Clinical Child Neuropsychology (University of Jyväskylä, Finland); MEd (Oslo)  
**Dr. C.C. Chata:** BA(UNAM); HEDPG(UNAM); MEd(UNAM); PhD(Univ. Florida)  
**Ms. L. Mbodo:** B.A., H.E.D (FORT HARE), B.A. Psych Honours (UWC), B.Ed (UNISA), M.Ed. (Umea /Sweden).  
**Ms. E.I. Tobias:** BETD (OCE), FDSEN; B.Ed ( Vista), M.Phil. (Oslo)  
**Mr. I. Patoko:** H.E.D ( UNISA), B.Ed (UNAM), M.Ed Southern University/ U.S. A)  
**Mr. S. Taukeni:** PGSD; B.Ed (UNAM); M.Ed (FORT HARE)  
**Ms. Luwango: M Ed. Mathematics (Rhodes)**  
**Ms. L. Mbodo:** B.A., H.E.D (Fort Hare), B.A. Psych Honours (UWC), B.Ed (Unisa), M.Ed. (Umea /Sweden).  
**Assistant Lecturer:** **A.M. Muhapili:** BA, HED, BEd (UNAM), Post graduate Diploma in Education (Policy analysis, leadership and Management (UWC)  
**Ms.B.J. Bruwer:** B.Ed (UNAM); BA (Hons) (Univ of the Free State)  
**Ms. H.K. Kambaekua:** HDE Univ of New Castle Upon Tyne; M.Ed (University of Manchester)  
**Mr. E.J. Louis:** B. Ed (UNAM); M. Ed (UNAM)  
**Ms. R. Poulton-Busler:** DE; HDE (Prim); B Ed  
**Mr. J.M. Fumano:** BA (UNAM);HEDPG (UNAM);  
**Mr. M.M. Sehani**

**Departmental Coordinator:**

## DEPARTMENT OF EDUCATION IN LANGUAGES, HUMANITIES AND COMMERCE

---

**Head of Department:**

**Professor:** **Vacant**

**Senior Lecturer:** **Vacant**

**Lecturers:** **Dr.C.N.Shimwooshili-Shaimemanya:** B.A.Ed (NUL), Ed(Howard),Cert.Dist.Ed. (UNISA); Ph.D.ScienceEd(Florida Tech)  
**Dr. S.M. lipinge:** BA. Ed (Social Sciences and Secondary Education, Pre-Law Minor), Wartburg College, Iowa, USA; MS (Master of Science in Curriculum and Instructions), Iowa State University, Ames, USA; Ph.D. (Education, University of Namibia)  
**Dr. B. KangumuKangumu:** BA, PGDE (Unam), PGDiploma in Museums and Heritage Studies (UWC & UCT), MA, PhD (UCT).  
**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. R. Wittmann:** BA (Univ of Stellenbosch); B. Ed; B (Hons (Univ of Stellenbosch); MA (Univ of Stellenbosch)

**Ms. E. Kirchner:** BA (Univ of Pretoria); HDE Postgraduate (UNISA); BA Hons (Univ of Pretoria) ; MA (Univ of Pretoria)

**Mr. A. Zulu:** Certificate in Mechanical Engineering; Teachers' Certificate in Education; Bachelor of Education Degree; Master of Arts Degree (Development Studies)) (University of Zimbabwe)

**Mr. R.N. Sikabongo:** BA, HED (Post Grad.) (UNAM), PGDE (Education Management) (UNISA) M. Ed (Univ. of Botswana)

**Ms. J.N. Sitwala:** ECP (UNAM), Teachers' Certificate (Azaliah); Dipl. in Intermediate Education (Univ. of Port Elizabeth), BA, BA-Hon. (Vista); MA (UNISA)

**Mr. S.C. Chombo:** HED SEC (UNAM); B.Ed-Hon, M. Ed, GETP. (Rhodes)

**Ms. T.T. Negonga:** HED (VISTA), DEAL (UNAM), HDTE, M.Ed. (UMEA)

**Ms. S.T. Nghiveuelekuah:** B.Ed-Hon, M.Ed (Rhodes)

**Rev. A. Iita:** BA, BTH, DTEE, Diploma in Theology (UNAM), MA (Leicester)

**Mr. I.A. Shipena:** HSTD (FORTHARE); DEAL (UNAM); HDTE, B.Ed (RHODES); DHRM (Regent Business School); Med (UMEA)

**Ms. E.N. Shaanika:** ED-Primary, HED (Primary), BEd (UNAM), M.Ed (Rhodes)

**Ms. M. Shihako:** ECP; HED-Sec(UNAM); B.Ed-Hon., M.Ed. (Rhodes)

**Mr. F. Mungongi:** HED-Sec(UNAM); B.Ed-Hon., M. Ed (Rhodes)

**Rev. A. Iita:** BA, BTH, DTEE, Diploma in Theology (UNAM), MA (Leicester Univ.)

**Ms. E. N. Shaanika:** ED-Prim; HED-Prim; B.Ed (UNAM); M.Ed (Rhodes)

**Ms. S.T. Nghiveuelekuah:** B.Ed-Hons.;M.Ed (Rhodes)

**Mr. I.A. Shipena:** HSTD (FORTHARE), DEAL (UNAM), HDTE, B.Ed (RHODES), DHRM (Regent Business School), M.Ed(UMEA)

#### Assistant Lecturers:

**Ms. A.C.M. Coetzer:** BA (Pretoria), BA.Hons (Orange Free State); HDE Postgraduate (Stellenbosch)

**Ms. V. Haukongo:** B. Ed., HED (Fort Hare); Higher Diploma in Teacher Education (UMEA), Higher Diploma in Distance Education (Univ. of IndraGhandi Open National University)

**Ms. M.M. Mutimani:** B.Ed. (UNAM), B.Ed.Hon (Rhodes)

**Mr. L. M. Opperman:** BA (North West University); BA-Hon (UNISA); B. Ed (North West University)

**Mr. A. I. !Aibeb:** DEAL (UNAM); BETD (Windhoek College of Education); B.Ed-Hon (North West)

**Ms. A.M.J. Balhao:** B.COM-Accounting (Pretoria); HDE (UNISA)

**Ms. E. Kambonde:** BA(UNAM); BA-Hon (Polytechnic of Namibia); PGDE (UNAM)

**Mr. S. Uakumbua:** BA; HDE Postgraduate (UNAM)

**Mr. E. Karumazondo:** Certificate in Education (Morgan College, Zimbabwe), B.Mus-Hon(Pretoria); Dipl in Ethnomusicology (Zimbabwe College of Music); Further Diploma in Educational Management (RAU)

**Ms. I. Heyman –Van Wyk:** BA; PGDE (UNAM), Certificate in Environmental Education (Rhodes)

**Ms. R. Nel:** BA (Fine Arts); Cert (Fine Arts); HED Postgraduate

**Ms. P.M. Muller:** THOD (HDE) BA; BA Hons

**Ms. E.O. Anyolo:** HED-Sec. (UNAM), B.Ed-Hon (UNISA)

**Mr. J. Kayumbu:** BA, PGDE (UNAM); B.Ed-Hon[Educ. Management] (UNISA)

**Ms. M.A. Shiweda:** BEd (UNAM), B.Ed-Hon (VISTA)

**Mr. S.G. Yakoop:** B.Ed [Applied Arts in Design] (CAIRO)

**Ms. S.P. Nantanga:** BA (FORT HARE); HED (VISTA); B.Ed (UNISA)

**Ms. D. Mr. D. Hausiku:** B. Ed (UNAM)

**Ms. T. P. Iyambo:** B. Ed (UNAM)

**Ms. M.J. Kekhani:** B. Ed (UNAM)

**Ms. J.M. Linonoka:** HED-Sec. (UNAM); B. Ed-Hon (Rhodes)

**Mr. G. Ngalangi:** B. Ed (UNAM)

**Ms. E.O. Anyolo:** HED- Sec. (UNAM), B.Ed-Hons(UNISA)

**Ms. S.P. Nantanga:** BA (FORTHARE), HED (VISTA), B.Ed (UNISA)  
**Mr. J. Kayumbu:** BA, PGDE (UNAM) B.Ed-Hons (UNISA)  
**Ms. M.A. Shiweda:** B.Ed (UNAM), B.Ed-Hons (VISTA)  
**Mr. S.G. Yakoop:** B.Ed (CAIRO)  
**Mr. G.N. Simunji:** ECP, B.A, PGDE (UNAM) B.Ed. (Rhodes)

Department Coordinators:

---

## DEPARTMENT OF EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION

---

Head of Department:

Lecturer:

**Dr K. R.H. Vei:** B.S. (Psych., Michigan State University, USA); M.A. (Educ.Psych., Michigan State University, USA); Ph.D (Dev.Psych., University of Surrey, UK).  
**Ms. O.lileka:** PTC (Ongwediva College of Education); SEC, SED, HED, B.Ed-Hons (VISTA); DEAL (UNAM), M. Ed. (Rhodes).  
**Ms. R.Junias:** ITTP; HDTEP (Umea University-Sweden), B.Ed-Hon (Rhodes); M.Ed (UNISA).  
**Ms. O.Ghiassi-Razavi Lopez:** BA (TEHRAN-IRAN); Graduate Diploma in ECE; M.Ed. (Canada).  
**Mrs M. E. Mwala:** HED-Sec. UNAM, B.Ed.Hons; M.Ed (Rhodes)  
**Ms A M Ausiku:** HED (UNAM), BEd. Hons.; M.Ed (Rhodes)  
**Mrs T N Siyave:** ECP (UNAM), HED (Umea, Sweden), DEAL (UNAM), B.Ed. Hons; M.Ed (Rhodes)  
**Mrs J M Situnda:** B.Ed (UNAM), M.Ed (Rhodes) Certificate in Creative Processes in Education (UMEA, Sweden)  
**Ms.K. !Gontes:** Dipl in Education (Prim) (UNAM); HDE (WCE); DEAL (UNAM); B.Ed (Hons) (Pretoria); M.Ed (Rhodes)  
**Mr. K.J Nzwala:** ED-Prim. (Academy for Tertiary Education); HED-Prim (UNISA); B.Ed Access Certificate; B.Ed-Hons. (Potchefstroom University for CHE); M.Ed (Rhodes )  
**Mr. B.L. Masule:** ED-Prim (Academy for Tertiary Education); HED-Prim (UNISA); Higher Diploma Post Graduate in Teacher Education (UMEA); Masters Degree in Teacher Education (UMEA); Certificate in Mid-Level Management (UNAM); MSC (In Leadership and Change Management) (Leeds Metropolitan University).  
**Ms. C.M. Sibuku:** BA PAED (University of the North); M.Ed (Univ. of Alberta – Canada).

Assistant lecturer:

**Ms. L. Amakali:** BETD (Ongwediva College of Education); Further Diploma in Education; B.Ed-Hons (RAU).  
**Ms. L.N. Hamutumua:** ECP. (Ongwediva College of Education), B.PHIL Ed. (EXETER).  
**Ms.P.Liswani:** BETD (Caprivi College of Education); .B.Ed-Hon. (Polytechnic of Namibia); B.Ed-Sec. (UNAM)  
**Ms. E.N. Nambundunga:** ECP. SEC. (Ongwediva Teacher Training Centre); BA; PGDE; DEAL. (UNAM); B.Ed-HHons.; PDE. (UNISA).  
**Ms. E.C.H. Potgieter:** HED. (LPE Teaching) (Windhoek College of Education, B.Ed-Hons. (North West University).  
**Ms S. A Daries:** LPTC (Perseverance Training College, Kimberley), B.Ed ELT (Movay House Edinburg); HED (Khomasdal College); B.Ed (UNAM); PGDE (Rhodes)  
**Mr E. Katoyima:** BA; PGDE (UNAM)  
**Mr J S Kamwi:** ECP (UNAM), BA (Andrews University), B.Ed.Hons (Rhodes)  
**Ms. S. Alexander:** BA; BA Hons (Pretoria); HDE Postgraduate (Pretoria)  
**Ms. L.H. Feris:** (JPTC); (HDE); (TEFL Scotland); B.Ed (UNAM)  
**Ms. J. Moller:** POD (JP) (Opleidingskollege Paarl); HDE (Preprim) (UNISA); BA. (UNISA); BA-Hons (UNISA); M.S. Ed (Western Illinois University, USA)  
**Mr. V. Ngaujake:** HED; PGDE; B. Ed Hons  
**Ms. T. Nghikembua:** H.Ed-Sec; B.Ed (UNAM)  
**Mr. B.M. Mukwambo:** Licentiate Degree in Physics and Astronomy (Enrique Jose Varon in Havana – Cuba); Diploma in Personnel Management (Dzidzo House –Zimbabwe); Honors in Science Education (Rhodes University).  
**Mr. E.K. Malumo:** BETD (NIED); HED (Potchefstroom University for CHE; Bed (Hons) (North West University).

Departmental Coordinator:

## PROGRAMMES

---

### A. DIPLOMAS

---

The following diplomas may be conferred by the Faculty:

#### Undergraduate Diploma:

Diploma in Adult Education and 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 (Lifelong Learning and Community Education)... 10BADE

Bachelor of Education (Pre-and Lower Primary) (Honours)..... 10BELP

Bachelor of Education (Upper Primary) (Honours)..... 10BEUP

Bachelor of Education (Secondary) (Honours)..... 10BEDC

### C. POSTGRADUATE DEGREES

---

#### Masters Programmes

Master of Education ..... 10MEDU

Master of Education (Literacy and Learning) 10MEDL

Master of Education (Early Childhood Development) 10MECD

Master of Educational Psychology (Guidance and Counselling) 10MEGC

Master of Education (Inclusive Education) 10MEIE

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: 27 ).

#### **A.1.8 IMPLEMENTATION GUIDELINES**

##### **1.8.1 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.

##### **1.8.2 Returning Students (All new programmes)**

Students who left UNAM before completion of their Undergraduate Programmes will have to follow the New Curriculum once they return to complete their studies. The Faculty will not declare equivalents for the new curriculum 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 2<sup>nd</sup> 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	D in English at IGCSE	(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 + 2hp	4	None	8
Total					68

#### Year 2: 128 credits

Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
English Communication and Study Skills	ULCE 3519	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 3519	4	5	ULCE 3519	16
Contemporary Social Issues	UCSI3529	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**

<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
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)
<b>Total</b>					<b>(70)</b>
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite/Co-requisite</b>	<b>Credits</b>
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)
<b>Total</b>					<b>72</b>

**A.1.12 MODULE DESCRIPTION (see page 108)****B. 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	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
<b>TOTAL</b>					<b>75</b>

**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
<b>TOTAL</b>					<b>76</b>
<b>TOTAL FOR PROGRAMME</b>					<b>155</b>

#### 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 (Co-requisite = ECFG 4781) Prerequisite Majaor in Psychology in Bachelors Degree)	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 116)

## 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 3509	2	4	None	8
English for Communication and Study Skills	UCLE3519	4	4	None	16
English for Academic Purposes	ULEA3519	4	4	ULCE3519	16
English for Teachers 1	EEET 4589	1 + 2hp	5	ULCE3519 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
<b>Total</b>					<b>108</b>
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
<b>Total</b>					<b>76</b>
<b>Total Credit Semester 1 &amp; 2</b>					<b>184</b>

### EQUIVALENT B. ED MODULES

MODULE NAME	AEML CODE	EQUIVALENT B.ED MODULES CODE
English for Teachers 1	EEET 4589	EEET 3509
Computer Literacy	UCLC 3509	UCLC 3509
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 DESCRIPTIONS (SEE PAGE 122)

## **C. UNDERGRADUATE DEGREES**

### **C.1. BACHELOR OF EDUCATION (ADULT EDUCATION) (HONOURS) 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 3519
Contemporary Social Issues	UCSI3529
Historical and Philosophical Foundations of Adult Education	EAHP 3501
Introduction to Community Development	EACD 3501
Health Education	EAHE 3511
English for Academic Purposes	ULEA 3519
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	UCLC3509
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	EAAE 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  $\frac{3}{4}$  of modules offered (equivalent to 120 credits) in the first year, in order to proceed to 2<sup>nd</sup> year.

**b) END OF SECOND YEAR**

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

**c) END OF THIRD YEAR**

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

**d) END OF FOURTH YEAR**

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

**C.1.14 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**

<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
English Communication and Study Skills	ULCE 3519	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
<b>Total</b>					<b>(80)</b>
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
English for Academic Purposes	ULEA 3519	4	4	ULCE 3519	16
Contemporary Social Issues	CSI3529	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	UCLC3509	2	4	None	8
<b>Total</b>					<b>80</b>



**Year 2: 128 credits**

<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
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
<b>Total</b>					<b>64</b>
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite/Co-requisite</b>	<b>Credits</b>
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
<b>Total</b>					<b>64</b>

**Year 3: 132 credits**

<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
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
<b>Total</b>					<b>72</b>
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite/Co-requisite</b>	<b>Credits</b>
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
<b>Total</b>					<b>68</b>

**Year 4: 132 credits**

Year 4: 152 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
<b>Elective</b> Community Development 1 Or Human Resource Management in Adult Education 1	EACS 3811	4	8	EACS 3611 EACS 3612	16
	EAMH 3811	4	8	None	
<b>Total</b>					<b>64</b>
Semester 2					
Module	Code	Periods	Level	Pre-requisite/Co-requisite	Credits
Advance Literacy Studies	EAAL 3812	4	8	None	12
Adult Education and Social Change	EASC 3812	4	8	EACS3811	8
Educational Technologist	EAFM 3810	4	8	EACT 3701	16
Project Management	EAMP 3812	4	8	None	16
<b>Elective</b> Community Development 2 Or Human Resource Management in Adult Education 2	EACS 3812	4	8	EACS 3711  None	16
	EAMH 3812	4	8		
<b>Total</b>					<b>68</b>

**C.1.16 MODULE DESCRIPTIONS (See page 126)****C.2 BACHELOR OF EDUCATION (PRE-PRIMARY AND LOWER PRIMARY) (HONOURS)****C.2.1 RATIONALE**

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

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

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

### **C.2.2 PURPOSE**

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

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

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

### **C.2.3 EXIT OUTCOME OF PROGRAMME**

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

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

### **C.2.4 ADMISSION REQUIREMENTS**

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

#### **C.2.4.1 GENERAL ADMISSION CRITERIA FOR UNDERGRADUATE PROGRAMMES**

- a) Subject to Faculty Special Regulations, the normal basic requirement for entrance to undergraduate programmes shall be a National Senior Secondary Certificate (NSSC), provided that the candidate has passed five subjects, normally in not more than three examination sittings with a minimum of 25 points on the UNAM Evaluation Scale. The following will be taken into consideration when computing the point scores:
  - the score will be calculated by adding together the points of the best five subjects only
  - one of the five subjects must be English
  - should a specific subject be a prerequisite for entry to a faculty, that subject must also be one of the five subjects counted.
- b) English is a compulsory subject and should normally be obtained at NSSC (English as a Second Language) grade C or better, or at NSSC (English as a First Language) grade D or better.
- c) Other school-leaving qualifications may be accepted on their own merit as alternatives, and will be evaluated according to Regulation G.7.3.1(1)(2)

- d) An alternative route of entry is an average of 60% in the UNAM Foundation programme, as approved by Senate.
- e) Places will be awarded on the basis of merit. Therefore the possession of an NSSC with a minimum score does not necessarily guarantee admission. Entrance is based upon places available within the faculties.
- f) Faculty admission requirements are prescribed by each Faculty. Prospective students must acquaint themselves with the faculty admission requirements and may include an admission test.
- g) The University of Namibia reserves the right to interview candidates before admission.
- h) **UNAM Evaluation Scale:**

	NSSC	NSSC	CAMBRIDGE	CAMBRIDGE	SENIOR CERTIFICATE	SENIOR CERTIFICATE	GCE	GCE
POINTS	Higher Level	Ordinary Level	HIGCSE	IGCSE	HG	SG	A-LEVEL	O-LEVEL
10							A	
9	1		1		A		B	
8	2	A*	2	A*	B		C	
7	3	A	3	A	C	A	D	A
6	4	B	4	B	D	B	E	B
5		C		C	E	C		C
4		D		D	F	D		D
3		E		E		E		E
2		F		F		F		F
1		G		G				G

**i) Mature Age Entry**

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

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

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

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

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

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

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

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

**C.2.5 DURATION OF THE STUDY**

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

## C.2.6 PROFESSIONAL DEVELOPMENT PLACEMENT

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

### C.2.6.1 IMPLICATIONS OF SEQUENCING OF SCHOOL BASED STUDIES IN THE CURRICULUM

---

#### 2<sup>ND</sup> YEAR

---

1<sup>st</sup> semester 2 weeks in March, 2<sup>nd</sup> semester 2 weeks in September (including the September recess)

##### Implication:

- B. Ed classes must start one week earlier in the year
- The September recess will from part of the SBS
- 

---

#### 3<sup>RD</sup> YEAR

---

1<sup>st</sup> semester 4 weeks in mid June to mid July, 2<sup>nd</sup> semester 2 weeks in September (including the September recess)

##### Implication:

- Ask for all education modules to be placed during the first two weeks of the examination
- The September recess will from part of the SBS
- 

---

#### 4<sup>TH</sup> YEAR:

---

1<sup>st</sup> semester 12 weeks in the beginning of the year from start of school trimester until Easter break.

##### Implication:

- SBS start together with the schools
- Only seven weeks remaining for semester one, therefore classes have to double up during these seven weeks

## C.2.7 LANGUAGE OPTIONS IN THE DEGREE

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

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

Afrikaans Language Education
German Language Education
Ju!'hoansi Language Education
KhoeKhoegowab Language Education
Oshikwanyama Language Education
Oshindonga Language Education
Otjiherero Language Education
Rukwangali Language Education
Rumanyo Language Education
Setswana Language Education
Silozi Language Education
Thimbukushu Language Education
Sign Language Education

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

*Not all Language options will be offered at all four campuses*

## C.2.8 CAREER OPTIONS IN THE DEGREE

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

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

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

### **C.2.9 DELIVERY MODE**

This programme will be delivered through the face-to face mode as well as the distance education modes in co-operation with the Centre for External Studies. However the programme will only be offered on the distance mode in 2014

### **C.2.10 IMPLEMENTATION**

This programme will be offered at all four campuses. The Faculty reserves the right to allocate quotas to campuses based on national needs as well as availability of staff. Not all campuses will offer the same language options.

### **C.2.11 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 and school based studies.**

### **C.2.12 ASSESSMENT**

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

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

### **C.2.13 QUALITY ASSURANCE**

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

In addition this programme was designed to provide a teaching qualification that will meet all the National Professional Standards for Teachers. This programme goes beyond the minimum requirements for the National Professional Standards for Teachers.

### **C.2.14 AWARD OF THE DEGREE**

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

### **C.2.15 ACADEMIC ADVANCEMENT RULES**

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

A student wishing to pursue his/her studies leading to the B. Ed (Pre- and Lower Primary) Degree will not be permitted to re-register with the Faculty of Education if he/she has not passed a minimum of module 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 prerequisites for modules have to be passed before a student can proceed to register for those modules that require prerequisites.

#### **END OF FIRST YEAR**

Pass  $\frac{3}{4}$  of modules offered (equivalent to 108 credits) in the first year, in order to proceed to 2<sup>nd</sup> year.

#### **END OF SECOND YEAR**

Pass the remaining first year modules plus  $\frac{3}{4}$  of the year two modules (equivalent to 111 credits), in order to proceed to third year.

#### **END OF THIRD YEAR**

Pass the remaining second year modules plus at least  $\frac{3}{4}$  of the year three modules (equivalent to 104 credits) in order to proceed to fourth year.

#### **END OF FOURTH YEAR**

Pass in all outstanding modules 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 (Pre- and Lower Primary) degree, he/she must do so within the next two years of study.

## C.2.16 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. (30%)
- 8 modules (equivalent to 128 credits) at the end of the **Second year**. (42%)
- 15 modules (equivalent to 240 credits) at the end of the **Third year**. (57%)
- 24 modules (equivalent to 384 credits) at the end of the **Fourth year**. (69%)

## C.2.17 PRE- AND LOWER PRIMARY CURRICULUM FRAMEWORK

**Total: 562 credits**

<b>YEAR 1 (144 credits)</b>					
<b>SEMESTER 1 (72 credits)</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
Computer literacy	UCLC 3509	2 + 2hp	5	8	None
English Communication and Study Skills	ULCE 3519	4	5	16	None
Contemporary Social Issues	UCSI 3529	2	5	8	None
Language in Society	ELLP 3501	2	5	8	None
Children's Literature I	ELLP 3521	2 + 2hp every week	5	8	None
Environmental Education 1	EMSP 3500	2 + 2hp every second week	5	(8)	None
Introduction to Mathematics Education	EMMP 3501	2	5	8	None
Physical and Health Education 1	EMPP 3620	2 + 3hp every week	6	(8)	None
<b>Total Hours</b>		<b>18 + 6hp = 24</b>		<b>72</b>	
<b>SEMESTER 2 (72 credits)</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
English for Academic Purposes	ULEA 3519	4	5	16	Co-requisite ULCE 3519
Integrated Media and Technology Education 1	ECFP 3622	2 + 2hp every second week	6	8	Co-requisite UCLC 3509
Child Development	EPSP 3622	2 + 1hp every second week	6	8	None
English Language Education 1	ELEP 3522	2 + 2hp every second week	5	8	None
Namibian Language Education 1	List of codes provided	2 + 2hp every second week	5	8	None
Environmental Education 1	EMSP 3500	2 + 2hp every second week	5	(8)	None
Numeracy and Mathematics Development	EMMP 3502	2 + 2hp every second week	5	8	None
Physical and Health Education I	EMPP 3620	2 + 3hp every week	6	(8)	None
<b>Total</b>		<b>18 + 8hp = 26</b>		<b>72</b>	

<b>YEAR 2 (152 credits)</b>					
<b>SEMESTER 1 (78 credits)</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
School Based Studies Phase 1	EESP 3690	Equal to 2 weeks	6	(2)	None
English for Teachers 1	EEET 3589	2 + 2 hp every second week	5	4	Pre-requisite ULCE 3519
Childhood Learning	EPSP 3721	2 + 1 hp every second week	7	8	Pre-requisite EPSP 3622
Introduction to Inclusive Education	EPSP 3741	2 + 1 hp every second week	7	8	None
Integrated Media and Technology Education 2	ECFP 3729	2 + 2 hp every second week	7	8	Pre-requisite ECFP 3622
English Language Education 2	ELEP 3600	2 + 2 hp every second week	6	(8)	None
Namibian Language Education 2	List of codes provided	2 + 2 hp every second week	6	(8)	None
Environmental Education 2	EMSP 3600	2 + 2 hp every second week	6	(8)	None
Numeracy and Mathematics Education 1A	EMMP 3601	2 + 2 hp every second week	6	8	None
Physical and Health Education 3	EMPP 3721	2 + 3 hp every week	7	8	None
Arts Education I	ELAP 3620	2 + 3 hp every week	6	(8)	None
<b>Total</b>		<b>18 + 8hp = 26</b>			<b>78</b>
<b>SEMESTER 2 (74 credits)</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
School Based Studies Phase 1	EESP 3690	Equal to 2 weeks	6	(2)	None
English for Teachers 2	EEET 3609	2 + 2 hp every second week	6	8	Pre-requisite EEET 3589
Science of Teaching	ECFP 3729	2 + 1 hp every second week	7	8	None
Curriculum Studies	ECFP 3749	2	7	8	None
Educational Foundations 1	EFMP 3722	2	7	8	None
English Language Education 2	ELEP 3600	2 + 2 hp every second week	6	(8)	None
Namibian Language Education 2	List of codes provided	2 + 2 hp every second week	6	(8)	None
Environmental Education 2	EMSP 3600	2 + 2 hp every second week	6	8	None
Numeracy and Mathematics Education 1B	EMMP 3602	2 + 2 hp every second week	6	8	Co-requisite EMMP 3601
Arts Education I	ELAP 3620	2 + 3 hp every week	6	(8)	None
<b>Total</b>		<b>18 + 8hp = 26</b>			<b>74</b>



<b>YEAR 3 (138 credits)</b>					
<b>SEMESTER 1 (68 credits)</b>					
Module Title	Module code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	EESP 3790	Equal to 4 weeks	7	(4)	Pre-requisite EESP 3690
Introduction to Educational Research	ECFP 3701	2	7	8	None
Assessment and Evaluation of Learning	ECFP 3721	2 + 1 hp every second week	7	8	None
Religious and Moral Education	ELRP 3721	2 + 2 hp every week	7	8	None
English Language Education 3	ELEP 3700	2 + 2 hp every second week	7	(8)	None
Namibian Language Education 3	List of codes provided	2 + 2 hp every second week	7	(8)	None
Environmental Education 3	EMSE 3700	2 + 2 hp every second week	7	(8)	Pre-requisite EMSE 3620
Numeracy and Mathematics Education 2	EMMP 3700	2 + 2 hp every second week	7	(8)	Pre-requisite EMMP 3602
Arts Education 2	ELAP 3721	2 + 3hp every week	7	8	Pre-requisite ELIA 3622
<b>Total</b>		<b>16 + 9hp = 25</b>		<b>68</b>	<b>68</b>
<b>SEMESTER 2 (70 credits)</b>					
Module Title	Module code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	EESP 3790	Equal to 2 weeks	7	2	Pre-requisite EESP 3690
Research Project Phase 1	List of codes provided	Individual consultations	8	8	Co-requisite: ECFP 3701
Guidance and Counselling 1	EPSP 3702	2 + 1 hp every second week	7	8	None
Educational Research	ECFP 3882	3	8	12	Co-requisite: ECFP 3701
Educational Management	EFMP 3802	2	8	8	None
English Language Education 3	ELEP 3700	2 + 2 hp every second week	7	8	None
Namibian Language Education 3	List of codes provided	2 + 3 hp every second week	7	8	None
Environmental Education 3	EMSE 3700	2 + 2hp every second week	7	8	Pre-requisite EMSE 3620
Numeracy and Mathematics Education 2	EMMP 3700	2 + 2 hp every second week	7	8	Pre-requisite EMMP 3602
<b>Total</b>		<b>15 + 5hp = 20</b>		<b>70</b>	

<b>YEAR 4 (128 credits)</b>					
<b>SEMESTER 1 (64 credits)</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
School Based Studies Phase 3	EESP 3891	Equal to 12 weeks in schools	8	12	Pre-requisite students should have passed all school subject in years 1, 2 and 3, EESP 3790
Guidance and Counselling 2	EPSP 3800	2 for 7 weeks + 2 hp every second week	8	(4)	Co-requisite EPSP 3702
Educational Foundations 2	EFMP 3740	2 for 7 weeks	7	(4)	None
Research Project Phase 2	List of codes provided	Individual consultations	8	(6)	Pre-requisite Research Project Phase 1, ECFP 3701 and ECFP 3882
English Language Education 4	ELED 3800	2 for 7 weeks + 2hp every second week	8	(4)	None
Namibian Language Education 4	List of codes provided	2 for 7 weeks + 2hp every second week	8	(4)	None
Learning Support in the Mathematics Classroom	EMMD 3800	4 periods for 7 weeks + 2hp per week	8	(8)	Pre-requisite and EMMP 3700
<b>Career Specialisation (<i>The Faculty reserves the right to use quotas to determine number of students allowed per career specialisation</i>)</b> <b>One Elective from list below:</b>					
<ul style="list-style-type: none"> <li>Assessment and Evaluation</li> <li>School Leadership and Management</li> <li>Educational Technology</li> <li>Inclusive Education</li> </ul> Life Skills <ul style="list-style-type: none"> <li>Curriculum Planning and Development</li> <li>Sport Organisation and Administration</li> <li>Arts and Culture Development and Organisation</li> <li>Advanced Sign language (<i>Compulsory for all students who have selected Sign language Education as their language of choice</i>)</li> </ul>	ECFD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite
	EFMD 3880	6 for 7 week	8	(12)	ECFP 3721
	ECFD 3880	6+2 hrs/week practical for 7 weeks	8	(12)	60 % in Pre-requisite
	EPSD 3880	6 for 7 weeks	8	(12)	EFMP 3702
	EPSP 3890	6 for 7 weeks	8	(12)	60 % in Pre-requisite
	ECCD3880	6 for 7 weeks	8	(12)	ECFP 3729
	EMPD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite
	ELID 3880	6 for 7 weeks	8	(12)	EPSP 3721
	EPLD3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite
		6 for 7 weeks	8	(12)	EPSP 3702
					60 % in Pre-requisite
					ECFP 3742
					60 % in Pre-requisite
					EFPP 3721
					60 % in Pre-requisite
					ELAP 3721
					None
<b>Total</b>		<b>24 + 4hp = 28 (excluding 2hp ECFD 3880)</b>		<b>64</b>	

<b>SEMESTER 2 (64 credits)</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
Professional & Community Development	EFMP 3802	2	8	8	None
Guidance and Counselling 2	EPSP 3800	1 + 1 hp every second week	8	4	Pre-requisite EPSP 3702
Educational Foundations 2	EFMP 3740	1	7	4	None
First Aid Education	EMFA 3699	2/ 3 days	5	None credit bearing	None
Learning Support in Reading and Writing	EPSP 3822	2 + 2hp every second week	8	8	None
Research Project Phase 2	List of codes provided	Individual consultations	8	6	Pre-requisite Research Project Phase 1, ECFE 3701 and ECFR 3882
Children's Literature	ELLP 3812	4 + 2hp every week	8	16	None
Learning Support in the Mathematics Classroom	EMMD 3800	2 + 2hp every week	8	8	Pre-requisite EMMP 3700
English Language Education 4	ELED 3800	1 periods for 7 week + 2hp every second week	8	4	None
Namibian Language Education 4	List of codes provided	1 periods for 7 week + 2hp every second week	8	4	None
Children's Literature II	ELLP3822	2 periods and 2hp every week	8	8	None
Literacy Development	ELLP3842	2 periods and 2hp every second week	8	8	None
<b>Career Specialisation</b>					
<b>One Elective from list below:</b>					
<ul style="list-style-type: none"> <li>Assessment and Evaluation</li> <li>School Leadership and Management</li> <li>Educational Technology</li> <li>Inclusive Education</li> <li>Life Skills</li> <li>Curriculum Planning and Development</li> <li>Sport Organisation and Administration</li> <li>Arts Appreciation and Organisation</li> <li>Advanced Sign language</li> </ul>	ECFD 3880 EFMD 3880 ECFD 3880 EPSD 3880 EPSD 3890 ECCD3880 EMPD 3880 ELAD 3880 EPLD3880	3 for 14 weeks 3 for 14 week 3+2 hrs/week practical for 14 weeks 3 for 14 weeks 3 for 14 weeks 3 for 14 weeks 3 for 14 weeks 3 for 14 weeks 6 for 14 weeks	8 8 8 8 8 8 8 8 8	12) (12) (12) (12) (12) (12) (12) (12) (12)	60 % in Pre-requisite ECFP 3721 60 % in Pre-requisite EFMU 3702 60 % in Pre-requisite ECFU 3729 60 % in Pre-requisite EPSP 3721 60 % in Pre-requisite EPSP 3702 60 % in Pre-requisite ECFP 3742 60 % in Pre-requisite EFMU 3702 60 % in Pre-requisite ELAP 3721 None
<b>Total</b>		<b>15 + 8 = 23 (excluding 2hp ECFD 3880)</b>		<b>64</b>	
<b>Total credits for curriculum</b>					<b>562</b>

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

#### C.2.18 MODULE DESCRIPTIONS (See page 138)

### **C.3 BACHELOR OF EDUCATION (UPPER PRIMARY) (HONOURS)**

#### **C.3.1 RATIONALE**

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

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

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

#### **C.3.2 PURPOSE**

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

**Two** major school subjects from the following list below:

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

**One** pre-vocational subject from the list below:

Elementary Agriculture,  
Design and Technology, and  
Home Ecology.

**One** non-promotional subject from the list below:

Arts,  
Physical Education, and  
Religious and Moral Education.

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

#### **C.3.3 EXIT OUTCOME OF PROGRAMME**

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

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

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

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

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

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

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

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

or

Social Science Education **and** English Language Education

or

Social Science Education **and** Namibian Language Education

or

English Language Education **and** Namibian Language Education

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

or

English Language Education **and** Mathematics

or

Namibian Language **and** Mathematics

The following language options will be offered:

Afrikaans Language Education
English Language Education
German Language Education
Ju!'hoansi Language Education
KhoeKhoegowab Language Education
Oshikwanyama Language Education
Oshindonga Language Education
Otjiherero Language Education
Rukwangali Language Education
Rumanyo Language Education
Setswana Language Education
Silozi Language Education
Thimbukushu Language Education
Sign Language Education <i>(Only a limited number of students will be allowed in this option)</i>

##### **C.3.4.2 MINOR**

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

Agriculture Education

or

Home Ecology Education

or

Design and Technology Education

### C.3.4.3 ADDITIONAL ELECTIVE

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

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

### C.3.5 CAREER OPTIONS IN THE DEGREE

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

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

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

### C.3.6 ADMISSION REQUIREMENTS

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

#### C.3.6.1 GENERAL ADMISSION CRITERIA FOR UNDERGRADUATE PROGRAMMES

- a) Subject to Faculty Special Regulations, the normal basic requirement for entrance to undergraduate programmes shall be a National Senior Secondary Certificate (NSSC), provided that the candidate has passed five subjects, normally in not more than three examination sittings with a minimum of 25 points on the UNAM Evaluation Scale (See page 35). The following will be taken into consideration when computing the point scores:
- the score will be calculated by adding together the points of the best five subjects only
  - one of the five subjects must be English
  - should a specific subject be a prerequisite for entry to a faculty, that subject must also be one of the five subjects counted.
- b) English is a compulsory subject and should normally be obtained at NSSC (English as a Second Language) grade C or better, or at NSSC (English as a First Language) grade D or better.
- OR**
- c) Other school-leaving qualifications may be accepted on their own merit as alternatives, and will be evaluated according to Regulation G.9.(1))
- d) An alternative route of entry is an average of 60% in the UNAM Foundation programme, as approved by Senate.
- e) Mature Age Entry (See page 35)
- f) Places will be awarded on the basis of merit. Therefore the possession of an NSSC with a minimum score does not necessarily guarantee admission. Entrance is based upon places available within the faculties.
- f) Faculty admission requirements are prescribed by each Faculty. Prospective students must acquaint themselves with the faculty admission requirements and may include an admission test.
- g) The University of Namibia reserves the right to interview candidates before admission.

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

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

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

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

### C.3.7 DURATION OF THE STUDY

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

### C.3.8 PROFESSIONAL DEVELOPMENT PLACEMENT

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

---

#### IMPLICATIONS OF SEQUENCING OF SCHOOL BASED STUDIES IN THE CURRICULUM

---

---

##### 2<sup>ND</sup> YEAR

---

1<sup>st</sup> semester 2 weeks in March, 2<sup>nd</sup> semester 2 weeks in September (including the September recess)

##### Implication:

- B. Ed classes must start one week earlier in the year
- The September recess will from part of the SBS

---

##### 3<sup>RD</sup> YEAR

---

1<sup>st</sup> semester 4 weeks in mid June to mid July, 2<sup>nd</sup> semester 2 weeks in September (including the September recess)

##### Implication:

- Ask for all education modules to be placed during the first two weeks of the examination
- The September recess will from part of the SBS

---

##### 4<sup>TH</sup> YEAR:

---

1<sup>st</sup> semester 12 weeks in the beginning of the year from start of school trimester until Easter break.

##### Implication:

- SBS start together with the schools
- Only seven weeks remaining for semester one, therefore classes have to double up during these seven weeks

### C.3.9 DELIVERY MODE

This programme will be delivered through the face-to face as well as the distance education modes in co-operation. The programme will only be offered on distance mode in 2014.

### C.3.10 IMPLEMENTATION

This programme will be offered at all four campuses. The Faculty reserves the right to allocate quotas to campuses based on national needs as well as availability of staff. Not all campuses will offer the same language options.

### C.3.11 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, Research projects, individual and/or group activities, discussions, tutorials and school based studies.

### C.3.12 ASSESSMENT

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

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

### C.3.13 QUALITY ASSURANCE

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

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

### C.3.14 AWARD OF THE DEGREE

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

### C.3.15 ACADEMIC ADVANCEMENT RULES

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

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

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

#### **END OF FIRST YEAR**

Pass  $\frac{3}{4}$  of modules offered (equivalent to 108 credits) in the first year, in order to proceed to 2<sup>nd</sup> year.

#### **END OF SECOND YEAR**

Pass the remaining first year modules plus  $\frac{3}{4}$  of the year two modules (equivalent to 111 credits), in order to proceed to third year.

#### **END OF THIRD YEAR**

Pass the remaining second year modules plus at least  $\frac{3}{4}$  of the year three modules (equivalent to 104 credits) in order to proceed to fourth year.

#### **END OF FOURTH YEAR**

Pass 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 (Upper Primary) degree, he/she must do so within the next two years of study.

