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It is our sacred duty to impart relevant 21st century skills to our graduates in order for them to walk tall in the era of the 4th Industrial Revolution and beyond.

Hon Prof David Richard Namwandi

(Founder & Chairman)
VISION

To encourage and develop an African cadre of men and women who can operate at international standards in business.

MISSION STATEMENT

To establish a higher seat of learning in Namibia and train innovative specialist for the public and private sector for Namibia and other countries in the world. To train dedicated knowledge workers who will provide leadership at national and international levels.
THE GOVERNING COUNCIL
Hon Prof. David Richard Namwandi (Chairperson)
Prof. Oladele Arowolo (Vice-Chancellor)
Prof. Kingo J Mchombu (Advisor: Founder & Governing Council)
Mr. John Nauta
Dr. Ben Mulongeni
Mr. Peter Elindi
Dr. Lyndon Jones
Mr. Mikka Asino
Dr. Cleophas Kankondi
Cllr. György Trepper
Ms. Dutte N Shinyemba
Ms. Martha Naanda
Ms. Lena Biwa
Lt.Gen.(Rt) Epaphras D. Ndaithwah
Mr. Ndjarakana Karuzerrueruru (SRC President)

EXECUTIVE MANAGEMENT COMMITTEE
Prof. Oladele Arowolo (Vice-Chancellor)
Dr. Demus Makuwa (Pro Vice-Chancellor: Administration & Management and Director: Quality Assurance & Management)
Prof. Kingo J. Mchombu (Advisor: Founder & Governing Council)
Mr. Sebedeus !Naruseb (Director: Human Resources)
Mr. Aquilinus T. Nashilundo (Registrar)
Mr. Wilfred Muller (Director: Finance)
Mr. Gerry W. Munyama (Director: Marketing, Communication, and Stakeholders Engagement)
Ms. Petsy Neiss (Director: ITS and Examinations Management)
Dr. Hendrina Udjombala (Director: CIIP, Student and Customer Liaison)
Dr. Paulus Sheetekela (Director ICT Services)
Ms. Seno Namwandi (Director: Innovation & Intellectual Property)
Mrs. Justine Kamati (Legal Advisor)
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<th>Campus/Center</th>
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<tr>
<td>Dorado Park Campus (Main Campus)</td>
<td>Dorado Park, Extension 1, 21–31 Hercules Street • Private Bag 14005, Bachbrecht, Windhoek</td>
<td>+264 61 433 6000</td>
<td>+264 61 433 6152</td>
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<tr>
<td></td>
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<td><a href="http://www.ium.edu.na">www.ium.edu.na</a></td>
<td></td>
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<tr>
<td>City Branch (Windhoek)</td>
<td>59 Bahnhof Street • Private Bag 14005, Bachbrecht, Windhoek</td>
<td>+264 61 245 150</td>
<td>+264 61 248 112</td>
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<tr>
<td>IUM Ongwediva Centre of Excellence for Education</td>
<td>4380 Dr. Libertina Amadhila Street • P.O. Box 2775, Oshakati</td>
<td>+264 65 230 145</td>
<td>+264 65 230 159</td>
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<tr>
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<td>Pelican Mall, Cnr: Sam Nujoma/Getrud Kandanga Road • P.O. Box 346, Walvis Bay</td>
<td>+264 64 206 647</td>
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<tr>
<td>Nkurenkuru Campus</td>
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<td>Distance and E-Learning Centre</td>
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<td>Centre for Improved Institutional Performance (CIIP)</td>
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## QUALIFICATIONS OFFERED

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MESSAGE FROM THE VICE-CHANCELLOR

On behalf of the International University of Management (IUM), it is my pleasure to welcome you all – students, staff and esteemed stakeholders – to the 2022 Academic Year. In spite of the drawbacks experienced by students, staff and guardians, and indeed the whole nation, caused by the ravaging effects of COVID-19 pandemic, year 2021 was a fruitful year at IUM because of heightened level of commitment and perseverance exhibited by the university community.

Students: The University has been making notable progress in various spheres. Total registered student population increased from 8654 in 2020 to 1200 in 2021. Unlike the traditional physical registration in the years before, the 2021 registration was completed across the campuses online. Online application was also introduced and, together with registration online and blended teaching and learning, the digital age has dawned in the university.

To ensure the effective integration of students in the IUM community, provisions have been made through the Student Liaison Office, the Dean of Students, the University Counselling Office and the Student Representative Councils (SRCs) at each campus to address emerging needs of students outside the lecture halls. Over the years, these institutional structures have proved quite effective in addressing the welfare of students during the period of their stay at IUM.

At IUM, the student body represents one of our major stakeholders and all efforts are directed at teaching, learning and moulding students who graduate with high standards of academic achievements, self-confidence and integrity. The structure of our programmes is such that students are prepared to excel not only in academic performance but in creativity, especially with regard to self-employment and becoming potential employers of labour in today’s shrinking market of employment opportunities.

At the 17th Convocation held at Dorado Campus in September 2021, a total of 2841 qualifications/certificates were awarded to deserving graduands, 31% more than the 2167 certificates that were awarded in 2020. Ten (10) new qualifications, namely 3 new Bachelor Honours degrees in Education and 7 Diplomas were awarded by the university for the first time in 2021, an indication that IUM is growing higher institution of education.

