

IUM CENTRE FOR DISTANCE AND eLEARNING (IUM-CDeL)

IUM launched its Distance and Open Learning programme several years ago and hence giving opportunity to persons who, for various reasons, could not access full-time or part-time university programmes opportunity to enrol in all the programmes the university offered on full-time and part-time modes at all levels: Certificate to Bachelor Honours degree levels. IUM was admitted to the membership of the Distance Education Association of Southern Africa (DEASA) in 2012.

IUM outsourced the administrative aspects of this service to the Institute of Open Learning (IOL) several years ago. This arrangement has, however, now ended and the university is set to use E-Learning, Blended E-Learning, and Blended Learning to offer its programmes across the board.

IUM recognizes that in the digital era, the theory and practice of distance education/learning are fast being subsumed by online education and eLearning and is prepared to meet the consequences of this reality head on. In this regard, the IUM Centre for Distance and e-Learning Centre (IUM-CDeL), initiated in November, 2021, will use fine-tuned or digitized distance learning, online or e-learning, and blended e-learning to support student learning across all faculties in the university.

Towards implementing the university Strategic Plan (SP) for 2020-2025, the IUM Centre for Distance and e-Learning (IUM-CDeL) has adopted a holistic approach to running academic programmes (AP). In line with the SP of the university, CDeL runs online distance learning programmes so as to edge closer to achieving SDG 4 (if not achieved completely), Vision 2030 target and the National Development Plan (NDP) of providing education to all. To achieve this, the centre is working in collaboration with the six faculties of the university, two centres of teaching and learning and the university's administrative offices to offer the Online Distance Learning (ODL) programmes.

The centre's main objective is to make university education accessible to all in Namibia and beyond (including SADC and the world at large). The Centre leverages on the university e-Learning platform (IUM LMS), Multimedia technologies and expertise to facilitate the online

teaching and learning. To ensure that the centre's programmes meet stakeholders (including students, National Council Higher Education and the Namibian Qualification Authority) expectations and also that courses / programmes are up to date with societal and technology trends, stakeholder evaluation of the centre's programmes will be undertaken from time to time.

Starting in 2022, the IUM-CDel will run six (6) certificate programmes, Four (4) Bachelor Honours programmes, two (2) postgraduate Diploma programmes, one (1) Masters programme and a number of short courses (depending on the market demand and Institutional trends). The specific programmes to run in 2022 include:

A. Certificate Programmes:

1. Certificate of Business Administration (NQF Level 5)
2. Certificate in Finance Management (NQF Level 5)
3. Certificate in Human Resource Management (NQF Level 5)
4. Certificate in Marketing Management (NQF Level 5)
5. Certificate in Business Information System (NQF Level 5)
6. Certificate in Tourism, Hospitality and Events Management (NQF Level 5)

B. Bachelor Honours

7. Bachelor in Tourism, Hospitality and Events Management Honours (NQF Level 8)
8. Bachelor in Education: Educational Leadership, Management and Policy Honours (NQF Level 8)
9. Bachelor of Science in Business Information Systems Honours (NQF Level 8)
10. Bachelor of Science in Software Development Honours (NQF Level 8)

C. Postgraduate Diploma Programmes

11. Postgraduate Diploma in Education (NQF Level 8)
12. Postgraduate Diploma in Higher Education (NQF level 8)

D. Masters Programmes

13. Master of Education - Educational Leadership, Management and Policy Education (NQF Level 9)

E. Short Courses

14. Computer Studies
15. Computer Essentials

16. Word Processing
17. Spreadsheet
18. Presentation
19. Databases
20. Information Technology (IT) Security
21. Online Essentials

Details of the programmes to be run by the centre are outlined below:

FACULTY OF BUSINESS ADMINISTRATION

DEPARTMENT OF BUSINESS ADMINISTRATION

Certificate in Business Administration (NQF level 5)

	Compulsory	Elective
Level 4 credits:	30	-
Level 5 credits:	90	-
Minimum total credits required:	120	-

Rationale

Namibia's Fifth National Development Plan (NDP 5) underlines that there is need to achieve industrial development through Local Procurement. This will result in Namibia moving from a reactive, input-based economy to a proactive, high performing economy. The survival of such infant enterprises needs highly skilled entrepreneurs, hence the demand for qualified business administrators who have fundamental understanding of business concepts and practices and who can initiate and improve the efficiency and effectiveness of business enterprise.

Purpose

The certificate in business administration is designed to provide students with the skills and attitudes needed to start conceptualising ideas that contribute to existing organizations and which will enhance the pursuit of their own ventures. Students will gain an effective working knowledge of the analytical tools and management concepts used in modern business and a firm grounding in the practical management skills required in contemporary business activities.

Duration of the Qualification

The Certificate is conferred after one year of distance study in one or more areas of business concentrations. The year of study will be divided into two semesters and students are expected to take six courses in each semester. Semester 1 runs from January to June. Semester 2 runs from July to December.

Admission/Entry requirements

The entry requirements to this qualification are:

- Namibia Senior Secondary Certificate (NSSC) and/or O Level or equivalent qualification(s), provided that the candidate has passed five subjects (including English minimum D) normally in not more than three examination sittings with a minimum of 20 points on the IUM's evaluation scale.
- A recognised qualification at NQF level 4 Or
- Mature Age Entry as stipulated in GR 4.1.1

Assessment

Assessment arrangements are based on the following:

Online Quizzes, assignments, online Forum discussions and online written examinations will be used to assess the students. 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 to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

Both Formative and Summative assessment techniques are used. Formative assessment techniques are used to monitor student learning during the learning process. The feedback gathered is used to identify areas where students are struggling so that instructors can adjust their teaching and students can adjust their studying.

Summative assessment techniques are used to evaluate student learning. These assessments are appreciated at the end of a course to measure the extent to which students have achieved the desired learning outcomes. The major components of this technique are:

- Exams. This includes final exams and Quizzes at the end of course units.
- Papers, projects, and presentations. These give students the chance to go deeper with the material to put the knowledge they have acquired to use or create something new from it.

- Portfolios. These give students a chance to spell out the concepts or techniques used with each course, the themes addressed, and hurdles faced so as to bring a sense of completion to the learning process.

Coursework/Continuous Assessment

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 to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

Examination

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.

Mode of Teaching

This Qualification is going to run on an online learning and teaching mode. The course content will be delivered online through IUM Learning Management System (LMS). Students are required to schedule their time in a way that they can log in to their course module for at least 2 hours on a weekly basis. The following are the methods of delivery:

- Self-learning
- Virtual Classrooms
- Video Modules
- Micro learning
- Mobile learning
- Online Learning Tools

Resources Required

As a necessity for distance and remote learning, students are required to have access to Wi-Fi enabled electronic gadgets such as:

- Laptop (with a webcam)
- Desktop (with a webcam)
- Smart cell phone
- Tablet

Course Structure

YEAR 1				
Course Code	Course Title	Semester	NQF level	Credits
AEL40US	Applied English Language Skills	1	5	10
IEN40US	Introduction to Entrepreneurship	1	5	10
MTH51US	Mathematics	1	5	10
MIE50US	Microeconomics	1	5	10
PMK50US	Principles of Marketing	1	5	10
BNE50US	Business Ethics	2	5	10
FAC51US	Financial Accounting 1	2	5	10
HCD50US	Human Capital Development	2	5	10
MOR51US	Management Organization	2	5	10
POM50US	Principles of Management	2	5	10

QM151US	Quantitative Methods 1	2	5	10
BIT41US	Basic IT Skills	2	5	10

DEPARTMENT OF FINANCE AND ACCOUNTING

Certificate in Finance Management (NQF level 5)

	Compulsory	Elective
Level 4 credits:	40	-
Level 5 credits:	60	-
Minimum total credits required:	100	-

Rationale

This qualification was designed in response to the national need for professional financial practitioners in the Human Resource Strategic Plan 2010 - 2025 (which highlights critical skills shortage.)