### C.3.16 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. (30%)
- 8 modules (equivalent to 128 credits) at the end of the **Second year**. (42%)
- 15 modules (equivalent to 240 credits) at the end of the **Third year**. (57%)
- 24 modules (equivalent to 384 credits) at the end of the **Fourth year**. (69%)



### C.3.17 UPPER PRIMARY CURRICULUM FRAMEWORK

Total: 566 credits

<b>YEAR 1 (144 credits)</b>					
<b>SEMESTER 1 (72 credits)</b>					
Module Title	Module code	Periods	NQF level	Credits	Co-/Pre-requisite
Computer literacy	UCLC 3509	2 + 2 hours every week	4	8	None
English Communication and Study Skills	ULCE 3519	4	4	16	D in English at IGCSE
Contemporary Social Issues	UCSI 3529	2	4	8	None
Major 1	List of codes provided	4	5	16	None
Major 2	List of codes provided	4	5	16	None
Additional Elective	List of codes provided	2	5	8	None
<b>Total</b>		<b>20 + 2hp every week = 20 (depended on school subject option)</b>		<b>72</b>	
<b>SEMESTER 2 (72 credits)</b>					
Module Title	Module code	Periods	NQF level	Credits	Co-/Pre-requisite
English for Academic purposes	ULEA 3519		5	16	Co-requisite ULCE 3419
Integrated Media and Technology Education 1	ECFU 3622	2 + 2hp every week every second week	6	8	Co-requisite UCLC 3409
Child Development	EPSU 3622	2 + 1hp every week every second week	6	8	None
Major 1	List of codes provided	4	5	16	See school subject list
Major 2	List of codes provided	4	5	16	See school subject list
Additional Elective	List of codes provided	2	5	8	See school subject list
<b>Total</b>		<b>20 + 2hp every week = 22 (depended on school subject option)</b>		<b>72</b>	
<b>YEAR 2 (144 credits)</b>					
<b>SEMESTER 1 (74 credits)</b>					
Module Title	Module code	Periods	NQF level	Credits	Co-/Pre-requisite
School based Studies Phase 1	EESU 3690	Equal to 2 weeks	6	(2)	None
English for Teachers 1	EEET 3589	1 + 2 hp every second week	5	4	Pre-requisite ULCE 3419
Childhood Learning	EPSU 3721	2 + 1 hp every second week	7	8	None
Science of Teaching	ECFU 3729	2 + 1 hp every second week	7	8	None
Major 1	List of codes provided	4 + 2 hp every week	6	16	See school subject list
Major 2	List of codes provided	4 + 2 hp every week	6	16	See school subject list
Minor	List of codes provided	3 + 2 hp every week	6	12	See school subject list
Additional Elective	List of codes provided	2	6	8	See school subject list
<b>Total</b>		<b>18 + 9hp = 27</b>		<b>74</b>	

<b>SEMESTER 2 ( credits)</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
School based Studies Phase 1	EESU 3690	Equal to 2 weeks	6	2	None
English for Teachers 2	EEET 3609	2 + 2 hp every second week	6	8	Pre-requisite EEET 3589
Integrated Media and Technology Education 2	ECFU 3729	2 + 2 hp every week	7	8	Pre-requisite ECFU 3629
Educational Foundations 1	EFMU 3722	2	7	8	None
Major 1	List of codes provided	4 + 2 hp every week	6	16	See school subject list
Major 2	List of codes provided	4 + 2 hp every week	6	16	See school subject list
Minor	List of codes provided	3 + 2 hp every week	7	12	See school subject list
<b>Total</b>		<b>17 + 9hp = 26</b>		<b>70</b>	

<b>YEAR 3 (158 credits)</b>					
<b>SEMESTER 1 (84 credits)</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
School Based Studies Phase 2	EESU 3790	Equal to 4 weeks	7	(4)	Pre-requisite EESU 3690
Introduction to Educational Research	ECFU 3701	2	7	8	None
Assessment and Evaluation of Learning	ECFU 3721	2 + 1 hp every second week	7	8	None
Introduction to Inclusive Education	EPSU 3721	2 + 1 hp every second week	7	8	None
Curriculum Studies	ECFU 3749	2	7	8	None
Major 1	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Major 2	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Minor	List of codes provided	3 + 2 hp every week	7	12	See school subject list
<b>Total</b>		<b>17 + 8hp =23</b>			
<b>SEMESTER 2 ( credits)</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
School Based Studies Phase 2	EESU 3790	Equal to 2 weeks	7	2	Pre-requisite EESU 3690
Research Project Phase 1	List of codes provided	Individual consultations	8	8	Co-requisite: ECFU 3701
Guidance and Counselling 1	EPSU 3702	2 + 1 hp every second week	7	8	None
Educational Research	ECFU 3882	3	8	12	Co-requisite: ECFU 3701
Educational Management	EFMU 3801	2	8	8	None
Major 1	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Major 2	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Minor	List of codes provided	3 + 2 hp every week	7	12	See school subject list
<b>Total</b>		<b>16 + 7hp = 23</b>		<b>74</b>	

<b>YEAR 4 (120 credits)</b>					
<b>SEMESTER 1 (62 credits)</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
School based Studies Phase 3	EESU 3891	Equal to 12 weeks in schools	8	12	Pre-requisite students should have passed <b>all</b> school subject in years <b>1, 2 and 3</b> , EESU 3790
Guidance and Counselling 2	EPSP 3800	2 for 7 weeks + 2 hp every second week	8	(8)	Co-requisite EPSU 3702
Educational Foundations 2	EFMP 3740	2 for 7 weeks	7	(8)	None
Research Project Phase 2	List of codes provided	Individual consultations	8	(6)	Pre-requisite Research Project Phase 1, ECFU 3701 and ECFU 3882
Major 1	List of codes provided	6 for 7 weeks + 2hp every week every week	8	12	See school subject list
Major 2	List of codes provided	6 for 7 weeks + 2hp every week every week	8	12	See school subject list
<b>Career Specialisation: One Elective from the list below</b>					
<ul style="list-style-type: none"> <li>Assessment and Evaluation</li> <li>School Leadership and Management</li> <li>Educational Technology</li> <li>Inclusive Education</li> <li>Life Skills</li> <li>Curriculum Planning and Development</li> <li>Sport Organisation and Administration</li> <li>Arts and Culture and Development and Organisation</li> <li>Advanced Sign language (<i>Compulsory for all students who have selected Sign language Education as their language of choice</i>)</li> </ul>	ECFD 3880 EFMD 3880 ECFD 3880 EPSD 3880 EPSD 3890 ECCD3880 EMPD 3880 ELID 3880  EPLD3880	6 for 7 weeks 6 for 7 week 6+2 hrs/week practical for 7 weeks 6 for 7 weeks 6 for 7 weeks 6 for 7 weeks 6 for 7 weeks 6 for 7 weeks 6 for 7 weeks	8 8 8 8 8 8 8 8 8	(12) (12) (12) (12) (12) (12) (12) (12)	Pre-requisite ECFP 3721 Pre-requisite EFMU 3702 Pre-requisite ECFU 3729 Pre-requisite EPSU 3721 Pre-requisite EPSU 3702 Pre-requisite ECFU 3742 Pre-requisite EFPU 3721 Pre-requisite ELAU 3721  None
<b>Total</b>		<b>22 + 6 = 28 (excluding 2hp every week ECFD 3880)</b>		<b>62</b>	

<b>SEMESTER 2 (64 credits)</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
Professional & Community Development	EFMU 3802	2	8	8	None
Guidance and Counselling 2	EPSU 3800	1 + 1 hp every second week	8	4	Co-requisite EPSP 3702
Educational Foundations 2	EFMU 3740	1	7	4	None
First aid	EMFA 3699	2/ 3 days	5	None credit bearing	None

Research Project Phase 2	List of codes provided	Individual consultations	8	6	Pre-requisite Research Project Phase 1, ECFU 3701 and ECFU 3882
Major 1	List of codes provided	3 +2hp every week every week	8	12	See school subject list
Major 2	List of codes provided	2 + 2hp every week every week	8	12	See school subject list
<b>Career Specialisation:</b> • One Elective from the list below:					
• Assessment and Evaluation	ECFD 3880	3 for 7 weeks	8	(12)	Pre-requisite ECFP 3721
• School Leadership and Management	EFMD 3880	3 for 7 week	8	(12)	Pre-requisite EFMU 3702
• Educational Technology	ECFD 3880	3+2 hrs/week practical for 7 weeks	8	(12)	Pre-requisite ECFU 3729
• Inclusive Education	EPSD 3880	3 for 7 weeks	8	(12)	Pre-requisite EPSU 3721
• Life Skills	EPSD 3890	3 for 7 weeks	8	(12)	Pre-requisite EPSU 3702
• Curriculum Planning and Development	ECCD3880	3 for 7 weeks	8	(12)	Pre-requisite ECFU 3742
• Sport Organisation and Administration	EMPD 3880	3 for 7 weeks	8	(12)	Pre-requisite EFPU3721
• Arts and Culture Development and Organisation	ELAD 3880	3 for 7 weeks	8	(12)	Pre-requisite ELAU 3721
• Advanced Sign language	EPLD3880	6 for 7 weeks	8	(12)	None
<b>Total</b>		<b>12 + 5 hp = 17</b>		<b>58</b>	
<b>Total credits for curriculum</b>					<b>566</b>

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

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

#### C.3.18 MODULE DESCRIPTIONS (See page 163)

### C.4 BACHELOR OF EDUCATION (SECONDARY) (HONOURS) DEGREE (10BEDC)

#### C.4.1 RATIONALE AND PROGRAMME DESCRIPTION

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

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

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

#### C.4.2 DURATION AND MODE OF STUDY

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

### C.4.3 ADMISSION REQUIREMENTS

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

#### GENERAL ADMISSION CRITERIA FOR UNDERGRADUATE PROGRAMMES

- 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 G.9.(1).
- d) Places will be awarded on the basis of merit. Therefore the possession of an NSSC with a minimum score does not necessarily guarantee admission. Entrance is based upon places available within the faculties.
- e) Faculty admission requirements are prescribed by each faculty. Prospective students must acquaint themselves with the faculty admission requirements as stipulated by the respective Faculty Special regulations. Such requirements may include an admission test.
- f) The University of Namibia reserves the right to interview candidates before admission.
- g) Normally, candidates intended to register for the two approved schools subjects at the degree level must have obtained a "C" or better in the similar subjects at the NSSC.

### C.4.4 DEPARTMENTAL REGULATIONS

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

**Normally, candidates intended to register for the B. Ed must have obtained a "C" or better in English as per the general admission requirements as well as a "C" in the similar school subject in the NSSC examination.**

- A Students registering for Home Economics should have obtained a "C" or better in Biology or Home Economics or equivalent in NSSC.**
- B Students registering for Sport Education should have obtained a "C" or better in Biology or equivalent in NSSC. The Department reserves the right to request for a medical certificate.**
- C Students registering for Design and Technology should have obtained a "C" or better in Design and Technology or equivalent in NSSC.**
- D Students registering for Geography and Development Studies should have obtained a "C" or better in Geography or equivalent or D in Mathematics in NSSC.**

### C.4.5 PROFESSIONAL DEVELOPMENT PLACEMENT

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

### C.4.6 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.4.7 ASSESSMENT

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

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

#### C.4.8 QUALITY ASSURANCE

This will be in accordance with the general regulations of the University of Namibia, which includes the use of external assessors from within or outside the country. In addition was this programme designed to provide a teaching qualification that will meet all the National Professional Standards for Teachers. This programme goes beyond the minimum requirements for the National Professional Standards for Teachers and included in addition 136 credits on level 8

#### C.4.9 AWARD OF THE DEGREE

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

#### C.4.10 ACADEMIC ADVANCEMENT RULES

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

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

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

a) **BEGINNING OF THE FIRST YEAR**

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

b) **END OF FIRST YEAR**

Pass ¾ of modules offered (equivalent to 93 - 120 credits, depending on the school subjects offered) in the first year, in order to proceed to 2<sup>nd</sup> year.

c) **END OF SECOND YEAR**

Pass in the remaining first year modules plus ¾ 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 ¾ 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.4.11 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 dependents on the school subjects the students offer.

#### C.4.12 CURRICULUM FRAMEWORK (Total credits: 550)

The Basic Curriculum Framework of the B.Ed Degree (excluding the B.Ed., Adult Education) shows that two school subjects should normally be taken. For each school subject, students are expected to study an average of 9 full semester Modules (or equivalent) during the four years of study while a number of professional (educational) 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 1<sup>st</sup> 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 3509	2hp	4	None	8
English Communication and Study Skills	ULCE 3519	4	4	ULEG 2410	16
Contemporary Social Issues	UCSI 3529	2	4	None	8
School Subject 1		4			16
School Subject 2		4			16
<b>Total</b>					<b>64</b>
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
English for Academic Purposes	ULEA 3519	4	4	ULCE 3519 or equivalent	16
History of Education	EFMH3602	2	6	None	8
Human Development & Learning	EPSH 3682	3+2 hp	6	None	12
School Subject 1		4		None	16
School Subject 2		4		None	16
<b>Total</b>					<b>68</b>

##### 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 3519	4
<b>Total</b>					<b>79</b>
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
<b>Total</b>					<b>76</b>

**Year 3 (Credits 143)**

<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Teaching Practice Phase 2	EETP 3799	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
<b>Total</b>					<b>67</b>
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite/ Co-requisite</b>	<b>Credits</b>
Project Phase 1	List of codes provided	Individual consultations	8	ECFI 3701	8
Teaching Methods School Subject 1	List of codes provided	2 + 2 hp	7	ECFG 3782 Level six school subject content	8
Teaching Methods School Subject 2	List of codes provided	2 + 2 hp	7	ECFG 3782 Level six school subject content	8
Educational Research	ECFR 3882	3	8	ECFI 3701	12
Introduction to Guidance and Counselling	EPSG 3702	2 + 2 hp	7	None	8
School Subject 1		4			16
School Subject 2		4			16
<b>Total</b>					<b>76</b>

**Year 4 (Credits 132)**

<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
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	ECFI 3701 Project Phase 1	8	12



Module	Code	Periods	Level	Pre-requisite	Credits
<b>Career Specialisation: (One Elective)**</b>					
Teaching and Assessment Mentor 1	ECFA3811	4	8	ECFC3711	(16)
Or School Management	EFMM3810			EPSI3702	
Or Inclusive Education	EPSI3810			ECFT3702	
Or Educational Technologist	ECFM3810			ECFC3702	
Or Curriculum Planning and Development	ECFP3810				
Or Advanced Subject Content					
<b>Total</b>					<b>(60)</b>
<b>Semester 2</b>					
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
<b>General Education Elective:</b> Cultural Education (Art, Music, Foreign Language, Dance, etc)	EEEC3702	2 ( +2 hp)	7	None	8
OR Sport Coaching	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
<b>Career Specialisation: (One Elective)*</b>					
Teaching and Assessment Mentor 2	ECFA 3812	4	8	ECFC 3711	16
Or School Management	EFMM3810	4	8	EPSI 3702	16
Or Inclusive Education	EPSI 3810	4	8	ECFT 3702	16
Or Educational Technologist	ECFM3810	4	8	ECFC 3702	16
Or Advanced Subject Content	ECFP 3810				
Or Curriculum Planning and Development					
<b>Total</b>					<b>72</b>

**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 3<sup>rd</sup> 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.4.13 BACHELOR OF EDUCATION DEGREE SELECTED SCHOOL SUBJECTS

### C.4.14 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)  
 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)  
 Design and Technology

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.4.15 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 3802	8
Project Phase 1 of History	ECSH 3802	8
Project Phase 1 of Accounting	ECCA 3802	8
Project Phase 1 of Business Studies	ECCB 3802	8
Project Phase 1 of Economics	ECCE 3802	8
Project Phase 1 of English	ECLE 3802	8
Project Phase 1 of KhoeKhoegowab	ECLK 3802	8
Project Phase 1 of Rukwangali	ECLR 3802	8
Project Phase 1 of Otjiherero	ECLH 3802	8
Project Phase 1 of Oshiwambo	ECLW 3802	8
Project Phase 1 of German	ECLG 3802	8
Project Phase 1 of French	ECLF 3802	8
Project Phase 1 of Afrikaans	ECLA 3802	8
Project Phase 1 of Portuguese	ECLP 3802	8
Project Phase 1 of Silozi	ECLS 3802	8
Project Phase 1 of Arts	ECAC 3802	8
Project Phase 1 of Biology	EMSB 3802	8
Project Phase 1 of Agriculture	EMSA 3802	8
Project Phase 1 of Physical Science	EMSP 3802	8
Project Phase 1 of Computer Studies	EMSC 3802	8
Project Phase 1 of Design and Technology	EMSD 3802	8
Project Phase 1 of Mathematics	EMMM 3802	8
Project Phase 1 of Home Economics	EMHH 3802	8
Project Phase 1 of Fashion and Fabrics	EMHF 3802	8
Project Phase 1 of Physical Education	EMPP 3802	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**

**NOTE: Students will only be allowed to register for Project Phase II if they have passed Project Phase I**

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	ECLE 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.4.16 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 3<sup>rd</sup> 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 3581	3	5	None	12
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Foundations of Afrikaans Literature	HLAF 3582	3	5	None	12
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	HLAF3582	16

<b>Year 3</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Afrikaans Language Studies	HLAF3732	4	7	HLAF3611	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Afrikaans and Dutch Poetry	HLAF3752	4	7	HLAF3582	16
<b>Year 4</b>					
<b>Semester 1 and 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
*Afrikaans and Dutch Novel and Drama (Compulsory)	HLAF3860	2	8	None	16
<i>4<sup>th</sup> Year modules run for 2 hours per week over 28 weeks and is equal to one full module</i>					
<b>HLAF3840 and HLLL3860 are Career Specialisation Modules**</b>					
Afrikaans Text Linguistics	HLAF3840	2	8	None	16
<i>Only offered by 4<sup>th</sup> year students who opt for this particular career specialisation.</i>					

## English

<b>Year 1</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Fundamentals of English Language Studies	HLEN 3581	03	5	None	12
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Fundamentals of the Study of Literature(s) in English	HLEN 3582	03	5	None	12
<b>Year 2</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Lexis and Basic Grammar	HLEN 3611	04	6	LEN3581	16
Approaches to Poetry Analysis	HLEN 3631	04	6	LEN3582	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Selection of Drama and Prose	HLEN 3672	04	6	None	16
<b>Year 3</b>					
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Psycholinguistics	HLEN3732	4	7	None	16
Namibian Literature in English Since Independence	HLEL3732	4	7	None	16
<b>Year 4</b>					
<b>Semester 1 and 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
*An Overview of African Literature	HLEL3820	2	8	None	16
<i>4<sup>th</sup> Year modules run for 2 hours per week over 28 weeks and is equal to one full module</i>					
<b>HLEN3820, HLEN3830 and HLEL3840 are Career Specialisation Modules**</b>					
<b>Select any two modules</b>					
Approaches to Stylistics Analysis	HLEN3820	2	8	Admission to the fourth year level	16
Approaches to language Analysis	HLEN3840	2	8	HLEN3611 and LEN3711	16

**\*\* Only offered by 4<sup>th</sup> year students who opt for this particular career specialisation.**

## French

<b>Year 1</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Languages Studies in French	HLFS 3581	3	5	None	12
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
French language Usage and literature	HLFS 3582	3	5	None	12
<b>Year 2</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Intermediate Language Usage in Context	HLFS 3611	4	6	None	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Foundations Of Linguistics in French	HLFS 3632	4	6	None	16
Advanced Language Usage in Context	HLFS 3652	4	6	None	16
<b>Year 3</b>					
<b>Semester 1</b>					
<b>Any ONE of the modules below</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Theoretical and Practical Grammar in French	HLFS3711	4	7	None	16
Introduction to French and Francophone Literature	HLFS3731	4	7	None	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Composition, Speaking and Presentation Skills	HLFS3752	4	7	None	16
<b>Year 4</b>					
<b>One/Three Modules below (prerequisites respecting)</b>					
<b>Semester 1 and 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Applied Linguistics in French	HLFS3800	2	8	None	16

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

<b>HLFS3840, HLFS3860 and HLFS3880 are Career Specialisation Modules**</b>					
<b>Select any two modules</b>					
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 4<sup>th</sup> year students who opt for this particular career specialisation.*

## Geography

<b>Year 1</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Fundamentals of Physical Geography	HGHE 3581	03(2hPW)	5	None	12
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Fundamentals of Human Geography	HGHE 3582	03(2hPW)	5	None	12
<b>Year 2</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Climatology	HGHE 3621	02(2hx3PW)	6	HGHE3581	8
Settlements Geography	HGHE 3641	02(2hx3PW)	6	HGHE3582	8
Geomorphology	HGHE 3601	02(2hx3PW)	6	HGHE3581	8
Economic Geography	HGHE 3661	02(2hx3PW)	6	HGHE3582	8
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Biogeography	HGHE 3642	02(2hx2PW)	6	None	8
Social Geography	HGHE 3682	02(2hx2PW)	6	None	8

<b>Year 3</b>					
B.Ed students - offering the School subject Geography – choose either HGHE3711 or HGHE 3752. HGHE3731 is compulsory for B.Ed students. Although carrying a module code (HGES 3799), an excursion is not to be considered as a module. Departmental rules and regulations governing excursions apply. Students offering the combination Geography and Biology should opt for HGHE3731.					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Environmental Studies <b>or</b>	HGHE3711	4(2hx3PW)	7	None	16
General Methods and Techniques in Geography	HGHE3731	4(2hx3PW)	7	None	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Regional Geography	HGHE3752	4(2hx3PW)	7	None	16
Excursion	HGES3799	2	8	Completion of all modules at 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> year level	16
<b>Year 4</b>					
<b>Semester 1 and 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
*Tourism Studies (Compulsory for B.Ed students)	HGHT3800	2	8	Admission to the fourth year level	16

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

<b>HGSP3800, HGHE3800 and HGHE3820 are career specialisation modules. Select any TWO of the following:**</b>					
Political Geography	HGHE3800	2	8	HGHE3752; Admission to the fourth year level	16
Themes in Advanced Geography and Environmental Studies	HGHE3820	2	8	Admission to the fourth year level	16

\*\* Only offered by 4<sup>th</sup> year students who opt for this particular career specialisation.

#### German

<b>Year 1</b>					
Students admitted to <i>German Studies</i> with a pass in German First Language NSSC Higher Level (admission requirement (a) above) will be <b>credited</b> for HLGS 3581 <i>Basic German Patterns</i> and will take the two (2) <i>Courses</i> below:					
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Basic Literacy and Cultural Concepts	HLGS 3582	04	5	None	16
Basic German Patterns	HLGS 3592	04	5	None	16
<b>Year 1</b>					
All other students admitted to <i>German Studies</i> (in terms of admission requirements (b) to (e) above) take the two (2) <i>Courses</i> below:					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Basic Literacy and Cultural Concepts	HLGS 3591	04	5	None	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Basic German Patterns	HLGS 3592	04	5	None	16
<b>Year 2</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Text analysis, Directed Writing and Presentation	HLGS 3651	04	6	None	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Contemporary German Society and Literature	HLGS 3632	04	6	None	16
Complex German Patterns	HLGS 3612	04	6	None	16

<b>Year 3</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Theoretical and Practical German	HLGS3711	4	7	none	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
German Cultural History	HIAF3752	4	7	none	16
<b>Year 4</b>					
<b>Semester 1 and 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
*Applied Linguistics in German (Compulsory)	HLGS3840	2	8	None	16

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

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

*\*\* Only offered by 4<sup>th</sup> year students who opt for this particular career specialisation.*

## History

<b>Year 1</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
African Civilisations	HHGE 3581	03	5	None	12
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
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 3582	03	5	None	12
<b>Year 2</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Early Southern Africa History	HHGE 3611	04	6	HHGE3532	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Namibia 19/20 Century	HHGE 3612	04	6	HHGE3582	16
Research Methodology	HHGE3672	04	6	HHGE3582	16
<b>Year 3</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Namibia 1920 – 1990	HHGE 3751	4	7	None	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
World History	HHGE 3772	4	7	None	16
<b>Year 4</b>					
<b>Semester 1 and 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Public History/Museum and Heritage Studies	HHGE 3820	2	8	None	16

## Khoekhoegowab

<b>Year 1</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Literary Appreciation of Khoekhoegowab	HLKL 3581	03	5	None	12
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Language and Culture	HLAC 3582	03	5	None	12



<b>Year 2</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Speech Sounds and Sound Systems	HLSS 3631	04	6	None	16
Oral Literature of Khoekhoegowab	HLKO 3631	04	6	None	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Co-requisite</b>	<b>Credits</b>
Phonology and Morphology of Khoekhoegowab	HLKM 3612	04	6	HLSS 3631	16
<b>Year 3</b>					
<b>Semester 1</b>					
* <i>Recommendation:</i> It is strongly recommended that the course <i>HLKM 3612 Phonology and Morphology of Khoekhoegowab</i> be successfully completed prior to registering for <i>HLKS 3731 Syntax of Khoekhoegowab</i> .					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Syntax of Khoekhoegowab	HLKS3731	4	7	HLKM3612	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Poetry of Khoekhoegowab	HLKP3732	4	7	None	16
<b>Year 4</b>					
The Faculty's Student Registration and Academic Advancement Rules apply (cf. C.4.3): <b>Students are admitted to the fourth year level in the BA degree programme only after they have passed all twenty-eight (28) Courses (448 credits) at first, second and third year level</b> (cf. C.4.3.3.1).					
<b>Semester 1 and 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Written Prose and Drama of Khoekhoegowab	HLKW3820	2	8	Admission to the fourth year level	16
*4 <sup>th</sup> Year modules run for 2 hours per week over 28 weeks and is equal to one full module					
<b>B.Ed students opting career specialization must take HLKW3820 and HLKAI3820.**</b>					
Effective Communication: Style and Meaning in Khoekhoegowab (compulsory)	HLKE3820	2	8	Admission to the fourth year level	16
Advanced Issues in the Linguistics of Khoekhoegowab	HLKA3820	2	8	Admission to the fourth year level	16

**\*\* Only offered by 4<sup>th</sup> year students who opt for this particular career specialisation.**

#### Oshiwambo

<b>Year 1</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Literary Appreciation of Oshiwambo	HLWL 3581	03	5	None	12
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Language and Culture	HLAC 3582	03	5	None	12
<b>Year 2</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Speech Sounds and Sound Systems	HLSS 3631	04	6	None	16
Oral Literature of Oshiwambo	HLWO 3631	04	6	None	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Co-requisite</b>	<b>Credits</b>
Phonology and Morphology of Oshiwambo	HLWM 3612	04	6	HLSS 3631	16
<b>Year 3</b>					
* <i>Recommendation:</i> It is strongly recommended that the course <i>HLWM 3612 Phonology and Morphology of Oshiwambo</i> be successfully completed prior to registering for <i>HLWS 3731 Syntax of Oshiwambo</i>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Syntax of Oshiwambo	HLWS3731	4	7	None	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Poetry of Oshiwambo	HLWP3732	4	7	None	16

Year 4					
The Faculty's Student Registration and Academic Advancement Rules apply (cf. C.4.3): <b>Students are admitted to the fourth year level in the BA degree programme only after they have passed all twenty-eight (28) Courses (448 credits) at first, second and third year level (cf. C.4.3.3.1).</b>					
Semester 1 and 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Written Prose and Drama of Oshiwambo	HLWW3820	2	8	Admission to the fourth year level	16

**\*4<sup>th</sup> 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.\*\***

*Effective Communication: Style and Meaning in Oshiwambo	HLWE3820	2	8	Admission to the fourth year level	16
Advanced Issues in the Linguistics of Oshiwambo (Equivalent to Universals , and the Typology of Bantu Languages-ALG3410)	HLWA3820	2	8	Admission to the fourth year level	16

**\*\* Only offered by 4<sup>th</sup> 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 3581	04	5	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Language and Culture	HLAC 3582	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 3612	04	6	HLSS 3631	16
Year 3					
* Recommendation: It is strongly recommended that the course HLHM 3612 Phonology and Morphology of Otjiherero be successfully completed prior to registering for HLHS 3731 Syntax of Otjiherero.					
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
Written Prose and Drama of Otjiherero	HLHW3820	2	8	Admission to the fourth year level	16

**\*4<sup>th</sup> 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.\*\***

Effective Communication: Style and Meaning in Otjiherero	HLHE3820	2	8	Admission to the fourth year level	16
Advanced Issues in the Linguistics of Otjiherero(Equivalent to Universals , and the Typology of Bantu Languages-ALG3410)	HLHA3820	2	8	Admission to the fourth year level	16

**\*\* Only offered by 4<sup>th</sup> year students who opt for this particular career specialisation.**



## Portuguese

<b>Year 1</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Basic Portuguese Patterns	HLPS 3581	03	5	None	12
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Basic Literacy and Cultural Concepts in Portuguese	HLPS 3582	03	5	None	12
<b>Year 2</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Complex Portuguese Patterns	HLPS 3611	04	6	None	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
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
<b>Year 3</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Theoretical and Practical Grammar in Portuguese	HLPS3711	4	7	None	16
Portuguese Lusophonous Relations	HLPS3731	4	7	None	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Portuguese Cultural History	HLPS 3752	4	7	None	16
<b>Year 4</b>					
The Faculty's Student Registration and Academic Advancement Rules apply (cf. C.4.3): <b>Students are admitted to the fourth year level in the BA degree programme only after they have passed all twenty-eight (28) Courses (448 credits) at first, second and third year level (cf. C.4.3.3.1).</b>					
<b>Semester 1 and 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Modern Portuguese Culture and Society	HLPS3820	2	8	Admission to the fourth year level	16

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

<b>HLPS3820 and HLPS3860 are career specialisation modules**</b>					
*Applied Linguistics in Portuguese (Compulsory)	HLPS3840	2	8	Admission to the fourth year level	16
African Portuguese Literature	HLPS3860	2	8	Admission to the fourth year level	16

**\*\* Only offered by 4<sup>th</sup> year students who opt for this particular career specialisation.**

**Rukwangali** [Rukwangali Studies is not offered in 2012. For further information please contact the Head: Department of Language and Literature Studies.]

**Silozi** [Silozi Studies is not offered in 2012. For further information please contact the Head: Department of Language and Literature Studies.]

## 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

<b>Year 1</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Fundamentals of Accounting A	CAFE3581	3+1tut	5	None	12
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Business Mathematics	CBCM3579	4	5	None	16
Fundamentals of Accounting B	CAFE3582	3+1tut	5	None	12
<b>Year 2</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Financial Accounting IA	CAFE3691	3+1tut	6	CAFE3581 and CAFE3582	12
Management Accounting IA	CAAM3691	3+1tut	6	None	12
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Financial Accounting IB	CAFE3692	3+1tut	6	CAFE3581 and CAFE3582	12
<b>Year 3</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Financial Accounting 2A	CAFE3781	3+1tut	7	CAFE3691 and CAFE3692	12
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Financial Accounting 2B	CAFE3752	3+1tut	7	CAFE3691 and CAFE3692	12
<b>Year 4</b>					
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Financial Accounting 3A	CAFE3871	4	8	CAFE3781 and CAFE3782	16

### Business Studies

<b>Year 1</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Principles of Management	CMPP 3579	04	5	None	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Business Mathematics	CBCM3579	04	5	None	16
<b>Year 2</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Organisational Behaviour A	CMBO 3671	04	6	CMPP 3579	16
Business Statistics A	CABA 3691	03	6	CBCM3579	12
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Co-requisite</b>	<b>Credits</b>
Organisational Behaviour B	CMBO 3672	04	6	MBO3671	16

<b>Year 3</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Marketing Management IA	CMSM3781	4	7	MBO3671/2	12
Human Resource Management	CMHM3781	4	7	None	12
<b>Semester 2</b>					
<b>Select ONE 1<sup>st</sup> Semester module</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Co-requisite</b>	<b>Credits</b>
Marketing Management IB	CMSM3782	4	7	MSM3781	12
<b>Year 4</b>					
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Entrepreneurship for Educators	EMHE3812	4	8	NONE	16

### Economics

<b>Year 1</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Basic Micro-economics	CEMI3571	04	5	None	16
Business Mathematics	CBCM3579	04	5	None	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Basic Macro-economics	CEMA3572	04	5	None	16
<b>Year 2</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Intermediate Micro-economics I	CEMI3671	04	6	CEMI3571; CEMA3572; CEMI3572	16
Intermediate Macro-economics I	CEMA3671	04	6	CEMI3571; CEMA3572; CEMI3572; CEMI3672	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Intermediate Micro-economics II or	CEMI3672	04	6	CEMI3571; CEMA3572;CEMI 3752;CEMI3672	16
Intermediate Macro-economics II	CEMA3672	04	6	CEMI3571;CEMA 3572;CEMI3572	16
<b>Year 3</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
International Trade	CEIT3771	4	7	CEMI3671; CEMI3672; CEMA3671; CEMA3672CEMI36 71; CEMI3672; CEMA3671; CEMA3672	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Namibian Economy	CENE3772	4	7	None	16
<b>Year 4</b>					
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Development Economics	CEDE3872	4	8	CEMI3571,CEMI3 572, CEMA3571CEMA 3572	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	SMAE3771	4h + 2T	7	SMAT3611 and SMAT3612	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Function of Single Variables II	SMAE3772	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 3511	04 (3HpW)	5	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	SBLG3511 SBLG3512	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Human Biology	SMBL3652	04(3HpW)	6	(SCHM3511, SCHM3512) OR SCHM3532 SBLG 3511	16
Plant Form and Function	SBLG3612	04(3HpW)	6	SBLG3511 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	SCHM3511 and SCHM3512 or SCHM3532	16



**Physical Science\***

<b>Year 1</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Physics for Physical Science I	SPHY3511	4 + 1 Practical	5	NSSC Physical Science and Mathematics - C symbols	16
Chemistry IA	SCHM3511	4 – 1 Practical	5	Fac. Entry requirements	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
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
<b>Year 2</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Classical Mechanics	SPHY3611	4 – 1 Practical	6	SPHY3511 SMAT3511 SMAT3512	16
Physical Chemistry 1	CHM3631	4 – 1 Practical	6	CHM3411, CHM3512, SMAT3511, SMAT3512	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Electricity and Magnetism	SPHE3642	2 – 1 Practical	6	SPHY3512 SMAT3511 SMAT3512	8
Organic Chemistry for Educators	SCHE3622	2 – 1 Practical	6	CHM3511, CHM3512	8
<b>Year 3</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Modern Physics for Educators	SPHE3751	4 – 1 Practical	7	SPHY3511 SPHY3512 SMAT3511 SMAT3512	16
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Inorganic Chemistry for Educators I	SCHE3742	4 – 1 Practical	7	CHM3411, CHM3512	16
<b>Year 4</b>					
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
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**

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

**Home Economics**

<b>Year 1</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
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
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Introduction to Human Nutrition	EMHE3612	04	6	None	16
<b>Year 2</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Principles of Food Preparation	EMHE3631	04 +3hp	6	None	16
Household Resource Management	EMHE3611	04	6	None	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Housing	EMHE3632	04 + 3hp	6	None	16
<b>Year 3</b>					
<b>Semester 1</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Applied Nutrition	EMHE3711	04	7	EMHE3632	16
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Principles of Food Preparation and Meal Management	EMHE3712	04+ 3hp	7	EMHE3711	16
<b>Year 4</b>					
<b>Select ONE of the following:</b>					
<b>Semester 2</b>					
<b>Module</b>	<b>Code</b>	<b>Periods</b>	<b>Level</b>	<b>Pre-requisite</b>	<b>Credits</b>
Entrepreneurship for Educators	EMHE3812	04	8	None	16

**Sport Education**

<b>Year 1</b>					
<b>Semester 1</b>					
Module	Code	Periods	Level	Pre-requisite	Credits
Introduction to Principle of Coaching	EMSS3511	4	5	None	16
<b>Semester 2</b>					
Module	Code	Periods	Level	Pre-requisite	Credits
Sport and Recreation Entrepreneurship1	EMSS3672	4	6	None	16
<b>Year 2</b>					
<b>Semester 1</b>					
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
<b>Semester 2</b>					
Module	Code	Periods	Level	Pre-requisite	Credits
Techniques of Teaching and Coaching Basketball and Netball	EMSS3712	4 + 2 hp 4	7	None	16
<b>Year 3</b>					
<b>Semester 1</b>					
Module	Code	Periods	Level	Pre-requisite	Credits
Motor Learning and Motor Development	EMSS3751	4	7	None	16
<b>Semester 2</b>					
Module	Code	Periods	Level	Pre-requisite	Credits
Techniques of Teaching and Coaching Volleyball and Rugby	EMSS3732	4 + 2 hp 4	7	None	16
<b>Year 4</b>					
<b>Semester 2</b>					
Module	Code	Periods	Level	Pre-requisite	Credits
Sport Science	EMSS3812	4 + 2 hp	8	None	16

**DESIGN AND TECHNOLOGY**

The students choose only Design and Technology as a school subject and not 2 school subjects as usually. The levels and amount of skills and knowledge of Design and Technology are of such an extent that a second school subject will do injustice to Design and Technology and the training of students. Design and Technology is divided into the following two UNAM components or subjects for practical considerations:

**Subject 1: Design and Communication**

**Subject 2: Design and Technology**

**Design and Communication**

<b>Year 1</b>					
<b>Semester 1</b>					
Module	Code	Periods	Level	Pre-requisite	Credits
Drawing principles	EMTD 3501	2	5	None	8
Plane geometry	EMTD 3511	4	5	None	16
<b>Semester 2</b>					
Module	Code	Periods	Level	Pre-requisite	Credits
Solid geometry	EMTD 3612	4	6	None	16
Surface developments	EMTD3632	4	6	None	16
<b>Year 2</b>					
<b>Semester 1</b>					
Module	Code	Periods	Level	Pre-requisite	Credits
Pictorial drawings	EMTD3611	4	6	None	16
<b>Semester 2</b>					
Module	Code	Periods	Level	Pre-requisite	Credits
Working drawings	EMTD3652	4	6	None	16
Engineering drawings	EMTD 3672	4	6	None	16
<b>Year 3</b>					
<b>Semester 1</b>					
Module	Code	Periods	Level	Pre-requisite	Credits
Building drawings	EMTD 3711	4	7	None	16

Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Computer aided drawing & design (CAD)	EMTD 3712	4	7	None	16
Year 4					
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Design brief	EMTD3812	4 + 2hp	8	None	16

### Design and Technology

Year 1					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Health and Safety regulations	EMTT 3501	2	5	None	8
Principles of Design	EMTT 3521	2+4hp	5	None	8
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Environmental Education	EMTT 3612	4	6	None	16
Materials: Woodwork	EMTT 3632	4+2hp	6	None	16
Year 2					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Materials: Metalwork	EMTT 3611	4+2hp	6	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Materials: Plastics and glass fibre	EMTT 3652	4	6	None	16
Structures	EMTT 3672	4	6	None	16
Year 3					
Semester 1					
Module	Code	Periods	Level	Pre-requisite	Credits
Mechanisms for Educators	EMTT 3711	4	7	None	16
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Electronics for Educators	EMTT3712	4	7	None	16
Year 4					
Semester 2					
Module	Code	Periods	Level	Pre-requisite	Credits
Integration of systems	EMTT 3812	4 + 2hp	8	None	16

#### C.4.17 MODULE DESCRIPTIONS (SEE PAGE 185)

### 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
	Academic Writing for Post Graduate Students	UAE5819	9	4 per week + 1 practical per week	Must be a Postgraduate Student	
	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
	<b>Total credits year one</b>					<b>132</b>



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
	<b>Total credits year two</b>					<b>108</b>

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
Academic Writing for Post Graduate Students	UAE5819	4 p/w+1pr	9	Must be a Postgraduate Student	
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 2012]**

Core	Code	Periods	Level	Pre-requisite	Credits
Advanced Educational Research	EEAR 5910	4 p/w	9	None	48
Academic Writing for Post Graduate Students	UAE5819	4 p/w+1pr	9	Must be a Postgraduate Student	
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
Academic Writing for Post Graduate Students	UAE5819	4 p/w+1pr	9	Must be a Postgraduate Student	
Educational Leadership & Management	EFME 5980	3 p/w	9	None	36
Educational Law and Policy Studies	EFME 5920	2 p/w	9	None	24
<b>Electives (Choose one combination)</b>					
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
Academic Writing for Post Graduate Students	UAE5819	4 p/w+1pr	9	Must be a Postgraduate Student	
Foundations of Adult Education	EMAE 5980	3 p/w	9	None	36
<b>Choose two electives</b>					
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
Academic Writing for Post Graduate Students	UAE5819	4 p/w+1pr	9	Must be a Postgraduate Student	
Professional Practice In Sport Education	EMSE 5980	3 p/w	9	None	36
<b>Choose two electives</b>					
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
Academic Writing for Post Graduate Students	UAE5819	4 p/w+1pr	9	Must be a Postgraduate Student	
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
<b>Choose one elective equal to 12 credits</b>					
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
Academic Writing for Post Graduate Students	UAE5819	4 p/w+1pr	9	Must be a Postgraduate Student	
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
<b>Choose one electives equal to 18 credits</b>					
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 235)**

## **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 (174 credits)

Semester 1				
Module	Code	Periods	Level	Credits
Advanced Educational Research Methodology (core)	EEAR 5910	4	9	(24)
Academic Writing for Post Graduate Students	UAE5819	4 p/w+1pr	9	16
Theories of Literacy (core)	EPSL 5981	3	9	18
Literacy in multi-lingual context (core)	EPSL 5991	3	9	18
Reading and writing difficulties (core)	EPSL 5961	3	9	18
Academic Writing for Postgraduate Students	ULEA 5819	4	8	24
Total				102
Semester 2				96
Module	Code	Periods	Level	Credits
Advanced Educational Research Methodology (core)	EEAR 5910	4	9	(24)
Initial literacy in First Language (core)	EPSL 5962	3	9	18
Theories of Learning (core)	EPSL 5902	3	9	18
ELECTIVES				
Teaching Literacy Skills (elective)	EPSL 5982	2	9	12
Language Education policy (elective)	EPSL 5922	2	9	12
Pragmatics and Discourse Analysis (elective)	EPSL 5992	2	9	12
Language Culture and Cognition (elective)	EPSL 5942	2	9	12
Total				72

**Note:** students select only one elective module in semester 2

**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 hr s 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 246)****D.3. MASTER OF EDUCATION (EARLY CHILDHOOD DEVELOPMENT)****D.3.1 PURPOSE**

This programme is intended to produce graduates with expertise in designing, implementing and evaluating ECD programmes of learning that meet the cognitive, social, physical, personal, emotional, and cultural developmental needs of young children. The programme will be presented in a manner that captures the ECD knowledge base at the local, regional, national and international levels.

**D.3.2 RATIONALE**

The rationale for the M.Ed in Early Childhood Development is captured by the following principles:

- There is currently no advanced degree in Early Childhood Development (ECD) in Namibia. This programme has been designed to fill the gap in knowledge in this area.
- The programme will sensitize students to the legislative, policy and practice frameworks of ECD at national and international level. At the national level in Namibia for example, this programme will relate to the goals of ECD as captured in Vision 2030, the National Policy on Early Childhood and National Development Plans, ETSIP and others.
- This programme is intended to sensitize/ expose/ increase students' awareness of the developmental needs of vulnerable young children such orphans, children with special needs, children affected by HIV and AIDS, marginalized children and others covered by various national policies.
- The programme will respond to national developments, including upgrading the qualifications of staff from UNAM Satellite Campuses that have recently become part of the University of Namibia.

**D.3.3 ENTRY REQUIREMENTS**

The normal admission requirements for Masters in Education programmes shall apply. In addition students intending to pursue this programme will be expected to meet the following admission requirements.

- Bachelor of Education degree in Early Childhood Education (ECD) and Primary Education or equivalent (Level 8) with C grade average.
- OR**
- Bachelor of Education degree and a Postgraduate Diploma in ECD obtained from any recognized university (Level 8) with C grade average.
- AND**
- At least two years of appropriate post-Bachelors professional experience in either ECD or in Primary Education.

**D.3.4 DURATION OF THE PROGRAMME**

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.3.5 MODE OF OFFERING**

The programme will be offered through the modes of coursework and thesis. The programme shall be offered by the Department of Educational Psychology and Inclusive Education through full-time and part-time face-to-face mode. The programme shall also be offered via video conferencing mode as far as equipment and facilities allow.

### D.3.6 IMPLEMENTATION

Depending on staff availability and student numbers, the first year of the programmes will commence in January 2011 and the second year in 2012.

### D.3.7 ASSESSMENT

- Assessment of both the coursework and the theses shall be in accordance with the general regulations of the University of Namibia.
- Whereas the continuous assessment shall constitute 50%, the final examination-assessment shall constitute 50%.
- This degree shall be in accordance with the general regulations of the University of Namibia which include the use of external examiners.

### D.3.8 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.3.9 THE AWARD OF THE DEGREE

A candidate must meet all the programme requirements in order to be awarded the Masters Degree in Early Childhood Development.

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

- e) have registered and passed all required Module work per area of specialisation;
- f) have passed the postgraduate seminar module;
- g) 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
- h) fulfill all other requirements which the Department, the Faculty and the University may specify.

### D.3.10 APPROVED CURRICULUM REQUIREMENTS FOR MASTER OF EDUCATION PROGRAMMES IN THE FACULTY OF EDUCATION

It is expected of students who opt for the coursework and thesis option to offer 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,
- **Two** 24 credit modules or equivalent modules offered by departments according to areas specialization,
- **One** compulsory seminar module EESS 5928,
- **One** thesis EETM 5980, and
- Academic Writing for Post Graduate Students (**compulsory**)

All Faculty of Education-specific requirements will be adhered to in this programme except that the module *Advanced Educational Research Methodology* will be replaced by a specialized research methodology course: *Advanced Research Methodology in Educational Psychology* to cater for the specific research needs of this specialization.