Institutional capacity: In addition to the existing six faculties (Business Administration; Strategic Management and Leadership; Education; Health and Social Sciences; Information and Communication Technology; Tourism, Hospitality, and Events
Management), the School of Postgraduate Studies, Centre for Improved Institutional Performance (CIIP), Distance and E-Learning Centre and, Research and Consultancy Centre, the following academic structures were established in 2021: the Centre for Environmental Studies in January 2021, offering courses leading to the award of: Bachelor (Hons), Master’s and PhD degrees in various areas of the broad discipline. The Graduate School of Business (GSB) was also established with effect from January 2021. The School of Business is designed to fill the gap in in education in the field of management and business administration by offering unique services and offering courses at Masters and PhD levels.

In terms of programme delivery, we were employing the face to face mode until the circumstances of COVID-19 pandemic constrained all institutions of learning, particularly higher learning, to adopt online teaching and learning in addition to face to face. To this end, IUM started to prepare both staff and students in 2020 to adjust to online mode of course delivery. In 2021, the Namibian Qualifications Authority (NQA) conducted their accreditation and re-accreditation missions to the university and in August 2021, and NQA confirmed to IUM that re-accreditation has be granted to the university on all the 63 NQF registered qualifications for a period of three (3) years.

Based on the decision of IUM Management, as from the 2022 Academic Year, the Ongwediva Campus of the university will become Centre of Excellence for Education. This means that the Campus will be devoted solely to the administration of Education programmes. All students at Ongwediva campus who are currently pursuing courses in programmes other than Education will be allowed to continue while those programmes are being phased out. By implication, from January 2022, there will be no more student intakes into academic programmes at Ongwediva other than Education.

As part of its institutional development, IUM is implementing the expansion of its infrastructural facilities, including additional lecture halls and library structures. To this end, the university conducted an official ground-breaking of new Library and Lecture Halls at its Ongwediva Campus on 09 April 2021, and is set to embark on a similar multi-million dollar building complex at Dorado Park, Windhoek very soon.

Staff: The University continued to sustain its staff capacity, and even improve, during the 2021 academic year. All cases of attrition through resignations or death were adequately addressed by the HR Division with new recruitments, including part-time offers. In addition a number of our young academic staff completed their PhD degrees in their respective fields of specialization, contributing to improved quality of programme delivery. Moreover, the training programme towards the award of Postgraduate Diploma in Higher Education designed for all IUM academic staff members who have
not received formal training/qualification in Education has attracted quite a number of IUM staff, and has been running smoothly.

In spite of the negative effects of COVID-19 pandemic on the economy in general, IUM management remained optimistic about future trends and, with boldness, put in place a series of measures aimed at enhancing the welfare status of all categories of its staff – academic, administrative and support.

Research & Consultancy: Research at IUM Policy was prepared and shared with the Founder during the month of November 2020. Based largely on submissions by Deans of faculties, the report reviewed the policy basis for research at IUM and drew together recent and on-going research activities by lecturers as basis for presenting a corporate research agenda for the institution. The report presented a platform for individual and group research by academic staff in 2021.

Academic staff members continued to engage in rigorous research activities leading to individual and/or group publications in academic journals and peer reviewed books at national and international levels. In this regard, it is pleasing to report that the latest edition of IUM publication, the Namibia Journal of Managerial Sciences, Volume 4 No. 2, was published in April 2021.

The university Research and Consultancy Centre (RCC) was quite busy in 2021. RCC managed the execution of a number of projects for public and private organizations, including: Ministry of Gender Equality; National Planning Commission; Environmental Investment Fund/NILALEG; Debmarine; Nyae Nyae Ecotourism; UNDP, among others.

Community Engagement: As part of its core functions as a university, IUM continues to get involved in community engagement for the furtherance of social and economic development of the country. Selected IUM staff members continue to serve in Government established Boards and Committees, as well as make informed contributions to public discourse on emerging development issues.

At the Annual General Meeting (AGM) of the Association (APHEIN) held on 12 March 2021, Prof. David R. Namwandi (IUM Founder & Council Chair) was elected as the new President of the Association. IUM wishes him every success in this new and challenging role.

General: It seems that the current IUM academic calendar puts IUM graduates at a disadvantage in the job market given that, the other universities conduct their graduation ceremonies in April whereas IUM does it’s by September. The Governing Council considered this limitation and directed that the proposal that, from the year 2022 onwards, the university should introduce two graduations; a) IUM Winter Graduation in May and; b) IUM Summer Graduation in October.
As in the previous years, you are all welcome to experience IUM by going through the various programmes available in this Prospectus. You are also encouraged to search online for additional information in the different areas of academic interest that a university might offer (go to: www.ium.edu.na). All our stakeholders, including new and incoming students, as well as potential students and interested organisations are encouraged to familiarise themselves with this new Prospectus on the most current information about this University.

You have my best wishes for a pleasant and fruitful IUM experience.

Prof. Oladele O. Arowolo, PhD
VICE-CHANCELLOR
BRIEF HISTORICAL BACKGROUND

The Roots and Focus
The International University of Management (IUM) has its roots in the Institute of Higher Education which was founded in 1994 by Honourable Prof David Richard Namwandi. He went on to serve as Member of Parliament of the Republic of Namibia (2010 – 2015) during which period he also served as Deputy Minister of Education (2010 – 2013) and Minister of Education (2013 – 2015). IUM, a sole Namibian initiative that started with one lecturer and one student, has now grown into an institution whose student population is currently more than 10000. The intellectual and vocational bases of the University are firmly rooted and focused in the areas of Management and ICT.