Purpose

The purpose of certificate in finance management qualification is to provide students with an academic and professional experience in general administration and finance to enhance competency and skills. This provides the entry level to career opportunities in accounting and finance. The qualification will greatly contribute to the finance and general sectors of the economy.

Duration of the Qualification

The Certificate is conferred after one year of distance study in one or more areas of finance concentrations. The year of study will be divided into two semesters and students are expected to take six courses in each semester. Semester 1 runs from January to June. Semester 2 runs from July to December.

Admission/Entry requirements

The entry requirements to this qualification are:

- Namibia Senior Secondary Certificate (NSSC) and/or O Level or equivalent qualification(s), provided that the candidate has passed five subjects (including English minimum D)

normally in not more than three examination sittings with a minimum of 20 points on the IUM's evaluation scale.

- A recognised qualification at NQF level 4 Or
- Mature Age Entry as stipulated in GR 4.1.1

Assessment

Assessment arrangements are based on the following:

Online Quizzes, assignments, online Forum discussions and online written examinations will be used to assess the students. 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 to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

Both Formative and Summative assessment techniques are used. Formative assessment techniques are used to monitor student learning during the learning process. The feedback gathered is used to identify areas where students are struggling so that instructors can adjust their teaching and students can adjust their studying.

Summative assessment techniques are used to evaluate student learning. These assessments are appreciated at the end of a course to measure the extent to which students have achieved the desired learning outcomes. The major components of this technique are:

- Exams. This includes final exams and Quizzes at the end of course units.
- Papers, projects, and presentations. These give students the chance to go deeper with the material to put the knowledge they have acquired to use or create something new from it.
- Portfolios. These give students a chance to spell out the concepts or techniques used with each course, the themes addressed, and hurdles faced so as to bring a sense of completion to the learning process.

Coursework/Continuous Assessment

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 to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

Examination

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.

Mode of Teaching

This Qualification is going to run on an online learning and teaching mode. The course content will be delivered online through IUM Learning Management System (LMS). Students are required to schedule their time in a way that they can log in to their course module for at least 2 hours on a weekly basis. The following are the methods of delivery:

- Self-learning
- Virtual Classrooms
- Video Modules
- Micro learning
- Mobile learning
- Online Learning Tools

Resources Required

As a necessity for distance and remote learning, students are required to have access to Wi-Fi enabled electronic gadgets such as:

- Laptop (with a webcam)
- Desktop (with a webcam)
- Smart cell phone
- Tablet

Course Structure

YEAR 1				
Course Code	Course Tittle	Semester	NQF level	Credits
AEL40US	Applied English Language Skills	1	5	10
MTH51US	Mathematics	1	5	10
MIE50US	Microeconomics	1	5	10
PMK50US	Principles of Marketing	1	5	10
IEN40US	Introduction to Entrepreneurship	2	5	10
FAC51US	Financial Accounting 1	2	5	10
HCD50US	Human Capital Development	2	5	10
CAC50US	Cost Accounting	2	5	10
QM151US	Quantitative Methods 1	2	5	10
BIT41US	Basic IT Skills	2	5	10

FACULTY OF EDUCATION

Bachelor in Education: Educational Leadership, Management and Policy Honours Degree (NQF Level 8)

	Compulsory	Elective
Level 8 credits:	238	-
Minimum total credits required:	238	-

Rationale

The Bachelor in Education - Educational Leadership, Management and Policy Honours is one of the qualifications offered by IUM under the Faculty of Education. This qualification was initially developed to contribute to the development of human resources in the education sector due to the identified gaps in the number of appropriately qualified education managers, as indicated the “National Human Resource Plan 2010-2025” (NPC, 2012).

The qualification blends theory with practical application in order to equip education managers with the necessary knowledge and skills for improved institutional performances. It introduces education managers to theories, education issues and research around educational leadership, management and policy in Namibia and beyond. The qualification has a variety of important topics to assist students to understand leadership theories while laying a foundation for the administration and management of different tasks in educational settings.

Purpose

The qualification further aims to strengthen students’ knowledge of leadership skills and management skills in order to lead effectively and efficiently by handling educational issues that affect schools and different departments in the education sector. The training and development of appropriately qualified education managers at various levels will enable the education sector to make a meaningful contribution to the realisation of knowledge based society in line with Vision 2030 goals.

Duration of the Qualification

The study period for the qualification is:

- Distance and Online Mode - Minimum: 2 Years; Maximum: 4 Years.
- The qualification comprises four (4) semesters, i.e. two (2) semesters per academic year. Semester 1 runs from January to June. Semester 2 runs from July to December.

Admission/Entry Requirements

The entry requirements to Bachelor in Education: Educational Leadership, Management and Policy shall be:

- i) To be admitted to this programme, candidates must already have NQA level 6 or 7 or equivalent qualifications with experience of at least three years in education or in a related organization as determined by Senate.
- ii) The equivalent of any of the above as determined by University Senate.

Assessment

Assessment arrangements are based on the following:

Online Quizzes, assignments, online forum discussions and online written examinations will be used to assess the students. Continuous Assessment (CA) attracts 40% of the final grade. This will come from the examinable activities such as online 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 to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

Both Formative and Summative assessment techniques are used. Formative assessment techniques are used to monitor student learning during the learning process by the course facilitator. The feedback gathered is used to identify areas where students are struggling so that instructors can adjust their teaching and students can adjust their studying.

Summative assessment techniques are used to evaluate student learning. These assessments are appreciated at the end of a course to measure the extent to which students have achieved the desired learning outcomes. The major components of this technique are:

- Exams. This includes final exams and Quizzes at the end of course units.
- Papers, projects, and virtual presentations. These give students the chance to go deeper with the material to put the knowledge they have acquired to use or create something new from it.
- Portfolios. These give students a chance to spell out the concepts or techniques used with each course, the themes addressed, and hurdles faced so as to bring a sense of completion to the learning process.

Coursework/Continuous Assessment

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

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

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 online.

Supplementary Examinations

A student who fails a course with an overall mark of 40-49% is eligible to write 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.

Mode of Teaching(methods/strategies)

This Qualification is going to run on a distance online learning and teaching mode. The course content will be delivered online through IUM Learning Management System (LMS). Students are required to schedule their time in a way that they can log in to their course module for at least 2 hours on a weekly basis. The following are the methods of delivery:

- Self-learning
- Virtual Classrooms
- Video Modules
- Micro learning
- Mobile learning
- Online Learning Tools
- Seminars

Resources required

As a necessity for distance and remote learning, students are required to have access to internet enabled electronic gadgets such as:

- Laptop (with a webcam)
- Desktop (with a webcam)
- Smart cell phone
- Tablet

Course structure

The interdisciplinary nature of this qualification is reflected in the required core courses. The student can then reinforce his or her individual strengths in an area of particular interest through the programme concentration and the research domain. The programme's restricted electives, coupled with university general education requirements, provide the student with a well-rounded, multi-faceted learning experience that prepares the student for today's changing world.

YEAR III					
Course Code	COURSE TITLE	Status	Semester	NQF Level	Credits
AWP80US	Academic Writing for Postgraduate	Compulsory	1	8	10
EMT80US	Educational Media and Technology	Compulsory	1	8	10
PRM80US	Project Management	Compulsory	1	8	10
LME80UY	Educational Leadership and Management	Compulsory	Year	8	12
FOM80UY	Educational Financial Management	Compulsory	Year	8	12
ILC80UY	Leadership and Curriculum Management	Compulsory	Year	8	12
ERM80UY	Educational Research	Compulsory	Year	8	12
LEI80UY	Legal and Ethical Issues in Education	Compulsory	Year	8	12

Year IV					
Course Code	COURSE TITLE	Status	Semester	NQF Level	Credits
OSH80US	Occupational Safety and Health	Compulsory	1	8	10

	Management				
MIO80US	Managing Innovation in Organizations	Compulsory	1	8	10
STS80US	System Thinking and Strategic Management	Compulsory	1	8	10
PPG80US	Practices of Good Governance	Compulsory	1	8	10
LCO80UY	Leadership Change and Organizational Development	Compulsory	Year	8	12
EPP80UY	Educational Policy and Planning	Compulsory	Year	8	12
XED80UY	Research Project	Compulsory	Year	8	30

Postgraduate Diploma in Education (NQF level 8)

	Compulsory	Elective
Level 8 credits:	104	20
Minimum total credits required:	104	20
Total Credits	124	

Rationale

This qualification is designed for the professionally unqualified and/or underqualified senior primary or secondary school teachers, who earned a qualification in a subject matter, but who do not have qualification in pedagogy and/or other Teacher Education professional qualification. It is a one-year qualification aimed at providing participants with the requisite pedagogical knowledge and skills to be more effective and competent teachers, lecturers or trainers. The focus of the qualification is to equip participants with good pedagogical practices in the design, delivery and evaluation of curricula.