### D.3.11 CURRICULUM FRAMEWORK

Year 1 (156 credits) (Submitted for approval 2010)

Semester 1				
Module	Code	Periods	Level	Credits
Advanced Research Methodology In Educational Psychology	EPSR5910	4	9	(24)
Academic Writing for Post Graduate Students	UAE5819	4 p/w+1pr	9	16
Theories of Early Childhood Development	EPSE5900	2	9	(12)
Approaches And Models of ECD	EPSE5901	2	9	12
Early Childhood Literacy And Numeracy	EPSE5921	2	9	12
Academic Writing for Postgraduate Students	ULEA 5819	4	8	24
Total				84

Semester 2				
Module	Code	Periods	Level	Credits
Advanced Research Methodology In Educational Psychology	EPSR5910	4	9	24
Theories Of Early Childhood Development	EPSE5900	2	9	12
Early Childhood Programme Development	EPSE5902	2	9	12
Evaluation And Assessment Of Young Children	EPSE5922	2	9	12
Play And Material Development	EPSE5942	2	9	12
Total				72
Total credits year one				156

#### Year 2 (108 credits) (Approved, May 2009)

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 hr s practical work	9	Successful completion of all taught modules	18
Total credits year two					108

Total credits: 240 Credits

### D.3.12 MODULE DESCRIPTIONS (SEE PAGE 251)

## D.4 MASTER OF EDUCATIONAL PSYCHOLOGY (GUIDANCE AND COUNSELLING) (LEVEL 9)

### D.4.1 PURPOSE

The purpose of this programme is to prepare selected students for registration as Educational Psychologists with the Social Work and Psychology Council of the Health Professions Councils of Namibia (HPCNA)

### D.4.2 RATIONALE

Currently there is no institution in Namibia that offers training on Masters degree level that enables a person to register as an Educational Psychologist (also see point 8 below). There is a need for such training because Namibian students who qualify and wish to enter such programmes find it difficult to secure placement at universities in neighbouring countries due to the limited number of students these institutions can admit.

Educational Psychologists specialize in providing psychological services in educational settings, especially at schools and institutions where the facilitation of effective learning is important. An important aspect of their work involves correct identification and rehabilitation of barriers to learning and educational underachievement. This means that Educational Psychologists must have specialized knowledge in the field of cognitive functioning and psychotherapy skills to enable them to work effectively with children and families who encounter social, emotional and behaviour difficulties.

Furthermore, in Namibian schools many learners continue to experience educational, emotional and behaviour difficulties that require professional intervention based on a sound theoretical and practical training programme. Through the M EdPsych (Guidance and Counselling) we intend to provide in this need.

#### **D. AIM OF THE PROGRAMME**

The aim of the M EdPsych (Guidance and Counselling) programme can be articulated both in academic and professional terms:

The academic aim of the programme is to introduce the student to study in the area of applied psychology and to consolidate and deepen what has been learned previously in Psychology. It also aims at equipping the student with the necessary skills and attitudes based on scientific knowledge to function effectively and independently within the field of applied psychology. Furthermore it aims at establishing a base for participating in research and to stimulate interest in academic study in the field of applied psychology.

The professional aim of the programme is to prepare selected students for registration as Educational Psychologists with the Social Work and Psychology Council of the Health Professions Councils of Namibia (HPCNA)

#### **D.4.3 ENTRY REQUIREMENTS**

The normal admission requirements for Masters in Education programmes shall apply. In addition students intending to pursue this programme will be expected to meet the following admission requirements.

- (i) An Honours degree in Psychology **OR** a four-year (level 8) Bachelor's degree with Psychology as a major subject. C-grade average is required for the degree.  
**AND**
- (ii) A professional teacher training qualification

#### **D.4.4 DURATION OF THE PROGRAMME**

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.4.5 MODE OF OFFERING**

The programme will be offered through the modes of coursework and thesis. The programme shall be offered by the Department of Educational Psychology and Inclusive Education through full-time and part-time face-to-face mode.

#### **D.4.6 ASSESSMENT**

- Assessment of both the coursework and the theses shall be in accordance with the general regulations of the University of Namibia.
- Whereas the continuous assessment shall constitute 50%, the final examination-assessment shall constitute 50%.
- This degree shall be in accordance with the general regulations of the University of Namibia which include the use of external examiners.

#### **D.4.7 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.4.8 THE AWARD OF THE DEGREE**

A candidate must meet all the programme requirements in order to be awarded the Masters Degree in Educational Psychology (Guidance and Counselling).

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

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

#### **D.4.9 INTERNSHIP AND REGISTRATION AS EDUCATIONAL PSYCHOLOGIST**

The Department is responsible only for presenting the theoretical training programme. It is the responsibility of students to seek and apply for internships. Even though the Department may assist students, they remain primarily responsible for seeking and applying for internships as well as the process of registration.



#### D.4.10 APPROVED CURRICULUM REQUIREMENTS FOR MASTER OF EDUCATION PROGRAMMES IN THE FACULTY EDUCATION

It is expected of students who opt for the coursework and thesis option to offer 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,
- **Two** 24 credit modules or equivalent modules offered by departments according to areas specialization,
- **One** compulsory seminar module EESS 5928,
- **One** thesis EETM 5980, and
- Academic Writing for Post Graduate Students (**compulsory**)

#### D.4.11 IMPLEMENTATION

Depending on staff availability and student numbers, the first year of the programmes will commence in January 2012 and the second year in 2013.

All Faculty of Education-specific requirements will be adhered to in this programme except that the module *Advanced Educational Research Methodology* will be replaced by a specialized research methodology course: *Advanced Research Methodology in Educational Psychology* to cater for the specific research needs of this specialization.

#### D.4.12 CURRICULUM FRAMEWORK

Year 1 (168 credits) (Submitted for approval 2010)

Semester 1				
Module	Code	Periods	Level	Credits
Advanced Research Methodology In Educational Psychology	EPSR5910	4	9	(24)
Counselling Theories And Applications	EP5G5900	2 +2 pr		(12)
Professional Identity And Ethics In Counselling	EP5G5901	2		12
Career Development And Counseling	EP5G5921	2		12
Guidance Programme Planning	EP5G5941	2		12
Academic Writing for Postgraduate Students	ULEA 5819	4	8	24
<b>Total</b>				<b>96</b>
Semester 2				
Module	Code	Periods	Level	Credits
Advanced Research Methodology In Educational Psychology	EPSR5910	4	9	24
Counselling Theories And Applications	EP5G5900	2 +2 pr		12
Learning Support Strategies	EP5G5902	2 +2 Pr		12
Assessment In Educational Counseling	EP5G5922	2		12
Group Processes In Counselling	EP5G5942	2 + 2pr		12
<b>Total</b>				<b>72</b>
<b>Total credits year one</b>				<b>168</b>

**Year 2 (108 credits) (Approved, May 2009)**

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 hr s practical work	9	Successful completion of all taught modules	18
Total credits year two					108

Total credits: 252 Credits

**D.4.14 MODULE DESCRIPTIONS (SEE PAGE 254)****D.5 MASTER OF EDUCATION (INCLUSIVE EDUCATION) (LEVEL 9)****D.5.1 PURPOSE**

The purpose of this programme is to produce graduates with expertise in designing, implementing and evaluating Inclusive Education programmes that meet national and international expectations and standards. The programme will be presented in a manner that prepare students with the core knowledge and skills required to teach, consult, collaborate, advocate and evaluate in an inclusive service delivery model.

**D.5.2 RATIONALE**

The purpose of the Masters of Education (Inclusive Education) is to provide inclusive education experts with the core knowledge and skills required to teach, consult, collaborate, advocate and evaluate in an inclusive service delivery model. This programme is intended for teachers, lecturers, administrators and other professionals who wish to advance their careers and enhance their knowledge in inclusive education. The programme aims to critically address current issues in the field of inclusive education and to relate these to practice.

**D.5.3 AIM OF THE PROGRAMME**

Upon successful completion of the programme graduates will:

- have up to date knowledge of relevant legislation, reports and research evidence;
- understand the nature and range of learners' needs and hold realistically high expectations of learners' development and learning;
- address the interests and needs of all learners across the developmental spectrum;
- have acquired enhanced skills in the evaluation of professional practice in research in the area of inclusive education; and
- be able to analyse and evaluate evidence concerning effective teaching strategies for promoting high quality teaching and learning for all, and to become more responsive to learners' needs.

**D.5.4 ENTRY REQUIREMENTS**

The normal admission requirements for Masters in Education programmes shall apply. In addition students intending to pursue this programme will be expected to meet the following admission requirements.

- A Bachelor of Education degree with Inclusive Education, Educational Psychology and/or Special Education or equivalent (Level 8). This degree should be obtained with a C-grade average.
- OR**
- A Bachelor of Education and a Postgraduate Diploma in Special Education/Inclusive Education obtained from any recognized university (Level 8) with a C-grade average.
- AND**
- At least two years of appropriate post-Bachelors professional experience in Inclusive Education, Educational Psychology and/or Special Education or equivalent.

**D.5.5 DURATION OF THE PROGRAMME**

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.5.6 MODE OF OFFERING

The programme will be offered through the modes of coursework and thesis. The programme shall be offered by the Department of Educational Psychology and Inclusive Education through full-time and part-time face-to-face mode. The programme shall also be offered via video conferencing mode as far as equipment and facilities allow and students who make use of this option shall attend practical sessions face-to-face as prescribed by the Department.

#### D.5.7 ASSESSMENT

- Assessment of both the coursework and the theses shall be in accordance with the general regulations of the University of Namibia.
- Whereas the continuous assessment shall constitute 50%, the final examination-assessment shall constitute 50%.
- This degree shall be in accordance with the general regulations of the University of Namibia which include the use of external examiners.

#### D.5.8 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.5.9 THE AWARD OF THE DEGREE

A candidate must meet all the programme requirements in order to be awarded the Masters Degree in Education (Inclusive Education).

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

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

#### D.5.10 APPROVED CURRICULUM REQUIREMENTS FOR MASTER OF EDUCATION PROGRAMMES IN THE FACULTY OF EDUCATION

It is expected of students who opt for the coursework and thesis option to offer 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,
- **Two** 24 credit modules or equivalent modules offered by departments according to areas specialization (see list below),
- **One** compulsory seminar module EESS 5928,
- **One** thesis EETM 5980, and
- Academic Writing for Post Graduate Students (**compulsory**)

#### D.5.11 IMPLEMENTATION

Depending on staff availability and student numbers, the first year of the programmes will commence in January 2012 and the second year in 2013. Not all specialisation subjects (electives) will be offered every year and the choice of electives will depend on staff availability and student numbers.

All Faculty of Education-specific requirements will be adhered to in this programme except that the module *Advanced Educational Research Methodology* will be replaced by a specialized research methodology course: *Advanced Research Methodology in Educational Psychology* to cater for the specific research needs of this specialization.

### D.5.12 CURRICULUM FRAMEWORK

#### Year 1 (156 credits) (Submitted for approval 2010)

Semester 1				
Module	Code	Periods	Level	Credits
Research Methodology In Educational Psychology	EPSR5910	4	9	(24)
Theoretical Framework For Inclusive Education	EPSI5981	3	9	18
Collaboration And Teamwork In The Inclusive Setting	EPSI5901	2	9	12
ELECTIVES: (students shall select only one of the following options for two semesters): <ul style="list-style-type: none"> <li>Deaf Education and Communication</li> <li>Reading and Writing Difficulties*</li> <li>Managing Emotional and Behavioural Difficulties</li> <li>Visual Impairment and Braille Systems</li> </ul>	EPSI5900 EPSL5961 EPSI5940  EPSI5960	2 + 2 hrs Practicum	9	(12)
Academic Writing for Postgraduate Students	ULEA 5819	4	8	24
<b>Total</b>				<b>90</b>
Semester 2				
Module	Code	Periods	Level	Credits
Advanced Educational Research Methodology (Core)	EPSR 5910	4	9	24
Teaching And Learning In Differentiated Classrooms	EPSI5982	3	9	18
Assessment And Evaluation For Learning	EPSI5902	2	9	12
ELECTIVES: (students shall select only one of the following options for two semesters): <ul style="list-style-type: none"> <li>Deaf Education and Communication</li> <li>Teaching Literacy Skills*</li> <li>Managing Emotional and Behavioural Difficulties</li> <li>Visual Impairment and Braille Systems</li> </ul>	EPSI5900 EPSL5982 EPSI5940  EPSI5960	2+ 2 hrs Practicum	9	12
<b>Total credits Semester 2</b>				<b>66</b>

Notes: students select only one elective for the year

\*Students who select Reading and writing difficulties (EPSL 5961) in the first semester shall take Teaching Literacy Skills (EPSL 5982) in the second semester

#### Year 2 (108 credits) (Approved, May 2009)

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 hr s practical work	9	Successful completion of all taught modules	18
<b>Total credits year two</b>					<b>108</b>

Total credits: 240 Credits

## **D.4 DOCTOR OF PHILOSOPHY IN EDUCATION (Ph. D in Education)**

### **D.4.1 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:

#### **D.4.1.1 Department of Curriculum Instruction and Assessment Studies**

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

#### **D.4.1.2 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

#### **D.4.1.3 Department of Lifelong Learning and Community Development**

Doctor of Philosophy in Education: Adult Education

#### **D.4.1.4 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

#### **D.4.1.5 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.4.2 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.4.2.1 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.4.2.2 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.4.2.3 Department of Lifelong Learning and Community Education**

##### **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.4.2.4 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.4.2.5 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.4.3 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.4.4 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.4.5 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).
- g) Students shall only be informed of their results by the office of the Registrar.
- h) Students have a right of appeal to SENATE on decisions taken under the UNAM regulations. Such appeals should be lodged with the Office of the Registrar.

### **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.4.6 MODULE DESCRIPTION (SEE PAGE 263)

### MODULE DESCRIPTIONS (SYLLABI)

#### SYLLABI CORE MODULE DESCRIPTIONS

<b>Module Title: Computer Literacy</b>	
<b>Code:</b>	UCLC3509
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year one, 1st semesters (lecture theory and 1 lecture practical per week for 14 weeks)
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	1 hour
<b>Credits:</b>	8
<b>Prerequisite:</b>	University Entry

#### Module Description:

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

#### Module Assessment:

Continuous Assessment 100%

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

#### Content:

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

<b>Module Title: English Communication and Study Skills</b>	
<b>Code:</b>	ULCE 3519
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year one, 1st semesters
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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

<b>Module Title: Contemporary Social Issues</b>	
<b>Code:</b>	UCSI3529
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year one, 1 <sup>st</sup> semesters
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	2 periods per week for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	None

**Module Description:**

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

**Module Assessment:**

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

<b>Module Title: ENGLISH FOR ACADEMIC PURPOSES</b>	
<b>Code:</b>	ULEA3519
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> or 2 <sup>nd</sup> Semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 periods per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	None

**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%) : One three hour examination paper

<b>Module Title: English for Teachers 1</b>	
<b>Code:</b>	EEET 3589
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, Year 1
<b>National Professional Standard Competencies:</b>	(C 9)
<b>Contact Hours:</b>	2 for 14 weeks + 2 hours practical for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%.

<b>Module Title: History of Education</b>	
<b>Code:</b>	EFMH 3602
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, Year 1
<b>National Professional Standard Competencies:</b>	(C 3, C 6, C 20, C 21, C 27, C 28, C 29)
<b>Contact Hours:</b>	2 for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%.

<b>Module Title: Human Development &amp; Learning</b>	
<b>Code:</b>	EPSH 3682
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, Year 1
<b>National Professional Standard Competencies:</b>	(C 2, C 3, C 6, C 8, C 10, C12, C 26)
<b>Contact Hours:</b>	3 for 14 weeks + 2 hours practical for 14 weeks
<b>Credits:</b>	12
<b>Prerequisite:</b>	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**

<b>Module Title: Teaching Practice Phase 1</b>	
<b>Code:</b>	EETP 3608
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	C 1, C 2, C 9, C 28
<b>Contact Hours:</b>	3 Weeks
<b>Credits:</b>	3
<b>Prerequisite:</b>	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%

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

**Module Description:**

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

**Module Assessment:**

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

<b>Module Title: General Teaching Methodology</b>	
<b>Code:</b>	ECFG 3782
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	(C 3, C 4, C 6, C 8, C 10, C 11, C 12, C 27)
<b>Contact Hours:</b>	3 for 14 weeks + 2 hours practical for 14 weeks
<b>Credits:</b>	12
<b>Prerequisite:</b>	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%

At least 3 assessments

Examination 50%.

<b>Module Title Introduction to Inclusive Education</b>	
<b>Code:</b>	EPSI 3702
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	(C 3, C 8, C 13, C21, C 25)
<b>Contact Hours:</b>	2 for 14 weeks + 2 hours practical for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%

At least 2 assessments

Examination 50%.

<b>Module Title: Classroom Communication &amp; Technology</b>	
<b>Code:</b>	ECFT 3702
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	(C 3, C 6, C 7, C 8, C 11, C 16, C 27)
<b>Contact Hours:</b>	2 for 14 weeks + 2 hour practical for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%

At least 2 assessments

Examination 50%.

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

**Module Description:**

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

**Module Assessment:**

Continuous assessment 50%  
Examination 50%.

At least 2 assessments

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

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

<b>Module Title:</b>	<b>Teaching Methods School Subject 1 &amp; 2</b>
<b>Code:</b>	See list below for individual codes
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> & 2 <sup>nd</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	(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)
<b>Contact Hours:</b>	2 for 28 weeks + 2 hour practical per week for 28 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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

<b>Module Title:</b>	<b>Assessment &amp; Evaluation of Learning</b>
<b>Code:</b>	ECFE 3711
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	(C 3, C 6, C 9, C 14, C 15, C 16, C 17, C 27, C 28)
<b>Contact Hours:</b>	2 for 14 weeks + 2 hour practical for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%.

<b>Module Title Descriptor:</b>	<b>Introduction to Educational Research</b>
<b>Code:</b>	ECFI 3701
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	(C 3, C 15, C 16, C 26, C 27, C 28)
<b>Contact Hours:</b>	2 for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%.



<b>Module Title: Project Phase 1</b>	
<b>Module:</b>	Project Phase 1
<b>Code:</b>	List of codes provided
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	(C 3, C 26, C 27, C 28)*
<b>Contact Hours:</b>	Individual consultations
<b>Credits:</b>	8
<b>Co-requisite:</b>	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 3802	16
Project Phase 1 of History	ECSH 3802	16
Project Phase 1 of Accounting	ECCA 3802	16
Project Phase 1 of Business Studies	ECCB 3802	16
Project Phase 1 of Economics	ECCE 3802	16
Project Phase 1 of English	ECLE 3802	16
Project Phase 1 of Oshiwambo	ECLO 3802	16
Project Phase 1 of KhoeKhoegowab	ECLK 3802	16
Project Phase 1 of Rukwangali	ECLR 3802	16
Project Phase 1 of Otjiherero	ECLH 3802	16
Project Phase 1 of German	ECLG 3802	16
Project Phase 1 of French	ECLF 3802	16
Project Phase 1 of Afrikaans	ECLA 3802	16
Project Phase 1 of Silozi	ECLS 3802	16
Project Phase 1 of Arts and Design	ECAC 3802	16
Project Phase 1 of Biology	EMSB 3802	16
Project Phase 1 of Agriculture	EMSA 3802	16
Project Phase 1 of Physical Science	EMSP 3802	16
Project Phase 1 of Computer Studies	EMSC 3802	16
Project Phase 1 of Design and Technology	EMSD 3802	16
Project Phase 1 of Mathematics	EMMM 3802	16
Project Phase 1 of Home Economics	EMHH 3802	16
Project Phase 1 of Fashion and Fabrics	EMHF 3802	16
Project Phase 1 of Physical Education	EMPP 3802	16

<b>Module Title: Educational Research</b>	
<b>Code:</b>	ECFR 3882
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	(C3, C 16, C 27, C 28)*
<b>Contact Hours:</b>	3 for 14 weeks
<b>Credits:</b>	12
<b>Prerequisite:</b>	None
<b>Co-requisite:</b>	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 100%

At least 3 assessments

<b>Module Title: Introduction to Guidance and Counselling</b>	
<b>Code:</b>	EPSG 3702
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	(C 20, C 21)
<b>Contact Hours:</b>	2 for 14 weeks + 2 hour practical per week for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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**

<b>Module Title: Teaching Practice Phase 3</b>	
<b>Code:</b>	EETP 3809
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 4
<b>National Professional Standard Competencies:</b>	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
<b>Contact Hours:</b>	Eight weeks in schools, 2 hrs practical per week during remainder of semester
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%

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

**Module Description:**

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

**Module Assessment:**

Continuous assessment 50%

At least 2 assessments

Examination 50

<b>Module Title: Comparative Education</b>	
<b>Code:</b>	EFMC 3701
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 4
<b>National Professional Standard Competencies:</b>	(C 3, C 27)
<b>Contact Hours:</b>	2 for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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

<b>Module Title: Educational Management</b>	
<b>Code:</b>	EFMA 3701
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 4
<b>National Professional Standard Competencies:</b>	(C 3, C 8, C 12, C 18, C 19, C 25, C 28)
<b>Contact Hours:</b>	2 for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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

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

**Module Description:**

First Aid accreditation

**Module Assessment:**

Examination 100%

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

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

<b>Module Title:</b>	<b>School Management</b>
<b>Code:</b>	EFMM 3810
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1 <sup>st</sup> & 2 <sup>nd</sup> semester, year 4
<b>National Professional Standard Competencies:</b>	(C 3, 19, 25, 26 30)*
<b>Contact Hours:</b>	4 for 28 weeks
<b>Credits:</b>	32
<b>Prerequisite:</b>	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%.

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

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.

Continuous assessment 50%	At least 6 assessments
Examination 50%	

---

**Module Description:**

**Module Assessment:**

Continuous assessment	50% (At least 4 assessments)
Examination	50%

**Module Description:**

**Module Assessment:**

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

**Module Description:**

### Module Assessment:

Continuous assessment 50%	At least 2 assessments
Examination 50	

<b>Module Title: Philosophy of Education</b>	
<b>Code:</b>	EFMP 3812
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	2 <sup>nd</sup> semester year 4
<b>National Professional Standard Competencies:</b>	C 3
<b>Contact Hours:</b>	2 for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%.

<b>Module Title: Sport Coaching</b>	
<b>Code:</b>	ESSC 3702
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2
<b>National Professional Standard Competencies:</b>	(C 3)*
<b>Contact Hours:</b>	2 for 14 weeks and 2 hour practical for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%.

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

<b>Module Title: ENGLISH FOR ACADEMIC PURPOSES</b>	
<b>Code:</b>	ULEA3519
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> or 2 <sup>nd</sup> Semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 periods per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	None

**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%) : One three hour examination paper

**UNDERGRADUATE DIPLOMAS****A.1.12. DIPLOMA IN ADULT EDUCATION AND COMMUNITY DEVELOPMENT MODULE DESCRIPTORS****YEAR 1**

<b>Module Title:</b>	<b>English for General Communication</b>
<b>Code:</b>	ULEG 2410
<b>NQF Level:</b>	4
<b>Semester Offered:</b>	Year one, 1 <sup>st</sup> & 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 periods per week for 28 weeks
<b>Credits:</b>	32
<b>Prerequisite:</b>	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

<b>Module Title:</b>	<b>Introduction to Foundations of Adult Education</b>
<b>Code:</b>	EAFA 2480
<b>NQF Level:</b>	4
<b>Semester Offered:</b>	Year one, 1 <sup>st</sup> & 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	3 hours per week for 28 weeks
<b>Credits:</b>	24
<b>Prerequisite:</b>	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%

<b>Module Title:</b>	<b>Introduction to Business Management</b>
<b>Code:</b>	EABM 2410
<b>NQF Level:</b>	4
<b>Semester Offered:</b>	Year one, 1 <sup>st</sup> & 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 28 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%

<b>Module Title:</b>	<b>Primer Design and Teaching</b>
<b>Code:</b>	EAPT 2400
<b>NQF Level:</b>	4
<b>Semester Offered:</b>	Year one, 1 <sup>st</sup> & 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	2 hours per week for 28 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%

<b>Module Title:</b>	<b>Introduction to Math Literacy</b>
<b>Code:</b>	EAML 2400
<b>NQF Level:</b>	4
<b>Semester Offered:</b>	Year one, 1 <sup>st</sup> & 2 <sup>nd</sup> semesters
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	2 hours per week for 28 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%

<b>Module Title: Computer Literacy</b>	
<b>Code:</b>	UCLC3509
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year one, 1st semesters (lecture theory and 1 lecture practical per week for 14 weeks)
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	1 hour
<b>Credits:</b>	8
<b>Prerequisite:</b>	University Entry

**Module Description:**

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

**Module Assessment:**

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

**Content:**

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



## YEAR 2

<b>Module Title: English Communication and Study Skills</b>	
<b>Code:</b>	ULCE 3519
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year two, 1st semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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

<b>Module Title: Contemporary Social Issues</b>	
<b>Code:</b>	UCSI3529
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year one, 1 <sup>st</sup> semesters
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	2 periods per week for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	None

### Module Description:

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

### Module Assessment:

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

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

<b>Module Title:</b>	<b>Introduction to Community Development</b>
<b>Code:</b>	EACD 2501
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year two, 1st semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	2 hours per week for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%

<b>Module Title:</b>	<b>Health Education</b>
<b>Code:</b>	EAHE 2511
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year two, 1st semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%

<b>Module Title: ENGLISH FOR ACADEMIC PURPOSES</b>	
<b>Code:</b>	<b>ULEA3519</b>
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> or 2 <sup>nd</sup> Semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 periods per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	None

**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%) : One three hour examination paper

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

<b>Module Title:</b>	<b>Youth and Family Life Education</b>
<b>Code:</b>	EAYF 2512
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year two, 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%

<b>Module Title:</b>	<b>Introduction to Programme Planning and Evaluation</b>
<b>Code:</b>	EAPP 2502
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year two, 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%

<b>Module Title:</b>	<b>Communication &amp; Technology</b>
<b>Code:</b>	EACT 2701
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	2 + 2 hour practical
<b>Credits:</b>	8
<b>Prerequisite:</b>	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

<b>Module Title:</b>	<b>Community Development Studies 1</b>
<b>Code:</b>	EACS 2611
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	Year three, 1 <sup>st</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%

<b>Module Title:</b>	<b>Needs Assessment in Community Development and Adult Education</b>
<b>Code:</b>	EANA 2611
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	Year three, 1 <sup>st</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%

<b>Module Title:</b>	<b>Introduction to Educational Research</b>
<b>Code:</b>	EAFI 2701
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	Year one, 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	2 hours per week for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%

<b>Module Title:</b>	<b>Environmental Education</b>
<b>Code:</b>	EAAE 2601
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	Year Three, 1 <sup>st</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	2 hours per week for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%

<b>Module Title:</b>	<b>Population Education</b>
<b>Code:</b>	EAPE2601
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	Year three, 1 <sup>st</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	2 hours per week for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%

<b>Module Title:</b>	<b>Practical Attachment</b>
<b>Code:</b>	EAPA 2680
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	Year Three, 1 <sup>st</sup> & 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	6 weeks practical attachments, individual consultancies for 2 <sup>nd</sup> semester
<b>Credits:</b>	14
<b>Prerequisite:</b>	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%

<b>Module Title:</b>	<b>Community Development Studies 2</b>
<b>Code:</b>	EACS 2612
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	Year Three, 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%

<b>Module Title:</b>	<b>Project Planning and Evaluation</b>
<b>Code:</b>	EAPE 2612
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	Year 3, 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%

<b>Module Title:</b>	<b>Teaching Methods in Adult Education</b>
<b>Code:</b>	EATM 2612
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	Year three, 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%

<b>Module Title:</b>	<b>Management of Adult Education</b>
<b>Code:</b>	EAMA 2602
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	Year three, 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	2 hours per week for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%

<b>Module Title:</b>	<b>Gender and Adult Education</b>
<b>Code:</b>	EAGA 2602
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	Year three, 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	2 hours per week for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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. OTHER DIPLOMAS****PROFESSIONAL DIPLOMA IN EDUCATION (10PDED)****FACULTY CORE**

<b>Module Title:</b>	<b>English for Teachers 1</b>
<b>Code:</b>	EEET 3589/ EEET 4589/
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> semester
<b>National Professional Standard Competencies:</b>	(C 9)
<b>Contact Hours:</b>	1 period for 14 weeks + 2 hours practical per week for 14 weeks
<b>Credits:</b>	4
<b>Prerequisite:</b>	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%.

<b>Module Title:</b>	<b>History and Comparative Education</b>
<b>Code:</b>	EFMC 4781
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> Semester
<b>National Professional Standard Competencies:</b>	C 1, C3, C6, C20, C21, C27, C29
<b>Contact Hours:</b>	4 periods per week
<b>Credits:</b>	12
<b>Prerequisite:</b>	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)

<b>Module Title:</b>	<b>Philosophy and Sociology of Education</b>
<b>Code:</b>	EFMC 4782
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	C3, C27, C29
<b>Contact Hours:</b>	4 periods per week
<b>Credits:</b>	12
<b>Prerequisite:</b>	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%.

<b>Module Title:</b>	<b>Teaching Methods of Life Skills (PDED)</b>
<b>Code:</b>	EPST 4700
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	Semester 1 and 2
<b>National Professional Standard Competencies:</b>	:(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)
<b>Contact Hours:</b>	2 periods per week and 2hours practical
<b>Credits:</b>	16
<b>Prerequisite:</b>	Major in Psychology (Bachelors Degree)
<b>Co-requisites:</b>	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

<b>Module Title:</b>	<b>Teaching Practice Phase 1</b>
<b>Code:</b>	EEOP 4799
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester
<b>National Professional Standard Competencies:</b>	C 1, C 2, C 9, C 28
<b>Contact Hours:</b>	3 Weeks
<b>Credits:</b>	3
<b>Prerequisite:</b>	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%

<b>Module Title:</b>	<b>English for Teachers 1</b>
<b>Code:</b>	EEOP 4788
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1st semester
<b>National Professional Standard Competencies:</b>	(C 9)
<b>Contact Hours:</b>	2 + 2 hours practical
<b>Credits:</b>	8
<b>Prerequisite:</b>	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)



<b>Module Title:</b>	<b>Human Development &amp; Learning</b>
<b>Code:</b>	EPSH 4682
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	(C 2, C 3, C 6, C 8, C 10, C12, C 26)
<b>Contact Hours:</b>	3 + 2 hours practical
<b>Credits:</b>	12
<b>Prerequisite:</b>	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)

<b>Module Title:</b>	<b>General Teaching Methodology</b>
<b>Code:</b>	ECFG 4781
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester
<b>National Professional Standard Competencies:</b>	(C 3, C 4, C 6, C 8, C 10, C 11, C 12, C 27)
<b>Contact Hours:</b>	3 + 2 hours practical
<b>Credits:</b>	12
<b>Prerequisite:</b>	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)

<b>Module Title:</b>	<b>Introduction to Inclusive Education</b>
<b>Code:</b>	EPSI 4701
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester
<b>National Professional Standard Competencies:</b>	(C 3, C 8, C 13, C 21, C 25)
<b>Contact Hours:</b>	2 + 2 hour practical
<b>Credits:</b>	8
<b>Prerequisite:</b>	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)

<b>Module Title:</b>	<b>Classroom Communication &amp; Technology</b>
<b>Code:</b>	ECFT 4702
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	(C 3, C 6, C 7, C 8, C 11, C 16, C 27)
<b>Contact Hours:</b>	2 + 2 hour practical
<b>Credits:</b>	8
<b>Prerequisite:</b>	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)

<b>Module Title:</b>	<b>Curriculum Development &amp; Practice</b>
<b>Code:</b>	ECFC 4702
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	(C 3, C 4, C 5, C 6, C 14, C 27)
<b>Contact Hours:</b>	2
<b>Credits:</b>	8
<b>Prerequisite:</b>	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)

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

<b>Module Title:</b>	<b>Teaching Methods School Subject 1 &amp; 2 (See list below for individual names)</b>
<b>Code:</b>	See list below for individual codes
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> & 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	(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)
<b>Contact Hours:</b>	2 + 2 hour practical
<b>Credits:</b>	16
<b>Prerequisite:</b>	Level 6 School Subject content
<b>Co-requisite:</b>	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

<b>Module Title:</b>	<b>Assessment &amp; Evaluation of Learning</b>
<b>Code:</b>	ECFE 4781
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester
<b>National Professional Standard Competencies:</b>	(C 3, C 6, C 9, C 14, C 15, C 16, C 17, C 27, C 28)
<b>Contact Hours:</b>	2 + 2 hour practical
<b>Credits:</b>	16
<b>Prerequisite:</b>	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)

<b>Module Title:</b>	<b>Introduction to Educational Research</b>
<b>Code:</b>	ECFI 4701
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester
<b>National Professional Standard Competencies:</b>	(C 3, C 15, C 16, C 26, C 27, C 28)
<b>Contact Hours:</b>	2
<b>Credits:</b>	8
<b>Prerequisite:</b>	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)

<b>Module Title:</b>	<b>Introduction to Guidance and Counseling</b>
<b>Code:</b>	EPSC 4702
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	(C 20, C 21)
<b>Contact Hours:</b>	2 + 2 hour practical per week
<b>Credits:</b>	8
<b>Prerequisite:</b>	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)

<b>Module Title:</b>	<b>Teaching Practice Phase 2</b>
<b>Code:</b>	EETP 4788
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1 <sup>st</sup> semester
<b>National Professional Standard Competencies:</b>	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
<b>Contact Hours:</b>	Eight weeks in schools, 2 hrs practical per week during remainder of semester
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%

<b>Module Title:</b>	<b>Educational Management</b>
<b>Code:</b>	EFMA 4701
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester
<b>National Professional Standard Competencies:</b>	(C 3, C 8, C 12, C 18, C 19, C 25, C 28)
<b>Contact Hours:</b>	2
<b>Credits:</b>	8
<b>Prerequisite:</b>	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)

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

<b>Module Title: Computer Literacy</b>	
<b>Code:</b>	UCLC3509
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year one, 1st semesters (lecture theory and 1 lecture practical per week for 14 weeks)
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	1 hour
<b>Credits:</b>	8
<b>Prerequisite:</b>	University Entry

#### Module Description:

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

#### Module Assessment:

Continuous Assessment 100%

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

#### Content:

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

<b>Module Title:</b>	English for Teachers 1
<b>Code:</b>	EEET 4589
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1st semester
<b>National Professional Standard Competencies:</b>	(C 9)
<b>Contact Hours:</b>	2 for 14 weeks + 2 hours practical for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	English Communication and Study Skills ULCE 3419 or equivalent

#### 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%

<b>Module Title:</b>	Introduction to Educational Research
<b>Code:</b>	ECFI 4701
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester
<b>National Professional Standard Competencies:</b>	(C 3, C 15, C 16, C 26, C 27, C 28)
<b>Contact Hours:</b>	2 for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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% . (3 hour written paper)

<b>Module Title:</b>	Project Phase 1
<b>Code:</b>	EPSI 3812
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 3
<b>Contact Hours:</b>	Individual consultations
<b>Credits:</b>	8
<b>Co-requisite:</b>	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

<b>Module Title:</b>	English for Teachers 2
<b>Code:</b>	EEET 4602
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	C 9
<b>Contact Hours:</b>	2 for 14 weeks + 2 hours practical for 14 weeks
<b>Credits:</b>	8
<b>Co-requisite:</b>	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, 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

<b>Module Title:</b>	Educational Research
<b>Code:</b>	ECFR 4882
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	2 <sup>nd</sup> semester
<b>Contact Hours:</b>	3 for 14 weeks
<b>Credits:</b>	12
<b>Prerequisite:</b>	None
<b>Co-requisite:</b>	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 100%

At least 3 assessments

<b>Module Title:</b>	Project Phase 2
<b>Code:</b>	EPSI 4702
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	2 <sup>nd</sup> semester
<b>Contact Hours:</b>	Individual consultations
<b>Credits:</b>	8
<b>Co-requisite:</b>	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

<b>Module Title:</b>	<b>Governance of Schools</b>
<b>Code:</b>	EFMG 4781
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> Semester
<b>Contact Hours:</b>	3 periods per week
<b>Credits:</b>	12
<b>Prerequisite:</b>	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)

<b>Module Title:</b>	<b>Human Resource Management</b>
<b>Code:</b>	EFMH 4781
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> Semester
<b>Contact Hours:</b>	3 periods per week
<b>Credits:</b>	12
<b>Prerequisite:</b>	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)

<b>Module Title:</b>	<b>Principles, Theory and Practice of Educational Management</b>
<b>Code:</b>	EFMP 4781
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester
<b>Contact Hours:</b>	3 periods per week
<b>Credits:</b>	12
<b>Prerequisite:</b>	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)

<b>Module Title:</b>	<b>Effective Leadership in Schools</b>
<b>Code:</b>	EFME 4781
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> Semester
<b>Contact Hours:</b>	3 periods per week
<b>Credits:</b>	12
<b>Prerequisite:</b>	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**

<b>Module Title:</b>	Financial Management for Educators
<b>Code:</b>	EFMF 4782
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> semester
<b>Contact Hours:</b>	3 periods per week
<b>Credits:</b>	12
<b>Prerequisite:</b>	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)

<b>Module Title:</b>	Educational Policy Studies and the Education System
<b>Code:</b>	EFME 4782
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> Semester
<b>Contact Hours:</b>	3 hours per week
<b>Credits:</b>	12
<b>Prerequisite:</b>	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)

<b>Module Title:</b>	Monitoring School Effectiveness
<b>Code:</b>	EFMM 4782
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> Semester
<b>Contact Hours:</b>	3 periods per week
<b>Credits:</b>	12
<b>Prerequisite:</b>	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)

<b>Module Title:</b>	Managing Change
<b>Code:</b>	EMMC 4782
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> Semester
<b>National Professional Standard Competencies:</b>	
<b>Contact Hours:</b>	3 hours per week
<b>Credits:</b>	12
<b>Prerequisite:</b>	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 ) (HONOURS)

Module Title: English Communication and Study Skills	
<b>Code:</b>	ULCE 3519
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year one, 1st semesters
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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	
<b>Code:</b>	UCSI3529
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year one, 1 <sup>st</sup> semesters
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	2 periods per week for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	None

**Module Description:**

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

**Module Assessment:**

Continuous assessment 50% : Test or assignments

Examination 50% (1 x 2 hour examination paper)

<b>Module Title: Historical and Philosophical Foundations of Adult Education</b>	
<b>Code:</b>	EAHP 3501
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year one, 1st semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	2 hours per week for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%

<b>Module Title: Introduction to Community Development</b>	
<b>Code:</b>	EACD 3501
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year one, 1st semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	2 hours per week for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%

<b>Module Title: Health Education</b>	
<b>Code:</b>	EAHE 3511
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year one, 1st semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%

<b>Module Title: Primer Design and Teaching</b>	
<b>Code:</b>	EAPT 3400
<b>NQF Level:</b>	4
<b>Semester Offered:</b>	Year one, 1 <sup>st</sup> & 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	2 hours per week for 28 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%

<b>Module Title: Introduction to Business Management</b>	
<b>Code:</b>	EABM 3511
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year one, 1 <sup>st</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%

<b>Module Title: ENGLISH FOR ACADEMIC PURPOSES</b>	
<b>Code:</b>	ULEA3519
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> or 2 <sup>nd</sup> Semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 periods per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	None

**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%) : One three hour examination paper

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

<b>Module Title: Youth and Family Life Education</b>	
<b>Code:</b>	EAYF 3512
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year one, 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%

<b>Module Title: Introduction to Programme Planning and Evaluation</b>	
<b>Code:</b>	EAPP 3502
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year one, 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%

<b>Module Title: Communication &amp; Technology</b>	
<b>Code:</b>	EACT 3701
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	2 + 2 hour practical
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%.

<b>Module Title: Computer Literacy</b>	
<b>Code:</b>	UCLC3509
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year one, 1st semesters (lecture theory and 1 lecture practical per week for 14 weeks)
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	1 hour
<b>Credits:</b>	8
<b>Prerequisite:</b>	University Entry

**Module Description:**

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

**Module Assessment:**

Continuous Assessment 100%

Contribution to final Mark: 2 x Practical Tests 50%  
2 x Theory Tests 50%**Content:**

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

**YEAR 2**

<b>Module Title: Community Development Studies 1</b>	
<b>Code:</b>	EACS 3611
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	Year two, 1 <sup>st</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%

<b>Module Title: Needs Assessment in Community Development and Adult Education</b>	
<b>Code:</b>	EANA 3611
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	Year two; 1st semester
<b>National Professional Standard Competencies:</b>	
<b>Contact Hours:</b>	2 hours per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%

<b>Module Title: Environmental Education</b>	
<b>Code:</b>	EAEE 3611
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	Year Two, 1 <sup>st</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	2 hours per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%

<b>Module Title: Population Education</b>	
<b>Code:</b>	EAPE 3601
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	Year two, 1 <sup>st</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	2 hours per week for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%

<b>Module Title: Curriculum Development in Adult Education</b>	
<b>Code:</b>	EACU 3701
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	Year Two, 1 <sup>st</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	2 per week for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%

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

<b>Module Title: Project Planning and Evaluation</b>	
<b>Code:</b>	EAPE 3612
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	Year two, 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%

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

<b>Module Title: Management of Adult Education</b>	
<b>Code:</b>	EAMA 3602
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	Year two, 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	2 hours per week for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%

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

**Module Description:**

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

**Module Assessment:**

Continuous assessment 50%      At least 2 assessments  
 Examination 50%

**Year 3**

<b>Module Title:</b>	<b>Introduction to Educational Research</b>
<b>Code:</b>	EAFI 3701
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	2 for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%.

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

**Module Description:**

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

**Module Assessment:**

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

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

**Module Description:**

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

**Module Assessment:**

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



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

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

<b>Module Title:</b>	<b>Educational Research</b>
<b>Code:</b>	EAER 3882
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	3 for 14 weeks
<b>Credits:</b>	12
<b>Prerequisite:</b>	None
<b>Co-requisite:</b>	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 100%

At least 3 assessments

<b>Module Title:</b>	<b>Project Phase 1</b>
<b>Module:</b>	Project Phase 1
<b>Code:</b>	EAPP 3802
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	Individual consultations
<b>Credits:</b>	8
<b>Co-requisite:</b>	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

<b>Module Title:</b>	<b>Comparative Studies in Adult Education</b>
<b>Module:</b>	Comparative Studies in Adult Education
<b>Code:</b>	EACA 3712
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	hours per week for 14 weeks
<b>Credits:</b>	16
<b>Co-requisite:</b>	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

<b>Module Title:</b>	<b>Education for Marginalized Discourse</b>
<b>Code:</b>	EAMD3712
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%.

<b>Module Title:</b>	<b>Open &amp; Distance Education</b>
<b>Code:</b>	EADE 3712
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	Year 3; 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	3 hours per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%

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

<b>Module Title:</b>	<b>Internship</b>
<b>Code:</b>	EAIN 3811
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	Year 4; 1st semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	8 weeks + 2hp
<b>Credits:</b>	8
<b>Prerequisite:</b>	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.