Since its humble beginnings, the university has gained recognition as a centre of excellence for the teaching of Management Science and ICT disciplines at all levels. While these disciplines remain the anchor, the University has since diversified its offerings at both undergraduate and postgraduate levels in order to address different economic and management needs in Namibia. In addition, the University has carried out numerous consultancies and research on behalf of both the private and public sectors in Namibia. IUM was officially launched as the first private University in Namibia on 26 October 2002 by the then State President, H E Dr. Sam Shafiishuna Nujoma and its own Hi-Tech campus at Dorado Park in Windhoek was inaugurated on 26 April 2011 by the then State President, H E Dr. Hifikepunye Pohamba.

Purpose of IUM
The purpose of the university is to educate and train young managers and entrepreneurs of the future; who will go out into the world and help to generate work and wealth in those sectors of society where there is most need, demand or opportunity.

IUM’s Uniqueness
This University and the students who pass through it are different in a number of ways:
- Our students are products of a social and an economic conscience inherent in the heart of the university’s operations which focus, amongst others, on the choice and design of programmes.
- The University follows a path that respects the needs of the country and dedicates its efforts to the enhancement of the socio-economic wealth of its people.
- We are primarily aimed at the development of managers of the future and wealth creators in society.
- The University embraces the best theory not as an intellectual end in itself, but as the raw material of sound practice since the best principles and practice of management are based upon well tested theories.
- The University is significantly organized and resourced to make positive contributions to the development of our country and thus directs its efforts at today’s national needs and anticipates the challenges that have to be inevitably faced
in the future.

- We are the first of the kind in Africa to establish a Faculty of HIV/AIDS. Given the magnitude of the HIV and AIDS pandemic in Africa, the importance of such a faculty cannot be overemphasized.

**Research**

The International University of Management has established itself as a teaching and research-oriented institution where both teaching and research excellence are valued and promoted in order to engender contributions to the advancement of knowledge to our professionals, students, and researchers and to the well-being of our stakeholders in a credible manner.

To actively promote research and establish a research culture at IUM, a comprehensive research agenda is formulated each academic year. Every faculty has a Research Committee and develops its research agenda based on submissions by all academic staff members. It is on this basis that IUM develops a comprehensive research agenda by integrating research interests indicated in each Faculty Research Agenda.

In order to achieve IUM’s research objectives, the following strategies are being implemented:

- Pursuing excellence in the conduct of research through the application of scientific research methods applicable to the broad field of the Social Sciences;
- Conducting the whole range of research types (descriptive, analytical, basic and applied) and employing suitable approaches (qualitative, quantitative, or mixed methods) relevant to the interests of the researcher(s);
- Reviewing topic-specific literature as a basis for expanding the knowledge base on substantive as well as methodological issues; and exploring the theoretical terrain for research design;
- Developing and implementing an overall IUM Research Agenda based on inputs from all the individual faculty research agendas;
- Adopting the best approach in addressing specific research issues, including the choice of methods of data collection, verification and consolidation; analytical and statistical techniques for data management and, application of IT, including computer packages;
- Collaborating with researchers outside IUM, both national and international, to enhance quality research and promote the image of the university; and
- Encouraging both staff and students to participate in research and knowledge sharing throughout all the phases of research – from problem conceptualization and research design to data collection, management and processing, and analysis using computer programmes and report preparation.
Introduction
The International University of Management, School of Postgraduate Studies is designed to facilitate a sustainable transition for an aspiring candidate by acquiring knowledge towards an advanced stage of the curriculum. Through various academic programmes, the Postgraduate School aims at establishing a holistic nature and legitimacy of a research culture, to motivate candidates to cultivate the ability for intercultural and transnational communication, in scientific, economic, business, social, and political spheres.

Mission and vision
Vision
To become an internationally recognized centre for excellence in graduate education, research, innovation and leadership, and thereby contribute to the development of the International University of Management as a leading research-intensive university in the world.

Mission
1. To promote the highest quality of graduate education.
2. To prepare interdisciplinary leaders who will advance knowledge and drive innovation to resolve complex national and global problems in a holistic way, and to meet society’s most pressing needs to improve the human condition.

Training programmes offered
The School of Postgraduate Studies currently offers studies leading to the following awards:

Postgraduate Diploma Programmes
Postgraduate diploma in finance management
Postgraduate diploma in public policy and management
Postgraduate diploma in events management
Postgraduate diploma in paediatric nursing
Postgraduate diploma in education (Also offered through Distance and online mode)
Postgraduate diploma in higher education (Also offered through Distance and Online mode)
Postgraduate Diploma in Environmental Studies

Masters programmes
Masters of Business Administration (MBAs)
Master of Business Administration (Marketing) Phasing out
Master of Business Administration (Finance)
Master of Business Administration (Management)
Master of Business Administration (Human Resources)
Masters of Business Administration in Integrated Natural Resources Management
Master in HIV/AIDS Management
Master in Nursing Science
Master of Education – Educational Leadership, Management and Policy Education (Also offered through Distance and online mode)
Master of Science in Information Technology
Master of Science in Tourism and Hospitality Management
Master in International Relations Diplomacy and Management
Master in Public Policy and Management
Master of Science in Integrated Environmental Management and Sustainable Development
Master of Science in Conservation Agricultural Management
Master of Science in Sustainable Ocean and Aquaculture Management
Master of Science in Climate Change Mitigation and Adaptation
Masters of Science in Water, Sanitation and Health Engineering

**PhD programmes**
PhD in Business Administration
PhD in Information and Communication Technology
PhD in Education
PhD in Tourism and Hospitality
PhD in Natural Science
PhD in Sustainable Development
PhD in Integrated Natural Resources Management
PhD in Sustainable Ocean and Aquaculture Management
PhD in Sustainable Water Resources Management
POSTGRADUATE DIPLOMAS
Postgraduate Diploma in Finance Management (NQF Level 8)

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**Rationale**
This qualification was designed in response to the national need for professional financial practitioners in the Human Resource Strategic Plan 2025 which highlights the critical skills shortage of qualified Accountants and Chartered Accountants due to emerging Small Medium Enterprises (SMEs) businesses. Holders of other qualifications can also register for this qualification.