Purpose

Postgraduate Diploma in Education qualification aims to equip participants with critical self-reflection in relation to current international trends and challenges in pedagogy. It enables participants to become familiar with the delivery of curricula to a variety of students, through various modes of delivery, in a wide range of contexts.

Students will acquire theoretical and practical pedagogical methodologies that can be applied in the art of imparting knowledge and skills (teaching/learning process) in different contexts. This qualification is designed for the professionally unqualified and/or under qualified senior primary or secondary school teachers, who earned a qualification in a subject matter, but who do not have qualification in pedagogy and/or other Teacher Education professional qualification. With this qualification, these teachers will be professionally qualified to undertake teaching assignments in both the private and public schools. The qualification will equip the teachers with the right tools to fulfil their true potential and to become defining players in the education system.

Holders of this qualification are able to:

- Apply appropriate pedagogics to their teaching contexts;
- Design curricula including learning and teaching methodologies, assessment strategies and evaluation models in accordance with the set standards;

- Organise and maintain a learning climate and classroom environment that supports learning and growth.
- Integrate and apply appropriate teaching methodology to the subject matter
- Demonstrate professional growth, competence, values, reflection and evaluation
- Integrate knowledge, experience, and skills across domains and contexts.

Duration of the Qualification

The study period for the qualification is:

- Online and distance mode - Minimum: 1 Year; Maximum: 2 Years.
- The qualification comprises two (2) semesters per academic year. Semester 1 runs from January to June. Semester 2 runs from July to December.

Admission/Entry Requirements

The entry requirements to Postgraduate Diploma in Education shall be:

- A candidate must hold a minimum of a recognised Bachelor degree at NQF Level 7 or equivalent.
- The undergraduate record must demonstrate that the candidate acquired the content knowledge of two (2) school subjects during three consecutive years of studies at the university (please *see checklist for subject combinations below*).
- Academic record for the Bachelor level NQF 7 must contain a component of research methodology.

Two Secondary School major subjects combination list:

1. Mathematics and Science grouping

PSC1	Mathematics		and	Computer Studies	
PSC2	Mathematics		and	Agriculture	
PSC3	Mathematics		And	Biology	
PSC4	Mathematics		and	Physical Sciences	
PSC5	Biology		and	Physical Sciences	
PSC6	Computer Studies		and	Biology	
PSC7	Computer Studies		and	Physical Sciences	

PSC8	Biology		and	Agriculture	

2. Humanities Grouping/ SOCIAL SCIENCE

PSS1	Geography		and	History	
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3. Commerce Grouping

PC1	Accounting		and	Economics	
PC2	Accounting		and	Business Studies	
PC3	Accounting		and	Entrepreneurship	
PC4	Economics		and	Business Studies	
PC5	Economics		and	Entrepreneurship	

Assessment

Special assessment arrangements are based on the following:

Online Quizzes, assignments, online forum discussions and online written examinations will be used to assess the students. 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 to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

Both Formative and Summative assessment techniques are used. Formative assessment techniques are used to monitor student learning during the learning process. The feedback gathered is used to identify areas where students are struggling so that instructors can adjust their teaching and students can adjust their studying.

Summative assessment techniques are used to evaluate student learning. These assessments are appreciated at the end of a course to measure the extent to which students have achieved the desired learning outcomes. The major components of this technique are:

- Exams. This includes final exams and Quizzes at the end of course units.

- Papers, projects, and presentations. These give students the chance to go deeper with the material to put the knowledge they have acquired to use or create something new from it.
- Portfolios. These give students a chance to spell out the concepts or techniques used with each course, the themes addressed, and hurdles faced so as to bring a sense of completion to the learning process.

Coursework/Continuous Assessment

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 to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

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.

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.

Mode of teaching(methods/strategies)

This Qualification is going to run on a distance and online learning and teaching mode. The course content will be delivered online through IUM Learning Management System (LMS). Students are required to schedule their time in a way that they can log in to their course module for 2 hours on a weekly basis. The following are the methods of delivery:

- Self-learning
- Virtual Classrooms

- Video Modules
- Micro learning
- Mobile learning
- Online Learning Tools
- Seminars

Resources required

As a necessity for distance and remote learning, students are required to have access to internet enabled electronic gadgets such as:

- Laptop (with a webcam)
- Desktop (with a webcam)
- Smart cell phone
- Tablet

Course Structure

YEAR 1					
Course Code	Course Title	Status	Semester	NQF Level	Credits
AED80PY	Assessment In Education	Compulsory	Year	8	8
CMS80PY	Classroom Management and Supervision	Compulsory	Year	8	10
CPD80PY	Curriculum Planning & Development In Education	Compulsory	Year	8	10
ETP80PY	Education Theory & Practice	Compulsory	Year	8	10
EPR80PY	English Proficiency	Compulsory	Year	8	8
PGC80PY	Guidance And Counselling	Compulsory	Year	8	8
XPE80PS	PG Dip Mini Research Project	Compulsory	Year	8	30
TPE80PY	Teaching Practice (10 weeks-SBS)	Compulsory	Year	8	20

Choose 2 Subjects (See Valid Subjects Combination)					
TET80PY	Teaching Methods of Entrepreneurship	Elective	Year	8	10
TAC80PY	Teaching Methods of Accounting	Elective	Year	8	10

TAG80PY	Teaching Methods of Agriculture	Elective	Year	8	10
TBI80PY	Teaching Methods of Biology	Elective	Year	8	10
TBS80PY	Teaching Methods of Business Studies	Elective	Year	8	10
TCS80PY	Teaching Methods of Computer Studies	Elective	Year	8	10
TEM80PY	Teaching Methods of Economics	Elective	Year	8	10
TGR80PY	Teaching Methods of Geography	Elective	Year	8	10
THI80PY	Teaching Methods of History	Elective	Year	8	10
TMA80PY	Teaching Methods of Mathematics	Elective	Year	8	10
TPS80PY	Teaching Methods of Physical Science	Elective	Year	8	10

Postgraduate Diploma in Higher Education (NQF Level 8)

	Compulsory	Elective
Level 8 credits:	120	-
Minimum total credits required:	120	-

Rationale

The International University of Management (IUM)'s Faculty of Education is committed to the development of human resources in order to address the needs of the education sector in Namibia as articulated in the National Human Resources Plan 2010-2025. In this regard, the focus is to contribute to the production of professionally qualified teachers who are able to interpret and implement the curriculum in a holistic way as innovative educators, instructional leaders, planners, counsellors and researchers.

Purpose

Postgraduate Diploma in Higher Education is designed for tertiary educators to attain good pedagogical practice in the quality delivery of the curriculum. The qualification aims to equip tertiary educators with critical self-reflection in relation to current international trends and challenges in pedagogics. It enables tertiary educators to become familiar with the delivery of curriculum to a variety of students, through various models of delivery, in a wide range of contexts.

Conventionally, the proficiency in one's own discipline has been the most respected feature of a tertiary educator. In recent years, however, there has been a growing entreaty to improve tertiary educators' pedagogical thinking and skills as well. As a consequence, training of tertiary educators is becoming a widespread trend in many countries. And it is in this line that the IUM designed this qualification - Postgraduate Diploma in Teaching and Learning (Higher Education) to encompass instruction in all educational disciplines; helping tertiary educators to build confidence in a teaching environment.

