

**DIPLOMA IN EDUCATION  
(PRE AND JUNIOR PRIMARY)  
(NQF LEVEL 7)**

**PURPOSE OF THE QUALIFICATION**

There is an urgent need for qualified pre and junior primary school teachers in Namibia. Enrolment in early childhood education has suddenly increased and this increase is mainly due to the government initiative to help make public education accessible to all by abolishing school fees as well as a strategic emphasis by the Namibian Government to increase learner access to education opportunities.

Though the initiative is a step in the right direction, it has stressed the education system. Today there are large inequalities in educational access between rural and urban areas and a pupil-to-teacher ratio that exceeds 40:1 in some rural areas. Overall, The Ministry of Education estimates that another 5000 teachers must be trained to reach universal primary education by 2030.

Early childhood education is a vital investment for the country's future, setting an early foundation for life-long learning for early childhood school teachers help to give young learners the best possible start in life. They inspire young learners through learning and they have a greater opportunity to relate well with learners and their parents.

The students studying the International University of Management Diploma in Education (Pre and Junior Primary) will be actively involved in their learning and development. For this qualification has been carefully designed, in collaboration with the major stakeholders, to be responsive to the needs of the profession and aims to model what outstanding teaching and learning in the pre and junior primary classroom looks like. The student learning experiences will be varied and will include educational visits, lectures, conferences, seminars, tutorials, practical workshops and independent study supported by research and online learning materials. In addition to this, the students will spend a significant proportion of time on professional placement (school based studies). Assessment methods are varied according to the courses but include, among others, posters, essays, presentations and portfolios. All of these have an explicit focus on supporting each student's development as an outstanding pre and junior primary school teacher.

The Diploma in Education (Pre and Junior Primary) will enable the students to develop a deep understanding of how learners learn. The students will learn about current initiatives and their impact on classroom practices. The students will be supported in their learning to become creative and flexible practitioners prepared to make a positive impact on learners' lives and meet the needs of early childhood education of the future. This qualification will not only meet but also implement all the requirements for training quality early childhood educators as articulated by the Ministry of Basic Education in its ministerial policy documents.

Apart from aligning itself directly with the ministerial policy documents on pre and junior primary education, this qualification considers the ever growing pool of unqualified teachers who do not meet the present minimum requirement for entry into Bachelor of Education (Junior Primary) Honours at the International University of Management. This qualification, therefore, will provide a suitable bridge for entry into Bachelor of Education (Junior Primary) Honours and further training.

This qualification targets anyone who has the zeal to become a pre and primary school teacher and has the necessary requirements to pursue this study to become a professionally qualified pre and primary school teacher in order to meet the high demand for academically and professionally qualified pre and primary school teachers in Namibia and the SADC region.

## **OUTCOMES OF THE QUALIFICATION**

Holders of this qualification are able to:

- identify some of the key areas associated with teaching and learning at pre and junior primary school level;
- identify key techniques for using songs, play and games to enhance learners's learning;
- understand how different learning styles affect the way learners learn and identify different techniques for exploiting different learning styles;
- define how lesson planning is linked to syllabus and curriculum and explain how the curriculum can define what and how you teach;
- identify a variety of classroom management factors which affect the learning conditions in the young learner classroom;
- demonstrate ability to carry out both formal assessment methods (quizzes, short tests, oral tests and worksheets) and informal assessment methods (observation of each learner's progress in learning and practice situations);
- provide high quality teaching of core skills (literacy, numeracy, ICT, thinking skills, problem solving);
- develop in the learners an awareness of their personal learning styles and strengths and encourage them to assume more responsibility for their progress;
- encourage lifelong learning;
- demonstrate knowledge and understanding of learners's early childhood development process in cognitive, emotional, social, aesthetic, spiritual and ethical, and physical domains; and
- demonstrate an ability to teach the whole of the junior primary school curriculum

## **QUALIFICATION DURATION**

The study period for the qualification is:

Fulltime/Part-time/Block release mode - Minimum: 3 Years; Maximum: 5 Years.

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

## **COURSES**

### **YEAR 1**

1. Namibian Language Education I
2. English for Teachers
3. Educational Foundations I
4. Inclusive and Special Education

5. Numeracy and Mathematics Education I
6. Physical Education I
7. Religious and Moral Education I
8. English Language Education I
9. Integrated Technology in Education I
10. Assessment in Education
11. Guidance and Counselling
12. Arts Education I
13. Teaching Reading with Learners' Literature I

Year course(s)

1. Micro Teaching
2. Childcare First Aid

YEAR 2

1. Namibian Language Education II
2. English Language Education II
3. Environmental Studies Education I
4. Integrated Technology in Education II
5. Curriculum planning and Development I
6. Multi-Grade Classroom Teaching
7. Teaching Phonemic Awareness and Phonics
8. Critical Thinking
9. Educational Foundations II
10. Numeracy and Mathematics Education II
11. Physical Education II
12. Arts Education II
13. Religious and Moral Education II
14. Teaching Reading with Learners' Literature II

Year course(s)

1. School Based Studies I

Year 3

1. Educational Foundations III
2. Numeracy and Mathematics Education III
3. Teaching Reading with Learners' Literature III
4. Early Schooling Environment
5. Research Methodology
6. Namibian Language Education III
7. English Language Education III
8. Environmental Studies Education II
9. Curriculum planning and Development II

Year course(s)

## 1. School Based Studies II

### **CREDIT TRANSFER**

Credit is the value assigned for the recognition of equivalence in content and 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.

The awarded credits are governed by the IUM diploma qualification rules and the rules covering credit. 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.

Coursework 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 institution of higher learning may not transfer unless the credit earned is equivalent to courses offered in the IUM diploma qualification.

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

Acceptance of credits earned at other institutions of higher learning is limited to 50% of the total credits required for an IUM diploma in education 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 of higher learning, 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.

### **MODES OF TEACHING AND LEARNING IN TEACHER EDUCATION**

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.

## **Assessments**

Continuous Assessment (CA) attracts 40% of the final grade. This will come from the examinable activities such as written and/or oral tests and assignments (group and/or individual), and evaluations undertaken by the student during the study period.

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

## **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 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 a deficit of more than 30% of the courses or credits.

## **Practical Teaching**

All students should acquire field experience in the first, second and third year of study and submit a report. For the:

- first year - this field experience amounts to 40 hours (consecutive 2 weeks) of class observation per year (Each level -10 hours);
- second year - this period of practice teaching amounts to 80 hours (consecutive 4 weeks) per year (Pre and Grade 1 – each 40 hours); and
- third year - this period of practice teaching amounts to 240 hours (consecutive 6 weeks) hours per year (Pre and Grade 1 – each 40 hours, and Grade 2 and Grade 3 – 80 hours each).

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 learners and staff, 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.

## **ARTICULATION**

Vertically, the Diploma in Education (Pre and Lower Primary) grants admission to Bachelor of Education (Primary) Honours. Interfaculty students can apply for approval with the Deans of other Faculties for assessment to gain admission to any Bachelor honours programme. Horizontally, students may, where applicable, move into existing or new related Diploma teachers qualifications.