The course contains a range of new courses which are requisite for accounting and finance students. Courses include Auditing, Taxation, Project Management and Contemporary Finance Management. These courses lay a foundation for further studies at Masters degree level.

**Purpose**
The purpose of the qualification is to develop knowledge and skills in accounting and finance. Successful completion of this qualification will equip students with requisite tools and expertise to meet the ever-growing demand for quality financial services, as well as cope with the dynamic business environment. The graduates will possess both academic and soft skills that will enable them to contribute immensely to the economy of Namibia.

**Admission Requirements**
Admission to this qualification is restricted to categories 1 and 2 criteria for the Post Graduate Diploma in Finance Management (PGDFM).

*Category 1: IUM applicants*
Must have completed higher diploma plus two years relevant work experience and/or Bachelor Honours degree in Finance Management and/or Business Administration.

*Category 2: Non IUM applicants*
Relevant undergraduate degree and/or equivalent at NQF level 7 or 8 and/or determined by the IUM Senate.

**Target Groups**
This qualification targets students who want to become:
- Finance Managers, Officers and Chief Financial Officers,
- Financial analysts, controllers and/or directors
• Financial Advisors,
• Chartered Accountants,
• Finance educators.

**Qualification Duration**
• Minimum: 1 Year.
• Maximum: 2 Years.

**Outcomes of the whole Qualification**
Holders of this qualification are able to:
• Prepare and analyse financial statements and reports
• Develop turnaround financial strategies, sound financial models and sustainable projects
• Demonstrate and apply skills and knowledge acquired to advise organisations in taxation, internal control, and project execution matters
• Prepare Board papers and strategic business plans

**Articulation**
Holders of Bachelor in Finance Management will be able to articulate to Master in Finance Management or any other qualification at level 9.

**Credit transfer**
Holders of academic qualifications obtained from other bona fide educational institutions may be granted exemptions on the subjects sat for and passed. The subjects for which exemption is sought must have been sat for and passed in one sitting and the qualification must have been obtained within a period of five years. The subjects for which exemption is sought must have been studied and the qualification obtained at an NQA accredited institution or equivalent. Credits from other universities and/or institutions may be awarded up to 50% of total credits for the qualification at IUM.

**Assessment**
Both Formative and Summative assessment techniques are used. The assessment system comprises two components:
• Continuous Assessment (CA) 40% of the final grade.
• Formal Exams (FE) 60% of final mark.

**Teaching methods/strategies**
A wide range of teaching methods will be employed by lecturers from traditional lectures through to small decision-making groups, as well as the use of training films and videos and advanced business simulations. The teaching methods adapted for this programme are student-centred learning methods. Emphasis will be placed upon the need for a student to read extensively in each of the subjects. Each student will be mentored to appreciate that one will be expected to be responsible for one's own learning.
## YEAR 1 (120 Credits)

### SEMESTER 1 (50 Credits)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code</th>
<th>Hours</th>
<th>N Q F Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditing and Assurance I</td>
<td>AA180PS</td>
<td>100</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Taxation and Tax Planning I</td>
<td>TT180PS</td>
<td>100</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Contemporary Finance Management I</td>
<td>FM180PS</td>
<td>100</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Financial Reporting</td>
<td>FRP80PS</td>
<td>100</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Electives Courses (Choose 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corporate Governance I</td>
<td>CG180PS</td>
<td>100</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Strategic Project Management I</td>
<td>PM180PS</td>
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<tr>
<td><strong>Total Credits</strong></td>
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### SEMESTER 2 (70 Credits)

<table>
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<tr>
<th>Course Title</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditing and Assurance II</td>
<td>AA280PS</td>
<td>100</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Taxation and Tax Planning II</td>
<td>TT280PS</td>
<td>100</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Contemporary Finance Management II</td>
<td>FM280PS</td>
<td>100</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Research Methodology and Project</td>
<td>RMP80PS</td>
<td>300</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td><strong>Electives Courses (Choose 1)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corporate Governance II</td>
<td>CG280PS</td>
<td>100</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Strategic Project Management II</td>
<td>PM280PS</td>
<td>100</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>70</strong></td>
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<tr>
<td><strong>Total Year 1 Hours &amp; Credits</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>120</strong></td>
</tr>
</tbody>
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Postgraduate Diploma in Public Policy and Management (NQF Level 8)

<table>
<thead>
<tr>
<th></th>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 8 credits:</td>
<td>130</td>
<td>40</td>
</tr>
<tr>
<td>Minimum total credits required:</td>
<td>130</td>
<td>20</td>
</tr>
</tbody>
</table>

**Rationale**
The influence of public policy and management is so pervasive in our society that it affects societal access to the basic needs, education medical care and rights and obligations, to mention but a few. It determines the issues of governance, rule of law, accountability and discharge of public duties as well as influences the pace of technological advances and the extent of poverty.

This programme exposes students to the concepts and tools used in management as well as in evaluating public policy options and outcomes, preparing students for entry-level positions in organisations concerned with such tools and analysis. The focus is chiefly on domestic issues such as health, education, environmental, regulatory, and science and technology policy, applicable anywhere in the world.