It is the IUM's belief that this qualification on pedagogical training will have an effect on scales measuring conceptual change/student-focused approach and self-efficacy beliefs in tertiary education for this qualification will provide the requisite pedagogical knowledge and skills needed for value results.

Vertically, the Postgraduate Diploma in Teaching and Learning (Higher Education) grants admission to Master of Education. Interfaculty students can apply for approval with the Deans of other Faculties for assessment to gain admission to any Master qualification. Horizontally, students may, where applicable, move into existing or new related teachers qualifications at NQF level 8

Holders of this qualification are able to:

- Design and implement instructional practices to produce a positive impact on teaching and learning.
- Demonstrate an understanding of the process of educational change and how to communicate effectively to stakeholders.
- Analyse the educational needs of the students.
- Create innovative strategies and incorporate technology in tertiary education.
- Demonstrate deep and thorough conceptual understanding of identified aspects of the subject matter.

Duration of the Qualification

The study period for the qualification is:

- Online and distance mode - Minimum: 1 Years; Maximum: 2 Years.
- The qualification comprises two (2) semesters per academic year. Semester 1 runs from January to June. Semester 2 runs from July to December.

Admission/Entry Requirements

A candidate must hold a recognised minimum Qualification at NQF Level 7 with at least one year relevant work experience as a trainer at an NQA recognised tertiary institution or institution of higher learning or organization or equivalent.

Assessment

Assessment arrangements are based on the following:

Online Quizzes, assignments, online forum discussions and online written examinations will be used to assess the students. 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 to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

Both Formative and Summative assessment techniques are used. Formative assessment techniques are used to monitor student learning during the learning process. The feedback gathered is used to identify areas where students are struggling so that instructors can adjust their teaching and students can adjust their studying.

Summative assessment techniques are used to evaluate student learning. These assessments are appreciated at the end of a course to measure the extent to which students have achieved the desired learning outcomes. The major components of this technique are:

- Exams. This includes final exams and Quizzes at the end of course units.
- Papers, projects, and presentations. These give students the chance to go deeper with the material to put the knowledge they have acquired to use or create something new from it.
- Portfolios. These give students a chance to spell out the concepts or techniques used with each course, the themes addressed, and hurdles faced so as to bring a sense of completion to the learning process.

Coursework/Continuous Assessment

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 to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

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.

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.

Mode of teaching (methods/strategies)

This Qualification is going to run on a distance and online learning and teaching mode. The course content will be delivered online through IUM Learning Management System (LMS). Students are required to schedule their time in a way that they can log in to their course module for at least 2 hours on a weekly basis. The following are the methods of delivery:

- Self-learning
- Virtual Classrooms
- Video Modules
- Micro learning
- Mobile learning
- Online Learning Tools
- Seminars

Resources Required

As a necessity for distance and remote learning, students are required to have access to internet enabled electronic gadgets such as:

- Laptop (with a webcam)
- Desktop (with a webcam)
- Smart cell phone
- Tablet

Course Structure

YEAR 1					
Course Code	Course Title	Status	Semester	NQF Level	Credits
AHE80PY	Assessment in Higher Education	Compulsory	Year	8	20
EHE80PY	E- Learning in Higher Education	Compulsory	Year	8	20
EDM80PY	Educational Management	Compulsory	Year	8	20
PDA80PY	Curriculum Planning and Development In Higher Education	Compulsory	Year	8	20
RSH80PY	Research Supervision in Higher Education	Compulsory	Year	8	20

TLH80PY	Teaching and Learning in Higher Education	Compulsory	Year	8	20
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Master of Education - Educational Leadership, Management and Policy Education (NQF Level 9)

	Compulsory	Elective
Level 9 credits:	240	-
Minimum total credits required:	240	-

Rationale

The International University of Management (IUM)'s Faculty of Education is committed to the development of human resources in order to address the needs of the education sector in Namibia as articulated in the National Human Resources Plan 2010-2025. In this regard, the focus is to contribute to the production of professionally qualified teachers who are able to interpret and implement the curriculum in a holistic way as innovative educators, instructional leaders, planners, counsellors and researchers.

Purpose

The purpose of this qualification is to train professionals who are seeking to broaden their knowledge in the field of Educational Leadership in order to manage public and private organisations. This qualification can be used to secure management cadre leadership positions within a variety of professional settings such as hospitals, government, private and community organisations. The Master of Education – Educational Leadership, Management and Policy programme is solidly anchored on the following:

- A work-based practical approach to facilitate integration of work-based learning and experience with theories of leadership and management
- Reflective practice including use of an electronic portfolio to facilitate self-assessment of practical leadership and management skills
- A constructivist approach to knowledge and learning that emphasises integration of skills, attitudes, knowledge and experience across courses, and collaboration within a community of learners

This qualification targets professionals such as school principals, vice principals, senior teachers, subject teachers, deans, department heads, team leaders and other educational professionals in public and private sectors. Candidates should have a minimum of two years of working

experience in an educational institution; and must have been employed in – public and private education institutions.

Additional qualifications and work experience may be required from all candidates.

This qualification grants admission to a Doctor of Philosophy, Educational Leadership, Management and Policy programme or any other related PhD qualifications or any qualification at NQF Level 10.

Holders of this qualification are able to:

- Demonstrate evidence of advanced knowledge about a specialist field and demonstrate mastery of sophisticated theoretical subject matter;
- Evaluate critically the findings and discussions in the literature, research, analyse and argue from evidence;
- Demonstrate ability to work independently and apply knowledge to new situations; and engage in rigorous intellectual analysis, criticism and problem-solving;
- Analyse effectively Education Management and Leadership role and critically evaluate the current thinking its application to the school system;
- Demonstrate in-depth knowledge and systematic understanding of Education Management and Leadership;
- Apply initiative, adaptability and professional responsibility in the workplace and rest of the school system;
- Originate the necessary skills required for life- long independent and devise a comprehensive range of learning resources and reflective learning (self-evaluation and problem solving); and
- Demonstrate the skills to manipulate complex data from a variety of sources, and use IT effectively in the analysis of the data to inform managerial and professional decisions.

Duration of the Qualification

The study period for the qualification is:

- Online and distance mode - Minimum: 2 Years; Maximum: 4 Years.
- The qualification comprises four (4) semesters i.e. two (2) semesters per academic year. Semester 1 runs from January to June. Semester 2 runs from July to December.

Admission/Entry Requirements

To be admitted to the Master in Education – Educational Leadership and Management programme, the candidate must have:

- Bachelor Honours Degree in Education or an equivalent qualification at NQF Level 8 and must have a minimum of **three** years working experience in an educational institution
- Must have been employed in an educational institution – public or private. Proof of employment is required.

The above are essential requirements as the instructional design of the qualification and course assessments will be integrated with the work place experience and the equivalent will be determined by the IUM Senate.

Assessment

Assessment arrangements are based on the following:

Online Quizzes, assignments, online forum discussions and online written examinations will be used to assess the students. 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 to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

Both Formative and Summative assessment techniques are used. Formative assessment techniques are used to monitor student learning during the learning process. The feedback gathered is used to identify areas where students are struggling so that instructors can adjust their teaching and students can adjust their studying.

Summative assessment techniques are used to evaluate student learning. These assessments are appreciated at the end of a course to measure the extent to which students have achieved the desired learning outcomes. The major components of this technique are:

- Exams. This includes final exams and Quizzes at the end of course units.
- Papers, projects, and presentations. These give students the chance to go deeper with the material to put the knowledge they have acquired to use or create something new from it.

- Portfolios. These give students a chance to spell out the concepts or techniques used with each course, the themes addressed, and hurdles faced so as to bring a sense of completion to the learning process.

Coursework/Continuous Assessment

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 to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

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.

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.

