

# **BACHELOR OF EDUCATION HONOURS (SECONDARY EDUCATION) (NQF LEVEL 8)**

## **PURPOSE OF THE QUALIFICATION**

The main purpose of Bachelor of Education in secondary Education honours qualification is to produce professionally qualified teachers who are able to apply a combination of subject matter knowledge with the relevant pedagogical approaches to ensure improved learning outcomes under various contexts. The qualification will contribute to the national efforts for the production of innovative and competent Secondary school teachers who would make lasting impressions in the lives of learners. The qualification will also equip teachers with the necessary teaching skills, competencies, and strategies to be effective secondary school teachers, academic manager and administrators.

Namibia's Occupational Demand and Supply Outlook Model (NODSOM) of 2012 and other reports issued by the Ministry of Education highlight the shortage of professionally qualified teachers at all levels of the education system in Namibia. The Bachelor of Education (Secondary) Honours has been developed in response to the high demand for appropriately qualified teachers in Namibia.

The rationale for the development of this qualification was motivated by the need to meet the above mentioned challenge because the targets cannot be achieved without the necessary inputs from qualified teachers who are able to implement the national curriculum and assessments.

## **OUTCOMES FOR THE WHOLE QUALIFICATION**

Holders of this qualification are able to:

- Teach secondary school subjects of their respective specialisation;
- Utilise teaching methods that foster learners' independent and dependent inquiry and in-depth understanding;
- Develop authentic means for assessing learning and to inform their teaching and learners' learning;
- Demonstrate a commitment to working ethically and collectively with colleagues to achieve high quality, equitable outcomes for learners and the wider community;
- Design curriculum that meets the changing secondary education needs of Namibia with special reference to outcomes-based education;
- Promote, coordinate and conduct research into secondary school problems through the prescribed subjects offered at particular levels;
- Interpret, systemise and utilise in practice existing knowledge in view of the education task;
- Apply various techniques to carry out different roles of a secondary school educator, i.e. as a lifelong learner, facilitator, mediator of learning, curriculum designer, administrator, assessor, agent of change, specialist in the selected subject(s) and a responsible citizen.

## QUALIFICATION DURATION

The study period for the qualification is:

Fulltime/Part-time / Block release Mode - Minimum: 4 Years; Maximum: 6 Years.

The study period comprises of two (2) semesters, per academic year. Semester 1 runs from January to June. Semester 2 runs from July to December.

## Major Combinations

The core courses for this qualification are fixed and cannot be exchanged. The qualification is offered five groups of specialisations: Mathematics and Science, Languages Education, Humanities, Commerce and Information Technology.

Each group of specialisation comprises of two school subjects.

No deviation from the prescribed combinations as reflected below will be allowed.

The following are the fields of studies and subject combination:

1. Mathematics and Science grouping
  - a. Mathematics and Computer Studies
  - b. Mathematics and Agriculture
2. Language Grouping
  - a. English and Namibian Languages: CHOOSE ONE  
(Otjiherero/Oshikwanyama/Oshindonga/Rukwangali/Silozi/Afrikaans/  
Khoekhoegowab,Thimbukushu,Rumanyo,)
  - b. English and Foreign Language: CHOOSE ONE  
(Portuguese/French/German)
3. Humanities Grouping
  - a. Geography and History
  - b. Geography and Development studies
4. Commerce Grouping
  - a. Accounting and Mathematics
  - b. Accounting and Economics
  - c. Accounting and Business studies
  - d. Accounting and Entrepreneurship
  - e. Economics and Business studies
  - f. Office practice and Business studies
  - g. Entrepreneurship and Business studies
  - h. Office practice and Accounting
5. Information Technology Grouping
  - a. Computer studies and Office Practice

## COURSES

### YEAR 1:

- Educational Foundations I
- English for Teachers
- Theories of Human Development
- Life Skills I
- Physical Education
- IT skills for Teachers
- Integrating Educational Technology in Teaching I
- Guidance and counselling
- Assessment in Education

### Year Courses

School subject 1

School subject 2

Micro Teaching

### YEAR 2

- Educational Foundations II
- Curriculum, Planning and Development I
- Research Methodology in Education I
- Life Skills II
- Educational law and Policies
- Critical Thinking
- Integrating Educational Technology II

### Year Courses

School subject 1

School subject 2

### YEAR 3

- Educational Foundations III
- Research Methodology in Education II
- Curriculum planning and Development II
- School Management and Leadership
- Inclusive and Special Education
- Evaluation in Education
- First Aid

### Year courses

- School subject 1

- School subject 2
- School Based Studies II

#### YEAR 4

- Educational Foundations IV
- Project Management in Education
- Education Systems
- School subject 1
- School subject 2
- Educational Research project
- School Based Studies III

### **CREDIT TRANSFER**

Credit is the value assigned for the recognition of equivalence in content acquired learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing. To be awarded these credits, IUM will need to assess the courses or combination of courses as equivalent to IUM courses

Courses awarded as credits need to have been studied within the past 5 years.