The programme offers skills necessary to assess the performance of alternative approaches to policy making and implementation, evaluate management effectiveness, understand the political constraints faced by policy makers and managers, and appreciate the conflicts in fundamental human values that often animate policy and managerial debate. This emphasis on the formation of professionals that would tackle “iniquitous challenges and issues” -- the challenging issues that define the public agenda and the training talented individuals who would devote their efforts to finding solutions makes this programme both unique and attractive.

The graduates of this qualification will be equipped with the necessary tools to tackle very challenging problems such as expanding services to meet the needs of changing populations, implementing information technologies that better connect citizens to their governments, and improving responses to man-made and natural disasters. Furthermore, they will be able to meet the employment demand that is required of professionals that would provide leadership, financial management, policy analysis, among others. In short, this qualification equips the student with the necessary tools to be able to examine a wide variety of issues facing society today especially in the area of public policy and management, and develop the necessary skills and knowledge to address them.

**Purpose**
The Postgraduate Diploma in Public Policy and Management aims at strengthening the public policy and managerial skills of future leaders, senior managers and professionals from both the public and private sectors. This programme provides committed policy professionals with the theoretical foundation and practical tools they need to make a difference.
The qualification is aimed at enabling participants to synthesise and critique theories and practices of public policy and management in light of current research and professional experience. The integration of theory and practice is central to the programme.

The Postgraduate Diploma in Public Policy and Management is solidly anchored on the following:

- A work-based practical approach to facilitate integration of work-based experience with theories of public policy and management
- Reflective practice including use of an electronic portfolio to facilitate self-assessment of public policy and management skills
- A constructivist approach to good governance that emphasises integration of skills, attitudes, knowledge and experience across different sectors of society, and collaboration of the citizenry.

**Admission/Entry Requirements**

To be registered for this course – Postgraduate Diploma in Public Policy and Management, candidates must hold a Bachelor’s degree at NQF level 7 or equivalent qualification from any recognized institution.

A candidate without a Bachelor’s Degree, but who holds a qualification from a recognized institution of higher learning deemed to be equivalent to a bachelor’s degree may also be considered for admission; provided that he/she has accumulated at least three (3) years working experience at management level.

**Qualification Duration**

The Postgraduate Diploma in Public Policy & Management is a one year full time post graduate study qualification leading to NQF Level 9 qualification.

The study period for the qualification is:

- **Fulltime mode**   - Minimum:  1 Year;  Maximum: 2 Years
  
Contact hours will only be given over weekends and some of the public holidays

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

Outcome of the whole qualification

Holders of this qualification are able to:

- To integrate and advance understanding of concepts, theories, contemporary trends and developments in public policy, administration and management;
- To reflect on and synthesize complex information and issues, and apply relevant theories to the analysis of problems and challenges in public administration, public policy and public management;
- To develop appropriate critical research and evaluative skills, and the capacity to clearly articulate the implications of their findings for the theory and practice of public administration, public policy and/or public management; and
- To transmit knowledge, skills and ideas to specialist and non-specialist audiences
• To express the learning skills to allow them to continue to study in a manner that may be largely self-directed and autonomous.

Credit Systems
Reference is made to the internationally acceptable formula: one (1) credit equates ten (10) notional hours (learning). A postgraduate diploma IUM student will attract one hundred and fifty (150) credits. Successful completion of this level will qualify the student to register for the Masters in Public Policy and Management. Students cannot gain admission to a Masters if they do not pass all the courses in postgraduate diploma.

Successful completion of this year will allow a student to register for the final year. He/she has the freedom to choose in what area his/her major should lie.

<table>
<thead>
<tr>
<th>Item</th>
<th>Delivery</th>
<th>Summary of Activities</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lectures -Seminars -Tutorials -Workshops</td>
<td>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Directed learning</td>
<td>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Self-managed learning</td>
<td>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries</td>
<td>70</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>150</td>
<td>16</td>
</tr>
</tbody>
</table>

Articulation Possibilities
The Postgraduate Diploma in Public Policy and Management qualification grants admission to Masters in Public Policy and Management or any other related Masters Qualifications or any qualification at NQF level 9.

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

The awarded credits are governed by the IUM degree programme rules and the rules covering credit. Courses awarded as credits need to have been studied within the past 5 years.

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

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

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

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

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

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

Assessment
Continuous Assessment (CA) attracts 40% of the final grade. This will come from the examinable activities such as written and/or oral tests and assignments (group and/or individual), and evaluations undertaken by the student during the study period. Students must score at least 50% in each course/coursework to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

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

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

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

Teaching Methodology/Strategies
Courses will be delivered using blended learning modalities, including lectures, online tutorials, advanced business simulations, video and audio conferencing technologies. Candidates must have access to a computer and the Internet. The teaching methods adapted for this qualification are student-centred learning methods. Emphasis will be placed upon the need for a student to read extensively in each of the courses. Each student will be mentored to appreciate that one will be expected to be responsible for one’s own learning. The role of the lecturer, therefore, is to stimulate learning and to support and guide that process.

Learning Standards
Class contributions and presentations by the students will be encouraged and the extent to which these contributions and presentations conform to the student learning of the first year will be an important facet in the success of the student.

Individual assignments will be set by the lecturer every two weeks and should be equivalent to the standard of examinations. These will normally take the form of an e-mailed or duplicated hand-out that should be returned with the finished assignment. There will also be tests given. The student will be expected to carry these out without help. It is in the student’s interest to carry out these assignments and tests with integrity. They will be marked anonymously against a given marking scheme. In this way assessment will become part of the student’s learning.

The lecturer will use these results to monitor student progress and to make decisions as to whether the student is ready to sit examinations when the time comes. Students may not sit examinations unless the lecturer judges he or she has a good chance of succeeding.