Mode of teaching (methods/strategies)

This Qualification is going to run on a distance and online learning and teaching mode. The course content will be delivered online through IUM Learning Management System (LMS). Students are required to schedule their time in a way that they can log in to their course module for at least 2 hours on a weekly basis. The following are the methods of delivery:

- Self-learning
- Virtual Classrooms
- Video Modules
- Micro learning
- Mobile learning
- Online Learning Tools

- Seminars

Resources Required

As a necessity for distance and remote learning, students are required to have access to internet enabled electronic gadgets such as:

- Laptop (with a webcam)
- Desktop (with a webcam)
- Smart cell phone
- Tablet

Course Structure

Course Code	Course Title	Status	Semester	NQF	CREDITS
	YEAR 1				
AAW90PS	Advanced - Academic Writing	Compulsory	1	9	10
FME90PS	Financial Management in Education	Compulsory	1	9	10
ELE90PS	E-Learning in Education	Compulsory	1	9	10
OBT90PY	Organizational Behaviour in Education	Compulsory	Year	9	15
CES90PY	Comparative Education System	Compulsory	Year	9	20
LEM90PY	Leadership and Management in Education	Compulsory	Year	9	20
LPE91PY	Law, Policy and Ethics in Educational Leadership	Compulsory	Year	9	20
ERM90PY	Educational Research Methodology	Compulsory	Year	9	20
	YEAR 2				
XXXXX	Strategic Management	Compulsory	1	9	15
XEL90PY	Dissertation	Compulsory	Year	9	100

FACULTY OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

DEPARTMENT OF INFORMATION TECHNOLOGY (IT)

Certificate in business information systems (level 5)

	Compulsory	Elective
Level 4 credits:	30	-
Level 5 Credits	80	-
Minimum total credits required:	110	-

Rationale

The Certificate in Business Information Systems Qualification is designed in response to the information technology challenges affecting Namibia and the region. Namibia suffers a shortage of well-trained computer specialists and as the Information Technology (IT) industry continues with its rapid growth, so does that shortage become greater. The growth requires certain skills and competences in information technology. The qualification is motivated by the increasingly critical role of information systems within organizations which has created a demand for graduates who are knowledgeable about both information systems and business.

Purpose

Information is the currency of the future. Our community desperately needs people who understand the business world, and who at the same time excel in applying information technology to produce desirable outcomes. This qualification will equip the students with the essential tools and proven techniques – including business as well as IT skills specialising in the development of software that can help solve specific problems technically to spearhead major developmental initiatives and create cultures of innovation and engagement.

The course is designed to give students a competitive advantage in pursuing a career in business or IT based on the blending of technological and business competencies. This course will help students to understand development concepts and professional issues relevant to business information systems. The main purpose of this course is to bring an integration of Information Systems in the Business Environment with management issues.

Duration of the Qualification

The study period for the programme is:

Minimum: 1 Year and a Maximum: 2 Years.

The programme comprises a minimum of two (2) semesters, i.e. two (2) semesters per academic year. Semester 1 runs from January to June. Semester 2 runs from July to December.

Admission/Entry Requirements

The entry requirements to certificate in Business Information Systems shall be:

- NSSCO/H level with a minimum of 20 points in the best five subjects (including English minimum D and Mathematics E) on the IUM's evaluation scale or equivalent qualification(s).
- A recognised qualification at NQF level 4 or equivalent mature age entry, as stipulated in GR 4.1.1 provided that they:
 - Are 25 years old or over in the year in which admission is sought
 - Have at least 3 years' experience
 - Must have a passed grade 10 Certificate
 - The equivalent of any of the above as determined by University Senate.

Assessment

Assessment arrangements are based on the following:

Online Quizzes, assignments, online Forum discussions and online written examinations will be used to assess the students. 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 to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

Both Formative and Summative assessment techniques are used. Formative assessment techniques are used to monitor student learning during the learning process. The feedback gathered is used to identify areas where students are struggling so that instructors can adjust their teaching and students can adjust their studying.

Summative assessment techniques are used to evaluate student learning. These assessments are appreciated at the end of a course to measure the extent to which students have achieved the desired learning outcomes. The major components of this technique are:

- Exams. This includes final exams and Quizzes at the end of course units.
- Papers, projects, and presentations. These give students the chance to go deeper with the material to put the knowledge they have acquired to use or create something new from it.

- Portfolios. These give students a chance to spell out the concepts or techniques used with each course, the themes addressed, and hurdles faced so as to bring a sense of completion to the learning process.

Coursework/Continuous Assessment

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 to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

Examination

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.

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.

Mode of Teaching

This Qualification is going to run on an online learning and teaching mode. The course content will be delivered online through IUM Learning Management System (LMS). Students are required to schedule their time in a way that they can log in to their course module for at least 2 hours on a weekly basis. The following are the methods of delivery:

- Self-learning
- Virtual Classrooms
- Video Modules
- Micro learning
- Mobile learning
- Online Learning Tools

Resources Required

As a necessity for distance and remote learning, students are required to have access to internet enabled electronic gadgets such as:

- Laptop (with a webcam)
- Desktop (with a webcam)
- Smart cell phone
- Tablet

Course Structure

YEAR 1				
Course Code	Course Title	Semester	NQF level	Credits
AEL40US	Applied English Language Skills	1	4	10
CAR50US	Computer Systems and Architecture	1	5	10
CPR50US	Principal of computer Programming	1	5	10
BIT41US	Basic IT skills	1	5	10
MTh51US	Mathematics	1	5	10
GCS41US	Communication Skills	2	5	10
SYA51US	System Analysis	2	5	10
PCM50US	PC Maintenance	2	5	10
PCP50US	Programming with C++	2	4	10
IEN40US	Introduction to Entrepreneurship	2	5	10
FAC51US	Financial Accounting	2	5	10

Bachelor of Science in Business Information Systems Honours (NQF Level 8)

	Compulsory	Elective
Level 8	124	-
Minimum total credits required:	124	-

Rationale

The Government of the Republic of Namibia (GRN) adopted a long-term perspective plan namely Vision 2030. This national economic blue print serves as a basis for planning Namibia's future. Vision 2030 envisages Namibia transitioning into an industrialized and globally competitive country of equal opportunity, realizing its maximum growth potential in a sustainable manner, with improved quality of life for everyone. In order to achieve this goal, Namibia needs to develop human capital as well as institutional capacity to train people needed to meet the envisaged demand of the Namibian technological-based economy. Developing human capital especially in information technology is not a sole responsibility of government. The corporate world, both private and public, has a social responsibility of complementing government efforts in the development of the requisite information technology skills toward a knowledge driven society.

Purpose

Namibia suffers a shortage of well-trained computer specialists and as the IT industry continues with its rapid growth so does that shortage become greater. The IUM Business Information Systems Bachelor Honours degree was designed in response to the information technology challenges affecting Namibia and the region. Namibia is a fast growing technologically-based economy. The growth requires certain skills and competences in information technology.

By the time the graduates have successfully completed this degree qualification, their acquired knowledge of computer systems and management will enable them to analyse, design and implement information systems solutions in a wide range of real world managerial problems. They will be able to recognize the multidisciplinary nature of information systems, be familiar with information system architecture and be able to evaluate information system effectiveness in a business enterprise.

Duration of the Qualification

The study period for the qualification is:

Online mode - Minimum: 1 Year; Maximum: 2 Years.

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

Admission Requirements

To be registered for this qualification – Bachelor in Business Information Systems Honours, candidates must hold a Bachelor in Business Information Systems at NQF Level 7 or any equivalent qualification from a recognized institution.

Assessment

Assessment arrangements are based on the following:

Online Quizzes, assignments, online Forum discussions and online written examinations will be used to assess the students. 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 to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

Both Formative and Summative assessment techniques are used.

Formative assessment techniques are used to monitor student learning during the learning process. The feedback gathered is used to identify areas where students are struggling so that instructors can adjust their teaching and students can adjust their studying.

Summative assessment techniques are used to evaluate student learning. These assessments are appreciated at the end of a course to measure the extent to which students have achieved the desired learning outcomes. The major components of this technique are:

- Exams. This includes final exams and Quizzes at the end of course units.
- Papers, projects, and presentations. These give students the chance to go deeper with the material to put the knowledge they have acquired to use or create something new from it.
- Portfolios. These give students a chance to spell out the concepts or techniques used with each course, the themes addressed, and hurdles faced so as to bring a sense of completion to the learning process.