Generally, credit will be given if the courses were taken at an accredited institution of higher learning, the course was equivalent to courses offered at IUM, or compatible with Namibian Qualification Authority requirements.

Courses will be evaluated for its current relevance and may not transfer if the material is outdated more than 5 years since the course was attended and examination sat and passed and/or the course was not passed at the first examination sitting.

Credits earned at an unaccredited college may not transfer unless the credit earned is equivalent to courses offered in degree qualification.

Credits earned at IUM are also transferable to other institutions of higher learning.

Acceptance of credits earned at other institutions is limited to 50% of the total credits required for an IUM qualification. No more than half the major area course requirements can be earned through transfer and/or exemption credit.

The IUM reserves the right to reject any or all credits from other institutions, regardless of their accreditation status, when it determines through investigation or otherwise that the quality of instruction at such institutions is for any reason deficient or unsatisfactory. The judgment of the IUM on this question shall be final.

The IUM reserves the right to disallow transfer credit for courses if the student's subsequent grades in required courses in the same subject fall below average.

## **ASSESSMENT AND EVALUATION**

Continuous Assessment (CA) attracts 40% of the final grade. This will come from the activities and evaluations undertaken by the student during study period.

Students must score at least 50% in each course /course coursework to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

### **Practical Teaching**

All students should acquire field experience in the Second, Third and Fourth year of study and submit a report. For the:

- Second year - this field experience amounts to 40 hours (consecutive 2 weeks) of class observation per year (Each level - 8 hours);
- Third year - this period of practice teaching amounts to 80 hours (consecutive 4 weeks) per year (Grade 8 and 9 – each 40 hours); and
- Fourth year - this period of practice teaching amounts to 240 hours (consecutive 6 weeks) hours per year (Grade 8 and 9 – each 24 hours, and Grade 10 through Grade 12 – 64 hours each).

Note: The above is a provisional working formula for practical teaching hours' distribution. The actual distribution of the hours will vary accordingly to the area(s) of specialisation.

Each and every one of these field experiences are examinable and are a requirement for graduation. Assessment is by means of observation of the student, student assessment by staff (both respective school and IUM), and by submission of a portfolio. Furthermore, students will be required to practice teaching in at least one (1) school in the rural setting during the 3 years of practice teaching.

### **Final Examinations**

The final examination counts for 60% of the overall final mark. The final examination comes at the end of the course. Unless prescribed otherwise, the standard examinations will be of three hours duration. Examiners may, in addition to written examination, test any candidate orally.

### **Supplementary Examinations**

A student who fails a course with an overall mark of 40-49% is eligible to sit for a supplementary examination.

A student who fails the project with a mark of less than 50% will be allowed one opportunity to re-submit the project three months after the publication of results. A student who fails a course with an overall mark of 39% and below will be required to repeat the same course until the course is passed. A student may not proceed from one level to the next higher level carrying more than 50% of the courses or credits.

## **TEACHING METHODS/STRATEGIES**

The teaching and learning processes will take place through lectures, tutorial activities and discussion, school-based activities, collaborative group tasks, practical projects and written assignments

Students must have access to a computer and the Internet and other modern technology especially appreciated in the secondary school instruction. The teaching and learning methods adapted for this qualification are student-centred learning methods. Emphasis will be placed upon the need for a student to read and research extensively in each of the courses. Each student will be mentored to appreciate that one will be expected to be responsible for one's own learning. The role of the lecturer, therefore, is to stimulate learning and to support and guide that process. Guided reading materials and research will support these endeavours.

The delivery methods for this qualification comprise of the fulltime, part time and block release learning modes. Contact hours for block release mode are face-to- face encounters on a monthly basis and block periods during IUM academic breaks and other public holidays such as Easter break.

The degree will be offered in collaboration with the other faculties within the university.

## **ARTICULATION**

Upon the successful completion of the requirements for an award of the Bachelor of Education (Secondary) Honours a candidate may be granted admission to a Master of Education. Interfaculty students can apply for approval with the Deans of other Faculties for assessment to gain admission to any Masters programme. Horizontally, students may, where applicable, move into existing or new related undergraduate teachers qualifications.