Quality Assurance
Commitment is made to ensure that the courses under this qualification remain relevant, current and provide students with a high quality teaching and learning experience. An earnest effort is made to ensure meeting the course quality assurance requirements is a continuous process through incorporating regular monitoring, review, benchmarking,
and improvement. An external evaluator will periodically evaluate the qualification in terms of Course Outline, teaching methods, course resources and assessments. In details quality is assured through:

- Accreditation and registration on the National Qualifications Framework (NQF) by the Namibia Qualifications Authority (NQA) and in concurrency with National Council on Higher Education (NCHE)
- Engagement with relevant stakeholders from the industry
- Benchmarking and regular review of policies, curriculums, delivery strategies and assessments.
- Regular monitoring of lecture activities and staff development.
- Students will be asked to complete evaluation sheets for each course studied
- A dual performance evaluation system where lecturers and students appraise each other.
- Moderation (both internal and external) of continuous assessments and final examinations.

<table>
<thead>
<tr>
<th>YEAR 1 (150 Credits)</th>
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<tbody>
<tr>
<td><strong>SEMESTER 1 (92 Credits)</strong></td>
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<tr>
<td><strong>Course Title</strong></td>
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<tr>
<td>Introduction to Public Policy</td>
</tr>
<tr>
<td>Public Leadership and Management</td>
</tr>
<tr>
<td>Bureaucracy, Politics, &amp; Policy</td>
</tr>
<tr>
<td>Governance and Public Policy</td>
</tr>
<tr>
<td>Research Project</td>
</tr>
<tr>
<td><strong>Electives (Choose one)</strong></td>
</tr>
<tr>
<td>Economic of Public Policy</td>
</tr>
<tr>
<td>Critical Policy Issues</td>
</tr>
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<table>
<thead>
<tr>
<th>SEMESTER 2 (58 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>Methods for Public Policy Management</td>
</tr>
<tr>
<td>Planning Theory and Analysis</td>
</tr>
<tr>
<td>Economic Development Policy and Planning</td>
</tr>
<tr>
<td>Law &amp; Public Policy</td>
</tr>
<tr>
<td><strong>Electives (Choose one)</strong></td>
</tr>
<tr>
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<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Entrepreneurship and Economic Development</td>
</tr>
<tr>
<td>Policy Analysis in Public Administration</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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</tbody>
</table>
Postgraduate Diploma in Events Management (NQF Level 8)

<table>
<thead>
<tr>
<th></th>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 8 credits:</td>
<td>120</td>
<td>-</td>
</tr>
<tr>
<td>Minimum total credits required:</td>
<td>120</td>
<td>-</td>
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</tbody>
</table>

Rationale
Events management is a global dynamic business industry. It is an area which has grown rapidly in recent years and has become established as an important element in the promotional mix. This qualification offers opportunities to graduates seeking a change in their career or for those who are currently working in the industry and require further training to enhance their career opportunities. The qualification is designed to provide students with the opportunity to develop practical events management skills.

The qualification is underpinned by both academic theory and practical aspects in the fields of tourism, leisure and events and will involve students in the application of concepts in industry-related scenarios and realistic simulations. In this way, students will develop and apply the skills of critical evaluation and it is intended that they become self-directed, independent, reflexive learners. The course offers an opportunity to combine classroom-based learning with fieldwork activities. Students will therefore be given real events to manage so as to infuse theory into practice and build competitive events management skills.

Purpose
The Postgraduate Diploma in Events Management (Level 8) is designed to develop young Namibians to effectively manage events. The purpose of the qualification is to equip students with the necessary tools and expertise to meet the ever growing demand for quality service in the tourism sector.

Entry Requirements
A recognised Bachelor degree at NQF Level 7 in any discipline or an equivalent qualification with a minimum one (1) year work experience in the appropriate field.

Qualification Duration
The study period for the qualification is:
Fulltime/Part-time mode
- Minimum: 1 Year; Maximum: 2 Years.
Distance Mode
- Minimum: 2 Years; Maximum: 3 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.

**Outcomes for whole qualification**
Upon successful completion of the Postgraduate Diploma in Event Management, the holder of this qualification is able to:

- Plan, design, and coordinate effective site and facility operations.
- Apply the principles of professionalism and ethics to events management.
- Create, plan, and implement effective management of tourism and hospitality events.
- Develop and implement financial initiatives based on event objectives through methods such as sponsorship programs, grant applications, and fundraising initiatives.
- Apply the principles of marketing to events.
- Apply strategies for effective human resource management to events.
- Apply accounting and financial knowledge and skills to the operation of events.
- Apply business administration skills to the operation of events.

**Articulation Possibilities**
Vertically, the Postgraduate Diploma in Events Management (Level 8) grants admission to Master in Tourism and Hospitality Level 9 or any other related qualification at NQF Level 9. Interfaculty students can apply for approval with the Deans of other Faculties for assessment to gain admission to any Master programme. Horizontally, students may, where applicable, move into existing or new related tourism and hospitality qualifications at NQF level 8.