Coursework/Continuous Assessment

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 to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

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.

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.

Mode of Teaching

This Qualification is going to run on an online learning and teaching mode. The course content will be delivered online through IUM Learning Management System (LMS). Students are required to schedule their time in a way that they can log in to their course module for at least 2 hours on a weekly basis. The following are the methods of delivery:

- Self-learning
- Virtual Classrooms
- Video Modules
- Micro learning
- Mobile learning
- Online Learning Tools

Resources Required

As a necessity for distance and remote learning, students are required to have access to internet enabled electronic gadgets such as:

- Laptop (with a webcam)
- Desktop (with a webcam)
- Smart cell phone
- Tablet

Course Structure

YEAR 1				
Course Code	Course Title	Semester	NQF level	Credits
AEN80US	Applied Entrepreneurship management	1	8	10
MPD80US	Mobile Applications development	1	8	14
EXS80US	Expert System	1	8	14
ACA80US	Advanced Computer Systems and Architecture	1	8	14
ERP80US	Enterprise Resource Planning System	2	8	14
ECM80US	E-Commerce	2	8	14
CPA80US	Computer Auditing	2	8	14
XBI80US	Research Project	Year	8	30

DEPARTMENT OF SOFTWARE DEVELOPMENT (SD)

Bachelor of Science in Software Development Honours (NQF Level 8)

	Compulsory	Elective
Level 8 credits:	96	42
Minimum total credits required:	96	28

Rationale

The Bachelor of Science in Software Development Honours is designed to eradicate the shortage of software developers in Namibia and the whole of Africa. The qualification is developed in line with the NQF requirements while addressing the need for programming expertise in the IT industry.

Purpose

The software development programme was designed in response to the information technology challenges affecting Namibia and the region. Namibia is a fast growing technologically-based economy. The growth requires certain skills and competences in information technology.

This qualification equips the students with the essential tools and proven techniques – including business as well as IT skills specialising in the development of software that can help solve specific problems technically – to spearhead major developmental initiatives and create cultures of innovation and engagement.

Duration of the Qualification

The study period for the qualification is:

Online mode - Minimum: 1 Year; Maximum: 2 Years.

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

Admission Requirements

To be registered for this qualification – Bachelor in Software Development Honours, candidates must hold a Bachelor in Software Development at NQF Level 7 or any equivalent qualification from a recognized institution.

Assessment

Assessment arrangements are based on the following:

Online Quizzes, assignments, online Forum discussions and online written examinations will be used to assess the students. 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 to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

Both Formative and Summative assessment techniques are used. Formative assessment techniques are used to monitor student learning during the learning process. The feedback gathered is used to identify areas where students are struggling so that instructors can adjust their teaching and students can adjust their studying.

Summative assessment techniques are used to evaluate student learning. These assessments are appreciated at the end of a course to measure the extent to which students have achieved the desired learning outcomes. The major components of this technique are:

- Exams. This includes final exams and Quizzes at the end of course units.
- Papers, projects, and presentations. These give students the chance to go deeper with the material to put the knowledge they have acquired to use or create something new from it.
- Portfolios. These give students a chance to spell out the concepts or techniques used with each course, the themes addressed, and hurdles faced so as to bring a sense of completion to the learning process.

Coursework/Continuous Assessment

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 to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

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.

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.

Mode of Teaching

This Qualification is going to run on an online learning and teaching mode. The course content will be delivered online through IUM Learning Management System (LMS). Students are required to schedule their time in a way that they can log in to their course module for at least 2 hours on a weekly basis. The following are the methods of delivery:

- Self-learning
- Virtual Classrooms
- Video Modules
- Micro learning
- Mobile learning
- Online Learning Tools

Resources Required

As a necessity for distance and remote learning, students are required to have access to internet enabled electronic gadgets such as:

- Laptop (with a webcam)
- Desktop (with a webcam)
- Smart cell phone
- Tablet

Course Structure

YEAR 1			
Course Code	Course Title	Semester	Credits
ESS80US	Embedded Systems and Software	1	14
SQA80US	Software Quality Assurance	1	14
PWP80US	Programming with python	1	14
OPR0US	Operation Research	2	14
GMD80US	Game Development (Electives)	2	14
CNS80US	Cryptography and Networking security (Electives)	2	14
CSL80US	Cyber security and law (Electives)	2	14

XSD80uy	Research Project	Year	40
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FACULTY OF TOURISM, HOSPITALITY AND EVENT MANAGEMENT

Certificate in Tourism, Hospitality and Events Management (NQF Level 5)

	Compulsory	Elective
Level 4 credits:	40	-
Level 5 credits:	80	-
Minimum total credits required:	120	-

Rationale

This qualification is designed to provide students with the necessary skills for the provision and delivery of quality service in the tourism and hospitality industry. It will sharpen such skills as:

- Customer service skills
- Culinary skills
- Management and leadership skills

The Certificate in Tourism, Hospitality and Events Management targets students who want to become:

- Front Office Assistants
- Customer Care Consultants
- Housekeepers/ Supervisors
- Hospitality Sales Representatives
- Tourism Health and Safety Officers
- Tourism Consultants and Service Agents
- Tourism and Hospitality Marketing Agents

Purpose

The main purpose of the Certificate in Tourism, Hospitality and Events Management (Level 5) is to develop students' basic professional knowledge in the dynamic and diverse tourism industry.

Duration of Qualification

The study period for the qualification is:

- Minimum: 1 Year

- Maximum: 2 Years.

The programme comprises two (2) semesters, i.e. two (2) semesters per academic year. Semester 1 runs from January to June. Semester 2 runs from July to December.

Admission/Entry Requirements

To be registered for this qualification, a prospective student must:

- Hold a Namibia Senior Secondary Certificate (NSSC) Ordinary or Higher Level with passes in 5 subjects; or equivalent, with a minimum of D grade in English Language, and should total twenty points or more; OR
 - Enter through a flexible learning path – mature age/prior learning with five years relevant experience in various fields of tourism information technology or related fields.
- Achievement of these requirements will not automatically guarantee an acceptance into the programme. This can only be achieved after successful interview and/or aptitude placement tests at the IUM.

If in possession of a foreign qualification, submit an NQA Evaluation report of their foreign qualifications to the IUM for consideration.

Assessment

Assessment arrangements are based on the following:

Online Quizzes, assignments, online Forum discussions and online written examinations will be used to assess the students

Coursework/Continuous Assessment

Continuous Assessment (CA) for the theory-based course attracts 40% of the final grade. This will come from the activities such as tests, group activities, assignments (group/ individual), demonstrations and presentations (in a preparation room or laboratory or work station), practical assessments through score sheets, timed observations and evaluations undertaken by the student during study period.

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

must score at least 50% in their practical for those courses to qualify to sit for the final examinations.

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.

Whereas for practical courses; namely Housekeeping operations, Food Handling, Health, Safety and Security in Tourism and Hospitality as well as Front Office Operations, Continuous Assessment (CA) will attract 70% of the CA mark from practical work. 30% of CA marks will be attained from the theory. Practical examinations will be set up for the above three courses and examined. 100% of the final mark will be divided as 70% practical and 30 % written examination.

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 more than 50% of the courses or credits.