**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.

<b>Module Title:</b>	<b>Workplace learning</b>
<b>Code:</b>	EAWP 3811
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	Year 4; 1st semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%

<b>Module Title:</b>	<b>Human Resource Management in Adult Education 1 &amp; 2</b>
<b>Code:</b>	EAMH 3811 & EAMH 3812
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	Year 4; 1st & 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 28 weeks
<b>Credits:</b>	16 (1 <sup>st</sup> semester) & 16 (2 <sup>nd</sup> semester)
<b>Prerequisite:</b>	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%

<b>Module Title:</b>	<b>Community Development 1 &amp; 2</b>
<b>Code:</b>	EACS 3811 & EACS 3812
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	Year 4; 1 <sup>st</sup> and 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 28 weeks
<b>Credits:</b>	16 (1 <sup>st</sup> semester) and 16 (2 <sup>nd</sup> semester)
<b>Prerequisite:</b>	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%

<b>Module Title:</b>	<b>Advance Literacy Studies</b>
<b>Code:</b>	EAL 3812
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	Year 4; 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 14 weeks
<b>Credits:</b>	12
<b>Prerequisite:</b>	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.

<b>Module Title:</b>	<b>Adult Education and Social Change</b>
<b>Code:</b>	EASC 3812
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	Year 4; 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%

<b>Module Title:</b>	<b>Project Management</b>
<b>Code:</b>	EAMP 3812
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	Year 4; 2 <sup>nd</sup> semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%

## **BACHELOR OF EDUCATION (PRE-PRIMARY AND LOWER PRIMARY) (HONOURS)**

**C.2.19MODULE DESCRIPTORS****C.2.19.1PROFESSIONAL SUBJECTS****C.2.19.1.1. YEAR 1****C.2.19.1.1.1.SEMESTER 1**

<b>Module Title: Computer Literacy</b>	
<b>Code:</b>	UCLC3509
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year one, 1st semesters (lecture theory and 1 lecture practical per week for 14 weeks)
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	1 hour
<b>Credits:</b>	8
<b>Prerequisite:</b>	University Entry
<b>Module Assessment:</b>	Continuous Assessment 100% Contribution to final Mark: 2 x Practical Tests 50% 2 x Theory Tests 50%

**Module Description:**

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

**Content:**

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

<b>Module Title: English Communication and Study Skills</b>	
<b>Code:</b>	ULCE 3519
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year one, 1st semesters
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 hours per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment (60%) 2 tests (reading and writing) 2 reading assignments 1 oral presentation Examination (40%): 1 x 3 hour examination paper

**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.

<b>Module Title: Contemporary Social Issues</b>	
<b>Code:</b>	UCSI3529
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	Year one, 1 <sup>st</sup> semesters
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	2 periods per week for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50%: Test or assignments Examination 50% (1 x 2 hour examination paper)

**Module Description:**

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

**C.2.20.1.1.1. SEMESTER 2**

<b>Module Title: ENGLISH FOR ACADEMIC PURPOSES</b>	
<b>Code:</b>	ULEA3519
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	2 <sup>nd</sup> Semester
<b>National Professional Standard Competencies:</b>	N/A
<b>Contact Hours:</b>	4 periods per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	None
<b>Module assessment:</b>	Continuous assessment (60%): 2 tests (reading and writing), 1 academic written essay, 1 oral presentation Examination (40%) : One three hour examination paper

**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.

<b>B</b>	<b>Module Title:</b>	<b>Integrated Media and Technology Education 1</b>
	<b>Code:</b>	<b>ECFP 3622</b>
	<b>NQF Level:</b>	6
	<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year. 1
	<b>National Professional Standard Competencies:</b>	C 1, C 3, C 6, C 7, C 11
	<b>Contact Hours:</b>	2 per week + 2 hours practical every second week for 14 weeks
	<b>Credits:</b>	8
	<b>Prerequisite:</b>	Co-requisite: UCLC 3409
	<b>Module Assessment:</b>	Continuous assessment 100% . At least 4 assessments

**Module Description:**

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

<b>C.</b>	<b>Module Title:</b>	<b>Child Development</b>
	<b>Code:</b>	<b>EPSP 3622/EPSP3622</b>
	<b>NQF Level:</b>	6
	<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 1
	<b>National Professional Standard Competencies:</b>	C 2, C 3 C 12
	<b>Contact Hours:</b>	2 hours per week + 1 hour practical for every second week
	<b>Credits:</b>	8
	<b>Prerequisite:</b>	None
	<b>Module Assessment:</b>	Continuous assessment 50% (at least 2 assessments), Examination 50%

**Module Description**

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

**C.2.20.1.2. YEAR 2**

**C.2.20.1.2.1. SEMESTER 1 AND 2**

<b>A.</b>	<b>Module Title:</b>	<b>School Based Studies Phase 1</b>
	<b>Code:</b>	<b>EESP 3690</b>
	<b>NQF Level:</b>	6
	<b>Semester Offered:</b>	1 <sup>st</sup> semester 2 weeks in March, 2 <sup>nd</sup> semester 2 weeks in September (including the September recess), year 2
	<b>National Professional Standard Competencies:</b>	(C 1, C 2, C 3, C 6, C 7, C 8, C 9, C 10, C 11, C 12, C 13, C 19, C 28)
	<b>Contact Hours:</b>	4 Weeks per year
	<b>Credits:</b>	4
	<b>Prerequisite:</b>	None
	<b>Module Assessment:</b>	Final assessment 100% Portfolio assignments contribution to final assessment 100%

**Module Description:**

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

**Sequencing of School Based studies in Curriculum**

**1st Semester 2 weeks in March, 2<sup>nd</sup> Semester 2 weeks in September (including the September recess as approved by Senate-resolution SEN/11/917-923)**

**C.2.20.1.2.2. SEMESTER 1**

<b>A. Module Title: English for Teachers 1</b>	
<b>Code:</b>	EEET 3589
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1st semester
<b>National Professional Standard Competencies:</b>	(C 9)
<b>Contact Hours:</b>	2 for 14 weeks + 2 hours practical every second week
<b>Credits:</b>	4
<b>Prerequisite:</b>	English Communication and Study Skills ULCE 3519 or equivalent
<b>Module Assessment:</b>	Continuous assessment 50% At least two assessments (made up of theory and micro-teaching components) Examination 50%.

**Module Description**

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

<b>B. Module Title: Childhood Learning</b>	
<b>Code:</b>	EPSP 3721
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	C 2, C 3, C 8, C 10, C 12
<b>Contact Hours:</b>	2 hours per week plus 1 hour practical every second week
<b>Credits:</b>	8
<b>Prerequisite:</b>	EPSP 3622
<b>Module Assessment:</b>	Continuous assessment 50% (at least 2 assessments), examination 50%

**Module Description**

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

<b>C. Module Title: Introduction to Inclusive Education</b>	
<b>Code:</b>	EPSP 3741
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	(C 3, C 8, C 13, C 21, C 25)
<b>Contact Hours:</b>	2 for 14 weeks plus 1 hour practical for every second week
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% At least 2 assessments Examination 50%

**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.

<b>D. Module Title: Integrated Media and Technology Education 2</b>	
<b>Code:</b>	ECFP 3729
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	C 1, C 3, C 6, C 7, C 11, C 13, C 15, C 16, C 17, C 27, C 23, C 28
<b>Contact Hours:</b>	2 per week plus 2 hours practical every second week
<b>Credits:</b>	8
<b>Prerequisite:</b>	ECFP 3622
<b>Module Assessment:</b>	Continuous assessment 100%. At least 4 assessments



**Module Description:**

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

**C.2.20.1.2.3. SEMESTER 2**

<b>A. Module Title:</b>	<b>English for Teachers 2</b>
<b>Code:</b>	EEET 3609
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	C 9
<b>Contact Hours:</b>	2 for 14 weeks + 2 hours practical every second week
<b>Credits:</b>	8
<b>Co-requisite:</b>	English for Teachers 1 EEET 3589 Tabel also
<b>Module Assessment:</b>	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 Description:**

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

<b>B. Module Title:</b>	<b>Science of Teaching</b>
<b>Code:</b>	ECFP 3729
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	C 3, C 4, C 5, C 6, C 8, C 9, C 10, C 11, C 12, C 13, C 15, C 16, C 27*
<b>Contact Hours:</b>	2 per week plus 1 hour per week practical every second week
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% At least 2 assessments Examination 50%

**Module Description:**

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

<b>C. Module Title:</b>	<b>Curriculum Studies</b>
<b>Code:</b>	ECFP3749
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	C 3, C 5
<b>Contact Hours:</b>	2 hours per week for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 2 assessments Examination 50%

**Module Description:**

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

<b>D. Module Title:</b>	<b>Educational Foundations I</b>
<b>Code:</b>	<b>EFMP 3722/EFMU3722</b>
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	C 3*, C 27, C 28, C 29
<b>Contact Hours:</b>	2 per week
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% At least 2 assessments Examination 50 %

**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. It further examines the aims of education, education systems, determinants of education system and other critical issues in education.

**C.2.20.1.4. YEAR 3**

**C. 2.20.1.4.1. SEMESTER 1 AND 2A.**

<b>Module Title:</b>	<b>School Based Studies Phase 2</b>
<b>Code:</b>	EESP 3790
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester 4 weeks in mid June to mid July, 2 <sup>nd</sup> semester 2 weeks in September (including the September recess), year 3
<b>National Professional Standard Competencies:</b>	C 1, C 2, C 7, C 6, C 9, C 10, C 11, C 12, C 15
<b>Contact Hours:</b>	6 Weeks
<b>Credits:</b>	6
<b>Prerequisite:</b>	EESP 3690, School Based Studies Phase 1
<b>Module Assessment:</b>	Final assessment 100% Contribution to final assessment mark: Portfolio 35% Lesson preparation 25% Lesson presentation 40%

**Module Description:**

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

**C.2.20.1.4.2. SEMESTER 1**

<b>A. Module Descriptor:</b>	<b>Introduction to Educational Research</b>
<b>Code:</b>	ECFP 3701
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	(C 3, C 15, C 16, C 26, C 27, C 28)
<b>Contact Hours:</b>	2
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% (at least 2 assessments) and Examination 50%.

**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; planning and designing research investigations; understanding of data analysis techniques; applying referencing techniques; drafting an outline for a research proposal.

<b>B. Module Title:</b>	<b>Assessment and Evaluation of Learning</b>
<b>Code:</b>	ECFP 3721
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	C 14, C1 5, C 16, C 17
<b>Contact Hours:</b>	2 per week plus 1 hour practical every second week
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 2 assessments Examination 50%

**Module Description:**

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

**C.2.20.1.4.3. SEMESTER 2**

<b>A. Module Title:</b>	<b>Research Project Phase 1</b>
<b>Module:</b>	Research Project Phase 1
<b>Code:</b>	List of codes provided
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	(C 3, C 27)*
<b>Contact Hours:</b>	Individual consultations
<b>Credits:</b>	8
<b>Co-requisite:</b>	Introduction to Educational Research ECFP 3701
<b>Module Assessment:</b>	Proposal contributes 100% to final assessment

**Module Description:**

This module represents the first phase of a research component. Students will select a research topic from one of the school subject content areas (English Language and Literacy Education, Namibian Language and Literacy Education, Environmental Education and Numeracy and Mathematics Education) and complete a proposal for their proposed research.

**LIST OF RESEARCH PROJECT PHASE 1 OFFERED IN THE B. ED (PRE-AND LOWER PRIMARY)**

<b>Module</b>	<b>Code</b>	<b>Credits</b>
Research Project Phase 1 of Afrikaans Language and Literacy Education	ELAP 3822	8
Research Project Phase 1 of English Language and Literacy Education	ELEP 3822	8
Research Project Phase 1 of German Language and Literacy Education	ELGP 3822	8
Research Project Phase 1 of Ju!"hoansi Language and Literacy Education	ELJP3822	8
Research Project Phase 1 of KhoeKhoegowab Language and Literacy Education	ELKP 3822	8
Research Project Phase 1 of Oshikwanyama Language and Literacy Education	ELWP 3822	8
Research Project Phase 1 of Oshindonga Language and Literacy Education	ELOP 3822	8
Research Project Phase 1 of Otjiherero Language and Literacy Education	ELHP 3822	8
Research Project Phase 1 of Rukwangali Language and Literacy Education	ELRP 3822	8
Research Project Phase 1 of Rumanyo Language and Literacy Education	ELMP 3822	8
Research Project Phase 1 of Setswana Language and Literacy Education	ELTP 3822	8
Research Project Phase 1 of Silozi Language and Literacy Education	ELSP 3822	8
Research Project Phase 1 of Thimbukushu Language and Literacy Education	ELBP 3822	8
Research Project Phase 1 of Environmental Education	EMEP 3822	8
Research Project Phase 1 of Numeracy and Mathematics Education	EMMP 3822	8
Research Project Phase 1 of Sign Language Education	EPSP 3882	8

<b>B. Module Title:</b>	<b>Guidance and Counselling 1</b>
<b>Code:</b>	EPSP 3702
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	(C 20, C 21, C 22, C 23, C 24, C 25)
<b>Contact Hours:</b>	2 for 14 weeks plus 1 hour practical every second week
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% At least 2 assessments Examination 50%

**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.

<b>C. Module Title:</b>	<b>Educational Research</b>
<b>Code:</b>	<b>ECFP 3882</b>
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, Year 3
<b>Contact Hours:</b>	3 per week
<b>National Professional Standard Competencies:</b>	None
<b>Credits:</b>	12
<b>Prerequisite:</b>	None
<b>Co-requisite:</b>	Introduction to Educational Research ECFP 3701
<b>Module Assessment:</b>	Continuous assessment 100%

**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.

<b>D. Module Title:</b>	<b>Educational Management</b>
<b>Code:</b>	<b>EFMP 3802</b>
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, Year 3
<b>Contact Hours:</b>	2 periods per week
<b>National Professional Standards Competencies</b>	C 1, C 3, C 8, C 12, C 17, C 18, C 19, C 25, C 28
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% At least 2 assessments Examination 50%

**Module Description:**

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

**C.2.20.1.5. YEAR 4**  
**C.2.20.1.5.1. SEMESTER 1 AND SEMESTER 2**

<b>A. Module Title:</b>	<b>School Based Studies Phase 3</b>
<b>Code:</b>	EESP 3891
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1 <sup>st</sup> semester 12 weeks in the beginning of the year from start of school trimester until Easter break, year 4
<b>National Professional Standard Competencies:</b>	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
<b>Contact Hours:</b>	Twelve weeks in schools,
<b>Credits:</b>	12
<b>Prerequisite:</b>	Students should have passed <b>all</b> school subjects in years <b>1, 2 and 3</b> , and School Based Studies Phases 2 EESP 3790
<b>Module Assessment:</b>	Final assessment 100% Contribution to final assessment mark: Portfolio 20% Lesson preparation 30% Lesson presentation 50%

**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. Students will demonstrate their ability to teach 80 lessons spread across all school subjects in different phases at school from pre-primary to grade 4.

<b>B. Research Project Phase 2</b>	
<b>Code:</b>	List of codes provided
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1st and 2 <sup>nd</sup> semester, year 4
<b>National Professional Standard Competencies:</b>	(C 3, C 26, C 27, C 28)*
<b>Contact Hours:</b>	Individual consultations
<b>Credits:</b>	12
<b>Pre-requisite</b>	Research Project Phase 1: List of codes provided and ECFE 3701
<b>Co-requisite:</b>	ECFR 3882
<b>Module Assessment:</b>	Research Project contributes 100% to final assessment

**Module Description:**

This module represents the second phase of a research component. In this module students will complete the research Research Project.

**LIST OF RESEARCH PROJECT PHASE 2 OFFERED IN THE B. ED (PRE-AND LOWER PRIMARY)**

<b>Module</b>	<b>Code</b>	<b>Credits</b>
Research Project Phase 2 of Afrikaans Language and Literacy Education	ELAP 3880	12
Research Project Phase 2 of English Language and Literacy Education	ELEP 3880	12
Research Project Phase 2 of German Language and Literacy Education	ELGP 3880	12
Research Project Phase 2 of Ju'hoansi Language and Literacy Education	ELJP3880	12
Research Project Phase 2 of KhoeKhoegowab Language and Literacy Education	ELKP 3880	12
Research Project Phase 2 of Oshikwanyama Language and Literacy Education	ELWP 3880	12
Research Project Phase 2 of Oshindonga Language and Literacy Education	ELOP 3880	12
Research Project Phase 2 of Otjiherero Language and Literacy Education	ELHP 3880	12
Research Project Phase 2 of Rukwangali Language and Literacy Education	ELRP 3880	12
Research Project Phase 2 of Rumanyo Language and Literacy Education	ELMP 3880	12
Research Project Phase 2 of Setswana Language and Literacy Education	ELTP 3880	12
Research Project Phase 2 of Silozi Language and Literacy Education	ELSP 3880	12
Research Project Phase 2 of Thimbukushu Language and Literacy Education	ELBP 3880	12
Research Project Phase 2 of Environmental Education	EMEP 3880	12
Research Project Phase 2 of Numeracy and Mathematics Education	EMMP 3880	12
Research Project Phase 1 of Sign Language Education	EPSP 3882	12

<b>C. Module Title: Guidance and Counselling 2</b>	
<b>Code:</b>	EPSP 3800
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 4
<b>National Professional Standard Competencies:</b>	(C 3, C 20, C 21, C 24)*
<b>Contact Hours:</b>	2 for 7 weeks + 2 hours practical every second week for 7 weeks (1 <sup>st</sup> semester), 1 + 1 hp every second week for 14 weeks (2 <sup>nd</sup> semester)
<b>Credits:</b>	8
<b>Co-requisite:</b>	Guidance and Counselling 1, EPSP 3702
<b>Module Assessment:</b>	Continuous assessment 50% At least 2 assessments Examination 50%

**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.

<b>D. Module Title: Educational Foundations 2</b>	
<b>Code:</b>	EFMP 3740
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 4
<b>National Professional Standard Competencies:</b>	(C 1, C 2, C 3, C 12, C 13, C 21, C 25, C 27, C 28, C 29)*
<b>Contact Hours:</b>	2 periods for 7 weeks (1 <sup>st</sup> semester), 1 period 14 weeks (2 <sup>nd</sup> semester)
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% At least 2 assessments Examination 50%

**Module Description:**

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

**C.2.20.1.5.2. SEMESTER 2**

<b>Module:Title: Professional &amp; Community Development</b>	
<b>Code:</b>	EFMP 3802
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	2
<b>National Professional Standard Competencies:</b>	(C 2, C 3, C 19, C 22, C 23, C 25, C 26, C 27, C 28, C 29, C 30)
<b>Contact Hours:</b>	2 periods for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% At least 2 assessments Examination 50

**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 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; assignments handed in on time; plagiarism, cheating and other forms of academic dishonesty is prohibited; students with disabilities should contact their lecturers in advance to explain their needs; all module requirements must be fulfilled; admission to exams depends upon successful attainment of the required continuous assessment mark; engaging in learning circles is recommended; be aware of the University and Faculty assessment policies.

<b>Module Title: First Aid Education</b>	
<b>Code:</b>	EMFA 3699
<b>Semester Offered:</b>	2nd semester, year 4
<b>National Professional Standard Competencies:</b>	C 24
<b>Contact Hours:</b>	2/ 3 day workshop
<b>Credits:</b>	None credit bearing
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 100%

**Module Description:**

First Aid accreditation

<b>C. Module Title: Learning Support in Reading and Writing</b>	
<b>Code:</b>	EPSP 3822
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 4
<b>National Professional Standard Competencies:</b>	(C 1, C 2, C 3, C 6, C 7, C 8 C11, C 12, C 13, C 15, C16, C 17, C 20, C 21)
<b>Contact Hours:</b>	2 per weeks and a 2 hour practical every second week
<b>Credits:</b>	8
<b>Prerequisite:</b>	<b>None</b>
<b>Module Assessment:</b>	Continuous assessment 50% At least 2 assessments Examination 50%

**Module Description:**

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

**C.2.20.1.6. CAREER SPECIALISATIONS****C.2.20.1.6.1. SEMESTER 1 AND SEMESTER TWO**

<b>A. Module Title: Assessment and Evaluation</b>	
<b>Code:</b>	ECFD 3880
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1 <sup>st</sup> & 2 <sup>nd</sup> semesters, year 4
<b>National Professional Standard Competencies:</b>	(C 14, C 15, C 16, C 17, C 26)*
<b>Contact Hours:</b>	6 per for 7 weeks in first semester, 3 per week for 14 weeks in second semester
<b>Credits:</b>	24
<b>Prerequisite:</b>	60% in EFCP 3721
<b>Module Assessment:</b>	Continuous assessment 50% . At least 6 assessments Examination 50%

**Module Description:**

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

<b>B. Module Title: School Leadership and Management</b>	
<b>Code:</b>	EFMD 3880
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1 <sup>st</sup> & 2 <sup>nd</sup> semesters, year 4
<b>Contact Hours:</b>	6 per week for 7 weeks in first semester, 3 per week for 14 weeks in second semester
<b>National Professional Standard Competencies</b>	(C 1, C 3, C 12, C 18, C 19, C 30)*
<b>Credits:</b>	24
<b>Prerequisite:</b>	60 % in EFMP 3702
<b>Module Assessment:</b>	Continuous assessment 50% At least 6 assessments Examination 50%

**Module Description:**

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

<b>C. Module Title: Educational Technology</b>	
<b>Code:</b>	ECFD 3880
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1 <sup>st</sup> & 2 <sup>nd</sup> semesters, year 4
<b>National Professional Standard Competencies:</b>	C 3, C 6, C 7, C 18, C 19, C 26, C 27, C 28, C 29
<b>Contact Hours:</b>	6 per week for 7 weeks in first semester, 3 per week for 14 weeks in second semester, 2 hours per week practical for 21 weeks
<b>Credits:</b>	24
<b>Prerequisite:</b>	60% in ECFP 3729
<b>Module Assessment:</b>	Continuous assessment 50% . At least 6 assessments Examination 50%

**Module Description:**

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

<b>D. Module Title:</b>	<b>Inclusive Education</b>
<b>Code:</b>	EPSP 3880
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1st & 2nd semesters, year 4
<b>National Professional Standard Competencies:</b>	(C 8, C 13)*
<b>Contact Hours:</b>	6 per week for 7 weeks in first semester, 3 per week for 14 weeks in second semester
<b>Credits:</b>	24
<b>Prerequisite:</b>	60 % in Introduction to Inclusive Education, EPSP 3721
<b>Module Assessment:</b>	Continuous assessment 50% . At least 6 assessments Examination 50%.

**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.

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

**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; ethics, policy and practices, syllabus content, and lesson planning. It also provides students with initial and basic knowledge on how to support learners academically, socially and emotionally in the school and classroom.

<b>F. Module Title:</b>	<b>Curriculum Planning and Development</b>
<b>Code:</b>	ECCD 3880
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1 <sup>st</sup> & 2 <sup>nd</sup> semesters, yr. 4
<b>National Professional Standard Competencies:</b>	(C 3, C 5)*
<b>Contact Hours:</b>	6 per week for 7 weeks in first semester, 3 per week for 14 weeks in second semester
<b>Credits:</b>	24
<b>Prerequisite:</b>	60% ECFP 3749
<b>Module Assessment:</b>	Continuous assessment 50% . At least 6 assessments Examination 50%

**Module Description:**

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



<b>G. Module Name: Sport Organisation and Administration</b>	
<b>Code:</b>	EMPD 3880
<b>Semester Offered:</b>	1st & 2nd semesters, year 4
<b>National Professional Standard Competencies:</b>	None
<b>Contact Hours:</b>	6 per week for 7 weeks in first semester, 3 hrs/week in second semester
<b>Credits:</b>	24
<b>Prerequisite:</b>	60% in EFPP 3721
<b>Module Assessment:</b>	Continuous assessment 50% At least 6 assessments Examination 50%

**Module Description:**

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

<b>H. Module Name: Arts and Culture Development and Organisation</b>	
<b>Code:</b>	ELID 3880
<b>NQF Level</b>	8
<b>Semester Offered:</b>	1st & 2nd semesters, year 4
<b>National Professional Standard Competencies:</b>	None
<b>Contact Hours:</b>	6 per week for 7 weeks in first semester, 3 per week second semester
<b>Credits:</b>	24
<b>Prerequisite:</b>	60% in ELAP 3721
<b>Module Assessment:</b>	Continuous assessment 50% At least 6 assessments Examination 50%

**Module Description:**

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

<b>I Module Name: Advanced Sign Language</b>	
<b>Code:</b>	ELSD 3880
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, year
<b>National Professional Standard Competencies:</b>	C 1, C2, C3, C13, C21
<b>Contact Hours:</b>	4 per week semester 1, 2 periods per week semester two
<b>Credits:</b>	24
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50%. At least 2 assessments Examination 50%

**Module Description:**

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

## C.2.20.2 SCHOOL SUBJECTS

### C.2.20.2.1. LANGUAGE AND LITERACY EDUCATION

YEAR 1					
SEMESTER 1					
Module Title	Module code	Periods	NQF level	Credits	Co-/Pre-requisite
Language in Society	ELLP 3501	2	5	8	None
Children's Literature 1	ELLP 3521	2 + 2hp every week	5	8	None
SEMESTER 2					
English Language Education 1	ELEP 3522	2+ 2hp every second week	5	8	None
Namibian Language Education 1	List of codes provided	2+ 2hp every second week	5	8	None
YEAR 2					
SEMESTER 1					
English Language Education 2	ELEP 3600	2 + 2hp every second week	6	(8)	None
Namibian Language Education 2	List of codes provided	2 + 2hp every second week	6	(8)	None
SEMESTER 2					
English Language Education 2	ELEP 3600	2 + 2 hp every second week	6	8	None
Namibian Language Education 2	List of codes provided	2 + 2 hp every second week	6	8	None
YEAR 3					
SEMESTER 1					
English Language Education 3	ELEP 3700	2 + 2 hp every second week	7	(8)	None
Namibian Language Education 3	List of codes provided	2 + 2 hp every second week	7	(8)	None
SEMESTER 2					
English Language Education 3	ELEP 3700	2 + 2 hp every second week	7	8	None
Namibian Language Education 3	List of codes provided	2 + 2 hp every second week	7	8	None
YEAR 4					
SEMESTER 1					
English Language Education 4	ELED 3800	2 periods for 7 weeks + 2hp every second week	8	(4)	None
Namibian Language Education 4	List of codes provided	2 periods for 7 weeks+ 2hp every second week	8	(4)	None
SEMESTER 2					
English Language Education 4	ELED 3800	1 period for 7 week + 2hp every second week	8	4	None
Namibian Language Education 4	List of codes provided	1 period for 7 week + 2hp every second week	8	4	None
Children's Literature 2	ELLP 3822	2 periods + 2hp every week	8	8	None
Literacy Development	ELLP 3842	2 periods + 2hp every second week	8	8	None

<b>A. Module Title:</b>	<b>Language in Society</b>
<b>Code:</b>	ELLP 3501
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	C 1, C 2, C 3
<b>Contact Hours:</b>	2 per week
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 2 assessments Examination 50%

**Module Description:**

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

<b>B. Module Title</b>	<b>Children's Literature 1</b>
<b>Code:</b>	ELLP 3521
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> semester year 1
<b>National Professional Standard Competencies:</b>	C 1, C 2, C 3*
<b>Contact Hours:</b>	2 per week (2hp every week; 1hp for English Language and 1hp for Namibian Language)
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 2 assessments Examination 50%

**Module Description:**

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

<b>D</b>	<b>Module Title:</b>	<b>Language Education 1 (Grammar 1)</b>
	<b>Code:</b>	List of codes provided
	<b>NQF Level:</b>	5
	<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 1
	<b>National Professional Standard Competencies:</b>	C 1, C 2, C 3*, C 4, C 5, C 6, C 7, C 8, C 10, C 11, C 12*
	<b>Contact Hours:</b>	2 per week, 2 hour practical every second week
	<b>Credits:</b>	8
	<b>Prerequisite:</b>	None
	<b>Module Assessment:</b>	Continuous assessment 50% At least 2 assessments (made up of theory and micro-teaching components) Examination 50%

**Module Description:**

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

Module	Code	Credits
Afrikaans Language Education 1	ELAP 3522	8
English Language Education 1	ELEP 3522	8
German Language Education 1	ELGP 3522	8
Ju!'hoansi Language Education 1	ELJP3522	8
KhoeKhoekowab Language Education 1	ELKP 3522	8
Oshikwanyama Language Education 1	ELWP 3522	8
Oshindonga Language Education 1	ELOP 3522	8
Otiherero Language Education 1	ELHP 3522	8
Rukwangali Language Education 1	ELRP 3522	8
Rumanyo Language Education 1	ELMP 3522	8
Setswana Language Education 1	ELTP 3522	8
Silozi Language Education 1	ELSP 3522	8
Thimbukushu Language Education 1	ELBP 3522	8

<b>E.Module Title:Language Education 2 A (Listening and Speaking skills)</b>	
<b>Code:</b>	List of codes provided
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	1st and 2 <sup>nd</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	C 1, C 2, C 3, C 6, C 7, C 8, C 10, C 11, C 12, C 15, C 25
<b>Contact Hours:</b>	2 per week, 2 hour practical every second week
<b>Credits:</b>	16
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% At least 4 assessments (made up of theory and micro-teaching components) Examination 50%

**Module Description:**

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

Module	Code	Credits
Afrikaans Language Education 2	ELAP 3600	16
English Language Education 2	ELEP 3600	16
German Language Education 2	ELGP 3600	16
Ju!'hoansi Language Education 2	ELJP3600	16
KhoeKhoegowab Language Education 2	ELKP 3600	16
Oshikwanyama Language Education 2	ELWP 3600	16
Oshindonga Language Education 2	ELOP 3600	16
Otjiherero Language Education 2	ELHP 3600	16
Rukwangali Language Education 2	ELRP 3600	16
Rumanyo Language Education 2	ELMP 3600	16
Setswana Language Education 2	ELTP 3600	16
Silozi Language Education 2	ELSP 3600	16
Thimbukushu Language Education 2	ELBP 3600	16

<b>F.Module Title: Language Education 3 (Reading and Writing skills)</b>	
<b>Code:</b>	List of codes provided
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester and 2 <sup>nd</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	C 1, C 2, C 3*, C 4, C 5, C 6, C 7, C 8, C 10, C 11, C 12*, C 14, C 15, C 16, C 27
<b>Contact Hours:</b>	2 per week, 2 hour practical every second week
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 4 assessments (made up of theory and micro-teaching components) Examination 50%

**Module Description:**

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

Module	Code	Credits
Afrikaans Language Education 3	ELAP 3700	16
English Language Education 3	ELEP 3700	16
German Language Education 3	ELGP 3700	16
Ju!'hoansi Language Education 3	ELJP3700	16
KhoeKhoegowab Language Education 3	ELKP 3700	16
Oshikwanyama Language Education 3	ELWP 3700	16
Oshindonga Language Education 3	ELOP 3700	16
Otjiherero Language Education 3	ELHP 3700	16
Rukwangali Language Education 3	ELRP 3700	16
Rumanyo Language Education 3	ELMP 3700	16
Setswana Language Education 3	ELTP 3700	16
Silozi Language Education 3	ELSP 3700	16
Thimbukushu Language Education 3	ELBP 3700	16

<b>F.Module Title: Language Education 4 (Grammar 2)</b>	
<b>Code:</b>	List of codes provided
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, year 4
<b>National Professional Standard Competencies:</b>	C 1, C 3*, C 4, C 5, C 6*, C 7, C 10, C 11, C 12, C 13, C 14, C 15, C 16, C 27
<b>Contact Hours:</b>	2 per week for seven weeks and 2 hour practical every second week (semester one), 1 per week for fourteen weeks and 2 hour practical every second week (semester two),
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50%. At least 2 assessments (made up of theory and micro-teaching components) Examination 50%

**Module Description:**

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

Module	Code	Credits
Afrikaans Language Education 4	ELAD 3800	8
English Language Education 4	ELED 3800	8
German Language Education 4	ELGD 3800	8
Ju/'hoansi Language Education 4	ELJD3800	8
KhoeKhoegowab Language Education 4	ELKD 3800	8
Oshikwanyama Language Education 4	ELWD 3800	8
Oshindonga Language Education 4	ELOD 3800	8
Otjiherero Language Education 4	ELHD 3800	8
Rukwangali Language Education 4	ELRD 3800	8
Rumanyo Language Education 4	ELMD 3800	8
Setswana Language Education 4	ELTD 3800	8
Silozi Language Education 4	ELSD 3800	8
Thimbukushu Language Education 4	ELBD 3800	8

<b>G. Children's Literature 2</b>	
<b>Code:</b>	ELLP 3822
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 4
<b>National Professional Standard Competencies:</b>	C 1, C 2, C 3*, C 4, C 5, C 6*, C 7, C 8, C 9, C 10, C 11, C 12*, C 13, C 14, C 15, C 16, C 27
<b>Contact Hours:</b>	2 per week (2 + 2hp every week; 1hp for English Language and 1hp for Namibian Language)
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50%. At least 2 assessments (made up of theory and micro-teaching components); Examination 50%

**Module Description:**

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

<b>H. Module Title:</b>	<b>Literacy Development</b>
<b>Code:</b>	ELLP 3842
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	2nd semester, year 4
<b>National Professional Standard Competencies:</b>	C 1, C 2, C 3, C 5, C 6, C 7, C 10, C 11, C 12, C 25
<b>Contact Hours:</b>	2 per week, 2 hour practical every second week
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50%. At least 2 assessments (made up of theory and micro-teaching components); Examination 50%

**Module Description:**

This module enables students to develop a theoretical understanding of literacy and school readiness theories for pre- and lower primary; evaluate and discuss literacy programmes for different grades far too advanced – needs whole separate course; understand relevant approaches in early literacy development; explain the importance of storytelling and story reading. Discuss and apply methods and materials necessary to teach this module content. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module.

**C.2.20.2.2. Sign Language Education**

Sign Language Education: Pre- and Lower primary

<b>YEAR 1</b>					
<b>SEMESTER 1</b>					
Module Title	Module code	Periods	NQF level	Credits	Co-/Pre-requisite
Sign Language Education 1A	ELSP3501	2 + 2hp every second week	5	8	None
<b>SEMESTER 2</b>					
Sign Language Education 1B	ELSP 3502	2 + 2hp every second week	5	8	Co-requisite ELSP 3501
Deaf Culture and History	ELSP 3542	2	5	8	None
<b>YEAR 2</b>					
<b>SEMESTER 1</b>					
Sign Language Education 2A	ELSP 3601	2 + 2hp every second week	6	8	ELSP 3502
<b>SEMESTER 2</b>					
Sign Language Education 2B	ELSP 3602	2 + 2hp every second week	6	8	None
<b>YEAR 3</b>					
<b>SEMESTER 1</b>					
Sign Language Education 3	ELSP 3780	2 + 2hp every second week	7	(8)	ELSP 3601 & ELSP 3602
<b>SEMESTER 2</b>					
Sign Language Education 3	ELSP 3780	2 + 2hp every second week	7	8	ELSP 3601 & ELSP 3602
<b>YEAR 4</b>					
<b>SEMESTER 1</b>					
Social Context of Sign Language and Ethics of Interpretation	ELSD 3880	4 periods for 7 weeks + 2hp every second week	8	(8)	None
<b>SEMESTER 2</b>					
Social Context of Sign Language and Ethics of Interpretation	ELSD 3880	2 + 2hp every second week	8	8	None

<b>Module Title: Sign Language Education 1A</b>	
<b>Code:</b>	ELSP 3501
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	C 1, C2, C3, C13, C21
<b>Contact Hours:</b>	2 periods per week + 2hp every second week
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 2 assessments Examination 50%

**Module Description:**

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

<b>Module Title: Sign Language Education 1B</b>	
<b>Code:</b>	ELSP 3502
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	C 1, C2, C3, C13, C21
<b>Contact Hours:</b>	2 periods per week +2hp every second week
<b>Credits:</b>	8
<b>Prerequisite:</b>	ELSP 3501
<b>Module Assessment:</b>	Continuous assessment 50% .At least 2 assessments Examination 50%

**Module Description:**

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

<b>Module Title:</b>	<b>Deaf Culture and History</b>
<b>Code:</b>	ELSP 3542
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	C 1, C2, C3, C13, C21
<b>Contact Hours:</b>	2 periods per week
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 2 assessments Examination 50%

**Module Description:**

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

<b>Module Title:</b>	<b>Sign Language Education 2A</b>
<b>Code:</b>	ELSP 3601
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	C 1, C2, C3, C13, C21
<b>Contact Hours:</b>	2 periods per week +2hp every second week
<b>Credits:</b>	8
<b>Prerequisite:</b>	ELSP 3502
<b>Module Assessment:</b>	Continuous assessment 50% . At least 2 assessments Examination 50%

**Module Description:**

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

<b>Module Title:</b>	<b>Sign language Education 2B</b>
<b>Code:</b>	ELSP 3602
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	C 1, C2, C3, C13, C21
<b>Contact Hours:</b>	2 periods per week + 2hp every second week
<b>Credits:</b>	24
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 2 assessments Examination 50%

**Module Description:**

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

<b>Module Title:</b>	<b>Sign Language Education 3</b>
<b>Code:</b>	ELSD 3820
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	C 1, C2, C3, C13, C21
<b>Contact Hours:</b>	3 periods per week + 2hp every second week
<b>Credits:</b>	16
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 4 assessments Examination 50%

**Module Description:**

This module aims for students to understand more complex and varied types of Namibian sign language texts and use grammatically correct signs. This module is a continuation of Namibian Sign Language Proficiency 2B, which is a prerequisite. A continuing emphasis will be placed on comprehension skills and discussions about sign language texts. Students will work on assignments where they meet deaf people and practice different uses of the language and register. Students will use video recordings to strengthen their fluency in sign language, as well as display their teaching ability in order to improve these aspects. Students should be able to understand the grammatical elements of gesturing and understand the grammar of classifier predicates in Namibian Sign language. This module is a continuation of Sign Language Linguistics I, which is a prerequisite. Emphasis will be placed on the analysis, transcription and processing of Sign language. The grammatical role of gesturing will be discussed and students will be trained in using grammatical concepts in their own data. The teaching approach to NSL will also be emphasised during this module.

<b>Module Title:</b>	<b>Social Context of Sign Language and Ethics of Interpretation</b>
<b>Code:</b>	ELSD 3820
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, year
<b>National Professional Standard Competencies:</b>	C 1, C2, C3, C13, C21
<b>Contact Hours:</b>	4 periods for 7 weeks semester 1, 2 periods per week 2 <sup>nd</sup> semester
<b>Credits:</b>	16
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 2 assessments Examination 50%

**Module Description:**

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

**C.2.20.2.3. ENVIRONMENTAL EDUCATION**

<b>YEAR 1</b>					
<b>SEMESTER 1</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
Environmental Education1	EMEP 3500	2 + 2 hours every second week	5	(8)	None
<b>SEMESTER 2</b>					
Environmental Education1	EMEP 3500	2 + 2 hours every second week	5	8	None
<b>YEAR 2</b>					
<b>SEMESTER 1</b>					
Environmental Education2	EMEP 3600	2 + 2 hours every second week	6	(8)	None
<b>SEMESTER 2</b>					
Environmental Education2	EMEP 3600	2 + 2 hours every second week	6	8	None
<b>YEAR 3</b>					
<b>SEMESTER 1</b>					
Environmental Education3	EMEP 3700	2 + 2 hours every second week	7	(8)	None
<b>SEMESTER 2</b>					
Environmental Education3	EMEP 3700	2 + 2 hours every second week	7	8	None



<b>A. Module Title:</b>	<b>Environmental Education1</b>
<b>Code:</b>	EMEP 3500
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	C 1, C 2, C 3*, C 4, C 5, C 6, C 7, C 8, C 10, C 11, C 12*
<b>Contact Hours:</b>	2 hours per week for 28 weeks, 2 hours practical every second week per week
<b>Credits:</b>	16
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% At least 6 assessments (made up of theory and micro-teaching components) Examination 50%

**Module Description:**

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

<b>B. Module Title:</b>	<b>Environmental Education2</b>
<b>Code:</b>	EMEP 3600
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	C 1, C 2, C 3*, C 4, C 5, C 6, C 7, C 8, C,10, C11, C12*, C 27)
<b>Contact Hours:</b>	2 per week for 28 weeks and 2 hours practical every second week per week
<b>Credits:</b>	16
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% At least 6 assessments (made up of theory and micro-teaching components) Examination 50%

**Module Description:**

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

<b>C. Module Title:</b>	<b>Environmental Education3</b>
<b>Code:</b>	EMEP 3700
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	C 1, C2, C 3, C 4, C 5, C 6, C 10, C 11, C 12, C 14, C 15, C 16, C 22, C 23, C 24, C 27
<b>Contact Hours:</b>	2 per week for 28 weeks and 2 hours practical every second week per week
<b>Credits:</b>	16
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% At least 6 assessments (made up of theory and micro-teaching components) Examination 50%

**Module Description:**

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

**C.2.20.2.4. NUMERACY AND MATHEMATICS EDUCATION**

<b>YEAR 1</b>					
<b>SEMESTER 1</b>					
Module Title	Module code	Periods	NQF level	Credits	Co-/Pre-requisite
Introduction to Mathematics Education	EMMP 3501	2	5	8	None
<b>SEMESTER 2</b>					
Numeracy and Mathematics Development	EMMP 3502	2 + 2 hours every second week	5	8	None
<b>YEAR 2</b>					
<b>SEMESTER 1</b>					
Numeracy and Mathematics Education 1A	EMMP 3601	2 + 2 hours every second week	6	8	None
<b>SEMESTER 2</b>					
Numeracy and Mathematics Education 1B	EMMP 3602	2 + 2 hours every second week	6	8	Co-requisite EMMP 3601
<b>YEAR 3</b>					
<b>SEMESTER 1</b>					
Numeracy and Mathematics Education 2	EMMP 3700	2 + 2 hours every second week	7	(8)	Pre-requisite EMMP 3602
<b>SEMESTER 2</b>					
Numeracy and Mathematics Education 2	EMMP 3700	2 + 2 hours every second week	7	8	Pre-requisite EMMP 3602
<b>YEAR 4</b>					
<b>SEMESTER 1</b>					
Learning Support in the Mathematics Classroom	EMMD 3800	4 periods for 7 weeks + 2 hours every second week	8	(8)	Pre-requisite EMMP 3700
<b>SEMESTER 2</b>					
Learning Support in the Mathematics Classroom	EMMD 3800	2 + 2 hours every second week	8	8	Pre-requisite EMMP 3700

<b>A.</b>	<b>Module Title:</b>	<b>Introduction to Mathematics Education</b>
	<b>Code:</b>	EMMP 3501
	<b>NQF Level:</b>	5
	<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 1
	<b>National Professional Standard Competencies:</b>	C 1, C3
	<b>Contact Hours:</b>	2 per week
	<b>Credits:</b>	8
	<b>Prerequisite:</b>	None
	<b>Module Assessment:</b>	Continuous assessment 50% At least 2 assessments Examination 50%

**Module Description:**

This module will introduce students to the nature of mathematics: rationale of mathematics teaching; history of mathematics education; challenges of mathematics teaching; views of school mathematics; service or abstract aspects; different types of knowledge; network theory; inductive reasoning and deductive reasoning; understanding; conceptual development teaching models: physical models, the example/non-example, the brainstorming; investigate the connection between mathematics and other subjects, culture and society.