**Credit Transfer**
Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing. To be awarded these credits, IUM will need to assess the courses or combination of courses as equivalent to IUM courses. The awarded credits are governed by the IUM degree program rules and the rules covering credit. Courses awarded as credits need to have been studied within the past 5 years.
Generally, credit will be given if the courses were taken at an accredited institution of higher learning; the course was equivalent to courses offered at IUM, or compatible with Namibia Qualifications Authority requirements. Coursework will be evaluated for its current relevance and may not transfer if the material is out dated by more than 5 years since the course was attended and examination sat and passed and/or the course was not passed at the first examination sitting. Credits earned at an accredited college may not transfer unless the credit earned is equivalent to courses offered in degree qualification. Credits earned at IUM are also transferable to other institutions of higher learning.
Acceptance of credits earned at other institutions is limited to 50% of the total credits required for an IUM qualification. No more than half the major area course requirements can be earned through transfer and/or exemption credit. The IUM reserves the right to reject any or all credits from other institutions, regardless of their accreditation status, when it determines through investigation or otherwise that the quality of instruction at such institutions is for any reason deficient or unsatisfactory. The judgment of the IUM on this question shall be final. The IUM reserves the right to reject transfer credit for courses if the student’s subsequent grades in required courses in the same subject fall below average.

Assessment
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 (both coursework and practical) to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

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

Supplementary Examinations
A student who fails a course with an overall mark of 40-49% is eligible to sit for a supplementary examination. A student who fails the project with a mark of less than 50% will be allowed one opportunity to re-submit the project three months after the publication of results. A student who fails a course with an overall mark of 39% and below will be required to repeat the same course until the course is passed. A student may not proceed from one level to the next higher level carrying more than 50% of the courses or credits.

Awarding of the Qualification
Candidates will be eligible for the appropriate qualification when they have passed all the required courses specified in the relevant programme regulations and have fulfilled any additional requirements stipulated in the IUM student policies.

Teaching Methods/Strategies
Courses will be delivered using blended learning modalities, including lectures, online tutorials, advanced simulations, video and audio conferencing technologies as well as exposure to real practical experiences such as independence celebrations, annual heroes commemorations, national and international conferences, and other public and private functions. Learners must have access to a computer and the Internet. The teaching
methods adapted for this programme are student-centred. Emphasis will be placed upon the need for a student to read and research extensively in each of the courses.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events Management, Planning and Co-ordination</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Marketing and Public Relations for Events</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Financial Budgeting in Events Management</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Business Innovation and Development</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Diplomatic and Celebrity Events Management</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Event Security Planning</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Research Project</td>
<td>8</td>
<td>30</td>
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<tr>
<td><strong>Total Credits Required</strong></td>
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Postgraduate Diploma in Paediatric Nursing (NQF Level 8)

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Code</td>
</tr>
<tr>
<td>Maternal and Child Health Care Services</td>
<td>CHC80PS</td>
</tr>
<tr>
<td>Research Methodology</td>
<td>RME9OPC</td>
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<table>
<thead>
<tr>
<th>YEAR COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
</tr>
<tr>
<td>Child and Family Health</td>
</tr>
<tr>
<td>Anatomy and Physiology: Capita Selecta for Children</td>
</tr>
<tr>
<td>Paediatric Nursing Science</td>
</tr>
<tr>
<td>Paediatric Clinical Practice</td>
</tr>
<tr>
<td><strong>Total Credits:</strong> 120</td>
</tr>
</tbody>
</table>

**Rationale**
The Postgraduate Diploma in Paediatric Nursing (level 8) is designed for registered nurses work in hospitals and clinics and are interested in developing their knowledge and skills concerning the nursing and care for the sick child (Paediatric Nursing). Students who register for this qualification will gain a significant level of preventative, curative and rehabilitative knowledge and skills in paediatric nursing. Paediatric Nursing is a specialised field in nursing and students who complete the qualification successfully will be able to execute advanced procedures within their scope of practice on children. This qualification is an urgent need in Namibia because according to the Demographic and Health Survey of Namibia in 2014 one (1) in every twenty six (26) Namibian children die before the age of one year, and one in every nineteen (19) do not survive to their
fifth birthday. Taking these statistics into consideration and in order to provide optimal paediatric care and services to children, it is necessary to educate and train registered nurses in the specialist field of Paediatric Nursing.

**Purpose**
The Postgraduate Diploma in Paediatric Nursing (Level 8) is designed to provide optimal paediatric care and service to children. It is necessary to educate and train nurses at postgraduate level in order to be available and to assist with the nursing care of sick children throughout Namibia. Nurses should be well equipped with lifesaving skills to promote healthy child care and to prevent childhood mortality throughout the country. The qualification will therefore produce graduates who will make a positive contribution to health care of children in Namibia.

The qualification is concerned with the education and training of nurses who are already registered and who practice as registered nurses in the private and public health care institutions. Students are expected to acquire the following skills: critical thinking, leadership, interpersonal communication, psychomotor and affective skills. These skills are required by employers of health care facilities to be applied to complex paediatric issues.

The qualification is offered at an institution which is accredited by the Nursing Council of Namibia. The holder of this qualification is a specialist resource person and a change agent with advanced knowledge and skills to put into practice and a nurse consultant for the multidisciplinary team on paediatric nursing care. This person can practise in the following institutions: primary healthcare, district, regional healthcare facilities, paediatric wards in hospitals public and private, and educational institutions normally at managerial level.

**Admission/entry requirements**
The entry requirements to this qualification shall be:
- Student must be in possession of a Bachelor Degree in Nursing (Level 7 or 8) or a Diploma in Comprehensive Nursing and Midwifery Science (4 years) Level 7.
- Registered as a nurse and midwife with the Nursing Council of Namibia.
- Minimum of 2 years’ experience as a registered nurse and midwife.
- Recognition of prior learning will be considered where applicable.