Mode of Teaching

This Qualification is going to run on an online learning and teaching mode. The course content will be delivered online through IUM Learning Management System (LMS). Students are required to schedule their time in a way that they can log in to their course module for at least 2 hours on a weekly basis. The following are the methods of delivery:

- Self-learning
- Virtual Classrooms
- Video Modules
- Micro learning

- Mobile learning

- Online Learning Tools

Resources Required

As a necessity for distance and remote learning, students are required to have access to internet enabled electronic gadgets such as:

- Laptop (with a webcam)
- Desktop (with a webcam)
- Smart cell phone
- Tablet

Course Structure

YEAR 1				
Course Code	Course Title	Semester	NQF level	Credits
AEL40US	Applied English Language Skills	1	4	10
IEN40US	Introduction to Entrepreneurship	1	4	10
MTH51US	Mathematics	1	5	10
MIE50US	Microeconomics	1	5	10
CSS50US	Customer Service Skills	1	5	10
ITH50US	Introduction to Tourism Hospitality and Event Management	1	5	10
FAC51US	Financial Accounting 1	2	5	10
PMT50US	Principles of Marketing (for Tourism and Hospitality)	2	5	10
FHS50US	Food Handling , Health & Safety in Tourism and Hospitality	2	5	10
FOO50US	Front Office Operations	2	5	10

HKO50US	Housekeeping Operations	2	5	10
BIT41US	Basic IT Skills	2	4	10

Bachelor Honours in Tourism, Hospitality and Events Management Honours (NQF Level 8)

	Compulsory	Elective
Level 6 credits:	-	20
Level 8 credits:	110	-
Minimum total credits required:	110	10

Rationale

The Bachelor of Tourism, Hospitality and Events Management Honours is a one-year qualification designed to equip students with knowledge, skills and competencies needed by tourism, hospitality & events business and industry in Namibia and beyond. It is intended for those who have successfully completed their Bachelor in Tourism, Hospitality and Events Management Level 7 or others with a similarly credit rated qualification in line with IUM entry requirements and credit transfer. It is also targeted at people currently in employment who aspire to further their studies to NQF Level 8 and increase their relevance and marketability, as well as specialize in particular fields of their choice. The curriculum is designed to equip students with diverse skills (communication in a foreign language, applied research methodology, services marketing strategies, strategic innovation management, events planning & management, sports tourism management, airline management, cultural tourism, parks and wildlife management skills).

Purpose

As the Namibian economy continues to grow, the demand for qualified human capital in tourism, hospitality and event supervisory or trainee management roles is increasing and fundamentally so. Thus, the purpose of this qualification is to train and equip the human capital factor which is of importance in tourism.

Duration of Qualification

The Bachelor of Tourism, Hospitality & Events Management Honours is conferred after one year of full-time or part-time study in one or more areas of tourism, hospitality & event specialisation and the maximum study period is two years. The year of study will be divided into two semesters and students are expected to take six examinable courses in the first semester and two year courses examinable at the end of the year. The second semester mainly focuses on research

methodology and field project in addition to one elective subject. Semester 1 runs from January to June. Semester 2 runs from July to December.

Admission /Entry Requirements

The minimum entry requirement is an appropriate Bachelor in Tourism, Hospitality & Events Management (NQF Level 7) offered by the IUM or any qualification from the NQA recognised institution.

Meeting of these requirements will not automatically guarantee admission into the programme. This can only be achieved after successful interview and/or aptitude placement tests as determined by the IUM Senate.

Assessment

Special assessment arrangements are based on the following:

Continuous Assessment (CA) for the theory-based course attracts 40% of the final grade. This will come from the activities such as Online Quizzes, assignments, online Forum discussions, demonstrations and presentations (in a preparation room or laboratory or work station), practical assessments through score sheets, timed observations and evaluations undertaken by the student during study period and online written examinations will be used to assess the students.

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. Taken in this final year of study, the Bachelor in Tourism, Hospitality and Events Management Honour, Research Project is meant to engage students in research with a faculty member designated to a student by the faculty in order to generate knowledge necessary to complete all the requirements for the award of the qualification.

Each student must independently complete a 10 000 – 15 000 words research project. The research should be original on a topic related to Tourism, Hospitality, and Events Management. The research should have a clearly defined problem statement, a review of the existing literature on the chosen topic, original evidence offered to support research project, consideration of alternative rival hypothesis, and a conclusion with recommendations. Upon completion of

writing the research project, the student would be required to present their research findings before a faculty selected project panel.

Supplementary Examinations

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

Mode of Teaching

This Qualification is going to run on an online learning and teaching mode. The course content will be delivered online through IUM Learning Management System (LMS). Students are required to schedule their time in a way that they can log in to their course module for at least 2 hours on a weekly basis. The following are the methods of delivery:

- Self-learning

- Virtual Classrooms

- Video Modules

- Micro learning

- Mobile learning

- Online Learning Tools

Resources Required

As a necessity for distance and remote learning, students are required to have access to internet enabled electronic gadgets such as:

- Laptop (with a webcam)
- Desktop (with a webcam)
- Smart cell phone

- Tablet

Course Structure

YEAR 1				
Course Code	Course Title	Semester /Year	NQF level	Credits
SMS80US	Services Marketing Strategies	Year	8	10
EVT80US	Events Management	Year	8	10
CET80US	Cultural Tourism	1	8	10
AEN80US	Applied Entrepreneurship and Management	1	8	10
ARM80US	Applied Research methodology	1	8	10
XTP80US	Research Project	2	8	30
AIR80US	Airline Management	2	8	10
SPT80US	Sports Tourism	2	8	10
WPM80US	Wildlife & Parks Management	2	8	10
FR260US	FRENCH 2B	2	6	10
GR260US	GERMAN2B	2	6	10

FACULTY OF STRATEGIC MANAGEMENT AND LEADERSHIP

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

Certificate in Human Resource Management (NQF level 5)

	Compulsory	Elective
Level 4 credits:	30	-
Level 5 credits	90	-
Minimum total credits required:	120	-

Rationale

The Government of the Republic of Namibia (GRN) adopted a long-term plan, namely, Vision 2030. This national economic blue print serves as a basis for planning Namibia's future. Vision 2030 envisages Namibia transitioning into an industrialised and globally competitive country of equal opportunity, realising its maximum growth potential in a sustainable manner, with improved quality of life for everyone. In order to achieve this goal, Namibia needs to develop human capital as well as institutional capacity to train people needed to meet the envisaged demand of the Namibian human capital development. Developing human capital especially in human resource is not a sole responsibility of government. The corporate world, both private and public, has a social responsibility of complementing government efforts in the development of the requisite human resource skills toward a knowledge driven society.

The Certificate in Human Resource Management is designed to teach the students the real life human resource tools required for employment and wealth creation in Namibia. This certificate is designed to meet the challenges Namibia faces with regard to the lack of qualified human resource practitioners in the public and private sectors especially in the small and medium sectors.

Purpose

Certificate in Human Resource Management is designed for people who are currently working and also those who are unemployed with interest in developing their human resource expertise.

Duration of the Qualification

The study period for the programme is:

Minimum: 1 Year and a Maximum: 2 Years.

The programme comprises a minimum of two (2) semesters, i.e. two (2) semesters per academic year. Semester 1 runs from January to June. Semester 2 runs from July to December.

Admission/Entry Requirements

The entry requirements to this certificate in Human Resource shall be a Namibian Senior Secondary Certificate (Ordinary or Higher or combination of both) or equivalent qualification(s), provided that the candidate has passed five subjects (including English at D) normally in not more than three examination sittings with a minimum of 20-24 points on the IUM's evaluation scale.

Students may enter through a mature age entry, provided they are:

- 25 years old or over in the year in which admission is sought
- Have at least 2 years working experience
- Have at least a pass at grade 10
- Provide a suitable reference from a recognised public official

Meeting any of these requirements will not automatically guarantee admission into the programme. This can only be achieved after successful interview and/or aptitude placement tests as determined by the IUM senate.

Assessment

Assessment arrangements are based on the following:

Online Quizzes, assignments, online Forum discussions and online written examinations will be used to assess the students. 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 to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

Both Formative and Summative assessment techniques are used. Formative assessment techniques are used to monitor student learning during the learning process. The feedback gathered is used to identify areas where students are struggling so that instructors can adjust their teaching and students can adjust their studying.

Summative assessment techniques are used to evaluate student learning. These assessments are appreciated at the end of a course to measure the extent to which students have achieved the desired learning outcomes. The major components of this technique are:

- Exams. This includes final exams and Quizzes at the end of course units.
- Papers, projects, and presentations. These give students the chance to go deeper with the material to put the knowledge they have acquired to use or create something new from it.
- Portfolios. These give students a chance to spell out the concepts or techniques used with each course, the themes addressed, and hurdles faced so as to bring a sense of completion to the learning process.

Coursework/Continuous Assessment

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 to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

Examination

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.