<b>B.</b>	<b>Module Title:</b>	<b>Numeracy and Mathematics Development</b>
	<b>Code:</b>	EMMP 3502
	<b>NQF Level:</b>	5
	<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 1
	<b>National Professional Standard Competencies:</b>	C 1 C 2, C 3, C 5, C 6, C7, C 10, C11, C 12
	<b>Contact Hours:</b>	2 per week, 2 hour practical every second week
	<b>Credits:</b>	8
	<b>Prerequisite:</b>	None
	<b>Module Assessment:</b>	Continuous assessment 50% . At least 2 assessments (made up of theory and micro-teaching components) Examination 50%

**Module Description:**

The aim of this module are to enable students to develop the following theoretical understanding, values and competencies: to explain the development of pre-primary numeracy; can develop learners understanding of numbers; of patterns, sequences and ordinal numbers; of spatial relations; also develop learners' understanding of measurements of time, length, mass and capacity; two- and three-dimensional shapes and reflect upon the methods and media to teach such mathematical ideas. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module.

<b>C. Module Title:</b>	<b>Numeracy and Mathematics Education 1A</b>
<b>Code:</b>	EMMP 3601
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	C 1, C 2, C 3*, C 4, C 5, C 6, C 7, C 8, C 10, C 11, C 12*
<b>Contact Hours:</b>	2 per week 2 hour practical every week
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50%. At least 2 assessments (made up of theory and micro-teaching components) Examination 50%

**Module Description:**

Develop early number concepts and number sense; develop meaning for the operations; help children master the basic facts; whole number place-value development; strategies for whole number computation; computational estimation with whole numbers within the context of daily life; teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module.

<b>D. Module Title:</b>	<b>Numeracy and Mathematics Education 1B</b>
<b>Code:</b>	EMMP 3602
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	C 1, C 2, C 3*, C 4, C 5, C 6, C 7, C 8, C 9, C 10, C 11, C 12*, C 15, C 16, C 27
<b>Contact Hours:</b>	2 per week plus 2 hours practical every week
<b>Credits:</b>	8
<b>Prerequisite:</b>	EMMP 3601
<b>Module Assessment:</b>	Continuous assessment 50%. At least 2 assessments Examination 50%

**Module Description:**

Developing fraction concepts; computation with fractions; decimal and percent concepts; decimal computation; proportional reasoning within the context of daily life, teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module.

<b>E. Module Title:</b>	<b>Numeracy and Mathematics Education 2</b>
<b>Code:</b>	EMMP 3700
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semesters, year 3
<b>National Professional Standard Competencies:</b>	C 1, C 2, C 3*, C 4, C 5, C 6, C 6, C 7, C 8, C 9, C 10, C 11, C 12*, C 14, C 15, C 16, C 27
<b>Contact Hours:</b>	2 week, 2 hours practical every second week
<b>Credits:</b>	16
<b>Prerequisite:</b>	EMMP 3602
<b>Module Assessment:</b>	Continuous assessment 50%. At least 3 assessments made up of theory and micro-teaching components) Examination 50%

**Module Description:**

Development of measurement concepts and skills; activities for measuring attributes e.g. length; measurement sequence within daily life context; standard units of measurement including time and money; operations with two-dimensional and three-dimensional shapes; determine the level of a student; inductive reasoning and deductive reasoning; steps of developing new concepts, discovering theorems and introducing reasoning methods; use conceptual development teaching strategies appropriate to geometry; draw up worksheets; solve one step problems by writing statement and reasons; facilitate elementary logical reasoning processes; data handling: collect, classify and describe data; graphical representation of data; descriptive statistics assessment standards in mathematics; purposes of assessment; assessment methods; assessment components (school syllabus); Portfolio; implementing assessment; recording learner achievement (e.g. scoring rubric); evaluation; reporting learner achievement; teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module.

<b>F. Module Title:</b>	<b>Learning Support in the Mathematics Classroom</b>
<b>Code:</b>	EMMD 3800
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, year 4
<b>National Professional Standard Competencies:</b>	(C 1, C 2, C 3, C 6, C 7, C 8 C11, C 12, C 13, C 15, C16, C 17, C 20, C 27)
<b>Contact Hours:</b>	4 per week for 7 weeks, 2 hours practical for 7 week (1 <sup>st</sup> semester), 2 per week, 2 hours practical per week (2 <sup>nd</sup> semester)
<b>Credits:</b>	16
<b>Prerequisite:</b>	EMMP 3700
<b>Module Assessment:</b>	Continuous assessment 50% . At least 6 assessments (made up of theory and micro-teaching components) Examination 50%

**Module Description:**

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

**C.2.20.2.5. PHYSICAL AND HEALTH EDUCATION**

<b>YEAR 1</b>					
<b>SEMESTER 1</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
Physical and Health Education 1	EMPP 3620	2 + 3 hours every week	6	(8)	None
<b>SEMESTER 2</b>					
Physical and Health Education 1	EMPP 3620	2 + x 3hours every week	6	8	None
<b>YEAR 2</b>					
<b>SEMESTER 1</b>					
Physical and Health Education 2	EMPP 3721	2 + 3 hours every week	7	8	None

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

**Module Description:**

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

movements, movements with adaptation to small apparatus, and movements to adaptation to big apparatus. This module develops the student's understanding, and dispositions regarding the This module Students will work individually, with partners and in groups to ensure safety. They will understand and develop the necessary skills in the use of gymnastic apparatus in a safe way. They will develop the ability to teach gymnastics by constructing creative, problem-solving and challenging situations. Teaching methods will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module.

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

**Module Description:**

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

**C.2.21.2.6 ART EDUCATION**

<b>YEAR 2</b>					
<b>SEMESTER 1</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
Arts Education 1	ELAP 3620	2 + 3 hours practical every week)	6	(8)	None
<b>SEMESTER 2</b>					
Arts Education 1	ELAP 3620	2 + 3 hours practical every week)	6	(8)	None
<b>YEAR 3</b>					
<b>SEMESTER 1</b>					
Arts Education 2	ELAP 3721	2 + 3 hours practical every week)	7	8	None

<b>Module Title:</b>	<b>Arts Education I</b>
<b>Code</b>	ELAP3620
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> Semester, Year 2
<b>National Professional Standard Competencies:</b>	C 1, C 2, C 3, C 4, <b>C 5, C 6*</b> , C 7, <b>C 8</b> , C 9, C 10, C 11, C 12, C 23
<b>Contact Hour:</b>	2 periods per week, plus 3 hours practical per week
<b>Credits:</b>	16
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 100%

**Module Description:**

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

<b>C. Module Title:</b>	<b>Arts Education 2</b>
<b>Code:</b>	ELAP 3721
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> Semester, Year 3
<b>National Professional Standard Competencies:</b>	C 1, C 2, C 3, C 6*, C 7, C 8, C 10, C 11, C 12, C 15, C 16, C 23, C 27
<b>Contact Hour:</b>	2 periods per week, 3 hours practical per week
<b>Credits:</b>	8
<b>Prerequisite:</b>	ELAP3620
<b>Module Assessment:</b>	Continuous assessment 100 (made up of theory and micro-teaching components)

**Module Description:**

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

<b>C.2.20.2.7 RELIGIOUS AND MORAL EDUCATION</b>	
<b>Code:</b>	ELRP 3721
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	C 1, C 6, C 7, C 8, C 9, C 10, C 11, C 12*, C 14, C 15
<b>Contact Hours:</b>	2 periods per week, 2 hour practical every week
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50%. At least 2 assessments (made up of theory and micro-teaching components) Examination 50%

**Module Description:**

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

## BACHELOR OF EDUCATION (UPPER PRIMARY) (HONOURS)

### C.3.18 MODULE DESCRIPTORS

#### C.3.18.1 PROFESSIONAL SUBJECTS

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

Integrated Media and Technology Education 1	ECFU 3622	137
Child Development	EPSU 3622	137
School based Studies Phase 1	EESU 3690	138
English for Teachers 1	EEET 3589	138
Childhood Learning	EPSU 3721	
Science of Teaching	ECFU 3729	139
English for Teachers 2	EEET 3609	139
Integrated Media and Technology Education 2	ECFU 3729	139
Educational Foundations 1	EFMU 3722	140
School Based Studies Phase 2	EESU 3790	140
Introduction to Educational Research	ECFU 3701	141
Assessment and Evaluation of Learning	ECFU 3721	141
Introduction to Inclusive Education	EPSU 3721	139
Curriculum Studies	ECFU 3749	

Research Project Phase 1	List of codes provided	141
Guidance and Counselling 1	EPSU 3702	142
Educational Research	ECFU 3882	142
Educational Management	EFMU 3801	142
School based Studies Phase 3	EESU 3891	143
Guidance and Counselling 2	EPSP 3800	143
Educational Foundations 2	EFMP 3740	143
Research Project Phase 2	List of codes provided	143
Professional & Community Development	EFMU 3802	144
First aid	EMFA 3699	144
• Assessment and Evaluation	ECFD 3880	145
	EFMD 3880	145
• School Leadership and Management	ECFD 3880	146
	EPSD 3880	146
• Educational Technology	EPSD 3890	146
• Inclusive Education	ECCD3880	146
• Life Skills	EMPD 3880	147
• Curriculum Planning and Development	ELID 3880	147
	EPLD3880	147
• Sport Organisation and Administration		
• Arts and Culture and Development and Organisation		
• Advanced Sign language		

#### C.3.18.1.1 LIST OF RESEARCH PROJECT PHASE 1 OFFERED IN THE B. ED (UPPER PRIMARY PHASE)

Module	Code	Credits
Research Project Phase 1 of Afrikaans Language Education	ELAU 3822	8
Research Project Phase 1 of English Language Education	ELEU 3822	8
Research Project Phase 1 of German Language Education	ELGU 3822	8
Research Project Phase 1 of KhoeKhoegowab Language Education	ELKU 3822	8
Research Project Phase 1 of Oshikwanyama Language Education	ELWU 3822	8
Research Project Phase 1 of Oshindonga Language Education	ELDU 3822	8
Research Project Phase 1 of Otjiherero Language Education	ELHU 3822	8
Research Project Phase 1 of Rukwangali Language Education	ELRU 3822	8
Research Project Phase 1 of Rumanyo Language Education	ELMU 3822	8
Research Project Phase 1 of Setswana Language Education	ELTU 3822	8
Research Project Phase 1 of Silozi Language Education	ELSU 3822	8
Research Project Phase 1 of Thimbukushu Language Education	ELCU 3822	8
Research Project Phase 1 of Mathematics Education	EMMU 3822	8
Research Project Phase 1 of Integrated Natural Science and Health Education	EMSU 3822	8
Research Project Phase 1 of Social Science Education	EHSU 3822	8
Research Project Phase 1 of Agriculture Education	EMAU 3822	8
Research Project Phase 1 of Home Ecology Education	EMHU 3822	8
Research Project Phase 1 of Design and Technology Education	ENDU 3822	8
Research Project Phase 1 of Sign Language Education	EPSU 3822	8

#### C.3.18.1.2 LIST OF RESEARCH PROJECT PHASE 2 OFFERED IN THE B. ED (UPPER PRIMARY PHASE)

Module	Code	Credits
Research Project Phase 1 of Afrikaans Language Education	ELAU 3880	12
Research Project Phase 1 of English Language Education	ELEU 3880	12
Research Project Phase 1 of German Language Education	ELGU 3880	12
Research Project Phase 1 of KhoeKhoegowab Language Education	ELKU 3880	12
Research Project Phase 1 of Oshikwanyama Language Education	ELWU 3880	12
Research Project Phase 1 of Oshindonga Language Education	ELDU 3880	12
Research Project Phase 1 of Otjiherero Language Education	ELHU 3880	12
Research Project Phase 1 of Rukwangali Language Education	ELRU 3880	12

Research Project Phase 1 of Rumanyo Language Education	ELMU 3880	12
--	-----------	----



Research Project Phase 1 of Setswana Language Education	ELTU 3880	12
Research Project Phase 1 of Silozi Language Education	ELSU 3880	12
Research Project Phase 1 of Thimbukushu Language Education	ELCU 3880	12
Research Project Phase 1 of Mathematics Education	EMMU 3880	12
Research Project Phase 1 of Integrated Natural Science and Health Education	EMSU 3880	12
Research Project Phase 1 of Social Science Education	EHSU 3880	12
Research Project Phase 1 of Agriculture Education	EMAU 3880	12
Research Project Phase 1 of Home Ecology Education	EMHU 3880	12
Research Project Phase 1 of Design and Technology Education	EMMU 3880	12
Research Project Phase 1 of Sign Language Education	EPSU 3880	12

**C.3.18.2 SCHOOL SUBJECTS**  
**C.3.18.2.1. MAJOR**  
**C.3.18.2.1.1. LANGUAGE EDUCATION**

YEAR 1					
SEMESTER 1					
Module Title	Module code	Periods	NQF level	Credits	Co-/Pre-requisite
Language in Society	ELLU 3501	2	5	8	None
Children's Literature	ELLU 3521	2+2hp every week	5	8	None
SEMESTER 2					
Language Education 1	List of codes provided	4	5	16	None
YEAR 2					
SEMESTER 1					
Language Education 2 A	List of codes provided	4+ 2 hp every week	6	16	None
SEMESTER 2					
Language Education 2B	List of codes provided	4+ 2 hp every week	6	16	None
YEAR 3					
SEMESTER 1					
Language Education 3	List of codes provided	3 + 2 hp every week	7	(12)	None
SEMESTER 2					
Language Education 3	List of codes provided	3 + 2 hp every week	7	12	None
YEAR 4					
SEMESTER 1					
Language Education 4	List of codes provided	6 periods for 7 weeks plus 2 hp every week	8	(12)	None
Learning Support in Reading and Writing	EPSP3880	2 + 2hp every week	8	(4)	None
SEMESTER 2					
Language Education 4	List of codes provided	3 + 2 hp every week second week	8	12	None
Learning Support in Reading and Writing	EPSU3880	1 + 2hp every week second week	8	4	None

<b>A. Module Title:</b>	<b>Language in Society</b>
<b>Code:</b>	ELLU 3501
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	C 1
<b>Contact Hours:</b>	2 per week
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 2 assessments Examination 50%

**Module Description:**

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

<b>B. Children's Literature 1</b>	
<b>Code:</b>	ELLU 3521
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1st semester, year 1
<b>National Professional Standard Competencies:</b>	C 1, C 2, C 3*
<b>Contact Hours:</b>	4 per week (2hp every week; 1hp for English Language and 1hp for Namibian Language)
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50%. At least 2 assessments (made up of theory and micro-teaching components) Examination 50%

**Module Description:**

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

<b>B. Module Title: Language Education 1 (Grammar 1)</b>	
<b>Code:</b>	List of codes provided
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2nd semester, year 1
<b>National Professional Standard Competencies:</b>	C 1, C3
<b>Contact Hours:</b>	4 periods per week
<b>Credits:</b>	16
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50%. At least 3 assessments Examination 50%

**Module Description:**

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

Module	Code	Credits
Afrikaans Language: Language Education 1	ELAU 3512	16
English Language: Language Education 1	ELEU 3512	16
German Language: Language Education 1	ELGU 3512	16
KhoeKhoegowab Language: Language Education 1	ELKU 3512	16
Oshikwanyama Language: Language Education 1	ELWU 3512	16
Oshindonga Language: Language Education 1	ELOU 3512	16
Otiherero Language: Language Education 1	ELHU 3512	16
Rukwangali Language: Language Education 1	ELRU 3512	16
Rumanyo Language: Language Education 1	ELMU 3512	16
Setswana Language: Language Education 1	ELTU 3512	16
Silosi Language: Language Education 1	ELSU 3512	16
Thimbukushu Language: Language Education 1	ELBU 3512	16

<b>C. Module Title:</b>	<b>Language Education 2 A (Listening and Speaking Skills)</b>
<b>Code:</b>	List of codes provided
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	(C 1, C 3*, C 4, C 5, C 6, C,10, C11, C12*)
<b>Contact Hours:</b>	4 periods per week, 2 hour practical every week
<b>Credits:</b>	16
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 3 assessments (made up of theory and micro-teaching components) Examination 50%

**Module Description:**

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

Module	Code	Credits
Afrikaans Language: Language Education 2A	ELAU 3611	16
English Language: Language Education 2A	ELEU 3611	16
German Language: Language Education 2A	ELGU 3611	16
KhoeKhoegowab Language: Language Education 2A	ELKU 3611	16
Oshikwanyama Language: Language Education 2A	ELWU 3611	16
Oshindonga Language: Language Education 2A	ELOU 3611	16
Otjiherero Language: Language Education 2A	ELHU 3611	16
Rukwangali Language: Language Education 2A	ELRU 3611	16
Rumanyo Language: Language Education 2A	ELMU 3611	16
Setswana Language: Language Education 2A	ELTU 3611	16
Silozi Language: Language Education 2A	ELSU 3611	16
Thimbukushu Language: Language Education 2A	ELBU 3611	16

<b>D. Module Title:</b>	<b>Language Education 2B (Literature 1 – Youth Literature)</b>
<b>Code:</b>	List of codes provided
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	C 1, C 3*, C 4, C 5, C 6, C 7, C 8, C10, C11, C12*, C 15, C 16, C 27
<b>Contact Hours:</b>	4 per week, 2 hour practical every week
<b>Credits:</b>	16
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 3 assessments (made up of theory and micro-teaching components) Examination 50%

**Module Description:**

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

Module	Code	Credits
Afrikaans Language: Language Education 2B	ELAU 3641	16
English Language: Language Education 2B	ELEU 3641	16
German Language: Language Education 2B	ELGU 3641	16
KhoeKhoegowab Language: Language Education 2B	ELKU 3641	16
Oshikwanyama Language: Language Education 2B	ELWU 3641	16
Oshindonga Language: Language Education 2B	ELOU 3641	16
Otjiherero Language: Language Education 2B	ELHU 3641	16
Rukwangali Language: Language Education 2B	ELRU 3641	16
Rumanyo Language: Language Education 2B	ELMU 3641	16
Setswana Language: Language Education 2B	ELTU 3641	16
Silozi Language: Language Education 2B	ELSU 3641	16
Thimbukushu Language: Language Education 2B	ELBU 3641	16

<b>E. Module Title:</b>	<b>Language Education 3 (Reading and Writing Skills)</b>
<b>Code:</b>	List of codes provided
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1st and 2 <sup>nd</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	C 1, C 2, C 3*, C 4, C 5, C 6, C 7, C 8, C 10, C 11, C 12*, C 14, C 15, C 16, C 27
<b>Contact Hours:</b>	3 per week, 2 hour practical every week
<b>Credits:</b>	24
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 6 assessments Examination 50% (made up of theory and micro-teaching components)

**Module Description:**

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

Module	Code	Credits
Afrikaans Language: Language Education 3	ELAU 3780	24
English Language: Language Education 3	ELEU 3780	24
German Language: Language Education 3	ELGU 3780	24
KhoeKhoegowab Language: Language Education 3	ELKU 3780	24
Oshikwanyama Language: Language Education 3	ELWU 3780	24
Oshindonga Language: Language Education 3	ELOU 3780	24
Otjiherero Language: Language Education 3	ELHU 3780	24
Rukwangali Language: Language Education 3	ELRU 3780	24
Rumanyo Language: Language Education 3	ELMU 3780	24
Setswana Language: Language Education 3	ELTU 3780	24
Silozi Language: Language Education 3	ELSU 3780	24
Thimbukushu Language: Language Education 3	ELBU 3780	24

<b>F. Module title:</b>	<b>Language Education 4 (Grammar 2 and Literature 2 – Adult literature)</b>
<b>Code:</b>	List of codes provided
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, year 4
<b>National Professional Standard Competencies:</b>	C 1, C 2, C 3*, C 4, C 5, C 6, C 7, C 8, C 10, C 11, C 12*, C 14, C 15, C 16, C 27
<b>Contact Hours:</b>	6 periods for 7 weeks and 2 hour practical every week in semester one, 3 periods per week for fourteen weeks and 2 hour practical every second week in semester two
<b>Credits:</b>	24
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 6 assessments (made up of theory and micro-teaching components); Examination 50%

**Module Description:**

This module builds on Language Education 1 and develops students' language proficiency in terms of syntax and semantic issues of a particular language. This module builds on Language Education 2B and enables students to develop an in-depth theoretical understanding of adult literature, the ability to evaluate examples/ texts and to apply critical reading skills. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module.

Module	Code	Credits
Afrikaans Language: Language Education 4	ELAU 3880	24
English Language: Language Education 4	ELEU 3880	24
German Language: Language Education 4	ELGU 3880	24
KhoeKhoegowab Language: Language Education 4	ELKU 3880	24
Oshikwanyama Language: Language Education 4	ELWU 3880	24
Oshindonga Language: Language Education 4	ELOU 3880	24
Otjiherero Language: Language Education 4	ELHU 3880	24
Rukwangali Language: Language Education 4	ELRU 3880	24
Rumanyo Language: Language Education 4	ELMU 3880	24
Setswana Language: Language Education 4	ELTU 3880	24
Silozi Language: Language Education 4	ELSU 3880	24
Thimbukushu Language: Language Education 4	ELBU 3880	24

<b>G. Module Title: Learning Support in Reading and Writing</b>	
<b>Code:</b>	EPSU 3880
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, year 4
<b>National Professional Standard Competencies:</b>	(( C 1, C 2, C 3, C 6, C 7, C 8 C11, C 12, C 13, C 15, C16, C 17, C 20, C 21)
<b>Contact Hours:</b>	2 periods per weeks and a 2 hour practical every week in first semester, 1 periods per weeks and a 2 hour practical every second week in second semester
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% At least 2 assessments Examination 50

**Module Description:**

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

**C.3.18.2.1.2. Sign Language Education**

**Sign Language Education: Upper Primary**

<b>YEAR 1</b>					
<b>SEMESTER 1</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
Sign Language Education 1A	ELSU3501	2 + 2hp	5	8	None
<b>SEMESTER 2</b>					
Sign Language Education 1B	ELSU 3502	2 + 2hp	5	8	Co-requisite ELSU 3501
Deaf Culture and History	ELSU 3542	2	5	8	None
<b>YEAR 2</b>					
<b>SEMESTER 1</b>					
Sign Language Education 2A	ELSU 3611	4 + 2hp	6	16	ELSU 3502
<b>SEMESTER 2</b>					
Sign Language Education 2B	ELSU 3612	4 + 2hp	6	16	None
<b>YEAR 3</b>					
<b>SEMESTER 1</b>					
Sign Language Education 3	ELSU 3780	3 + 2hp	7	(12)	ELSU 3611 & ELSU 3612
<b>SEMESTER 2</b>					
Sign Language Education 3	ELSU 3780	3 + 2hp	7	12	ELSU 3601 & ELSU 3612
<b>YEAR 4</b>					
<b>SEMESTER 1</b>					
Social Context of Sign Language and Ethics of Interpretation	ELSD 3880	4 periods for 7 weeks + 2hp	8	(8)	None
<b>SEMESTER 2</b>					
Social Context of Sign Language and Ethics of Interpretation	ELSD 3880	2 + 2hp	8	8	None

<b>Module Title: Sign Language Education 1A</b>	
<b>Code:</b>	ELSU 3501
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	C 1, C2, C3, C13, C21
<b>Contact Hours:</b>	2 periods per week + 2hp
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 2 assessments; Examination 50%

**Module Description:**

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

<b>Module Title:</b>	<b>Sign Language Education 1B</b>
<b>Code:</b>	ELSU 3502
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	C 1, C2, C3, C13, C21
<b>Contact Hours:</b>	2 periods per week +2hp
<b>Credits:</b>	8
<b>Co-requisite:</b>	ELSU 3501
<b>Module Assessment:</b>	Continuous assessment 50% . At least 2 assessments Examination 50%

**Module Description:**

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

<b>Module Title:</b>	<b>Deaf Culture and History</b>
<b>Code:</b>	ELSU 3522
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	C 1, C2, C3, C13, C21
<b>Contact Hours:</b>	2 periods per week
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 2 assessments Examination 50%

**Module Description:**

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

<b>Module Title:</b>	<b>Sign Language Education 2A</b>
<b>Code:</b>	ELSU 3611
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	1st semester, year 2
<b>National Professional Standard Competencies:</b>	C 1, C2, C3, C13, C21
<b>Contact Hours:</b>	2 periods per week +2hp
<b>Credits:</b>	16
<b>Prerequisite:</b>	ELSU 3502
<b>Module Assessment:</b>	Continuous assessment 50% . At least 3 assessments Examination 50%

**Module Description:**

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

<b>Module Title: Sign language Education 2B</b>	
<b>Code:</b>	ELSU 3612
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	C 1, C2, C3, C13, C21
<b>Contact Hours:</b>	4 periods per week + 2hp
<b>Credits:</b>	16
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 3 assessments Examination 50%

**Module Description:**

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

<b>Module Title: Sign Language Education 3</b>	
<b>Code:</b>	ELSD 3880
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	C 1, C2, C3, C13, C21
<b>Contact Hours:</b>	3 periods per week + 2hp
<b>Credits:</b>	24
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 6 assessments Examination 50%

**Module Description:**

This module aims for students to understand more complex and varied types of Namibian sign language texts and use grammatically correct signs. This module is a continuation of Namibian Sign Language Proficiency 2B, which is a prerequisite. A continuing emphasis will be placed on comprehension skills and discussions about sign language texts. Students will work on assignments where they meet deaf people and practice different uses of the language and register. Students will use video recordings to strengthen their fluency in sign language, as well as display their teaching ability in order to improve these aspects. Students should be able to understand the grammatical elements of gesturing and understand the grammar of classifier predicates in Namibian Sign language. This module is a continuation of Sign Language Linguistics I, which is a prerequisite. Emphasis will be placed on the analysis, transcription and processing of Sign language. The grammatical role of gesturing will be discussed and students will be trained in using grammatical concepts in their own data. The teaching approach to NSL will also be emphasised during this module.

<b>Module Title: Social Context of Sign Language and Ethics of Interpretation</b>	
<b>Code:</b>	ELSD 3880
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, year
<b>National Professional Standard Competencies:</b>	C 1, C2, C3, C13, C21
<b>Contact Hours:</b>	4 periods for 7 weeks semester 1, 2 periods per week 2 <sup>nd</sup> semester
<b>Credits:</b>	16
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 4 assessments Examination 50%

**Module Description:**

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

**C.3.18.2.1.3. MATHEMATICS EDUCATION**

<b>YEAR 1</b>					
<b>SEMESTER 1</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
Basic Mathematics	SMAT 3511	4 + (2 x hps)	5	16	None
<b>SEMESTER 2</b>					
Introduction to Mathematics Education	EMMU 3512	4	5	16	None
<b>YEAR 2</b>					
<b>SEMESTER 1</b>					
Mathematics Education 1A	EMMU 3611	4 + 2 hp every week	6	16	None
<b>SEMESTER 2</b>					
Mathematics Education 1B	EMMU 3612	4 + 2 hp every week	6	16	Co-requisite EMMU 3611
<b>YEAR 3</b>					
<b>SEMESTER 1</b>					
Mathematics Education 2	EMMU 3780	3 + 2 hp every week	7	(12)	EMMU 3611
<b>SEMESTER 2</b>					
Mathematics Education 2	EMMU 3780	3 + 2 hp every week	7	12	EMMU 3611
<b>YEAR 4</b>					
<b>SEMESTER 1</b>					
Mathematics Education 3	EMMD 3880	6 periods for 7 weeks + 2 hp every week	8	(12)	EMMU 3611 and EMMU 3780
<b>SEMESTER 2</b>					
Mathematics Education 3	EMMD 3880	3 periods for 14 weeks + 2 hp every week	8	12	EMMU 3611 and EMMU 3780

<b>A. Module Title: Basic Mathematics</b>	
<b>Code:</b>	<b>SMAT 3511</b>
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> Semester
<b>National Professional Standard Competencies:</b>	
<b>Contact Hours:</b>	4 lectures per week for 14 weeks 2 hours practicals per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	IGCSE mathematics or special remedial course
<b>Module Assessment:</b>	Continuous assessment 50% (at least 2 tests), examination 50% (3 hours examination paper).

**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, co-domain, image, preimage, even function, odd function. Sequences: the general term, the geometric sequence, the arithmetic sequence. The Binomial Theorem.

<b>B. Module Title: Introduction to Mathematics Education</b>	
<b>Code:</b>	<b>EMMU 3512</b>
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	C 1
<b>Contact Hours:</b>	4 periods per week
<b>Credits:</b>	16
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 3 assessments Examination 50%



**Module Description:**

This module will introduce student to the nature of mathematics: rationale of mathematics teaching; history of mathematics education; importance of mathematics education; theories of mathematics education; problem solving as the keystone for mathematics education; challenges of mathematics teaching; views of school mathematics; different types of knowledge; network theory; inductive reasoning and deductive reasoning; understanding; conceptual development teaching models: physical models, the example/non-example, mathematics as medium communication; the inter-relationship of mathematics and other subjects and issues as well as the challenges facing a mathematics teacher.

<b>C. Module Title:</b>	<b>Mathematics Education 1A</b>
<b>Code:</b>	EMMU 3611
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	C 1
<b>Contact Hours:</b>	4 periods per week, 1 x 2 hour hp per week
<b>Credits:</b>	16
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% (made up of theory and micro-teaching components) At least 3 assessments Examination 50%

**Module Description:**

Develop an understanding of the historical perspective on development of number sense within a cultural contexts. This module further will develop number concepts and number sense, develop meaning for operations. Assist students in helping children to master basic facts; whole number place-value development; strategies for whole number computation; computational estimation with whole numbers. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module.

<b>D. Module Title:</b>	<b>Mathematics Education 1B</b>
<b>Code:</b>	EMMU 3612
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2 <sup>nd</sup> Semester, year 2
<b>National Professional Standard Competencies:</b>	C 1
<b>Contact Hours:</b>	4 periods per week, 1 x 2 hour hp per week
<b>Credits:</b>	16
<b>Prerequisite:</b>	Co-requisite EMMU 3611
<b>Module Assessment:</b>	Continuous assessment 50% (made up of theory and micro-teaching components) At least 3 assessments Examination 50%

**Module Description:**

Developing early number concepts and number sense; develop meaning for the operations; Helping children mastering the basic facts; whole number place-value development; strategies for whole number computation; computational estimation with whole numbers; developing fraction concepts; computation with fractions; decimal and percent concepts; decimal computation; proportional reasoning. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module.

<b>E. Module Title:</b>	<b>Mathematics Education 2</b>
<b>Code:</b>	EMMU 3780
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	C 1
<b>Contact Hours:</b>	3 periods per week, 1 x 2 hour hp per week
<b>Credits:</b>	24
<b>Prerequisite:</b>	EMMU 3611
<b>Module Assessment:</b>	Continuous assessment 50% (made up of theory and micro-teaching components) At least 6 assessments Examination 50%

**Module Description:**

Development of measurement concepts and skills; activities for measuring attributes e.g. length; measurement sequence; standard units of measurement including time and money; develop teaching-learning activities; five skills necessary for geometric reasoning - Hoffer; van Hiele levels of geometric thinking; plan and construct teaching and learning according to the van Hiele levels; characteristics of van Hiele levels; Euclidian geometry: determine the level of a student; inductive reasoning and deductive reasoning; steps of developing new concepts, discovering theorems and introducing reasoning methods; solve one step problems by writing statement and reasons; facilitate elementary logical reasoning processes. Data Handling: collect,

classify and describe data; Graphical representation of data; descriptive statistics. Assessment: Assessment standards in mathematics; purposes of assessment; assessment methods; assessment components (school syllabus); Portfolio; implementing assessment; Recording learner achievement (e.g. scoring rubric); Evaluation; Reporting learner achievement. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module.

<b>F. Module Title:</b>	<b>Mathematics Education 3</b>
<b>Code:</b>	EMMD 3880
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, year 4
<b>National Professional Standard Competencies:</b>	C 1
<b>Contact Hours:</b>	6 periods per week, 2 hour practical per week semester one, 3 periods per week, 2 hour practical per week semester two,
<b>Credits:</b>	24
<b>Prerequisite:</b>	EMMU 3611 and EMMU 3780
<b>Module Assessment:</b>	Continuous assessment 50% (made up of theory and micro-teaching components) At least 6 assessments Examination 50%

**Module Description:**

Methodology: generalization in number and operation; making structure in the number system explicit; repeating patterns; growing patterns; function concepts and representations; functional relationships; generalizations about functions; Developing concepts of exponents, integers, and real numbers. Content: one-to-one and onto functions, horizontal line test, composition of functions, inverse of a function, introduction to logarithmic and exponential functions. This module further develops a student's understanding and skills about mathematical difficulties that learners may have and equips them with knowledge on how to identify and diagnose mathematical difficulties and how to intervene in order to strengthen the mathematical concepts of learners and to ensure that the foundation formed in mathematics, especially in the primary school is solid. The module will assist students to investigate contemporary issues in mathematics education. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module.

**C.3.18.2.1.4. INTEGRATED NATURAL SCIENCE AND HEALTH EDUCATION**

<b>YEAR 1</b>					
<b>SEMESTER 1</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
Integrated Natural Science and Health Education 1	EMSU 3500	4+2hp every week	5	(16)	None
<b>SEMESTER 2</b>					
Integrated Natural Science and Health Education 1	EMSU 3500	4+2hp every week	5	16	None
<b>YEAR 2</b>					
<b>SEMESTER 1</b>					
Integrated Natural Science and Health Education 2	EMSU 3600	4+2hp every week	6	(16)	Prerequisite EMSU 3500
<b>SEMESTER 2</b>					
Integrated Natural Science and Health Education 2	EMSU 3600	4+2hp every week	6	16	Prerequisite EMSU 3500
<b>YEAR 3</b>					
<b>SEMESTER 1</b>					
Integrated Natural Science and Health Education 3	EMSU 3700	3+2hp every week	7	(12)	Prerequisite EMSU 3600
<b>SEMESTER 2</b>					
Integrated Natural Science and Health Education 3	EMSU 3700	3+2hp every week	7	12	Prerequisite EMSU 3600
<b>YEAR 4</b>					
<b>SEMESTER 1</b>					
Integrated Natural Science and Health Education 4	EMSU 3800	3+2hp every week	8	(12)	Prerequisite EMSU 3700
<b>SEMESTER 2</b>					
Integrated Natural Science and Health Education 4	EMSU 3800	3+2hp every week	8	12	Prerequisite EMSU 3700

<b>A. Module Title:</b>	<b>Integrated Natural Science and Health Education 1</b>
<b>Code:</b>	EMSU 3500
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	C 1, C 3
<b>Contact Hours:</b>	4 periods per week, 1 x 2 hour practical per week
<b>Credits:</b>	32
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 6 assessments; Examination 50%

**Module Description:**

This module will introduce students to Science as a subject, the importance of teaching natural science and health as a subject and it's relation with other subjects and life. This module will be presented in an integrated way, including aspects of biological, chemical and physical science. Basics concepts and skills related to these three sciences will be covered in this module. Students will also be introduced to the basic scientific processes and skills.

<b>B. Module Title:</b>	<b>Integrated Natural Science and Health Education 2</b>
<b>Code:</b>	EMSU 3600
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	C 1, C 3*, C 4, C 6, C 7, C 8, C 10, C 11, C 12*, C 16, C 27
<b>Contact Hours:</b>	4 periods per week, 1 x 2 hour practical per week
<b>Credits:</b>	32
<b>Prerequisite:</b>	EMSU 3500
<b>Module Assessment:</b>	Continuous assessment 50% (made up of theory and micro-teaching components) At least 3 assessments; Examination 50%

**Module Description:**

The aim of this module is to equip student teachers to gain knowledge and understanding in plant form and function; animal form and function; energetic in chemical reactions; acids and bases; the calculation of moments and the turning effects of moments; types of motion; conservation of momentum and different types of waves and their characteristics. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module.

<b>C. Module Title:</b>	<b>Integrated Natural Science and Health Education 3</b>
<b>Code:</b>	EMSU 3700
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	C 1
<b>Contact Hours:</b>	3 periods per week, 1 x 2 hour practical per week
<b>Credits:</b>	24
<b>Prerequisite:</b>	EMSU 3600
<b>Module Assessment:</b>	Continuous assessment 50% (made up of theory and micro-teaching components) At least 6 assessments; Examination 50%

**Module Description:**

The aim of this module is to equip student teachers to gain knowledge and understanding of the human anatomy and physiology; health education including nutrition and HIV and AIDS; Stoichiometry; electrolysis; different types of pressure (Surface, Hydrostatic and Atmospheric pressure); static electricity and electrostatics and current electricity. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module.

<b>D. Module Title:</b>	<b>Integrated Natural Science and Health Education 4</b>
<b>Code:</b>	EMSU 3800
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, year 4
<b>National Professional Standard Competencies:</b>	C 1
<b>Contact Hours:</b>	6 periods per week, 2 hour practical per week semester one, 3 periods per week, 2 hour practical per week semester two,
<b>Credits:</b>	24
<b>Prerequisite:</b>	EMSU 3700
<b>Module Assessment:</b>	Continuous assessment 50% (made up of theory and micro-teaching components) At least 6 assessments Examination 50%

**Module Description:**

The aim of this module is to equip student teachers to gain knowledge and understanding evolution; Mendelian genetics; ecology and sustainable development; radio activity; organic chemistry; magnetism and the ability to organize Science Fairs. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module.

**C.3.18.2.1.5. SOCIAL SCIENCE EDUCATION**

<b>YEAR 1</b>					
<b>SEMESTER 1</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
Social Studies Education 1 A	ELSU 3511	4	5	16	None
<b>SEMESTER 2</b>					
Social Studies Education 1 B	ELSU 3512	4	5	16	None
<b>YEAR 2</b>					
<b>SEMESTER 1</b>					
Social Studies Education 2 B	ELSU 3611	4 + 2hp every week	6	16	Prerequisite ELSU 3511 and ELSU 3512
<b>SEMESTER 2</b>					
Social Studies 2 B Education	ELSU 3612	4+ 2hp every week	6	16	Prerequisite ELSU 3511 and ELSU 3512
<b>YEAR 3</b>					
<b>SEMESTER 1</b>					
Social Studies Education 3	ELSU 3780	3 + 2hp every week	7	(12)	Prerequisite ELSU 3611 and ELSU 3612
<b>SEMESTER 2</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
Social Studies Education 3	ELSU 3780	3 + 2hp every week	7	12	Prerequisite ELSU 3611 and ELSU 3612
<b>YEAR 4</b>					
<b>SEMESTER 1</b>					
Social Studies Education 4	ELSD 3880	6 periods for 7 weeks + 2hp every week	8	(12)	Prerequisite ELSU 3780
<b>SEMESTER 2</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
Social Studies Education 4	ELSD 3880	3 + 2hp every week	8	12	Prerequisite ELSU 3780

<b>A. Module Title: Social Sciences Education 1A</b>	
<b>Code:</b>	ELSU 3511
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> Semester, Year 1
<b>National Professional Standard Competencies:</b>	C 1
<b>Contact Hours:</b>	4 periods per week
<b>Credits:</b>	16
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 3 assessments Examination 50%

**Module Description:**

This module develops a student's understanding of geographical aspects of our region and country, such as physical features, weather and climate, rainfall and vegetation, as well as map-work skills, such as defining maps, calculating distances and determining direction on a map.

<b>B. Module Title: Social Sciences Education 1B</b>	
<b>Code:</b>	ELSU 3512
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, Year 1
<b>National Professional Standard Competencies:</b>	C 1
<b>Contact Hours:</b>	4 periods per week
<b>Credits:</b>	16
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 3 assessments Examination 50%

**Module Description:**

This module develops a student's understanding of historical aspects in our country, such as the indication of time, primary and secondary sources, life in early communities, life under foreign rule and independence and the Namibian government.

<b>C. Module Title: Social Sciences Education 2 A</b>	
<b>Code:</b>	ELSU 3611
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	1 <sup>st</sup> semester, Year 2
<b>National Professional Standard Competencies:</b>	C 1 C 3*, C 4, C 6, C 7, C 10, C11, C12*
<b>Contact Hours:</b>	4 periods per week + 2hp every week
<b>Credits:</b>	16
<b>Prerequisite:</b>	ELSU 3511 and ELSU 3512
<b>Module Assessment:</b>	Continuous assessment 50%(made up of theory and micro-teaching components) At least 3 assessments Examination 50%

**Module Description:**

This module develops a student's understanding of aspects of African and World History such as early communities in Africa, the colonization and decolonization of Africa, early world civilizations, middle and modern times in History, searching for peace in the world and different forms of government.. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module.

<b>D. Module Title: Social Sciences Education 2 B</b>	
<b>Code:</b>	ELSU 3612
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, Year 2
<b>National Professional Standard Competencies:</b>	C 1
<b>Contact Hours:</b>	4 periods per week
<b>Credits:</b>	16
<b>Prerequisite:</b>	ELSU 3511 and ELSU 3512
<b>Module Assessment:</b>	Continuous assessment 50% (made up of theory and micro-teaching components) At least 3 assessments Examination 50%

**Module Description:**

This module develops a student's understanding of geographical aspects of the world, such as physical features, weather and climate, rainfall and vegetation, natural disasters, as well as map-work skills, such as determining location, representation of height, the construction of charts and graphs. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module.

<b>E. Module Title: Social Sciences Education 3</b>	
<b>Code:</b>	ELSU 3780
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, Year 3
<b>National Professional Standard Competencies:</b>	C1
<b>Contact Hours:</b>	3 periods per week + 2hp every week
<b>Credits:</b>	24
<b>Prerequisite:</b>	ELSU 3611 and ELSU 3612
<b>Module Assessment:</b>	Continuous assessment 50% At least 6 assessments (made up of theory and micro-teaching components) Examination 50%

**Module Description:**

This module develops a student's understanding of population composition, distribution, growth and change, health care, fighting HIV and AIDS, our values. This module further develops a student's understanding of aspects of the Namibian constitution, such as our National symbols, citizenship, human rights and fundamental freedoms, our rights and responsibilities, gender equality. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module.

<b>F. Module Title: Social Sciences Education 4</b>	
<b>Code:</b>	ELSD 3880
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, Year 4
<b>National Professional Standard Competencies:</b>	C 1
<b>Contact Hours:</b>	6 periods per week + 2hp every week for semester 1, 3 periods per week + 2hp every week for semester 2
<b>Credits:</b>	24
<b>Prerequisite:</b>	ELSU 3780
<b>Module Assessment:</b>	Continuous assessment 50% . At least 6 assessments (made up of theory and micro-teaching components) Examination 50%

**Module Description:**

This module develops a student's understanding of natural resources and economic activities, sustainable development, economic development in Southern Africa, the management of economic development, development of communication and technology, technology for development, the world of information, technology for mass communication. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module.

**C.3.18.2.2 MINOR**

**C.3.18.2.2.1. AGRICULTURE EDUCATION**

<b>YEAR 2</b>					
<b>SEMESTER 1</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
Agriculture Education 1	EMAU 3681	3 + 2hp every week	6	12	None
<b>SEMESTER 2</b>					
Agriculture Education 2	EMAU 3682	3 + 2hp every week	6	12	None
<b>YEAR 3</b>					
<b>SEMESTER 1</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
Agriculture Education 3	EMAU 3780	3 + 2hp every week	7	(12)	None
<b>SEMESTER 2</b>					
Agriculture Education 3	EMAU 3780	3 + 2hp every week	7	12	None

<b>A. Module Title: Agriculture Education 1</b>	
<b>Code:</b>	EMAU 3681
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	C 1
<b>Contact Hours:</b>	3 periods per week, 1 x 2 hour practical per week
<b>Credits:</b>	12
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 3 assessments (made up of theory and micro-teaching components) Examination 50%

**Module Description:**

The aim of this module is to prepare student teachers to teach elementary Agriculture Education at upper primary school effectively. The module is aimed at grooming student teachers to have sound theoretical knowledge and positive attitude to care and work with animals and plants. It gives the student teachers to teach the theoretical content and practical skills

necessary to teach upper primary school pupils. It also provides them with the different teaching methods (C 6\*, C 8, C 10, C 12) and learning theories necessary to enhance learning of elementary Agriculture Education at upper primary level. The module will focus on the importance of Agriculture Education, component of Agriculture Education, organisational structure of Agriculture Education, environmental influences on agricultural practices, principles of land tenure systems, soil formation, soil fertility, soil zones in Namibia, soil erosion and conservation, soil drainage and irrigation. . Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module.

<b>B. Module Title:</b>	<b>Agriculture Education 2</b>
<b>Code:</b>	EMAU 3682
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	C 1
<b>Contact Hours:</b>	3 periods per week, 1 x 2 hour practical per week
<b>Credits:</b>	12
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 3 assessments (made up of theory and micro-teaching components) Examination 50%

**Module Description:**

The aim of this module is to equip student teachers to gain knowledge in caring for crops. Students will carry out experiments by planting local crops such as millet, maize, sorghum, carrots, cabbage, cowpeas, beans etc in the campus garden. It also intend to provide sound technical skills in crop husbandry components such as seedbed preparation, crop varieties, land reclamation, soil and climatic requirements, seed rates, fertilizer applications, harvesting and storage of various crops, principles of plant growth, anatomy and plant physiology, crop production, plant genetics, land reclamation, crop protection (weeds, pests and disease control), agrochemicals, entomology, horticulture and agronomy, Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module.

<b>C. Module Title:</b>	<b>Agriculture Education 3</b>
<b>Code:</b>	EMAU 3780
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	C 1
<b>Contact Hours:</b>	3 periods per week, 1 x 2 hour practical per week
<b>Credits:</b>	24
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 6 assessments (made up of theory and micro-teaching components) Examination 50%

**Module Description:**

The module is aimed at grooming student teachers to acquire sound theoretical knowledge and positive attitude in caring for farm animals such as . It also intends to empower student teachers to acquire practical knowledge by enabling student teachers to care for small stock farm units (chicken and pigs) at schools. livestock anatomy and physiology, livestock health, livestock diseases, livestock nutrition, livestock breeding, pasture and range management. Principles of agricultural economics, farm records and accounts, farm budgeting, marketing variables (price, promotion, products), demand and supply variables, challenges facing agricultural marketing in Namibia, levels of production, handling, processing , packaging and storage, case studies on agricultural economics, planning and record keeping, market structures, law of diminishing return, production and cost analysis, perfect competition, monopoly, oligopoly, farm management. . Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module.

**C.3.18.2.2.2 HOME ECOLOGY EDUCATION**

<b>YEAR 2</b>					
<b>SEMESTER 1</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
Home Ecology Education 1	EMHU 3681	3 + 2hp every week	6	12	None
<b>SEMESTER 2</b>					
Home Ecology Education 2	EMHU 3682	3 + 2hp every week	6	12	None

YEAR 3					
SEMESTER 1					
Module Title	Module code	Periods	NQF level	Credits	Co-/Pre-requisite
Home Ecology Education 3	EMHU 3780	3 + 2hp every week	7	(12)	None
SEMESTER 2					
Home Ecology Education 3	EMHU 3780	3 + 2hp every week 3	7	12	None

<b>A.</b>	<b>Module Title:</b>	<b>Home Ecology Education 1</b>
<b>Code:</b>	EMHU 3681	
<b>NQF Level:</b>	6	
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 2	
<b>National Professional Standard Competencies:</b>	C 1	
<b>Contact Hours:</b>	3 periods per week, 1 x 2 hour practical per week	
<b>Credits:</b>	12	
<b>Prerequisite:</b>	None	
<b>Module Assessment:</b>	Continuous assessment 50% . At least 3 assessments Examination 50%	

**Module Description:**

This module will introduce students to Home Ecology as a subject; the role of Home Ecology in sustainable development; basic human nutrition, the role of nutrition in the life cycle of humans; the relationship between nutrition and infectious as well as chronic diseases. Students will also be introduced to the Namibian Food guideline for a Healthy Life; issues related to food safety and – security as well as issues of food customs and eating habits. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module.

<b>B.</b>	<b>Module Title:</b>	<b>Home Ecology Education 2</b>
<b>Code:</b>	EMHU 3682	
<b>NQF Level:</b>	6	
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 2	
<b>National Professional Standard Competencies:</b>	C 1	
<b>Contact Hours:</b>	3 periods per week, 1 x 2 hour practical per week	
<b>Credits:</b>	12	
<b>Prerequisite:</b>	None	
<b>Module Assessment:</b>	Continuous assessment 50% . At least 3 assessments Examination 50%	

**Module Description:**

This module will introduce students to family studies concepts; resource management concepts within households and the importance of family relationships and communication within and outside families. In addition this module will assist students to master basic design principles; basic needlework skills for craft work as well as the importance of creativity; the use of waste material in craft work. The module will also include the practice of specific teaching skills. Teaching methodology will form an integral part of this module

<b>C.</b>	<b>Module Title:</b>	<b>Home Ecology Education 3</b>
<b>Code:</b>	EMHU 3780	
<b>NQF Level:</b>	7	
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, year 3	
<b>National Professional Standard Competencies:</b>	C 1	
<b>Contact Hours:</b>	3 periods per week, 1 x 2 hour practical per week	
<b>Credits:</b>	24	
<b>Prerequisite:</b>	None	
<b>Module Assessment:</b>	Continuous assessment 50% . At least 6 assessments; Examination 50%	

**Module Description:**

This module will introduce students to consumer education; family finance and budgeting and it will develop a student's knowledge of the Namibian business climate, employment and opportunities for entrepreneurship, marketing and financial concepts. Students will also master a variety of craft work skills; design and make a craft work item as well as draw up a plan business plan to sell this item. The module will also include the practice of specific teaching skills. Teaching methodology will form an integral part of this module



**C.3.18.2.2.3. DESIGN AND TECHNOLOGY EDUCATION**

YEAR 2					
SEMESTER 1					
Module Title	Module code	Periods	NQF level	Credits	Co-/Pre-requisite
Design and Technology Education 1	EMDU 3681	3 + 2hp every week	6	12	None
SEMESTER 2					
Design and Technology Education 2	EMDU 3682	3 + 2hp every week	6	12	None
YEAR 3					
SEMESTER 1					
Module Title	Module code	Periods	NQF level	Credits	Co-/Pre-requisite
Design and Technology Education 3	EMDU 3780	3 + 2hp every week	7	(12)	None
SEMESTER 2					
Design and Technology Education 3	EMDU 3780	3 + 2hp every week 3	7	12	None

<b>A.</b>	<b>Module Title:</b>	<b>Design and Technology Education 1</b>
	<b>Code:</b>	EMDU 3681
	<b>NQF Level:</b>	6
	<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 2
	<b>National Professional Standard Competencies:</b>	C 1
	<b>Contact Hours:</b>	3 periods per week, 1 x 2 hour practical per week
	<b>Credits:</b>	12
	<b>Prerequisite:</b>	None
	<b>Module Assessment:</b>	Continuous assessment 50% . At least 3 assessments Examination 50%

**Module Description:**

This Module develops a student's understanding of Design and Technology as a subject, *technology* and *design* as concepts, NOSA safety guidelines for school workshops, communication skills in Design and Technology, and interpretation of the school syllabus. Teaching methods is an integral part of the module.

<b>B.</b>	<b>Module Title:</b>	<b>Design and Technology Education 2</b>
	<b>Code:</b>	EMDU 3682
	<b>NQF Level:</b>	6
	<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 2
	<b>National Professional Standard Competencies:</b>	C 1
	<b>Contact Hours:</b>	3 periods per week, 1 x 2 hour practical per week
	<b>Prerequisite:</b>	None
	<b>Credits:</b>	12
	<b>Module Assessment:</b>	Continuous assessment 50% . At least 3 assessments Examination 50%

**Module Description:**

This Module develops a student's knowledge of the Namibian business climate, employment and opportunities for entrepreneurship, marketing and financial concepts. Teaching methods is an integral part of the module.

<b>C.</b>	<b>Module Title:</b>	<b>Design and Technology Education 3</b>
	<b>Code:</b>	EMDU 3780
	<b>NQF Level:</b>	6
	<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> semester, year 3
	<b>National Professional Standard Competencies:</b>	C 1
	<b>Contact Hours:</b>	3 periods per week, 1 x 2 hour practical per week
	<b>Credits:</b>	24
	<b>Prerequisite:</b>	None
	<b>Module Assessment:</b>	Continuous assessment 50% . At least 6 assessments Examination 50%

**Module Description:**

This Module develops a student's understanding of natural and man-made structures and their properties, mechanisms and their daily uses, e.g. levers, linkages, pulley and chain drives, resistant materials and their properties, wasting and joining resistant materials, workshop hand and machine tools, forms and sources of energy, electricity and electronics. Teaching methods ia an integral part of the module.

C.3.18.2.3. ELECTIVE  
C.3.18.2. 3.1. ARTS EDUCATION

YEAR 2					
SEMESTER 1					
Module Title	Module code	Periods	NQF level	Credits	Co-/Pre-requisite
Arts Education 1	ELAU 3620	2 + 3 hours practical every week	6	(8)	None
SEMESTER 2					
Arts Education 1	ELAU 3620	2 + 3 hours practical every week	6	8	None
YEAR 3					
SEMESTER 1					
Arts Education 2	ELAU 3721	2 + 3 hours practical every week	7	8	None

<b>Module Title:</b>	<b>Art Education 1</b>
<b>Code:</b>	ELAU3620
<b>NQF Level:</b>	<b>6</b>
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> Semester, Year 1
<b>National Professional Standard Competencies:</b>	C 1, C 2, C 3, C 4, <b>C 5, C 6*, C 8</b> , C 9, C 10, C 11, C 12, C 23
<b>Contact Hour:</b>	2 periods per week, plus 3 hours practical per week
<b>Notional Hours</b>	160
<b>Credits:</b>	16
<b>Prerequisite:</b>	None
<b>Compulsory/ Elective;</b>	Compulsory for Arts Education Elective
<b>Module assessment:</b>	Continuous assessment 100% (made up of theory and micro-teaching components)

**Module Description:**

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

<b>C. Module Title:</b>	<b>Arts Education 2</b>
<b>Code:</b>	ELAU 3721
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> Semester, Year 3
<b>National Professional Standard Competencies:</b>	C 1, C 2, C 3, C 6*, C 7, C 8, C 10, C 11, C 12, C 15, C 16, C 23, C 27
<b>Contact Hour:</b>	2 periods per week, hour practical per week
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 100 (made up of theory and micro-teaching components)

**Module Description:**

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

C.3.18.2.3.2. PHYSICAL AND HEALTH EDUCATION

YEAR 1					
SEMESTER 1					
Module Title	Module code	Periods	NQF level	Credits	Co-/Pre-requisite
Physical and Health Education 1	EMPU 3620	2 + 3 hours practical every week	6	(8)	None
SEMESTER 2					
Physical and Health Education 1	EMPU 3620	2 + 3 hours practical every week	6	8	None
YEAR 2					
SEMESTER 1					
Physical and Health Education 2	EMPU 3721	2 + 3 hours practical every week	7	8	None

<b>Module Title:</b>	<b>Physical and Health Education 1</b>
<b>Code:</b>	EMPU 3620
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	1 <sup>st</sup> and 2 <sup>nd</sup> Semesters, Year 1
<b>National Professional Standard Competencies:</b>	C 1, C 2, C 3, C 4, C 5, C 6, C 7, C 10, C 11, C 12, C 14, C 15, C 16, C 23, C 25
<b>Contact Hour:</b>	2 periods per week, 3 hour practical per week
<b>Credits:</b>	16
<b>Prerequisite:</b>	None
<b>Compulsory/ Elective</b>	Compulsory for Physical and Health Education Elective
<b>Module Assessment:</b>	Continuous assessment 100% (50% theory and 50% practical work) ) (made up of theory, practical and micro-teaching components) At least 4 assessments

**Module Description:**

This module develops the student's understanding, and dispositions regarding the appreciation of the value and importance of teaching Physical Education in the Upper Primary School **as well as. structure and functions of the human body with relation to an appreciation of; the value of exercises that are essential for proper growth and development; promoting the concept that exercises are beneficial to the healthy functioning of all various body systems; understanding the different components of fitness and its valuable contribution to a healthy individual when participating in lifelong fitness activities.** This module further develops the student's understanding, skills, dispositions and technique acquisition of the various track and field athletic events, peculiar to an upper primary learner. It will also develop the student's understanding of the various components of general and specific physical fitness. **This module develops the student's understanding, and dispositions regarding the acquisition of skills to perform and evaluate gymnastic movements, exercises and sequences. This module will further aim to develop students understanding the behavioural rules associated with water activities. This module further develops the student's understanding of the value and dispositions of different ball games without implements. Students will acquire the skills to work individually, with partners and in groups to ensure safe practices while teaching different ball games. They will acquire the basic skills of throwing, catching, and kicking through the participation in various ball games in different competitive or non competitive situations. They will develop an understanding of the value and importance of ball games in the school and community and will develop the skills of teaching ball games with emphasis on enjoyment in various game situations. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this module**

C.	<b>Module Title:</b>	<b>Physical and Health Education 2</b>
	<b>Code:</b>	EMPU 3721
	<b>NQF Level:</b>	6
	<b>Semester Offered:</b>	1 <sup>st</sup> Semester, Year 2
	<b>National Professional Standard Competencies:</b>	C 1, C 2, C 3
	<b>Contact Hours:</b>	2 periods per week, 1 x 2 hours practical per week
	<b>Credits:</b>	8
	<b>Prerequisite:</b>	None
	<b>Module Assessment:</b>	Continuous assessment 50% (50% theory and 50% practical work) At least 2 assessments

**Module Description:**

This module develops the student's understanding, and dispositions of handling various traditional, alternative and improvised hand apparatus, while stationary, and through loco motor movements. This module develops further the student's understanding of the value and dispositions of a variety of games related activities. The module develops the student's understanding, and dispositions of performing as an individual, with a partner or in groups with different traditional, cultural and own choreographed dance movements. Students will acquire the skills to refine their own movement performances related to control, precision and style through traditional, cultural and own choreographed dances. Students will understand the value of adopting a self-reflective approach in the construction of schemes of work, year plans, and lesson plans

**C.3.18.2.3.3. RELIGIOUS AND MORAL EDUCATION**

<b>YEAR 2</b>					
<b>SEMESTER 1</b>					
<b>Module Title</b>	<b>Module code</b>	<b>Periods</b>	<b>NQF level</b>	<b>Credits</b>	<b>Co-/Pre-requisite</b>
Religious and Moral Education 1	ELRU 3521	2	5	8	None
<b>SEMESTER 2</b>					
Religious and Moral Education 2	ELRU 3622	2 + 2 hp every second week	6	8	None

YEAR 3					
SEMESTER 1					
Module Title	Module code	Periods	NQF level	Credits	Co-/Pre-requisite
Religious and Moral Education 3	ELRU 3721	2 + 2 hp every second week	7		None

<b>A. Module Title: Religious and Moral Education 1</b>	
<b>Code:</b>	ELRU 3521
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	C 1
<b>Contact Hours:</b>	2 periods per week
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 2 assessments Examination 50%

**Module Description:**

This module develops a student's understanding of aspects of Christianity, such as the Bible, what we know about Jesus, Christian worship and Christians and persecution, as well as moral issues such as viewpoints on life and death.

<b>B. Module Title: Religious and Moral Education 2</b>	
<b>Code:</b>	ELRU 3622
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	C 1
<b>Contact Hours:</b>	2 periods per week + 2 hp every second week
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 2 assessments Examination 50%

**Module Description:**

This module develops a student's understanding of aspects of African traditions and religion, such as their viewpoints on the human community, phases of life, forces of life, and moral issues, such as viewpoints on sickness and health, as well as teaching skills such as planning a lesson and applying effective teaching methods.

<b>C. Module Title: Religious and Moral Education 3</b>	
<b>Code:</b>	ELRU 3721
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	C 1
<b>Contact Hours:</b>	2 periods per week + 2 hp every second week
<b>Credits:</b>	8
<b>Prerequisite:</b>	None
<b>Module Assessment:</b>	Continuous assessment 50% . At least 2 assessments Examination 50%

**Module Description:**

This module develops a student's understanding of aspects of Judaism, such as the Jewish home and family, rules and law, festivals, people and history, and moral issues, such as viewpoints on beyond everyday life, as well as teaching skills such as managing learners and the learning environment, managing learning and reflecting on effective teaching methods practise (C 3, C 10, C 15, C 27)s.

## C.4.17 BACHELOR OF EDUCATION SECONDARY SCHOOL SUBJECTS MODULE DESCRIPTIONS

### C.5 Important Note to B.Ed 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 3581 Afrikaans Language Usage

**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

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

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

##### HLAF 3582 Foundations of Afrikaans Literature

**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 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 course familiarises the student with the scientific study of language structure in Afrikaans. Five topics are covered, although not each exhaustively every year: *Phonetics*: the human sound-producing system; sound classes and types in Afrikaans; phonetic transcription; *Phonology*: sound segments and phonemes in Afrikaans; major phonological processes in Afrikaans; *Morphology*: simplex and complex words; types of morphemes in Afrikaans; derivation and inflection; the major word formation processes and their products; *Syntax*: the main syntactic categories and structures and their functions in basic sentences; *Semantics*: the structure of the lexicon; the main lexical relations in the lexicon; the major elements of the relation between semantics and syntax in Afrikaans.

**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 course is offered in two components: a language acquisition component and an introductory literature component. *Language*: Students will acquire basic communicative proficiency in Dutch and focus on the most important differences between Afrikaans and Dutch in terms of country and culture, pronunciation, spelling, grammar and vocabulary. *Literature*: The literature component follows the language component and the focus is on the reading and comprehension of modern Dutch in newspapers and in short stories.

**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 3582 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 course applies the basics of Afrikaans linguistics studied at second year level to the following four topics in Afrikaans applied language studies: linguistic norms, linguistic style, language planning and lexicography. Not each topic will be dealt with exhaustively every year.

**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 3582 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 course. The Afrikaans and Dutch novel and drama will be dealt with separately and not necessarily on a comparative basis. As far as the drama is concerned, the focus will be on analysing the individual texts in depth.

**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 course develops a student's understanding of internal language norms (in particular those of syntax, morphology and semantics) and external norms (focusing on the importance of standardised language and a balanced approach to language purity vs. linguistic purism). In the second semester, the field of linguistic style is explored, building on the knowledge acquired in the course *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)

### **ENGLISH**

#### First Year Level

#### **HLEN 3581 Fundamentals of English Language Studies**

**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Content:** This course 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 35382 Fundamentals of the Study of Literature(s) in English**

**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

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

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

### Second Year Level

#### **HLEN 3611 Lexis and Basic Grammar**

#### **HLEN 3611 Lexis and Basic Grammar**

**Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HLEN 3581 Fundamentals of English Language Studies

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

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

**HLEN 3631 Approaches to Poetry Analysis****Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours**Prerequisite:** HLEN 3582 *Fundamentals of the Study of Literature(s) in English***Content:** The course is designed to cultivate the literary appreciation and critical evaluation skills of the student. Students will be introduced to a variety of poetic forms and encouraged to discern appropriate approaches which will enhance their understanding of that particular genre (kind or style of writing). The course will be based on lectures and practical exercises.**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 course is designed to deepen the students' understanding of drama as text, as well as broaden their knowledge of fiction, by studying two tragedies, two novels and two collections of short stories. The analysis of the different narrative strategies used by the writers provides a unifying theme.**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 course deals mainly with issues concerning first language acquisition and second language acquisition and learning. In dealing with understanding of what goes on in the process of language acquisition and learning, the students will examine the stages of language acquisition, theories of child language acquisition, language acquisition and the different aspects of grammar, characteristics of the input in child and adult language acquisition, issues related to deprivation of language, sign language, comparison of animals and humans with regard to language abilities, second language acquisition in children and adults, second and foreign language teaching, bilingualism.**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)**HLEN 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 course will explore key themes in Namibian literature and set this in an historical and cultural context. Reference will also be made to other Southern African books and writers. The texts will be drawn from the genres of poetry, prose and drama.**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)**Fourth Year Level****HLEN 3820 Approaches to Stylistics 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**Content:** This course involves a linguistic and stylistic analysis of various kinds of texts. In the analysis of these texts emphasis is placed on identifying the linguistic features that characterise the different genres. The course provides the students with ways in which text varieties can be studied and classified and applies this knowledge to the discussion of what makes a "good" example of a particular type of text. The course also explores how text varieties change over time and the functions in society those particular texts take on.**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 3531 *Fundamentals in English Language Studies* and HLEN 3611 *Lexis and Basic Grammar***Content:** This course discusses various approaches to the study of the structure of language. It examines the difference between notional and formal and functional grammars and how each type contributes to our understanding of the language system. The course also analyses the syntax of English and how theory informs practice. The course follows a descriptive approach that encourages associations and contrasts. Participants practise how they explain problem areas of English syntax to colleagues and school learners.**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

## **FRENCH**

### **First Year Level**

#### **HLFS 3581 Language Studies in French**

**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 56 contact hours

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

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

#### **HLFS 3582 French Language Usage and Literature**

**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 56 contact hours

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

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

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

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

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

**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 course students acquire the most current French writing and research methods. Furthermore students are required to read and understand a number of technical and academic texts, thus moving away from the merely functional use of language. In addition students are required to do presentations on academic and technical topics.**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 course students look at French through a comparative approach. Differences and similarities of expression and grammar are highlighted with a view to translation. Students are required to expand their vocabulary range from the merely functional to fields that require a highly specialised vocabulary.**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 course students take a closer look at a specific literary period and its authors. Furthermore, students learn to effect a textual analysis of some depth and complexity by looking at a text in its historical and social context as well as paying close attention to literary genres and their conventions.**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 course students will take a conscious look at the differences between contemporary French and Namibian culture and society. Furthermore, students will develop an awareness of socio-linguistic aspects that influence the use and status of French in the world.**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 course 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 3581 Fundamentals of Physical Geography****Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours**Content:** Students acquaint themselves with the essential foundations of Physical Geography, including common links to auxiliary disciplines and fields of study. The course presents structures, functions, processes and distributional patterns inherent in phenomena of "natural" environments, relating to climate, geomorphology, hydrology, soils and vegetation. The content focuses on the interrelationship of geo-ecosystems, including the human factor. With particular reference to Namibian conditions, the course offers fundamental applications of concepts inherent in the functioning of the atmo-, litho-, hydro- and biosphere.**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)**HGHE 3582 Fundamentals of Human Geography****Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours**Content:** Students acquaint themselves with foundations and concepts of Human Geography, including the subject's links to auxiliary disciplines. The course presents structures, functions, processes and distributional patterns inherent in phenomena of human environments. The content focuses on demographic features of population, rural and urban settlements and economic activities including tourism, land-use and infrastructure, regional diversity / similarity as well as politico-geographical perspectives relating to spatial development. Local to international references cover Namibia, the African continent and selected regions of the world. The course structure implies practical exercises/assignments aiming at fostering application of knowledge, reflective thinking and practical skills.**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

## Second Year Level

### **HGHE 3621 Climatology** (half-course)

**Proposed NQF Level:** 6      **Credits:** 8      **Contact Hours:** 2 hours/week over 14 weeks = 28 contact hours

**Prerequisite:** None

**Content:**

The course investigates components, patterns, processes and functioning relating to phenomena of climatology such as air temperature; atmospheric moisture and precipitation; and on atmospheric pressure, motion and circulation.

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

### **HGHE 3641 Settlement Geography** (half-course)

**Proposed NQF Level:** 6      **Credits:** 8      **Contact Hours:** 2 hours/week over 14 weeks = 28 contact hours

**Prerequisite:** None

**Content:** Departing from the first year of fundamental topics in human geography, the course aims to deepen geographic knowledge, illustrate models and concepts of central place, systems of settlement networks and development as nuclei of structural transformation and regional distribution. The course's objective means to enhance the comprehension of rural-urban migration affecting urbanisation and social change through settlement. crucial for individual and collective well-being effecting national growth and socio-cultural quality in housing rural-urban life.

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

### **HGHE 3601 Geomorphology** (half-course)

**Proposed NQF Level:** 6      **Credits:** 8      **Contact Hours:** 2 hours/week over 14 weeks = 28 contact hours

**Prerequisite:** None

**Content:** This course introduces students to a broad range of principles on geomorphologic landforms and processes that will enable them to identify, understand and describe their formation and distribution in Namibia and in southern Africa. The content focuses on processes such as weathering and mass wasting; and the creation of structural terrestrial, marine and aeolic landforms. Landscapes from Namibia and southern Africa exemplify the relevant types of landforms.

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

### **HGHE 3661 Economic Geography** (half-course)

**Proposed NQF Level:** 6      **Credits:** 8      **Contact Hours:** 2 hours/week over 14 weeks = 28 contact hours

**Prerequisite:** None

**Content:** Departing from the first year of fundamental topics in human geography, the course aims to broaden geographic knowledge, illustrate models, concepts and systems observed in economic geography and spatial patterns of economic land-use, distribution and development. The courses' objective means to enhance the comprehension of economic activity and its impact on local environments, national growth and global relationship.

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

### **HGHE 3682 Social Geography** (half-course)

**Proposed NQF Level:** 6      **Credits:** 8      **Contact Hours:** 2 hours/week over 14 weeks = 28 contact hours

**Prerequisite:** None

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

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

### **HGHE 3642 Biogeography** (half-course)

**Proposed NQF Level:** 6      **Credits:** 8      **Contact Hours:** 2 hours/week over 14 weeks = 28 contact hours

**Prerequisite:** None

**Content:** This course introduces students to the components, functions, processes, patterns and phenomena of Biogeography. Biogeography includes a broad range of topics including evolution, ecology, history of biogeography, biogeographical system, population ecology, distribution of single species and communities, dispersal and extinction, continental biogeography, conservation biogeography and biodiversity.

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

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

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

**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 course responds to the growing significance of and need for tourism research in Namibia, taking into consideration the growth of the tourism industry and the country's subscription to sustainable development, which require ethical behaviour, informed consumption of natural resources and sharing distribution of wealth.

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

**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 course requires discussion and research assignments. Students choose their research assignments from specific topics announced during the first week of lecturing in the first semester of the relevant academic year.

**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:** 12 **Contact Hours:** 3 hours/week over 14 weeks = 42 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:** 12 **Contact Hours:** 3 hours/week over 14 weeks = 42 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 3651 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)

#### **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 3612 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)

### **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 3581 African Civilisations**

**Proposed NQF Level:** 5

**Credits:** 12

**Contact Hours:** 3 hours/week over 14 weeks = 56 contact hours

**Content:** This course serves to introduce the student to African history. Important and very old African civilisations will be explored, namely Ethiopia, the empire of Mali, the Ancient Kingdom of Ghana and Great Zimbabwe. Students' attention will be directed to important aspects of general African history: archaeology, ancient cultures, art, material culture, trade, society, gender, literature, religion and politics. At the same time students will be introduced to the tools of the trade and methodological and theoretical issues will be dealt with by way of introduction. The course explores the issues through lectures. Students are expected to attend all lectures, to participate actively in the teaching process and to engage with the prescribed readings. Students are assessed with tests (60%) during the semester and a final examination (40%).

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

##### **HHGE 3582 History: Images, Concepts and Tools**

**Proposed NQF Level:** 5

**Credits:** 12

**Contact Hours:** 3 hours/week over 14 weeks = 56 contact hours

**Content:** This course will emphasise the skills historians need to ply their craft. The use of argument and different ways of looking at the past will feature prominently. Public history, oral history and the role of different methodological and conceptual tools will be discussed. The course will aim to promote a hands-on and participatory approach to history. Practising basic skills such as the ability to assess various sources, paraphrasing, detecting and avoiding plagiarism and reading with comprehension, will feature prominently. This course serves as the foundation course for the second year Research Methodology course and the fourth-year Research Paper, and the skills & competencies required in the latter will be further refined in the second- and third year courses, where periods of two weeks will be set aside for Research Methodology in each course.

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

#### Second Year Level

##### **HHGE 3611 Early Southern African History**

**Proposed NQF Level:** 6

**Credits:** 16

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

**Prerequisite:** HHGE 3582 History: Images, Concepts and Tools

**Content:** The peopling of Africa, particularly southern Africa; languages, the development of social formations as predicated on the environment, the climate and mineral resources; development of economic formations. Archaeology and historical linguistics will form the methodological underpinning of this course. The basic requirements for research methodology in Archaeology will be covered during a two week period

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

##### **HHGE3612 Namibia 19/20 Century**

**Proposed NQF Level:** 6

**Credits:** 16

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

**Prerequisite:** HHGE 3582 History: Images, Concepts and Tools

**Content:** This course focuses on early Namibian history; indigenous communities, languages, material cultures, arts and crafts, politics, inter-relations and migrations are explored; proto-colonial developments are investigated, such as early state formation and the expansion of the merchant capitalist frontier into present-day Namibia during the 19<sup>th</sup> 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)

#### HHGE3672 Research Methodology

**Proposed NQF Level:** 6      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HHGE 3582 History: Images, Concepts and Tools

**Content:** The Research Methodology course aims to provide students with the knowledge, skills and competencies for engaging with research at university. Course elements comprise the following: identifying various sources used in history and explain the value and significance of such sources; learn to use qualitative and quantitative research methods; writing a research proposal; compile a bibliography; understand and apply the standard referencing system used in history: footnotes/endnotes, citation; understand the academic objections against plagiarism; mastering reading and writing skills, esp. paraphrasing.

#### HHGE 3751 Namibia 1920 – 1990

**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:**

**Content:** This course deal with the period of formal colonial rule, first German and thereafter South African, and focus on the main features of colonialism, such as creation of reserves, control of movement & migrant labour, colonial law vs. customary law, 'indirect' rule, white land settlement and Christianity. Special emphasis is placed on African agency: how did Africans respond to, and influence the various aspects of colonial administration imposed on them? The concepts of collaboration and primary resistance are explored as well as how nationalism evolved. The introduction of the idea of apartheid colonialism after 1950, given practical expression through the Odendaal Plan in the 1960s, will be investigated. South Africa's project for an 'internal' solution is analysed and compared with growing nationalist resistance exemplified by Swapo, Swanu, the churches and organised labour. Students will be required to know how to utilise archives & develop a familiarity with key secondary texts on 20<sup>th</sup> century Namibian history. Essay-writing and research skills are important components of this course.

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

#### Third Year Level

#### HHGE 3772 World History

**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:**

**Content:** The course aims to provide future teachers with a sound foundation with which they can engage the international relations syllabus covered in the Senior Secondary Phase of the School Curriculum. Major topics include: World War I & II, the rise of Fascism, the origins of the Cold War, Independence Movements and the end of colonial rule, the United Nations and growing international cooperation and the collapse of Soviet Communism & rise of democracy. Special attention is paid to the causes underlying these transformations & how it has changed the course of 20<sup>th</sup> century world history. The underlying significance of events will be explored to convey meaning about events & developments that have fundamentally changed the relationship between the West and the Rest of the World, resulting in the collapse of formal colonialism and unprecedented challenges to western imperialism. Students will be exposed to various secondary sources & learn how to utilize oral, primary & secondary written sources and how public history (photographs, monuments, artifacts, music) can be used to broaden understanding and to imaginatively reconstruct events. Special attention will be paid to the role of gender, war and disease in shaping the course of events & developments.

**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

**Content:** This course explores the origins of museums, debates about ethnographic representation and the repatriation of cultural artefacts, practical analysis of museum displays and their meanings. Consideration is given to the relationship between tourism and the heritage industry and analysis centres on discussions of the concept of 'the tourist gaze' and forms of representation in the marketing of culture; the role and significance of monuments, commemorations and memorials are investigated. Debates over what is remembered, dissonant heritage and dark history render this course a critical tool with which to investigate the ways and means through which the past is structured and remembered.

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

## KHOEKHOEGOWAB

### First Year Level

#### HLKL 3581 Literary Appreciation of Khoekhoegowab

**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Content:** This course provides a general background to the concept *literature* and other related concepts such as *oral literature* and *written literature*, different genres of literature, literary appreciation and different approaches to the study of literature and different functions of literature. Texts to be discussed are in English.

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

#### HLAC 3582 Language and Culture

**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Content:** This course is intended to let students reflect on issues of identity, self-perception and the inseparability of language and culture. The essence of the course rests on dialogue between lecturers and students of the same and of different cultures in class so as to deepen one's perception of one's own culture and to gain respect through understanding for the other cultures represented. Particular domains of the language and culture that tend to become obliterated should be discussed and contrasted, e.g. naming practises, kinship systems, figurative language, etiquette. Students are also encouraged to accept dialects as enrichment of the language.

**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 course is designed to provide some fundamental tools and concepts required for understanding the sound system of any language.

By way of introduction students will become familiarised with the central concerns, concepts and methods of *articulatory phonetics* as indispensable tool for linguistic studies and investigation.

In *phonology* students will acquire the standard technique to determine which sounds are significant in a particular language: practical analysis will clarify the concept of the phoneme. In the study of *sound systems* and *sound changes* students will be enabled to recognise how speech sounds of a language interact with each other. Students shall also appreciate the role of the *syllable*, and the role of *tone* or *stress* in distinguishing meaning in certain languages.

The strength of the course lies in its hands-on approach. Students will be familiarised with abstract concepts like the "phoneme" by means of practical case studies, that is, by means of regular exercises to practise the analytic techniques as applied to any language in the world. While the relevance of issues to familiar Namibian languages is pointed out during tuition, only foreign languages will be used for assessment purposes, as the techniques are valid irrespective of the language examined.

While the course should enhance any student's general ability to handle issues of spelling and articulation, the course lays the essential foundation for phonetic and phonological studies in specific languages. It is a corequisite for *HLKM 3612 Phonology and Morphology of Khoekhoegowab*.

**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 course students are introduced to the oral nature of traditional/oral African literature and its significance and function as an art, forms, content and performance, for instance folktales, praises, songs, riddles and proverbs. The course should also give the students explicit understanding of characterisation: characters, their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits). Students are expected to engage in field-work.

**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 course requires first language proficiency, as it investigates and describes the phonology (sound system) and morphology (word categories and their structures) of Khoekhoegowab. The course should give the student an explicit understanding of the linguistic processes that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students should be able to explain and discuss the features studied and provide pertinent instantiation.

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

### Third Year Level

#### **HLKS 3731 Syntax of Khoekhoegowab**

**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** None

**Content:** This course also requires first language proficiency, as it investigates and describes the sentence types of Khoekhoegowab, their structures and how sentences are joined in complex sequences. The course should give the student an explicit understanding of the grammar that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students will also be enabled to analyse (parse) syntactic structures according to established procedures. The knowledge gained will form the foundation for using the grammatical and stylistic resources more effectively for communication.

**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 course is meant to deepen students' understanding and analytical skills concerning the study of the structure, characteristics, literary devices and other literary aspects of oral and written poetry in Khoekhoegowab.

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

### Fourth Year Level

#### **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 course deepens students' knowledge and skills in the critical analysis of selected prose, and of drama and plays such as radio plays or film scripts with regard to their structure, themes, characters, style and literary devices, content, and their relevance to current social issues and cultural identity.

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

#### **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 course centres on the use of the living language in practice, but on the basis of the linguistic understanding previously acquired. It focuses on the sensitisation to and practical application of communicative skills, on the choices one makes among the devices that a language offers. Analytic as well as creative skills of the student are addressed. The course concentrates on the discussion of theoretical aspects of stylistics and semantics, the analysis of recorded oral and literary texts (e.g. speeches, sermons, advertisements, admonitions) and production of own samples.

**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 course consists of a *common component* (14 weeks) attended by students of all African language courses and a *language-specific component* (14 weeks) attended by students of the specific language family (Bantu or Khoe) respectively. In the language-specific components students will also receive a brief introduction to the most outstanding features of the other language family, so as to widen their horizon with regard to their own language. Components which are attended by students of different languages will be taught through the medium of English. All study guides will be in English.

*Common component:* Isolating, agglutinative and inflecting languages; grammatical gender in languages; semantic case; the order of sentence elements. Features of the language(s) chosen will be highlighted by contrasting them to corresponding features of the other language family.

*Language-specific component for Khoekhoegowab:* The Khoekhoegowab noun as a word; typical features of Khoe languages; an intensification of previous studies in sentence constructions and the tone system.

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



## OSHIWAMBO

### First Year Level

#### HLWL 3581 Literary Appreciation of Oshiwambo

**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Content:** This course provides a general background to the concept *literature* and other related concepts such as *oral literature* and *written literature*, different genres of literature, literary appreciation and different approaches to the study of literature and different functions of literature. Texts to be discussed are in English.

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

#### HLAC 3532 Language and Culture

**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Content:** This course is intended to let students reflect on issues of identity, self-perception and the inseparability of language and culture. The essence of the course rests on dialogue between lecturers and students of the same and of different cultures in class so as to deepen one's perception of one's own culture and to gain respect through understanding for the other cultures represented. Particular domains of the language and culture that tend to become obliterated should be discussed and contrasted, e.g. naming practises, kinship systems, figurative language, etiquette. Students are also encouraged to accept dialects as enrichment of the language.

**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 course is designed to provide some fundamental tools and concepts required for understanding the sound system of any language.

By way of introduction students will become familiarised with the central concerns, concepts and methods of *articulatory phonetics* as indispensable tool for linguistic studies and investigation.

In *phonology* students will acquire the standard technique to determine which sounds are significant in a particular language: practical analysis will clarify the concept of the phoneme. In the study of *sound systems and sound changes* students will be enabled to recognise how speech sounds of a language interact with each other. Students shall also appreciate the role of the *syllable*, and the role of *tone* or *stress* in distinguishing meaning in certain languages.

The strength of the course lies in its hands-on approach. Students will be familiarised with abstract concepts like the "phoneme" by means of practical case studies, that is, by means of regular exercises to practise the analytic techniques as applied to any language in the world. While the relevance of issues to familiar Namibian languages is pointed out during tuition, only foreign languages will be used for assessment purposes, as the techniques are valid irrespective of the language examined.

While the course should enhance any student's general ability to handle issues of spelling and articulation, the course lays the essential foundation for phonetic and phonological studies in specific languages. It is a corequisite for *HLKM 3612 Phonology and Morphology of Oshiwambo*.

**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 course students are introduced to the oral nature of traditional/oral African literature and its significance and function as an art, forms, content and performance, for instance folktales, praises, songs, riddles and proverbs. The course should also give the students explicit understanding of characterisation: characters, their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits). Students are expected to engage in field-work.

**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 course requires first language proficiency, as it investigates and describes the phonology (sound system) and morphology (word categories and their structures) of Oshiwambo. The course should give the student an explicit understanding of the linguistic processes that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students should be able to explain and discuss the features studied and provide pertinent instantiation.

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

### Third Year Level

#### **HLWS 3731 Syntax of Oshiwambo**

**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** None

**Content:** This course also requires first language proficiency, as it investigates and describes the sentence types of Oshiwambo, their structures and how sentences are joined in complex sequences. The course should give the student an explicit understanding of the grammar that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students will also be enabled to analyse (parse) syntactic structures according to established procedures. The knowledge gained will form the foundation for using the grammatical and stylistic resources more effectively for communication.

**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 course is meant to deepen students' understanding and analytical skills concerning the study of the structure, characteristics, literary devices and other literary aspects of oral and written poetry in Oshiwambo.

**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 course centres on the use of the living language in practice, but on the basis of the linguistic understanding previously acquired. It focuses on the sensitisation to and practical application of communicative skills, on the choices one makes among the devices that a language offers. Analytic as well as creative skills of the student are addressed. The course concentrates on the discussion of theoretical aspects of stylistics and semantics, the analysis of recorded oral and literary texts (e.g. speeches, sermons, advertisements, admonitions) and production of own samples.

**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 course deepens students' knowledge and skills in the critical analysis of selected prose, and of drama and plays such as radio plays or film scripts with regard to their structure, themes, characters, style and literary devices, content, and their relevance to current social issues and cultural identity..

**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 course consists of a *common component* (14 weeks) attended by students of all African language courses and a *language-specific component* (14 weeks) attended by students of the specific language family (Bantu or Khoe) respectively. In the language-specific components students will also receive a brief introduction to the most outstanding features of the other language family, so as to widen their horizon with regard to their own language. Components which are attended by students of different languages will be taught through the medium of English. All study guides will be in English.

*Common component:* Isolating, agglutinative and inflecting languages; grammatical gender in languages; semantic case; the order of sentence elements. Features of the language(s) chosen will be highlighted by contrasting them to corresponding features of the other language family.

*Language-specific component for Oshiwambo:* The Oshiwambo noun as a word; typical features of Khoe languages; an intensification of previous studies in sentence constructions and the tone system.

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

## OTJIHERERO

### First Year Level

#### HLHL 3581 Literary Appreciation of Otjiherero

**Proposed NQF Level:** 5      **Credits:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Content:** This course provides a general background to the concept *literature* and other related concepts such as *oral literature* and *written literature*, different genres of literature, literary appreciation and different approaches to the study of literature and different functions of literature. Texts to be discussed are in English.

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

#### HLAC 3582 Language and Culture

**Proposed NQF Level:** 5      **Credits:** 13      **Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Content:** This course is intended to let students reflect on issues of identity, self-perception and the inseparability of language and culture. The essence of the course rests on dialogue between lecturers and students of the same and of different cultures in class so as to deepen one's perception of one's own culture and to gain respect through understanding for the other cultures represented. Particular domains of the language and culture that tend to become obliterated should be discussed and contrasted, e.g. naming practises, kinship systems, figurative language, etiquette. Students are also encouraged to accept dialects as enrichment of the language.

**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 course is designed to provide some fundamental tools and concepts required for understanding the sound system of any language.

By way of introduction students will become familiarised with the central concerns, concepts and methods of *articulatory phonetics* as indispensable tool for linguistic studies and investigation.

In *phonology* students will acquire the standard technique to determine which sounds are significant in a particular language: practical analysis will clarify the concept of the phoneme. In the study of *sound systems* and *sound changes* students will be enabled to recognise how speech sounds of a language interact with each other. Students shall also appreciate the role of the *syllable*, and the role of *tone* or *stress* in distinguishing meaning in certain languages.

The strength of the course lies in its hands-on approach. Students will be familiarised with abstract concepts like the "phoneme" by means of practical case studies, that is, by means of regular exercises to practise the analytic techniques as applied to any language in the world. While the relevance of issues to familiar Namibian languages is pointed out during tuition, only foreign languages will be used for assessment purposes, as the techniques are valid irrespective of the language examined.

While the course should enhance any student's general ability to handle issues of spelling and articulation, the course lays the essential foundation for phonetic and phonological studies in specific languages. It is a corequisite for *HLKM 3612 Phonology and Morphology of Otjiherero*.

**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 course students are introduced to the oral nature of traditional/oral African literature and its significance and function as an art, forms, content and performance, for instance folktales, praises, songs, riddles and proverbs. The course should also give the students explicit understanding of characterisation: characters, their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits). Students are expected to engage in field-work.

**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 course requires first language proficiency, as it investigates and describes the phonology (sound system) and morphology (word categories and their structures) of Otjiherero. The course should give the student an explicit understanding of the linguistic processes that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students should be able to explain and discuss the features studied and provide pertinent instantiation.