Supplementary Examinations

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

Mode of Teaching

This Qualification is going to run on an online learning and teaching mode. The course content will be delivered online through IUM Learning Management System (LMS). Students are required to schedule their time in a way that they can log in to their course module for at least 2 hours on a weekly basis. The following are the methods of delivery:

- Self-learning
- Virtual Classrooms

- Video Modules
- Micro learning
- Mobile learning
- Online Learning Tools

Resources Required

As a necessity for distance and remote learning, students are required to have access to internet enabled electronic gadgets such as:

- Laptop (with a webcam)
- Desktop (with a webcam)
- Smart cell phone
- Tablet

Course Structure

YEAR 1				
Course Code	Course Title	Semester	NQF level	Credits
AEL40US	Applied English Language Skills	1	5	10
MTH51US	Mathematics	1	5	10
MIE50US	Microeconomics	1	5	10
POM50US	Principles of Management	1	5	10
FHR50US	Foundations of Human Resource Management	1	5	10
IEN40US	Introduction to Entrepreneurship	1	5	10

BNE50US	Business Ethics	2	5	10
HCD50US	Human Capital Development	2	5	10
LR151US	Labour Relations	2	5	10
PMK50US	Principles of Marketing	2	5	10
RMK50US	Relationship Marketing	2	5	10
BIT41US	Basic IT Skills	2	5	10

DEPARTMENT OF MARKETING MANAGEMENT

Certificate in Marketing Management (NQF level 5)

	Compulsory	Elective
Level 4 credits:	30	-
Level 5 credits	90	-
Minimum total credits required:	120	-

Rationale

Certificate in Marketing Management (Level 5) is designed for people who are currently working and unemployed who are interested in developing their marketing expertise. Students will gain significant level of knowledge and/or expertise of marketing goods or services in various industries. This qualification is designed to impart marketing skills which are useful for successful marketing careers, creation of thriving business relationship in the interactive task of market research, analysis of consumer behaviour, and selling and promotion of services. The qualification is designed to teach the students the real life marketing tools required for employment and wealth creation in Namibia.

Purpose

The purpose of this qualification is to provide graduate marketing managers with a forum (both written and oral) for presenting and defending their own marketing decisions and for critically examining and discussing the recommendations of others.

Duration of the Qualification

The study period for the programme is:

Minimum: 1Year and a Maximum: 2 Years.

The programme comprises a minimum of two (2) semesters, i.e. two (2) semesters per academic year. Semester 1 runs from January to June. Semester 2 runs from July to December.

Admission/Entry Requirements

To be admitted to study for this qualification, one shall have satisfied the minimum conditions for entry to degree studies at this University as prescribed under the entry requirements in the IUM General Academic Regulations. This includes a minimum of 20 points from a Namibia Senior Secondary Certificate (Ordinary or Higher or a combination of both) or equivalent

qualification(s), provided that the candidate has passed five subjects (including English at Grade D minimum) normally in not more than three examination sittings.

Mature age entry, provided that a candidate meets the following:

- Are 25 years old or over in the year in which admission is sought
- Have at least 2 years' experience
- Have at least a pass at grade 10
- Provide a suitable reference from a recognised public official

Meeting of these requirements will not automatically guarantee admission into the programme. This can only be achieved after successful interview and/or aptitude placement tests as determined by the IUM senate.

Assessment

Assessment arrangements are based on the following:

Online Quizzes, assignments, online Forum discussions and online written examinations will be used to assess the students. 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 to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

Both Formative and Summative assessment techniques are used. Formative assessment techniques are used to monitor student learning during the learning process. The feedback gathered is used to identify areas where students are struggling so that instructors can adjust their teaching and students can adjust their studying.

Summative assessment techniques are used to evaluate student learning. These assessments are appreciated at the end of a course to measure the extent to which students have achieved the desired learning outcomes. The major components of this technique are:

- Exams. This includes final exams and Quizzes at the end of course units.
- Papers, projects, and presentations. These give students the chance to go deeper with the material to put the knowledge they have acquired to use or create something new from it.

- Portfolios. These give students a chance to spell out the concepts or techniques used with each course, the themes addressed, and hurdles faced so as to bring a sense of completion to the learning process.

Coursework/Continuous Assessment

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 to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

Examination

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Supplementary Examinations

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Mode of Teaching

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- Self-learning
- Virtual Classrooms
- Video Modules
- Micro learning
- Mobile learning
- Online Learning Tools

Resources Required

As a necessity for distance and remote learning, students are required to have access to internet enabled electronic gadgets such as:

- Laptop (with a webcam)
- Desktop (with a webcam)
- Smart cell phone
- Tablet

Course Structure

YEAR 1				
Course Code	Course Title	Semester	NQF level	Credits
AEL40US	Applied English Language Skills	1	5	10
IEN40US	Introduction to Entrepreneurship	1	5	10
POM50US	Principles of Management	1	5	10
MTH51US	Mathematics	1	5	10
MIE50US	Microeconomics	1	5	10
PMK50US	Principles of Marketing	1	5	10
FAC51US	Financial Accounting 1	2	5	10
HCD50US	Human Capital Management	2	5	10
CTS51US	Critical Thinking Skills	2	5	10

RMK50US	Relationship Marketing	2	5	10
QM151US	Quantitative Methods 1	2	5	10
BIT41US	Basic IT Skills	2	5	10

CENTRE FOR IMPROVED INSTITUTIONAL PERFORMANCE(CIIP)

CERTIFICATE: Secretarial and Office Administration

About this course

A qualified and competent Secretary is central to the smooth running of any business, ensuring day to day activities happen in the most efficient manner. As a Secretary you will require excellent skills in IT, organisation, good composure, flexibility, and strong interpersonal and communication abilities, which you will acquire from this course.

What you will learn

This course is designed to develop your keyboard skills, teach you how to master the most common business software packages, and give you excellent communication techniques which will enable you to understand the language of business.

Who should attend?

Anyone who wants to improve their skills and those who may lack in this area, the courses will better your skills and enable you to work under pressure, learn how to prioritize workloads which will enable a candidate to do the work efficiently.

Duration

One Semester [This period includes all activities that will take place, including holidays, class and assessment.]

Entry Criteria

- Grade 10
- Mature entry is also encouraged.

Programme	Modules	Duration & Assessments
	Keyboard and Basic Typing KBT0SC	Semester-long. [See note above] Admissions in semester 1 and semester 2
	Word Processing IWP0SC	
	Spread sheets ISP0SC	

Certificate: Secretarial and Office Administration	Online Essentials IOEOSC	One (1) assessment will be done after every module and Student should score 50% or more to qualify to write the exam in May or Nov
	Computer Essentials ICEOSC	
	Office Administration 1 OA10SC	
	Basic Numeracy BN0SC	
	English Language Basics ELB0SC	

DIPLOMA: OFFICE ADMINISTRATION

About this course

With this course you will improve on the high quality, office skills training learnt in the Certificate in Secretarial and Office Administration course and you will also learn how to speak the language of business.

What you will learn

You will learn how to master in-demand software packages for presentations, project planning and databases, as well as excellent computer keyboard skills and creating complex business documentation.

Who should attend?

Anyone who has completed the Certificate: Secretarial and Office Administration.

Duration

One Semester [This period includes all activities that will take place, including holidays, class and examinations.]

Entry Criteria

Certificate: Secretarial and Office Administration

Programme	Modules	Duration & Assessments
	Advanced Typing & Speed Devel-	Semester-long.

<i>Diploma: Office Administration</i>	opment TSD0SC	Admissions in semester 1 and semester 2 One (1) assessment will be done after every module and Student should score 50% or more to qualify to write the exam in May or Nov
	<i>Computer Studies: Standard Profile Presentation</i> IP0SC	
	<i>Computer Studies: Standard Profile Using Databases</i> IUD0SC	
	<i>Computer Studies: Standard Profile IT Security</i> ISE0SC	
	Office Administration 2 OA20SC	
	Business Communication BC0SC	
	Introduction to Bookkeeping IBK0SC	
	Business Ethics – BE0SC	