**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 course also requires first language proficiency, as it investigates and describes the sentence types of Otjiherero, their structures and how sentences are joined in complex sequences. The course should give the student an explicit understanding of the grammar that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students will also be enabled to analyse (parse) syntactic structures according to established procedures. The knowledge gained will form the foundation for using the grammatical and stylistic resources more effectively for communication.

**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 course is meant to deepen students' understanding and analytical skills concerning the study of the structure, characteristics, literary devices and other literary aspects of oral and written poetry in Otjiherero.

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

**Fourth Year Level****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 course deepens students' knowledge and skills in the critical analysis of selected prose, and of drama and plays such as radio plays or film scripts with regard to their structure, themes, characters, style and literary devices, content, and their relevance to current social issues and cultural identity..

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

**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 course centres on the use of the living language in practice, but on the basis of the linguistic understanding previously acquired. It focuses on the sensitisation to and practical application of communicative skills, on the choices one makes among the devices that a language offers. Analytic as well as creative skills of the student are addressed. The course concentrates on the discussion of theoretical aspects of stylistics and semantics, the analysis of recorded oral and literary texts (e.g. speeches, sermons, advertisements, admonitions) and production of own samples.

**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 course consists of a *common component* (14 weeks) attended by students of all African language courses and a *language-specific component* (14 weeks) attended by students of the specific language family (Bantu or Khoe) respectively. In the language-specific components students will also receive a brief introduction to the most outstanding features of the other language family, so as to widen their horizon with regard to their own language. Components which are attended by students of different languages will be taught through the medium of English. All study guides will be in English.

*Common component:* Isolating, agglutinative and inflecting languages; grammatical gender in languages; semantic case; the order of sentence elements. Features of the language(s) chosen will be highlighted by contrasting them to corresponding features of the other language family.

*Language-specific component for Otjiherero:* The Otjiherero noun as a word; typical features of Khoe languages; an intensification of previous studies in sentence constructions and the tone system.

**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:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 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:** 12      **Contact Hours:** 3 hours/week over 14 weeks = 42 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)

#### HLPS 3752 Portuguese Cultural History

**Proposed NQF Level:** 7      **Credits:** 16      **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** None

**Content:** Introduction to Portuguese cultural and literary history from Absolutism to the end of the Portuguese Monarchy in 1910. This includes a study of selected literary texts and manifestations of culture in Portuguese society of that period with emphasis on students presenting their findings in adequate academic oral and written form.

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

#### Fourth Year Level

<b>HLPS 3820 Modern Portuguese Culture and Literature</b>
---

**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)

<b>HLPS 3840 Applied Linguistics in Portuguese</b>
--

**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)

<b>HLPS 3860 African Portuguese Literature</b>
--

**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 2012. For further information please contact the Head: Department of Language and Literature Studies.

#### **SILOZI STUDIES**

Silozi Studies is not offered in 2012. For further information please contact the Head: Department of Language and Literature Studies.

### **ECONOMICS AND MANGEMENT SCIENCES**

#### **ACCOUNTING**

##### First Year Level

<b>CAFE 3581 FUNDAMENTALS OF ACCOUNTING A</b>
---

**NQF:** 5    **Credits:** 12      **Contact hours:** 3 hours & 1 hour tutorial per week for 14 weeks

**Module assessment:** Continuous assessment (50%): two tests and one assignment  
Examination (50%): 1 x 3 hour paper

**Pre-requisites:** None

**Module Description:**

The detailed contents are as follows: Introduction to the basic principles of accounting – nature and function of accounting and accounting theory, the history and development of accounting, the statements of financial position and of comprehensive income and of changes in equity and its elements. Determining the information needs of different users, Collecting and processing accounting data, the accounting cycle, designing source documents, Journalising, posting entries from journal to the ledger, Creating subsidiary ledgers and Control accounts and Compiling a trial balance before adjustments. Determining and recording adjustments. Recording closing entries, compiling a worksheet in the closing-off procedure and compiling a post-closing trial balance. Preparing financial statements for a sole proprietor, non-profit organisations and trading and service entities. The cost concept - determination of the Cost of Goods Sold (COGS). Creating a complete accounting system that will fulfil the requirements of a specific entity.

**CAFE 3582 FUNDAMENTALS OF ACCOUNTING B****NQF: 5 Credits: 12** **Contact hours:** 3 hours & 1 tutorial hour per week for 14 weeks**Module assessment:** Continuous assessment (50%): two tests and one assignment  
Examination (50%): 1 x 3 hour paper**Pre-requisites:** None**Module Description:**

The detailed contents are as follows: Introduction to the framework for the preparation and presentation of financial statements (FRW), financial position, financial performance, determining profit and preparing financial statements, accounting for current and non-current assets – cash and cash equivalents, trade and other receivables, inventory, property, plant and equipment and other non-current assets, accounting for current and non-current liabilities. Introduction to VAT (Value Added Tax). Inventory systems.

**CBCM 3579 BUSINESS MATHEMATICS****NQF: 5 Credits: 16** **Contact Hours:** 4 hours lecture per week for 14 weeks**Module assessment:** Continuous Assessment (50%): two tests and one assignment  
Examination (50%): 1 x 3 hour paper**Pre-requisites:** None**Module Description:**

Number systems; operations on whole numbers, integers and fractions; powers and roots; measurements (length, mass, capacity, temperature) and mensuration (area and volume); rates and ratios; basic set theory; basic algebraic operations; linear and quadratic equations; linear inequalities; linear functions and graphs; simple and compound interest; single and regular investments; hire purchase and loans; arithmetic and geometric sequence.

**CAFE 3691 FINANCIAL ACCOUNTING 1A****NQF: 6 Credits: 12** **Contact hours:** 3 hours lecture & 1 tutorial per week for 14 weeks**Module assessment:** Continuous assessment (50%): two tests and one assignment  
Examination (50%): 1 x 3 hour paper**Pre-requisites:** Fundamentals of Accounting A & B (CAFE3581/2)**Module Description:**

The detailed contents are as follows: Review of business entities financial reporting: financial statements of partnerships – establishment of a partnership, financial statements, admission and/or retirement of a partner, dissolution, insolvent partner, piecemeal liquidation. Introduction to close corporations covering – formation, operation, introduction to taxation, deregistration and liquidation, accounting records and financial statements. Branches/Sector accounting, Manufacturing companies covering – cost statements, preparing the income statement. Introduction to companies – formation, operation, introduction to taxation, share and debenture transactions, accounting records and financial statements, deregistration and liquidation. Conversions of various types of enterprises – partnership into a company, partnership into a close corporation, company into a close corporation and vice versa.

**CAAM3691 Management Accounting 1A****NQF: 6 Credits: 12** **Contact hours:** 3 hours lecture & 1 tutorial per week for 14 weeks**Module assessment:** Continuous assessment (50%): two tests and one assignment  
Examination (50%): 1 x 3 hour paper**Pre-requisites:** None**Module Description:**

Introduction to Cost and Management Accounting: cost concepts and cost flows, cost behaviour and systems for recording and controlling costs, product and period costs, and prime and conversion costs: Material and labour costs: raw material costs and inventory management, inventory levels, purchasing and storage of inventory, selective inventory control techniques; Payroll accounting and methods of compensation, individual and group incentive plans, fringe benefits, learning curves and cost estimation; Accounting for overhead costs: identification and coding of overheads, collection, allocation, apportionment and absorption of overheads, cost drivers and overhead costs, production, administration and marketing overheads. Activity based costing: activity based costing defined, comparison between traditional and activity based costing systems, activities and transactions as cost drivers, strengths and weaknesses of activity based cost system. Job order costing: Contract costing: main features of contracts and types of contracts, cost calculation for contracts, methods of determining profit for incomplete contracts, contract cost accounts.

**CAFE 3692 FINANCIAL ACCOUNTING 1B****NQF: 6 Credits: 12** **Contact hours:** 3 hours lecture & 1 tutorial per week for 14 weeks**Module assessment:** Continuous assessment (50%): two tests and one assignment  
Examination (50%): 1 x 3 hour paper**Pre-requisites:** Fundamentals of Accounting A & B (CAFE3581/2)**Module Description:**

The detailed contents are as follows: The framework for the preparation and presentation of financial statements (FRW) – underlying assumptions, definitions of assets, liabilities, equity, income, expenses, recognition of the elements of financial statements, preparation and presentation of financial statements (specific reference to auditors', directors' and other reports), Introduction to the Statement of cash flow), analysis and interpretation of financial statements.

### Third Year Modules

#### CAFE 3781 Financial Accounting 2A

**NQF:** 7 **Credits:** 12 **Contact hours:** 3 hours lecture & 1 tutorial per week for 14 weeks

**Module assessment:** Continuous assessment (50%): two tests and/or one assignment  
Examination (50%): 1 x 3 hour paper

**Pre-requisites:** Financial Accounting 1A & 1B (CAFE3691/2)

##### Module Description:

The detailed contents are as follows:

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

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

#### CAFE 3752 Financial Accounting 2B

**NQF:** 7 **Credits:** 12 **Contact hours:** 3 hours lecture & 1 tutorial hr per week for 14 weeks

**Module assessment:** Continuous assessment (50%): two tests and/or one assignment  
Examination (50%): 1 x 3 hour paper

**Pre-requisites:** Financial Accounting 1A & 1B (CAFE3691/2)

##### Module Description:

The detailed contents are as follows:

**Groups:** Introduction to basic group financial statements consolidated and separate financial statements (IAS27) – business combinations (IFRS3), Sundry aspects concerning group statements and Intra-group transactions.

**International Financial Reporting Standards (IFRS):** Investment property (IAS40), Non-currents assets held for sale and discontinued operations (IFRS5), Operating segments (IFRS8), Accounting policies, changes in accounting estimates, and errors (IAS8), Related party disclosures (IAS24), Earnings per share (IAS33), Events after the reporting period (IAS10).

### Fourth Year Modules

#### CAFE 3859 Financial Accounting 3A

**NQA:** 8 **Credits:** 16 **Contact hours:** 4 hours lecture & 1 tutorial per week for 14 weeks

**Module assessment:** Continuous assessment (50%): two tests and one assignment  
Examination (50%): 1 x 3 hour paper

**Pre-requisites:** Financial Accounting 2A & 2B (CAFE3781/2)

##### Module Description:

The detailed contents are as follows;

**Groups:** Interim acquisition, Complex groups, Insolvent subsidiaries, Preference shares, Change in the nature and extent of control, Investments in associates (IAS28), Interests in joint ventures (IAS31).

**International Financial Reporting Standards (IFRS):** Income tax (IAS12), Leases (IAS17), Employee benefits (IAS19), Statements of cash flows (IAS7).

### BUSINESS STUDIES

#### First Year Level

#### CMPP 3579 PRINCIPLES OF MANAGEMENT

**NQF:** 5 **Credits:** 16 **Contact hours:** 4 hours lecture per week for 14 weeks

**Module assessment:** Continuous assessment 50% (Minimum of 2 tests and 1 assignment)

**Pre-requisite:** None

##### Module Description:

Students will also be exposed to the various functions of management which are planning, organising, leading and control. As management forms part and parcel of our daily lives, students are expected to keep abreast with the latest developments in terms of local and international media and how it impacts on businesses, looking at the social, economic, political and cultural environments. Additional topics to be covered in this module are: introduction to various forms of entrepreneurship, religion and business world and business management, various economic systems, business counselling, coaching and networking. Above all students will be introduced to the history and evolution of the theories of management

#### CBCM 3579 BUSINESS MATHEMATICS

**NQF:** 5 **Credits:** 16 **Contact Hours:** 4 hours lecture per week for 14 weeks

**Module assessment:** Continuous Assessment (50%): two tests and one assignment  
Examination (50%): 1 x 3 hour paper

**Pre-requisites:** None



**Module Description:**

Number systems; operations on whole numbers, integers and fractions; powers and roots; measurements (length, mass, capacity, temperature) and mensuration (area and volume); rates and ratios; basic set theory; basic algebraic operations; linear and quadratic equations; linear inequalities; linear functions and graphs; simple and compound interest; single and regular investments; hire purchase and loans; arithmetic and geometric sequence.

**CMBO 3671: Organizational Behaviour A**

**NQF: 6 Credits: 16** **Contact hours:** 4 hours lecture per week for 14 weeks  
**Module assessment:** Continuous assessment 50%: two tests and one assignment  
 Examination 50%: 1 x 3 hour examination paper  
**Pre-requisite:** Principles of Management (CMPP 3579)

**Module Description:**

The module will focus on the following topics: Introduces Organizational behavior to students by looking at several themes that are current in contemporary organizational life. It looks at concepts, theories and techniques as applied in management of organizations. Specific topics will be determinants of organizational performance (teamwork, motivation, rewards, job design, job satisfaction etc.), organizations and the environment, Organizational cultures, structures and processes, and management of growth and decline.

**CABA 3691: Business Statistics A**

**NQF: 6 Credits: 12** **Contact hours:** 3 hours lecture per week for 14 weeks  
**Module assessment:** Continuous assessment (50%): two tests and one assignment  
 Examination (50%): 1 x 3 hour paper  
**Pre-requisites:** Business Mathematics (CBCM3579)

**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).

**CMBO 3672: Organizational Behaviour 2**

**NQF: 6 Credits: 16** **Contact hours:** 4 hours lecture per week for 14 weeks  
**Module assessment:** Continuous assessment 50%: two tests and one assignment  
 Examination 50%: 1 x 3 hour examination paper  
**Co-requisite:** Organizational Behaviour A (CMBO 3671)

**Module Description:**

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.

**CMSM 3781: Marketing Management IA**

**NQF: 7 Credits: 12** **Contact hours:** 4 hours lecture per week for 14 weeks  
**Module assessment:** Continuous assessment 50%: two tests and one assignment  
 Examination 50%: 1 x 3 hour examination paper  
**Pre-requisite:** Organisational Behaviour (CMBO 3671/2)

**Module Description:**

The following topics will be covered: the marketing mix, the nature of goods and services; consumer needs and wants. The product mix, Social Responsibility, ethics, consumer behavior, consumer purchase decision process; psychological influence; socio-cultural influences; Organizational Buyer; Marketing Communication process and Integrated Marketing Communication.

**CMSM 3782: Marketing Management IB**

**NQF: 7 Credits: 12** **Contact hours:** 4 hours lecture per week for 14 weeks  
**Module assessment:** Continuous assessment 50%: two tests and one assignment  
 Examination 50%: 1 x 3 hour examination paper  
**Co-requisite:** Marketing Management 1A (CMSM 3781)

**Module Description:**

This module covers- learning how successfully integrate the elements of the marketing function into strategic, cohesive plan the student will cover the following topics: Strategic Marketing Process, The marketing environment: Examining and responding to the marketing Environment, Competitive forces, Economic forces, Political forces, Legal and Socio-cultural forces; Technological forces, marketing research, developing and managing products, Personal selling and sales promotion, Wholesaling and Retailing.

**EMHE 3812: Entrepreneurship for Educators****NQF:** 8 **Credits:** 16 **Contact hours:** 4 hours lecture per week for 14 weeks**Module assessment:** Continuous assessment 50%: at least 3 assessments  
Examination 50%: 1 x 3 hour examination paper**Pre-requisite:** None**Module Description:**

The main aim of this module is to introduce students to aspects of running their own businesses and hence making them self reliant and as such make them realize the many opportunities that are available for them to become self employed. It also aims at making them job creators by employing others in their small businesses. It will also develop skills of writing business plans, writing creative advertisement and carrying out a business research.

**ECONOMICS****First Year Level****CEMI 3571: BASIC MICROECONOMICS****NQF:** 5 **Credits:** 16 **Contact hours:** 4 hours lecture per week for 14 weeks**Module assessment:** Continuous assessment 50%: two tests and one assignment  
Examination 50%: 1 x 3 hour examination paper**Pre-requisites:** None**Module Description:**

Economics is the study of how society allocates scarce resources to satisfy the wants of its members for goods and service. As such, it is a subject concerned with issues of both efficiency and equity. An efficient economy gets the most it can from its scarce resources; an equitable economy fairly distributes the benefits of its resources among its members. Is the economy efficient? Is the economy fair? The course aims to introducing students to key concepts used in microeconomics and facilitate a basic understanding of the economic phenomena. The course is designed to help students understand that society's economic choices often involve trade-offs between efficiency and equity.

**CBCM 3579 BUSINESS MATHEMATICS****NQF:** 5 **Credits:** 16 **Contact Hours:** 4 hours lecture per week for 14 weeks**Module assessment:** Continuous Assessment (50%): two tests and one assignment  
Examination (50%): 1 x 3 hour paper)**Pre-requisites:** None**Module Description:**

Number systems; operations on whole numbers, integers and fractions; powers and roots; measurements (length, mass, capacity, temperature) and mensuration (area and volume); rates and ratios; basic set theory; basic algebraic operations; linear and quadratic equations; linear inequalities; linear functions and graphs; simple and compound interest; single and regular investments; hire purchase and loans; arithmetic and geometric sequence.

**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)

**CEMA 3572: BASIC MACROECONOMICS****NQF:** 5 **Credits:** 16 **Contact hours:** 4 hours lecture per week for 14 weeks**Module assessment:** Continuous assessment 50%: two tests and one assignment  
Examination 50%: 1 x 3 hour examination paper**Pre-requisites:** None**Module Description:**

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.

## Second Year Level

### **CEMI 3671 Intermediate Microeconomics I**

**NQF:** 6 **Credits:** 16 **Contact hours:** 4 lectures per week for 14 weeks  
**Module assessment:** Continuous assessment 50%: two tests and one assignment  
Examination 50%: 1 x 3 hour examination paper  
**Pre-requisites:** Microeconomics (CEMI3571), Basic Macroeconomics, (CEMA3572) and Basic Mathematical Economics (CEEMI3572)

#### **Module Description:**

Microeconomics is a sub-field of economics concerned with the behaviour of households and firms and the interaction of buyers and sellers in various types of markets. It deals with how households and firms make decisions and how their interactions determine market prices. The prices in turn determine the allocation of scarce resources and their benefits. The course aims at providing students with a good foundation of the microeconomics analysis and to familiarize students with the key concepts of microeconomics theories. The behaviour of individuals and firms are analysed under the assumptions of maximization of consumer's utility and profit of the firms. Contents: 1: Introduction; 2: Consumer theory; 3. Theory of the firm; 4. Production; 5. Cost; 6. Perfect competition; 7. Monopoly; 8. Imperfect Competition.

### **CEMA 3671 Intermediate Macroeconomics I**

**NQF:** 6 **Credits:** 16 **Contact Hours:** 4 hours lecture for 14 weeks  
**Module Assessment:** Continuous assessment 50%: two tests and one assignment  
Examination 50%: 1 x 3 hour examination paper  
**Pre-requisites:** Microeconomics (CEMI3571), Basic Macroeconomics (CEMA3572), Basic Mathematical Economics (CEEMI3572) and Intermediate Microeconomics II (CEMI3672)

#### **Module Description:**

Macroeconomics will be presented in three inter-related parts. The first part will cover an analysis of the *real sector* of the economy. That is, an analysis of what happens in the market for goods and services. The course will cover the following issues in macroeconomics; Scope and methodology of macroeconomic analysis, goals of macroeconomic policy and schools of macroeconomic thought, National income accounting (Measurement of GDP, GNP, nominal growth, real growth and the rate of inflation), Analysis of changes in the level of economic activity (Injections into and withdrawals from the national income stream), Keynesian expenditure multipliers, Consumption theories, and Investment theories. This course will run through the first semester.

### **CEMI 3672 Intermediate Microeconomics II**

**NQF:** 6 **Credits:** 16 **Contact hours:** 4 lectures per week for 14 weeks  
**Module Assessment:** Continuous assessment 50%: two tests and one assignment  
Examination 50%: 1 x 3 hour examination paper  
**Pre-requisites:** Microeconomics (CEMI3571) Basic Macroeconomics (CEMA3572), Basic Mathematical Economics (CEEMI3572) and Intermediate Microeconomics II (CEMI3672)

#### **Module Description:**

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.

### **CEMA 3672 Intermediate Macroeconomics II**

**NQF:** 6 **Credits:** 16 **Contact Hours:** 4 Lecture hours per week for 14 weeks  
**Module Assessment:** Continuous assessment 50%: two tests and one assignment  
Examination 50%: 1 x 3 hour examination paper  
**Pre-requisites:** Microeconomics (CEMI3571) Basic Macroeconomics (CEMA3572) and Basic Mathematical Economics (CEEMI3572)

#### **Module Description:**

This module will cover an analysis of the *financial sector* of the economy. That is, an analysis of what happens in the market for money and other financial assets. It will also bring together *real sector* and *financial sector* analyses, to define *general equilibrium of the economy* and use it in analyzing economic issues and problems as well as possible policy measures to deal with macroeconomic problems. It will run through the second semester. Course Contents: Supply of money; demand for money; general equilibrium of the economy: IS-LM analysis; general equilibrium of the economy: AD-AS analysis; general equilibrium of the economy: Rational Expectations; Inflation and Unemployment.

### **CEIT 3771 INTERNATIONAL TRADE**

**NQF:** 7 **Credits:** 16 **Contact hours:** 4 lectures per week for 14 weeks  
**Module Assessment:** Continuous assessment 50%: two tests and one assignment  
Examination 50%: 1 x 3 hour examination paper  
**Pre-requisites:** Intermediate Microeconomics I & II (CEMI3671 & CEMI3672), Intermediate Macroeconomics I&II (CEMA3671& CEMA3672)

**Module Description:**

The course introduces the students to theories of International trade. This includes the early form of trade by the Mercantilism. It then goes further to look at other trade theories such as The Ricardian model: Factor Productivity and Comparative Advantage; Assumptions of a One-factor Economy; Absolute vs. Comparative Advantage; Gains from Trade; Misconceptions about Comparative Advantage, The Specific factors model: Assumptions; Specific Production Factors; Factor Movements; Income Distribution; Misconceptions about Specific Factors (model), The Heckscher-Ohlin model: Two-factor economy; Assumptions; Factor prices and goods prices; Effects of trade between two-factor economies. The course also introduces students to issues regarding Protection of domestic industries, that is tariff and NTBs protection. The course also examines trade policy and the WTO that is History, WTO and developing countries; main tasks of WTO; Regional Trade Integration.

<b>Module title: NAMIBIAN ECONOMY</b>
---------------------------------------

**NQF: 7 Credits: 16****Contact hours:** 4 hours lecture per week for 14 weeks**Module assessment:**

Continuous assessment 50%: two tests and one assignment

Examination 50%: 1 x 3 hour examination paper

**Pre-requisites:**

Intermediate Microeconomics I &amp; II (CEMI3671&amp; CEMI3672) and Intermediate

Macroeconomics I &amp; II (CEMA3671&amp; CEMA3672)

**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.

<b>Module title: DEVELOPMENT ECONOMICS</b>
--

**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**

<b>SCMP 3511 PROGRAMMING FUNDAMENTALS I</b>
---

**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 I 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**

---

<b>Module title:</b>	<b>Object Oriented Programming</b>
<b>Code:</b>	<b>SCMP 3631</b>
<b>NQF level:</b>	6
<b>Contact hours:</b>	4 Lecture Periods per Week for 14 Weeks
<b>Credits:</b>	16
<b>Module Assessment:</b>	Continuous Assessment 50% (Minimum of 2 tests and 2 assignments) Final Examinations 50%
<b>Prerequisites:</b>	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.

### THIRD YEAR MODULES

---

**SCMP 3721 COMPUTER NETWORKS**

---

<b>Module title:</b>	<b>Computer Networks</b>
<b>Code:</b>	<b>SCMP 3721</b>
<b>NQF level:</b>	7
<b>Contact hours:</b>	2 lecture periods / week for 14 weeks
<b>Credits:</b>	8
<b>Module Assessment:</b>	Continuous Assessment 50% (Minimum of 2 tests and 2 assignments) Final Examinations 50%
<b>Prerequisites:</b>	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**

---

<b>Module title:</b>	<b>Network Administration</b>
<b>Code:</b>	<b>SCMP 3882</b>
<b>NQF level:</b>	8
<b>Contact hours:</b>	4 lecture periods / week for 14 weeks
<b>Credits:</b>	16
<b>Module Assessment:</b>	Continuous Assessment 50% (minimum of 2 tests and 2 assignments) 1×3 Hrs Final Examination 50%
<b>Prerequisites:</b>	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  $3 \times 3$  dimension), determinant and inverse (with emphasis on  $2 \times 2$ ), solutions of systems of linear equations by Cramer's rule (for  $2 \times 2$ ), and by Gaussian elimination method (for up to  $3 \times 3$  matrices). Complex numbers: operations on complex numbers, the complex conjugate, Argand diagram, modulus-argument form, de Moivre's formula, fundamental theorem of algebra.

---

#### SMAT 3512: PRECALCULUS (4L/WEEK)

---

**Module name:** Precalculus

**Code:** SMAT 3512

**NQF level:** 5

**Contact hours:** 4 lectures per week for 14 weeks  
2 tutorials per week for 14 weeks

**Credits:** 16

**Assessment:** Continuous assessment 50% (at least 3 tests), examination 50% (3 hours examination paper).

**Prerequisite:** IGCSE mathematics

**Module description:** Functions: one-to-one and onto functions, horizontal line test, composition of functions, inverse of a function. Introduction to exponential and logarithmic functions. Limit of a function: definition, left and right limits, infinite limits, limits at infinity, continuity in terms of limits. Differentiation: rate of change, derivative of a function, rules of differentiation, increasing and decreasing functions and graph sketching. Integration: antiderivatives, the definite integral, area under a graph. Trigonometry: further trigonometric identities, area of a sector and segment of a circle, derivatives and integrals of trigonometric functions.

### SECOND YEAR MODULES

---

#### SMAT 3611: CALCULUS I (4L/WEEK)

---

**Module name:** Calculus I

**Code:** SMAT 3611

**NQF level:** 6

**Contact hours:** 4 lectures per week for 14 weeks  
2 tutorials per week for 14 weeks

**Credits:** 16

**Assessment:** Continuous assessment 50% (at least 3 tests), examination 50% (3 hours examination paper).

**Prerequisite:** [SMAT 3511(Basic Mathematics) and SMAT 3512 (Precalculus)] OR  
[SMAT 3531(Analytic Geometry, Complex Numbers and Matrices) and SMAT 3512 (Precalculus)]

**Module description:** Limits and continuity of functions: limit at a point, improper limit, continuity. Derivatives: definition, rules of differentiation, chain rule, higher derivatives, derivative of the inverse function, Inverse trigonometric functions, trigonometric equations, hyperbolic functions, area functions. Exponential and logarithmic functions. Rolle's Theorem, Mean Value theorem. Applications of the derivative: l'Hospital's rule, related rates, optimization, concavity. Integration: antiderivatives, integration by substitution, the fundamental theorem of calculus, area of a region bounded by graphs.

## EMSE3612 STATISTICS FOR EDUCATORS

**Module name:** Statistics for Education

**Code:** EMSE3612

**NQF level:** 6

**Contact hours:** 4 lectures per week for 14 weeks

**Credits:** 16

**Prerequisite:** None

**Module description:** Definitions and Scope of Statistics. Types of data. Methods of collecting data: Sampling techniques- Simple random sampling, Stratified sampling, Cluster sampling, Systematic sampling, Multi-stage sampling, Quota sampling, Convenience sampling, Participant observation, Experiments. Data presentation: Frequency distribution, pie charts, bar charts, multiple bar charts. Descriptive Statistics: Mean, Median, Mode, Range, Standard deviation & Variance, Quartiles and Percentiles. Probability: Laws of probability, Random variables, Sets-Union and Intersection, conditional probability. Simple linear regression & correlation. Chi-square, t-distribution, normal distribution, binomial, One-way ANOVA

---

### SMAT 3612 CALCULUS II(4L/Week)

---

**Module name:** Calculus II

**Code:** SMAT 3612

**NQF level:** 6

**Contact hours:** 4 lectures per week for 14 weeks

2 tutorials per week for 14 weeks

**Credits:** 16

**Assessment:** Continuous assessment 50% (at least 3 tests), examination 50% (3 hours examination paper).

**Prerequisite:** [SMAT3511(Basic Mathematics) and SMAT3512 (Precalculus)] or [SMAT3531(Analytic Geometry, Complex Numbers and Matrices) and SMAT 3512 (Precalculus)]

**Module description:** Integration: Riemann sums, approximations of the definite Riemann integral using the trapezoidal rule and Simpson's rule. Integration techniques: integration by parts, integration of rational functions. Applications of the definite Riemann integral: volume of a solid of revolution, arclength, surface of revolution. Partial differentiation, chain rule, directional derivative. Sequences and series of numbers: the limit of a sequence, absolutely convergent series, tests of convergence. Power series: radius of convergence, interval of convergence, Taylor series, binomial theorem.

## THIRD YEAR MODULES

---

### SMAE 3771 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 3772 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 (SMAE3771)

**Module description**

Incidence structures, principle of double counting and applications thereof. Affine planes: parallel classes, order of an affine plane, isomorphisms and collineations. The real affine plane  $\mathbb{R}^2$ : theorem of Desargues, theorem of Pappus, ratios, examples of affinities. The real Euclidean plane  $\mathbb{R}^2$ : orthogonality of lines, distances, motions, reflections in points and lines.

**BIOLOGY**

**FIRST YEAR MODULES**

---

**SBLG3411 INTRODUCTION TO BIOLOGY**

---

**Module title:**Introduction to Biology

**Code:** SBLG 3511

**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; 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:**SBLG3511 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**

---

<b>Module title:</b>	<b>HUMAN BIOLOGY</b>
<b>Code:</b>	<b>SMBL3652</b>
<b>NQF Level:</b>	6
<b>Contact hours:</b>	4L/week for 14 weeks + 1P/week for 14 weeks
<b>Credits:</b>	16
<b>Module assessment:</b>	Continuous assessment (40%): (not less than 2 tests and at least 8 practical marks); Examination (60%): 1 x 3 hour theory examination paper
<b>Pre-requisite:</b>	SBLG3511 and (SCHM3411 and SCHM3512) <b>OR</b> 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**

---

<b>Module title:</b>	<b>Plant Form and Function</b>
<b>Code:</b>	<b>SBLG3612</b>
<b>NQF level:</b>	6
<b>Contact hours:</b>	4 lecture periods / week for 14 weeks and one three hour practical session per week
<b>Credits:</b>	16
<b>Module assessment:</b>	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 %)
<b>Prerequisites:</b>	SBLG3511 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**

---

<b>Module title:</b>	<b>Cell Molecular Biology, Microbiology and Genetics for Educators</b>
<b>Code:</b>	<b>SMBE 3771</b>
<b>NQF level:</b>	7
<b>NPSC:</b>	C1
<b>Contact hours:</b>	4 lecture periods / week for 14 weeks and one three hour practical session per week
<b>Credits:</b>	6
<b>Module assessment:</b>	Continuous assessment 40% ([50% theory+50% practicals] minimum of 2 tests and 2Assignments), Examination 60% (1 x 3hour examination paper)
<b>Prerequisites:</b>	SBLG3612 Plant Form and Function, SBLG3611 Animal Form and Function, SMBL3652 Human Biology

##### **Module description:**

This is a broad based module that will start with an introduction to the chemical basis of cellular processes, an overview of mitosis and meiosis, Mendelian & non-Mendelian Genetics: monohybrid crosses, dihybrid cross, test crosses, chromosomal theory of inheritance, sex determination & sex-linked genes, basic genetic linkage and chromosome mapping, and the genetic code; structure and function of eukaryotic chromosomes and mutations as the basis for genetic variations and their effects and

natural selection. Macromolecules : proteins, carbohydrates fatty acids and nucleic acids and their roles in cellular organization; the structure of DNA and genome sizes and complexity; DNA replication; Eukaryotic transcription and RNA processing; principles of microbiology, importance of microorganisms, microbial cell structure, physiological diversity of microorganisms, prokaryotic diversity, microscopy and cell morphology, microbial cell membranes and cell walls, surface structures and inclusions, endospores, microbial motility and bacterial taxis, staining techniques, microbial nutrition and metabolism, culture media, laboratory culture of microorganisms, enrichment and isolation, isolation of pure cultures, bacterial cell division, growth of bacterial populations, measuring microbial growth, environmental effects on microbial growth, control of microbial growth, Identification of bacteria; Microbial genetics and genetic engineering: conjugation, transformation and transduction; Mutations, causes and uses of mutations; DNA Isolation; molecular cloning, genetic recombination, detection of variation in proteins and DNA. Genetically Modified Organisms: examples, risks and benefits.

---

#### SEBE 3772 ENVIRONMENTAL BIOLOGY FOR EDUCATORS

---

**Module title:** Environmental Biology for Educators

**Code:** SEBE 3772

**NQF level:** 7

**NPSC:** C1

**Contact hours:** 4 lecture periods / week for 14 weeks and one three hour practical session per week

**Credits:** 16

**Module assessment:** Continuous assessment (40%): Theory 50% {50% practicals + 50% theory (at least 5 assessed practicals, 3 tests)} Examination 60%: 1 x 3 hr theory paper

**Prerequisites:** SBLG3611 Animal 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.

---

#### SCHM3511 CHEMISTRY 1A

---

**Module Title:** Chemistry 1A

**Code:** SCHM3511

**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 3511 (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, Carnot 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**

---

<b>Module Title:</b>	ORGANIC CHEMISTRY FOR EDUCATORS
<b>Code:</b>	SCHE3622
<b>NQF Level:</b>	6
<b>NPSC:</b>	C1
<b>Contact Hours:</b>	28 hours lectures, 21 hours of practical sessions
<b>Credits:</b>	8
<b>Module Assessment:</b>	CA: 50% (minimum 2 tests 80%, laboratory component 20%) Final Exam: 50%; (1 x 3 hour exam paper)
<b>Prerequisites:</b>	CHM3411 (Chemistry IA), CHM3512 (Chemistry IB)

**Module Description:**

This module is a survey of the chemistry of carbon compounds, their nomenclature, physical properties, structure and reactions with an introduction to reaction mechanisms and stereochemistry. The following topics will be covered:

Alkanes and cycloalkanes: nomenclature, physical properties, bond rotation, conformations, ring strain, bicyclic and polycyclic alkanes, synthesis and reactions of alkanes; Alkenes and alkynes: physical properties and synthesis (Zaytev's Rule), addition reactions (hydrogenations, halogenations, hydrations), Markovnikov's Rule, index of hydrogen deficiency; Ionic reactions: nucleophilic substitutions, elimination reactions; Radical reactions: free radicals, halogenation of alkanes, chain reactions; Stereochemistry: stereoisomers, enantiomers, chirality, diastereomers, meso compounds, optical activity. Alkyl halides: physical properties, synthesis, reactions; Alcohols and ethers: physical properties, synthesis, reactions.

**THIRD YEAR MODULES**

---

**SPHE3751 MODERN PHYSICS FOR EDUCATORS**

---

<b>Module title:</b>	MODERN PHYSICS FOR EDUCATORS
<b>Code:</b>	SPHE3751
<b>NQF Level:</b>	7
<b>NPSC:</b>	C1
<b>Contact hours:</b>	4 Lectures per week and 1 (3h) Practical Sessions per week
<b>Credits:</b>	16
<b>Module assessment:</b>	Continuous assessment (class tests, assignments and practical reports) 50%, Three-hour exam 50%
<b>Pre-requisites:</b>	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**

---

<b>Module Title:</b>	INORGANIC CHEMISTRY FOR EDUCATORS I
<b>Code:</b>	SCHE3742
<b>NQF Level:</b>	7
<b>NPSC:</b>	C1
<b>Contact Hours:</b>	56 hours lectures, 42 hours practical sessions
<b>Credits:</b>	8
<b>Module Assessment:</b>	CA: 50% (minimum 2 tests 80%, laboratory component 20%) Final Exam: 50% (1 x 2 hour exam paper)
<b>Prerequisite:</b>	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**

---

<b>Module title:</b>	<b>NUCLEAR PHYSICS</b>
<b>Code:</b>	<b>SPHY3802</b>
<b>NQF Level:</b>	8
<b>Contact hours:</b>	2 lecture periods per week for 14 weeks and 7 Practical/Tutorial sessions
<b>Credits:</b>	8
<b>Module assessment:</b>	Continuous assessment (50%) and one 2-hour Examination (50%). Continuous assessment consists of a minimum of 3 assignments, 2 tests and practical reports.
<b>Pre-requisites:</b>	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**

---

<b>Module Title:</b>	INORGANIC CHEMISTRY FOR EDUCATORS II
<b>Code:</b>	SCHE3862
<b>NQF level:</b>	8
<b>NPSC:</b>	C1
<b>Contact hours:</b>	28 hours lectures, 21 hours practical sessions.
<b>Credits:</b>	8
<b>Module Assessment:</b>	CA: 50% (minimum 2 tests 80%, laboratory component 20%, Final Exam: 50% (1 x 2 hour exam paper)
<b>Prerequisite:</b>	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

<b>Proposed</b>	<b>NQF Level: 5</b>
<b>Credits:</b>	<b>16</b>
<b>Contact Hours:</b>	4 hours/week over 14 weeks = 56 contact hours
<b>Prerequisite:</b>	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

<b>Proposed</b>	<b>NQF Level: 6</b>
<b>Credits:</b>	<b>16</b>
<b>Contact Hours:</b>	4 hours/week over 14 weeks = 56 contact hours
<b>Prerequisite:</b>	<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

<b>Proposed</b>	<b>NQF Level: 5</b>
<b>Credits:</b>	<b>16</b>
<b>Contact Hours:</b>	4 hours/week over 14 weeks = 56 contact hours
<b>Co-requisite:</b>	<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

<b>Proposed</b>	<b>NQF Level: 6</b>
<b>Credits:</b>	<b>16</b>
<b>Contact Hours:</b>	4 hours/week over 14 weeks = 56 contact hours
<b>Prerequisite:</b>	<i>HVPD 3532 Principles of Design</i> or <i>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:** HVPD 3532 *Principles of Design* or HVLD 3532 *Visual Literacy and Drawing*  
**Content:** This module builds on the skills and knowledge consolidated in HVTF 3600 *Textiles and Fashion Basics*. This module includes both practical and theoretical activities focusing on the competitive international fashion industry in all three major divisions of the subject Fashion

**HVTS 3632 Constructed Textiles and Sewn Decoration**

**Proposed** NQF Level: 6  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours  
**Prerequisite:** HVTS 3611 *Textiles: Dyed, Painted and Printed*

**Content:** This module has both a practical and a theoretical component. *Practical:* Students will learn about tapestry weaving technique, felted fabrics and applied decoration in the form of appliqué and embroidery. They will produce examples of each technique covered in the module and a final piece that reflects their own researches. *Theory:* Theory will include aspects of the history of the different techniques, particularly in Africa. Students will look at the ways in which hand crafted textiles are produced and marketed nowadays. Particular focus is placed on the Namibian carpet industry and the use of embroidery and appliqué to produce home textiles in Namibia. The history of constructed textiles is a massive subject, as is that of sewn decoration. It is not possible to cover more than a small part of this history in one module. The topics covered in this module should however prove interesting and stimulating and encourage further investigation

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper plus exhibition/ presentation)

**HVFS 3632 Fashion Studies**

**Proposed** NQF Level: 6  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours  
**Prerequisite:** HVFS 3611 *Fashion Studies*

**Content:** This module covers both theoretical and practical work and focuses in particular on the strong artistic and design components connected to fashion. Therefore students will cover the introduction to all three major divisions of the subject Fashion Studies, namely creative fashion illustration and pattern- and garment construction. All these areas will be developed from a shared concept in design. *Practical:* Practical activities cover the design and illustration of a wearable art garment with a fashion accessory. *Theory:* Theoretical work covers the analysis of a renowned fashion designer/artist. Students will apply this knowledge in their own design process. Other theory components will include the study of the contemporary couture fashion and mass fashion industries, the fashion capitals and international fashion markets

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper plus exhibition/ presentation)

**THIRD YEAR MODULES****HVFS 3711 Fashion Studies**

**Proposed** NQF Level: 7  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours  
**Prerequisite:** HVFS 3632 *Fashion Studies*

**Content:** This module builds on the skills and knowledge consolidated in the previous module. This module covers both practical and theoretical aspects of design and soft tailoring components and students will cover all three major divisions of the subject Fashion Studies, namely creative fashion illustration, pattern- and garment construction. All these areas are developed within a collective design concept. *Practical:* Practical activities cover the design and illustration of a soft tailoring garment with a fashion accessory. *Theory:* Theoretical work covers the historical aspects of fashion and clothing design; students will study various histories of costume eras, which will result in the design of costumes for a stage play setting. Other areas of theory cover fashion product costing and the implementation of the Designer Work Sheet

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper plus exhibition/presentation)

**HVFS 3732 Fashion Studies**

**Proposed** NQF Level: 7  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours  
**Co-requisite:** HVFS 3711 *Fashion Studies*

**Content:** This module builds on the skills and knowledge consolidated in the previous module. This module covers both theoretical and practical work with a focus on design and evening wear components in all three major divisions of the subject Fashion Studies, namely creative fashion illustration and pattern- and garment construction. All these areas are developed within a collective design concept. *Practical:* Practical activities cover the design and illustration of evening wear with a fashion accessory. *Theory:* Theoretical work covers marketing aspects for fashion design as well as the historical aspects of fashion and clothing design; students will study various eras in the history of costume. Based on this knowledge, students will design costumes for a film play setting. Other areas of theory that are covered include fashion product costing and marketing

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper plus exhibition/ presentation)

## HOME ECONOMICS

### FIRST YEAR MODULES

<b>Module Title: Applied Science for Home Economics</b>	
<b>Code:</b>	EMHE 3501
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	2 for 14 weeks
<b>Credits:</b>	8
<b>Prerequisite:</b>	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%.

<b>Module Title: Introduction to Household Resource Management</b>	
<b>Code:</b>	EMHE 3511
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	4 for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%.

<b>Module Title: Introduction to Human Nutrition</b>	
<b>Code:</b>	EMHE 3612
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2 <sup>ND</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	4 for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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

<b>Module Title: Principles of Food Preparation</b>	
<b>Code:</b>	EMHE 3631
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	4 for 14 weeks and 3 hours practical per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%.

<b>Module Title: Household Resource Management</b>	
<b>Code:</b>	EMHE 3611
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	4 for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%.

<b>Module Title: Housing</b>	
<b>Code:</b>	EMHE 3632
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2 <sup>ND</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	2 for 14 weeks and 3 hours practical per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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

<b>Module Title: Applied Nutrition</b>	
<b>Code:</b>	EMHE 3711
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	4 for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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%.

<b>Module Title: Principles of Food Preparation and Meal Management</b>	
<b>Code:</b>	EMHE 3712
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>ND</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	4 for 14 weeks and 3 hours practical per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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**

<b>Module Title: Introduction to Principles of Coaching</b>	
<b>Code:</b>	EMSS 3511
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> Semester; 1 <sup>st</sup> Year
<b>National Professional Standard Competencies:</b>	
<b>Contact Hours:</b>	4 periods per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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.

<b>Module Title: Sport and Recreational Entrepreneurship</b>	
<b>Code:</b>	EMSS 3672
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2 <sup>nd</sup> semester; 1 <sup>st</sup> Year
<b>National Professional Standard Competencies:</b>	
<b>Contact Hours:</b>	4 periods per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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**

<b>Module Title: Techniques of Teaching and Coaching Track and Field and Soccer</b>	
<b>Code:</b>	EMSS 3711
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	3
<b>National Professional Standard Competencies:</b>	1 <sup>st</sup> semester; 2 <sup>nd</sup> Year
<b>Contact Hours:</b>	4 periods per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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.

<b>Module Title: Foundations of Physical Educations and Sport</b>	
<b>Code:</b>	EMSS 3731
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester; 2 <sup>nd</sup> Year
<b>National Professional Standard Competencies:</b>	1
<b>Contact Hours:</b>	4 periods per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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.

<b>Module Title: Techniques of Teaching and coaching Basketball and Netball</b>	
<b>Code:</b>	EMSS 3712
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> Semester; 2 <sup>nd</sup> Year
<b>National Professional Standard Competencies:</b>	1
<b>Contact Hours:</b>	4 periods per week
<b>Credits:</b>	16
<b>Prerequisite:</b>	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

<b>Module Title: Motor learning and Motor development in Physical Education and Sport</b>	
<b>Code:</b>	EMSS 3751
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> Semester; 3 <sup>rd</sup> Year
<b>National Professional Standard Competencies:</b>	1
<b>Contact Hours:</b>	4 periods per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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.

<b>Module Title: Techniques of Teaching and coaching Volleyball and Rugby</b>	
<b>Code:</b>	EMSS 3732
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> Semester; 3 <sup>rd</sup> Year
<b>National Professional Standard Competencies:</b>	1
<b>Contact Hours:</b>	4 periods per week for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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

<b>Module Title: Sport Science</b>	
<b>Code:</b>	EMSS 3812
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	2 <sup>nd</sup> Semester; 4 <sup>th</sup> Year
<b>National Professional Standard Competencies:</b>	
<b>Contact Hours:</b>	4 periods per week plus 2 hours practicals for 14 weeks
<b>Credits:</b>	16
<b>Prerequisite:</b>	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:**

Continue assessment counts 50% towards the final mark and consists of 60% theory and 40% practical work.  
The examination contributes 50% towards the final mark.



## DESIGN AND TECHNOLOGY

### Subject One: Design and Communication

#### FIRST YEAR MODULES

<b>Module Title:</b> Drawing Principles	
<b>Code:</b>	EMTD 3501
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	
<b>Credits:</b>	8
<b>Prerequisite:</b>	NONE

**Module Assessment:**

Continuous assessment                      50%                      At least 2 assessments  
Examination    50%                      3 Hour examination

**Prerequisite:**    None

**Module Description:**

This module provides the student with the latest international drawing principles and approaches to drawing. It lays down the foundation of drawings by referring to equipment, the basic drawing principles, constructions and standards that are essential to good draughtsmanship. Students have to bisect, sub-divide and proportionally divide lines as well as construct circles, tangents and tangential arcs, including inscribed and circumscribed figures.

<b>Module Title:</b> Plane Geometry	
<b>Code:</b>	EMTD 3511
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	
<b>Credits:</b>	16
<b>Prerequisite:</b>	None

**Module Assessment:**

Continuous assessment                      50%                      At least 3 assessments  
Examination    50%                      3 Hour examination

**Module Description:**

This module introduces the students to the construction of regular and irregular plane linear shapes, including triangles, quadrilaterals, pentagons, hexagons and octagons. This module develops the skills and knowledge required for drawing these geometrical figures and their uses in the industry.

<b>Module Title:</b> Solid Geometry	
<b>Code:</b>	EMTD 3612
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	
<b>Credits:</b>	16
<b>Prerequisite:</b>	None

**Module Assessment:**

Continuous assessment                      50%                      At least 3 assessments  
Examination    50%                      3 Hour examination

**Module Description:**

This module develops the skills and knowledge required for the drawing of geometrical solids consisting of three dimensional views by means of orthographic projection.

<b>Module Title:</b> Surface Developments	
<b>Code:</b>	EMTD 3632
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	
<b>Credits:</b>	16
<b>Prerequisite:</b>	None

**Module Assessment:**

Continuous assessment	50%	At least 3 assessments
Examination	50%	3 Hour examination

**Module Description:**

This module develops a student's understanding of the construction of the surface developments of common solids. The construction of developments of cubes, prisms, cylinders, cones and simple truncations is shown and drawn. The construction of loci, paths of points in the manner of simple plane mechanisms to include the maximum of three elements is included.

**Second Year**

<b>Module Title:</b> Pictorial Drawings	
<b>Code:</b>	EMTD 3611
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	
<b>Credits:</b>	16
<b>Prerequisite:</b>	None

**Module Assessment:**

Continuous assessment	50%	At least 3 assessments
Examination	50%	3 Hour examination

**Module Description:**

This module develops a student's understanding and skills about the various types of orthographic and oblique projections and their application in industry. It covers the principles of exploded drawings and how to draw objects from various angles in the first angle orthographic projection and the third angle orthographic projection mode. The understanding and drawing of multi-point drawings, such as one-point perspective and two point perspective drawings of objects from the industry and building environment are covered.

<b>Module Title:</b> Working Drawings	
<b>Code:</b>	EMTD 3652
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	
<b>Credits:</b>	16
<b>Prerequisite:</b>	None

**Module Assessment:**

Continuous assessment	50%	At least 3 assessments
Examination	50%	3 Hour examination

**Module Description:**

This module provides the students with the knowledge and application of the appropriate standards prescribed by SANS code, including the dimensioning of drawings and drawing to recommended scales. It provides students with a working knowledge of both first and third angle orthographic projection as well as a working knowledge of isometric drawings.

<b>Module Title:</b> Engineering Drawings	
<b>Code:</b>	EMTD 3672
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	
<b>Credits:</b>	16
<b>Prerequisite:</b>	None

**Module Assessment:**

Continuous assessment	50%	At least 3 assessments
Examination	50%	3 Hour examination

**Module Description:**

This module provides students with a working knowledge and skills of sectional drawings and exploded isometric drawings and the assembly thereof. This module also shows students a working knowledge of freehand drawings and how to use freehand drawing to communicate ideas, thoughts and information from written, visual and tabular data, presenting these ideas in pictorial, plane or orthographic mode.

### Third Year

<b>Module Title:</b> Building Drawings	
<b>Code:</b>	EMTD 3711
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	
<b>Credits:</b>	16
<b>Prerequisite:</b>	None

**Module Assessment:**

Continuous assessment	50%	At least 3 assessments
Examination	50%	3 Hour examination

**Module Description:**

This module provides the student with the knowledge to read basic building plans and also the know-how to draw basic building plans. The students receive skills to draw the various structures within a basic building, such as the foundation, walls constructed of various materials, windows, doors and the roof system consisting of various trusses and roof covering. The students are provided with the practical application of this theoretical knowledge to construct a basic model of a basic building, based on the plans of the building.

<b>Module Title:</b> Computer Aided Drawing (CAD)	
<b>Code:</b>	EMTD 3712
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	
<b>Credits:</b>	16
<b>Prerequisite:</b>	None

**Module Assessment:**

Continuous assessment	50%	At least 3 assessments
Examination	50%	3 Hour examination

**Module Description:**

The students develops an understanding of how technological developments can affect the design of artifacts, the systems and methods of production, the economics of production and marketing, the people involved in production and society generally. It discusses the terms invention, innovation and evolution and describe the use of CAD (computer aided design) for the storage and retrieval of data and the manipulation of images to aid design, production and management. The principal features of CAM (computer aided manufacturing), particularly in the control of machines are explained.

### Fourth Year

<b>Module Title:</b> Design Brief	
<b>Code:</b>	EMTD 3812
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 4
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	
<b>Credits:</b>	16
<b>Prerequisite:</b>	None

**Module Assessment:**

Continuous assessment	50%	At least 3 assessments
Examination	50%	3 Hour examination

**Module Description:**

In this module students are guided to demonstrate the ability to state facts, recall and name items, recall and describe processes. Student are taught to demonstrate the ability to apply and relate knowledge to designing and manufacture, make reasoned arguments and anticipate consequences of the outcomes of the Design process as well as demonstrate a critical awareness of the interrelationship between Design and the needs of society. The students are shown to recognise problems, identify clearly from a situation a specific need for which a solution is required and compose a design brief. They are guided to analyse a problem by considering any relevant functional, aesthetic, human, economic and environmental design factors and draw up a design specification.

## Subject 2: Design and Technology

### First Year

<b>Module Title:</b> Health and Safety Regulations	
<b>Code:</b>	EMTT 3501
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	(C 1, C 22, C 23, C 24)
<b>Contact Hours:</b>	
<b>Credits:</b>	8
<b>Prerequisite:</b>	None

#### Module Assessment:

Continuous assessment	50%	At least 2 assessments
Examination	50%	3 Hour examination

#### Module Description:

This module introduces the students to safety in the workshop and health issues, specifically how to apply health and safety issues (NOSA), applicable to designers, manufacturers and consumers.

<b>Module Title:</b> Principles of Design	
<b>Code:</b>	EMTT 3521
<b>NQF Level:</b>	5
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	
<b>Credits:</b>	8
<b>Prerequisite:</b>	None

#### Module Assessment:

Continuous assessment	50%	At least 2 assessments
Examination	50%	3 Hour examination

#### Module Description:

This module is aimed at design principles in order to generate and record ideas as potential solutions to problems using a range of techniques. Students develop skills to communicate their ideas clearly using technical vocabulary, number skills, colour, shading and other media to produce sketches, models, diagrams, drawings and written materials. They are shown how to identify the resources needed for solving practical/technological problems and the use a variety of media and equipment to produce models and mock-ups as a means of exploring a problem and as a means of testing the feasibility of a solution.

### Second Year

<b>Module Title:</b> Environmental Education	
<b>Code:</b>	EMTT 3612
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	
<b>Credits:</b>	16
<b>Prerequisite:</b>	None

#### Module Assessment:

Continuous assessment	50%	At least 3 assessments
Examination	50%	3 Hour examination

#### Module Description:

This module develops a student's knowledge about environmental issues such as the effective use of resources, environmental management, the disposal of chemicals used to manufacture products and the reduction in the common use of chemicals dangerous to the environment e.g. bleaches, CFCs, toxic materials. The students also develop knowledge regarding the need to dispose of redundant products in a safe and environmentally friendly way and make use of colour associations, i.e. red for danger.

<b>Module Title:</b> Materials: Woodwork	
<b>Code:</b>	EMTT 3632
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 1
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	
<b>Credits:</b>	16
<b>Prerequisite:</b>	None

**Module Assessment:**

Continuous assessment	50%	At least 3 assessments
Examination	50%	3 Hour examination

**Module Description:**

This module develops a student's understanding of the classification of hardwood and softwood and explains why solid wood is seasoned. It includes the significance of warping, twisting and shrinkage are shown as well as the general nature of manufactured boards such as block board, plywood, chipboard, hardboard and medium density fibre board. Students develop an understanding of a wide range of processes, cutting actions and maintenance of hand tools. This module also provides students with working methods and gives typical applications of the abovementioned boards and to shape to form straight and curved profiles using a range of hand tools, such as round, using face plate and between centre turning techniques.

**Year Two**

<b>Module Title:</b> Materials: Metalwork	
<b>Code:</b>	EMTT 3611
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	1st semester, Year 2
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	
<b>Credits:</b>	16
<b>Prerequisite:</b>	None

**Module Assessment:**

Continuous assessment	50%	At least 3 assessments
Examination	50%	3 Hour examination

**Module Description:**

This module provides the students with the considerations required in the selection of metal and non-metal materials and components to ensure suitability for purpose. It enables students to define and explain the principles and describe common forms of processing materials, including forming, shaping, joining and finishing. The theory part explains characteristics of materials such as hardness, tensile strength, torsion strength, malleability and ductility. The practical part involves the application of various skills to work with these materials, such as welding.

<b>Module Title:</b> Materials: Plastics and Glass Fibre	
<b>Code:</b>	EMTT362
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	
<b>Credits:</b>	16
<b>Prerequisite:</b>	None

**Module Assessment:**

Continuous assessment	50%	At least 3 assessments
Examination	50%	3 Hour examination

**Module Description:**

This module explains the differences between thermoplastic and thermosetting plastics and gives typical applications of acrylic, polythene, nylon, PVC, polypropylene and polystyrene. It also describes thermosetting plastics and gives typical applications: polyester resin, epoxy resin and melamine. The use of plasticizers, fillers, stabilisers and pigments are shown and the basic techniques and effects of using glass and carbon fibres as reinforcement are shown and practiced. Students are taught to select material on the basis of mechanical, thermal, electrical and machining properties and to compare the working principles of injection moulding, extrusion and vacuum forming.

<b>Module Title:</b> Structures	
<b>Code:</b>	EMTT 3672
<b>NQF Level:</b>	6
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 2
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	
<b>Credits:</b>	16
<b>Prerequisite:</b>	None

**Module Assessment:**

Continuous assessment	50%	At least 3 assessments
Examination	50%	3 Hour examination

**Module Description:**

This module provides students with knowledge about the various natural structures in life and how to identify and classify natural structures as adapted and applied in human made structures, e.g. furniture, buildings, bridges, cranes and pylons. Students are shown how to identify, draw, describe and build various basic types of members such as beams, struts and ties. Students are shown how to determine and explain the significance of properties with regard to materials, components and artifacts such as electrical and thermal conductivity, corrosion resistance, toughness, ductility, elasticity, plasticity and brittleness.

**Third Year**

<b>Module Title:</b> Mechanisms for Educators	
<b>Code:</b>	EMTT 3711
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	1 <sup>st</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	
<b>Credits:</b>	16
<b>Prerequisite:</b>	None

**Module Assessment:**

Continuous assessment	50%	At least 3 assessments
Examination	50%	3 Hour examination

**Module Description:**

This module develops the students' ability to explain and use technological terms correctly, such as load, effort, fulcrum, mechanical advantage, velocity ratio and efficiency. It provides students with skills to identify and sketch simple examples of first, second and third class levers, and associated linkages. An understanding of how motion may be transmitted through Gears (spur, bevel, worm, rack and pinion, crown wheel, helical and contrite), Belts and Pulleys (flat, toothed, round, vee-belts and pulleys, cone pulley sprockets and chains) are taught as well as how to carry out calculations associated with transmission of motion, such as to calculate simple gear ratios and transmission speed.

<b>Module Title:</b> Electronics for Educators	
<b>Code:</b>	EMTT 3712
<b>NQF Level:</b>	7
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 3
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	
<b>Credits:</b>	16
<b>Prerequisite:</b>	None

**Module Assessment:**

Continuous assessment	50%	At least 3 assessments
Examination	50%	3 Hour examination

**Module Description:**

This module has both a theoretical and practical component, and much of it are integrated. It introduces the student the use of correct symbols and conventions when drawing circuit diagrams. It describes the operation of a circuit in terms of conventional current flow as well as current flow as moving charge carried by electrons. It describes the characteristics of AC and DC currents and shows how to determine the principles of step down/up, rectification, voltage and current regulation. The module identifies and compares the following properties when selecting materials with regard to conductivity and insulation. It states and applies units used to measure current, voltage, resistance and capacitance, including multiple and sub-multiple units as well as analyses the relationship between current, voltage and resistance (Ohm's Law).

## Year Four

<b>Module Title:</b> Integration of Systems	
<b>Code:</b>	EMTT 3812
<b>NQF Level:</b>	8
<b>Semester Offered:</b>	2 <sup>nd</sup> semester, year 4
<b>National Professional Standard Competencies:</b>	(C 1)
<b>Contact Hours:</b>	
<b>Credits:</b>	16
<b>Prerequisite:</b>	None

### Module Assessment:

Continuous assessment	50%	At least 3 assessments
Examination	50%	3 Hour examination

### Module Description:

This module is designed to make working models and practical products using the concepts, knowledge and skills listed, and resistant materials, components and kits. In this module the practical application of design, make and evaluate a static structure take place. Students are guided to use the principle of levers to design and make a simple machine that is structurally sound. Students develop skills to use electric motors and solenoids to power simple mechanical models, and both bread-boarded and PCB built electronic circuits to control them. Students are guided how to integrate mechanical systems that are used to drive mechanical systems and use a battery as an electrical energy storage/conversion device, apply energy costs of powering systems and show how, through good design and manufacture, the energy demand can be reduced.

## D. POSTGRADUATE DEGREES

### MODULE DESCRIPTION FOR MASTER OF EDUCATION DEGREE

#### D.1.4 MASTER OF EDUCATION DEGREE

<b>Module Title:</b> Advanced Educational Research Methodology	
<b>Code:</b>	EEAR 5910
<b>NQF Level:</b>	9
<b>Semester Offered:</b>	1 <sup>st</sup> & 2 <sup>nd</sup> semester, Year 1
<b>National Professional Standard Competencies:</b>	
<b>Contact Hours:</b>	4 hours per week for 28 weeks
<b>Credits:</b>	48
<b>Prerequisite:</b>	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.

<b>Module Title:</b> Thesis	
<b>Code:</b>	EETM 5980
<b>NQF Level:</b>	9
<b>Semester Offered:</b>	1 <sup>st</sup> & 2 <sup>nd</sup> semester, Year 2
<b>Contact Hours:</b>	4 hours per week for 28 weeks
<b>Credits:</b>	90
<b>Prerequisite:</b>	Successful completion of all taught modules
<b>Co-requisite:</b>	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

<b>Module Title: Postgraduate seminar</b>	
Code:	EES5 5928
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> semester, Year 2
Contact Hours:	2 day seminars, one in semester 1 and 1 in semester 2 and 28 hr s practical work
Credits:	16
Prerequisite:	Successful completion of all taught modules
Co-requisite:	Thesis (EETM 5980)

**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

<b>Module Title: Principles of Curriculum Theory, Design and Implementation</b>	
Code:	ECMC 5980
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> 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)

<b>Module Title: Educational Testing, Measurement, and Evaluation in Education</b>	
Code:	ECMT 5920
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> 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)



<b>Module Title: Educational Conducting Educational Evaluation</b>	
Code:	ECME 5920
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> 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)

<b>Module Title: Instructional Design In The Age Of Technology</b>	
Code:	ECMI 5920
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> 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)

<b>Module Title: Educational Technology</b>	
Code:	ECMT 5920
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> 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)

<b>Module Title: Educational Technology Project</b>	
Code:	ECMP 5980
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> 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

<b>Module Title: Educational Leadership and Management</b>	
Code:	EFME 5980
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> 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.

<b>Module Title: Educational Law and Policy Studies</b>	
Code:	EFME 5920
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> 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)

<b>Module Title: Philosophy of Education</b>	
Code:	EFMP 5929
NQF Level:	9
Semester Offered:	1 <sup>st</sup> or 2 <sup>nd</sup> 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

<b>Module Title: Sociology of Education</b>	
Code:	EFMP 5949
NQF Level:	9
Semester Offered:	1 <sup>st</sup> or 2 <sup>nd</sup> 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

<b>Module Title: Comparative Education</b>	
Code:	EFMC 5929
NQF Level:	9
Semester Offered:	1 <sup>st</sup> or 2 <sup>nd</sup> 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

<b>Module Title: History of Education</b>	
Code:	EFMC 5949
NQF Level:	9
Semester Offered:	1 <sup>st</sup> or 2 <sup>nd</sup> 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 <sup>st</sup> and 2 <sup>nd</sup> 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 <sup>st</sup> and 2 <sup>nd</sup> 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 <sup>st</sup> and 2 <sup>nd</sup> 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)

<b>Module Title: Mass Communication in Adult Education in Adult Education</b>	
Code:	EAMM 5940
NQF Level:	9
Semester Offered:	1 <sup>st</sup> and 2 <sup>nd</sup> 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)

<b>Module Title: Mass Communication in Adult Education in Adult Education</b>	
Code:	EAMM 5940
NQF Level:	9
Semester Offered:	1 <sup>st</sup> and 2 <sup>nd</sup> 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)

<b>Module Title: Advanced Community Education Studies</b>	
Code:	EAMC 5960
NQF Level:	9
Semester Offered:	1 <sup>st</sup> and 2 <sup>nd</sup> 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 <sup>st</sup> and 2 <sup>nd</sup> 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 <sup>st</sup> and 2 <sup>nd</sup> 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 <sup>st</sup> and 2 <sup>nd</sup> 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)

<b>Module Title: Sport for Development</b>	
Code:	EMSD 5940
NQF Level:	9
Semester Offered:	1 <sup>st</sup> and 2 <sup>nd</sup> 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)

<b>Module Title: Advance Theories of Learning in the Mathematics Classroom</b>	
Code:	EMMM 5900
NQF Level:	9
Semester Offered:	1 <sup>st</sup> and 2 <sup>nd</sup> 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)

<b>Module Title: Assessment in the Mathematics Classroom</b>	
Code:	EMMM 5989
NQF Level:	9
Semester Offered:	1 <sup>st</sup> and 2 <sup>nd</sup> 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)

<b>Module Title: Technology and the Teaching of Mathematics</b>	
Code:	EMMT 5949
NQF Level:	9
Semester Offered:	1 <sup>st</sup> and 2 <sup>nd</sup> 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)

<b>Module Title: Independent Study In Mathematics Education</b>	
Code:	EMMI 5989
NQF Level:	9
Semester Offered:	1 <sup>st</sup> and 2 <sup>nd</sup> 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.)

<b>Module Title: Mathematics In Society</b>	
Code:	EMMS 5989
NQF Level:	9
Semester Offered:	1 <sup>st</sup> or 2 <sup>nd</sup> 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)



<b>Module Title: Advance Theories of Learning in the Science Classroom</b>	
Code:	EMMS 5900
NQF Level:	9
Semester Offered:	1 <sup>st</sup> and 2 <sup>nd</sup> 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)

<b>Module Title: Assessment in the Science Classroom</b>	
Code:	EMAS 5909
NQF Level:	9
Semester Offered:	1 <sup>st</sup> and 2 <sup>nd</sup> 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)

<b>Module Title: Technology and the Teaching of Science</b>	
Code:	EMST 5929
NQF Level:	9
Semester Offered:	1 <sup>st</sup> and 2 <sup>nd</sup> 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)

<b>Module Title: :Independent Study in Science Education</b>	
Code:	EMSI 5949
NQF Level:	9
Semester Offered:	1 <sup>st</sup> and 2 <sup>nd</sup> 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.)

<b>Module Title: Science In Society</b>	
Code:	EMSS 5969
NQF Level:	9
Semester Offered:	1 <sup>st</sup> or 2 <sup>nd</sup> 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**

<b>Module Title: ACADEMIC WRITING FOR POST GRADUATE STUDENTS</b>	
Code:	UAE5819
NQF Level:	8
Semester Offered:	1 <sup>st</sup> or 2 <sup>nd</sup> semester, Year 1
Contact Hours:	4 hours per week and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	Must be a postgraduate student.

**Module Description:**

This module is a post-graduate course designed to empower students with skills and knowledge to access and critique academic sources and to synthesize information from these sources to assist them in the substantiation and development of their own claims when writing an academic paper in their respective fields of specialization. Additionally, this course will empower students with the capacity to undertake the challenges of academic writing by exposing them to the different rhetorical and stylistic elements typical of academic texts. Finally, students will be introduced to the American Psychological Association (APA) writing style and will be equipped with the necessary skills to format an academic paper in APA style.

<b>Module Title: Advanced Educational Research Methodology</b>	
Code:	EEAR5910
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> semester, Year 1
Contact Hours:	4 hours per week for 28 weeks
Credits:	48
Prerequisite:	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

<b>Module Title: Thesis</b>	
Code:	EEDM5910
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> semester, Year 2
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.

<b>Module Title: Postgraduate Seminar</b>	
Code:	EESS 5928
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> 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%







### D.3.5 MASTER OF EDUCATION (EARLY CHILDHOOD DEVELOPMENT)

Module Title: Research Methodology in Educational Psychology	
Code:	EPSR5910
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> semester, Year 1
Contact Hours:	4 hours per week for 28 weeks
Credits:	48
Pre-requisite	None

#### Module Description:

The main purpose of this module is to enable postgraduate students in the M.ED programmes of *Early Childhood Development, Guidance and Counselling and Inclusive Education* to learn how to conduct specialized quantitative and qualitative research in these areas. To attain this goal, students will be exposed to varieties of research paradigms, methods and techniques in these areas. In addition, students will be exposed to different alternative ways of packaging research knowledge to serve educational policy and practice ends in early childhood education, guidance and counselling and inclusive education.

#### Module Assessment:

Continuous assessment 50%      At least 4 assessments  
Examination 50%    A three hours written examination

#### Module requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Module Title: Theories Of Early Childhood Development	
Code:	EPSE5900
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Pre-requisite	None

#### Module Description:

This module is intended to enable students in the Masters of Education in Early Childhood Development to explore in depth theories on the development of young children. This will be done from the maturational, behavioural, psychoanalytic, cognitive-developmental, social-cultural and ecological systems perspectives. Considered from the local, regional and national Namibian social-cultural and educational vantage points the module will cover the young children's development from conception to 8 years of age.

#### Module Assessment:

Continuous assessment 50%      At least 4 assessments  
Examination 50%    A three hours written examination

#### Module requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Module Title: Approaches And Models Of Early Childhood Development	
Code:	EPSE5901
NQF Level:	9
Semester Offered:	1 <sup>st</sup> semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	18
Pre-requisite	None

#### Module description:

This course will introduce the student to both traditional as well as contemporary, international approaches and models to early childhood care and development. The course will expose students to the existence and co-existence of various approaches and models to early childhood care and development nationally and internationally. The course will maintain a strong emphasis on appropriate curriculum practices and pedagogies in alignment with child development principles.

#### Module Assessment:

Continuous assessment 50%      At least 2 assessments  
Examination 50%    A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Early Childhood Literacy And Numeracy</b>	
Code:	EPSE5921
NQF Level:	9
Semester Offered:	1 <sup>st</sup> semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite	None

**Module description:**

Language development and the development of numerical concepts are essential building blocks in the cognitive and psychosocial development of young children. Based on this premise, this module is intended to provide students with the knowledge and understanding of how early literacy and early numeracy lay the foundations of reading, writing and mathematical reasoning for young children and thereby prepare them for more effective future learning in the home and at school. Moreover, the module is aimed at making connections amongst early experiences with literacy and numeracy, cognitive development and later academic achievement in learning contexts.

**Module Assessment:**

Continuous assessment 50% At least 2 assessments

Examination 50% A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Early Childhood Programme Development</b>	
Code:	EPSE5902
NQF Level:	9
Semester Offered:	2 <sup>nd</sup> semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	18
Pre-requisite	None

**Module description:**

The purpose of this module is to enable students plan, design and learn to implement various types of contextualized ECD programmes. The main goal of doing this is to create awareness amongst students about the existence of a variety of strategies and approaches of stimulating and promoting the wellbeing and optimal development of young children.

**Module Assessment:**

Continuous assessment 50% At least 2 assessments

Examination 50% A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Early Evaluation and Assessment of Young Children</b>	
Code:	EPSE5922
NQF Level:	9
Semester Offered:	2 <sup>nd</sup> semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite	None

**Module description:**

This module will provide comprehensive accounts of the principles, practices and requirements for evaluation and assessment of young children. The module will aim at exploring various ethical methodologies and tools of assessing young children. These methods and tools will be studied in relation to socio-cultural evaluation and assessment tools available nationally, regionally and internationally.



**Module Assessment:**

Continuous assessment 50%      At least 2 assessments  
 Examination 50%    A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Early Play And Material Development</b>	
Code:	EPSE5942
NQF Level:	9
Semester Offered:	2 <sup>nd</sup> semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite	None

**Module description:**

This module will provide in-depth knowledge and awareness of the importance and role of play as a tool to promote development and learning. It will further provide a framework for understanding developmentally appropriate practices in the early childhood years (0 to 8 years). The development of learning and teaching material using locally available material will form an important component of this module.

**Module Assessment:**

Continuous assessment 50%      At least 2 assessments  
 Examination 50%    A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Academic Writing for Postgraduate Students</b>	
Code:	UAE5819
NQF Level:	8
Semester Offered:	1 <sup>st</sup> or 2 <sup>nd</sup> semester, Year 1
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Pre-requisite	Must be a postgraduate student

**Module Description:**

This module is a post-graduate course designed to empower students with skills and knowledge to access and critique academic sources and to synthesize information from these sources to assist them in the substantiation and development of their own claims when writing an academic paper in their respective fields of specialization. Additionally, this course will empower students with the capacity to undertake the challenges of academic writing by exposing them to the different rhetorical and stylistic elements typical of academic texts. Finally, students will be introduced to the American Psychological Association (APA) writing style and will be equipped with the necessary skills to format an academic paper in APA style.

**Module Assessment:**

Continuous assessment 50% (critical reading assignment, annotated bibliography, term paper)  
 Examination 50%    A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Thesis</b>	
Code:	EETM 5980
NQF Level:	9
Semester Offered:	1 <sup>st</sup> or 2 <sup>nd</sup> semester, Year 2
Contact Hours:	4
Credits:	90
Pre-requisite	Successful completion of all taught modules
Co requisite	Postgraduate Seminar (EESS 5928)

**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. Qualification of examiners as per UNAM Post Graduate Committee guidelines

**Module requirements and expectations**

Students are expected to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Postgraduate Seminar</b>	
Code:	EESS 5928
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> semester, Year 2
Contact Hours:	2 day seminars, one in semester 1 and 1 in semester 2 and 28 hr s practical work
Credits:	16
Pre-requisite	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 course will enable the postgraduate students to prepare, improve, present and critique research proposals and theses.

**Module Assessment:**

100% Continuous assessment.

**D.5MASTER OF EDUCATIONAL PSYCHOLOGY (GUIDANCE AND COUNSELLING) (LEVEL 9)**

<b>Module Title: Research Methodology in Educational Psychology</b>	
Code:	EPSR5910
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> semester, Year 1
Contact Hours:	4 hours per week for 28 weeks
Credits:	48
Prerequisite:	None

**Module Description:**

The purpose of this module is to enable postgraduate students in the M.ED programmes of *Early Childhood Development, Guidance and Counselling and Inclusive Education* to learn how to conduct specialized quantitative and qualitative research in these areas. To attain this goal, students will be exposed to varieties of research paradigms, methods and techniques in these areas. In addition, students will be exposed to different alternative ways of packaging research knowledge to serve educational policy and practice ends in early childhood education, guidance and counselling and inclusive education.

**Module Assessment:**

Continuous assessment 50%  
Examination 50%

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Counselling Theories And Applications</b>	
Code:	EPSG5900
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> 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 enable M.ED students to explore counselling theories and their relationship to psychological development. Counselling skills and process are practiced with an emphasis on integrating theories, practice and life experience.

**Module Assessment:**

Continuous assessment 50% At least 4 assessments

Examination 50% A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Professional Identity And Ethics In Counseling</b>	
Code:	EPSG5901
NQF Level:	9
Semester Offered:	1 <sup>st</sup> semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Prerequisite:	None

**Module Description:**

The purpose of this module is to enable students to understand and apply ethical and legal issues guiding the helping professions. In addition to this they should understand the lifelong professional development and the professional roles of counsellors.

**Module Assessment:**

Continuous assessment 50% At least 2 assessments

Examination 50% A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Career Development And Counselling</b>	
Code:	EPSG5921
NQF Level:	9
Semester Offered:	1 <sup>st</sup> semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Prerequisite:	None

**Module Description:**

The purpose of this module is to enable students to understand theories of career psychology and their use in understanding the individual's personal and career needs across work settings.

**Module Assessment:**

Continuous assessment 50% At least 2 assessments

Examination 50% A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Guidance Programme Planning</b>	
Code:	EPSG5941
NQF Level:	9
Semester Offered:	1 <sup>st</sup> semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Prerequisite:	None

**Module Description:**

The purpose of this module is to enable students to organise, manage and evaluate the guidance and counselling programmes in school and community settings. The module emphasises the development of counsellor competencies in designing, implementing and evaluating psycho-educational programmes.

**Module Assessment:**

Continuous assessment 50% At least 2 assessments

Examination 50% A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Learning Support Strategies</b>	
Code:	EPSG5902
NQF Level:	9
Semester Offered:	2 <sup>nd</sup> semester, Year 1
Contact Hours:	2 hours per week plus 2 hrs practical for 14 weeks
Credits:	12
Prerequisite:	None

**Module Description:**

The purpose of this module is to provide integrated approaches to student support in the academic system and to work effectively in the context of student support and guidance. .

**Module Assessment:**

Continuous assessment 50% At least 2 assessments

Examination 50% A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Assessment In Educational Counselling</b>	
Code:	EPSG5922
NQF Level:	9
Semester Offered:	2 <sup>nd</sup> semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Prerequisite:	None

**Module Description:**

The purpose of this module is to provide basic knowledge and skills in assessment and appraisal (educational and psychological measurement and evaluation) essential for all professional counsellors. In addition to this the module will integrate effective practices and uses of assessment for counselling purposes.

**Module Assessment:**

Continuous assessment 50% At least 2 assessments

Examination 50% A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Group Processes In Counselling</b>	
Code:	EP5G5942
NQF Level:	9
Semester Offered:	2 <sup>nd</sup> semester, Year 1
Contact Hours:	2 hours per week plus 2hrs practical for 14 weeks
Credits:	12
Prerequisite:	None

**Module Description:**

The purpose of this module is to provide students with basic knowledge and skills to enable them to work effectively as group leaders in a cultural diverse society.

**Module Assessment:**

Continuous assessment 50% At least 2 assessments

Examination 50% A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Academic Writing for Postgraduate Students</b>	
Code:	
NQF Level:	8
Semester Offered:	1 <sup>st</sup> or 2 <sup>nd</sup> semester, Year 1
Contact Hours:	4 hours per week for 14 weeks
Credits:	
Prerequisite:	Must be a postgraduate student

**Module Description:**

This module is a post-graduate course designed to empower students with skills and knowledge to access and critique academic sources and to synthesize information from these sources to assist them in the substantiation and development of their own claims when writing an academic paper in their respective fields of specialization. Additionally, this course will empower students with the capacity to undertake the challenges of academic writing by exposing them to the different rhetorical and stylistic elements typical of academic texts. Finally, students will be introduced to the American Psychological Association (APA) writing style and will be equipped with the necessary skills to format an academic paper in APA style.

**Module Assessment:**

Continuous assessment 50% (critical reading assignment, annotated bibliography, term paper)

Examination 50% A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Thesis</b>	
Code:	EETM 5980
NQF Level:	9
Semester Offered:	1 <sup>st</sup> and 2 <sup>nd</sup> semester, Year 2
Contact Hours:	4
Credits:	90
Prerequisite:	Successful completion of all taught modules
Co requisite	Postgraduate Seminar (EESS 5928)

**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. Qualification of examiners as per UNAM Post Graduate Committee guidelines

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Postgraduate Seminar</b>	
Code:	EESS 5928
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> semester, Year 2
Contact Hours:	2 day seminars, one in semester 1 and 1 in semester 2 and 28 hr s practical work
Credits:	16
Prerequisite:	Successful completion of all taught modules
Co requisite	Thesis (EETM 5980)

**Module Description:**

The purpose of this module is to enable postgraduate students to practise advance computer and technology skills, use technology for data analysis and assessing information skills. In addition the course will enable the postgraduate students to prepare, improve, present and critique research proposals and theses.

**Module Assessment:**

100% Continuous assessment.

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

**D.4.12 MASTER OF EDUCATION (INCLUSIVE EDUCATION) (LEVEL 9)**

<b>Module Title: Research Methodology In Educational Psychology</b>	
Code:	EPSR5910
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> semester, Year 1
Contact Hours:	4 hours per week for 28 weeks
Credits:	48
Prerequisite:	None

**Module Description:**

The main purpose of this module is to enable postgraduate students in the M.ED programmes of *Early Childhood Development, Guidance and Counselling and Inclusive Education* to learn how to conduct specialized quantitative and qualitative research in these areas. To attain this goal, students will be exposed to varieties of research paradigms, methods and techniques in these areas. In addition, students will be exposed to different alternative ways of packaging research knowledge to serve educational policy and practice ends in early childhood education, guidance and counselling and inclusive education.

**Module Assessment:**

Continuous assessment 50% At least 4 assessments  
Examination 50% A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Theoretical Framework For Inclusive Education</b>	
Code:	EPSI5981
NQF Level:	9
Semester Offered:	1 <sup>st</sup> Semester, Year 1
Contact Hours:	3 hours per week for 28 weeks
Credits:	18
Prerequisite:	None

**Module description:**

This module will introduce the student to models of inclusive education nationally and internationally. The module further will familiarise students with discourses, as well as trends surrounding inclusive education. Students will be exposed to issues of legislation and policy in the field of inclusive education.

**Module Assessment:**

Continuous assessment 50%    At least 3 assessments  
 Examination 50%    A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Collaboration And Teamwork In The Inclusive Setting</b>	
Code:	<b>EPSI5901</b>
NQF Level:	9
Semester Offered:	1 <sup>st</sup> Semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Prerequisite:	None

**Module description:**

This module is designed to enable students to demonstrate specialist knowledge and understanding of collaborative working in inclusive settings. Students will be exposed to multidisciplinary approaches of diagnostic assessment and formulating learning plans for learners with special educational needs. The module further enables students to design and manage inclusive environments both in schools and in the classroom. Best practices for inclusive settings will be discussed.

**Module Assessment:**

Continuous assessment 50%    At least 2 assessments  
 Examination 50%    A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Teaching And Learning In Differentiated Classrooms</b>	
Code:	<b>EPSI5982</b>
NQF Level:	9
Semester Offered:	2 <sup>nd</sup> semester, Year 1
Contact Hours:	3 hours per week for 14 weeks
Credits:	18
Prerequisite:	None

**Module description:**

This module is designed to sensitise students to be flexible in their approach to teaching and adjusting their curriculum and presentation of information to learners rather than expecting learners to modify themselves for the curriculum. Students will be exposed to a variety of instructional approaches which would assist them to vary and adapt content and assessment to individual and diverse learners in their classroom.

**Module Assessment:**

Continuous assessment 50%    At least 3 assessments  
 Examination 50%    A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Assessment And Evaluation For Learning</b>	
Code:	EPSI5902
NQF Level:	9
Semester Offered:	2 <sup>nd</sup> semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Prerequisite:	None

**Module description:**

This module is designed to help educators apply the most valuable performance-based assessment techniques, feedback procedures and evaluation tools to assess learning in inclusive environments. Students will have an opportunity to plan and design formative and summative evaluation tasks. The module will familiarise students with various diagnostic assessment tests and their uses.

**Module Assessment:**

Continuous assessment 50% At least 2 assessments

Examination 50% A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

**ELECTIVES (STUDENTS SELECT ONE FOR THE YEAR)**

<b>Module Title: Deaf Education And Communication</b>	
Code:	EPSI5900
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> semester, Year 1
Contact Hours:	2 hours per week plus 2 hrs practical for 28 weeks
Credits:	24
Prerequisite:	None

**Module description:**

The module will familiarise students with the challenges that learners who are deaf are facing in an inclusive environment. Taking the special educational needs of Deaf learners into consideration, students will be exposed to the accommodations in curriculum, assessment and education in general needed for successful learning. In addition to this students will be expected to acquire knowledge that will enable them to develop teaching and learning materials for learners who are Deaf. The influence of Deaf culture on education will also be covered in the module.

**Module Assessment:**

Continuous assessment 50% At least 4 assessments

Examination 50% A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Managing Emotional And Behavioural Difficulties</b>	
Code:	EPSI5940
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> semester, Year 1
Contact Hours:	2 hours per week plus 2 hrs practical for 28 weeks
Credits:	24
Prerequisite:	None

**Module description:**

This module will introduce the student to models of emotional and behavioural difficulties, its causes and prevalence as well as the latest developments in the field of Social, Emotional and Behavioural Difficulties. The module further will familiarise students with discourses, as well as trends surrounding inclusive education. Students will be exposed to characteristics and interventions in response to children experiencing Social, Emotional and Behavioural Difficulties.



**Module Assessment:**

Continuous assessment 50% At least 4 assessments  
 Examination 50% A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Visual Impairment And Braille Systems</b>	
Code:	EPSI5960
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> semester, Year 1
Contact Hours:	2 hours per week plus 2 hrs practical for 28 weeks
Credits:	24
Prerequisite:	None

**Module description:**

This module will introduce the student to theories and interventions of visual impairment nationally and internally. The module further outlines key developments in the history of educating students with visual impairments while exposing students to a wide range of discourses in the field of visual impairments. In addition to theoretical aspects of identifying and developing appropriate interventions for learners with visual impairments, students will be exposed to basic Braille and systems through a practical component.

**Module Assessment:**

Continuous assessment 50% At least 4 assessments  
 Examination 50% A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

**(Note: All module descriptors for the second year are the same as for the existing M Ed degrees in the Faculty of Education and have already been approved by Senate at the end of 2009)**

<b>Module Title: Reading and writing difficulties</b>	
Code:	EPSL 5961
NQF Level:	9
Semester Offered:	1 <sup>st</sup> semester, Year 1
Contact Hours:	2 hours per week plus 2 hrs practical for 28 weeks
Credits:	24
Prerequisite:	None

**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 4 assessments  
 Examination 50% A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Teaching Literacy Skills (Co-req EPSL 5961)</b>	
Code:	EPSL 5982
NQF Level:	9
Semester Offered:	2 <sup>nd</sup> semester, Year 1
Contact Hours:	2 hours per week plus 2 hrs practical for 28 weeks
Credits:	24
Prerequisite:	None

**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 4 assessments

Examination 50% A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Academic Writing for Postgraduate Students</b>	
Code:	UAE5819
NQF Level:	8
Semester Offered:	1 <sup>st</sup> or 2 <sup>nd</sup> semester, Year 1
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	Must be a postgraduate student

**Module Description:**

This module is a post-graduate course designed to empower students with skills and knowledge to access and critique academic sources and to synthesize information from these sources to assist them in the substantiation and development of their own claims when writing an academic paper in their respective fields of specialization. Additionally, this course will empower students with the capacity to undertake the challenges of academic writing by exposing them to the different rhetorical and stylistic elements typical of academic texts. Finally, students will be introduced to the American Psychological Association (APA) writing style and will be equipped with the necessary skills to format an academic paper in APA style.

**Module Assessment:**

Continuous assessment 50% (critical reading assignment, annotated bibliography, term paper)

Examination 50% A three hours written examination

**Module requirements and expectations**

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

<b>Module Title: Thesis</b>	
Code:	EETM 5980
NQF Level:	9
Semester Offered:	1 <sup>st</sup> and 2 <sup>nd</sup> semester, Year 2
Contact Hours:	4
Credits:	90
Prerequisite:	Successful completion of all taught modules
Co requisite	Postgraduate Seminar (EESS 5928)

**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:**

Continuous assessment 100% Continuous assessment. The dissertation will be evaluated by one internal and one external examiner. Qualification of examiners as per UNAM Post Graduate Committee guidelines.

**Module requirements and expectations**

Students are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Module Title: Postgraduate Seminar	
Code:	EESS 5928
NQF Level:	9
Semester Offered:	1 <sup>st</sup> & 2 <sup>nd</sup> 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 course will enable the postgraduate students to prepare, improve, present and critique research proposals and theses.

**Module Assessment:**

Continuous assessment 100%

**MODULE DESCRIPTION FOR DOCTOR OF PHILOSOPHY EDUCATIONAL STUDIES****D.3.6 DOCTOR OF PHILOSOPHY EDUCATIONAL STUDIES (PH.D. EDUCATION STUDIES)**

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.

Module Title: Dissertation	
Code:	EEDM 6000
NQF Level:	9
Contact Hours:	N/A
Credits:	360
Pre-requisite	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 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 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.