**Qualification duration**
The duration of the qualification is one (1) year.

**Outcomes of the whole qualification**
Holders of this qualification are able to:
- Apply clinical leadership skills in care of children in the paediatric field
- Demonstrate management skills in a child care unit within the framework of the multidisciplinary team
- Implement comprehensive paediatric nursing care using the scientific approach
• Develop and implement standards of paediatric care to ensure quality and safe care
• Integrate legal aspects and ethical principles during daily practices
• Demonstrate accountability and moral reasoning skills for independent clinical decisions made regarding to paediatric care
• Negotiate and provide professional support to parents and families
• Evaluate health care outcomes of children and make innovative suggestions to improve care where necessary
• Collaborate with the multi-disciplinary team members and refer children to relevant organisational services
• Participate in research activities (fieldwork), prepare the report and publish the findings.

Credit System
Reference is made to the internationally acceptable formula; one (1) credit equates ten (10) notional hours (learning). The teaching and learning time and the credits are indicated in a summary below;
The total notional hours for the qualification amount to 1200 hours and this will be divided as follows;
Theoretical teaching: will be a total of 480 hours and will include lectures, discussions, tutorials, portfolio development and will be covered with 16 hours per week for 30 academic weeks.
Directed learning: Advanced reading and preparation for class.
Self-managed learning: Practical teaching hours will be a total of 720 hours and will be covered with 24 hours per week for 30 academic weeks. Practical sessions will include completing assignments, feedback on assignments, doing case studies, practical procedures, demonstrations and more reading. This part will take up the bulk of the learning time.

Articulation possibilities
The Postgraduate Diploma in Paediatric Nursing (Level 8) grants admission to a Master Degree (Level 9) in different aspects of paediatric nursing.

Credit transfer
Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.

To be awarded these credits, IUM will need to assess the courses of combination of courses as equivalent to IUM courses. The awarded credits are governed by the IUM rules and courses awarded as credits need to have been studied within the past 5 years. Generally, credit will be given if the courses were taken at an accredited institution of higher learning; the course was equivalent to courses offered at IUM, or compatible with
the Namibia Qualifications Authority requirements. Credits earned at IUM are also transferable to other institutions of higher learning. Acceptance of credits earned at other institutions is limited to 50% of the total credits required for an IUM qualification. The IUM reserves the right to reject transfer credits for courses if the student’s subsequent grades in required courses in the same subject fall below average.

**Assessment**

**Continuous assessment**
Continuous Assessment (CA) attracts 40% of the final grade. This will come from the examinable activities such as written and/or oral tests, assignments (group/individual), and practical evaluations undertaken by the student during the study period. Students must score a mean of 50% in all the coursework (theory and practice) to be allowed to sit for the final written and practical examinations. Semester courses will be finally assessed at the end of each semester while year courses will be finally assessed at the end of the academic year.

**Final 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 student orally.

**Supplementary examinations**
A student who fails a subject with an overall mark of 40-49% is eligible to sit for a supplementary examination. A student who fails a subject with an overall mark of 39% and below will be required to repeat the same subject until the subject is passed.

**Methods of Teaching and Learning**
The teaching and learning processes will be offered through lectures, tutorial activities and discussions, collaborative group tasks, demonstrations, case studies, practical projects, and written assignments. Practicals will be taught in hospitals, clinics and simulation.

**Quality Assurance**
Commitment is made to ensure that the qualification offered remains relevant, current and provides students with a high quality of teaching and learning experiences. To ensure meeting the course quality assurance requirements is a continuous process through incorporating regular monitoring, review, benchmarking and improvement. An external evaluator will periodically evaluate the qualification in terms of course content, teaching methods, course resources and assessments.
Postgraduate Diploma in Education (NQF Level 8)

Purpose
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. 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. The qualification also 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 qualifications. 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.

Outcomes for the Whole Qualification
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.

Qualification duration
The study period for the qualification is:
Fulltime/Partime/Block Release mode/ Blended learning - Minimum: 1 Year;
Maximum: 2 Years.
The qualification comprises of two (2) semesters, per academic year. Semester 1 runs from January to June. Semester 2 runs from July to December.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code</th>
<th>Status</th>
<th>Semester</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment In Education</td>
<td>AED80PY</td>
<td>Compulsory</td>
<td>Year 8</td>
<td>8</td>
<td>8</td>
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<tr>
<td>Classroom Management and Supervision</td>
<td>CMS80PY</td>
<td>Compulsory</td>
<td>Year 8</td>
<td>8</td>
<td>10</td>
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<tr>
<td>Curriculum Planning &amp; Development In Education</td>
<td>CPD80PY</td>
<td>Compulsory</td>
<td>Year 8</td>
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<td>10</td>
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<tr>
<td>Education Theory &amp; Practice</td>
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<td>Compulsory</td>
<td>Year 8</td>
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<tr>
<td>English Proficiency</td>
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<td>Year 8</td>
<td>8</td>
<td>8</td>
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<tr>
<td>Guidance And Counselling</td>
<td>PGC80PY</td>
<td>Compulsory</td>
<td>Year 8</td>
<td>8</td>
<td>8</td>
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<tr>
<td>PG Dip Mini Research Project</td>
<td>XPE80PS</td>
<td>Compulsory</td>
<td>Year 8</td>
<td>8</td>
<td>30</td>
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<tr>
<td>Teaching Practice (10 weeks-SBS)</td>
<td>TPE80PY</td>
<td>Compulsory</td>
<td>Year 8</td>
<td>8</td>
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Choose 2 Subjects (See Valid Subjects Combination)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Status</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Methods of Entrepreneurship</td>
<td>Elective</td>
<td>Year 8</td>
<td>10</td>
</tr>
<tr>
<td>Teaching Methods of Accounting</td>
<td>Elective</td>
<td>Year 8</td>
<td>10</td>
</tr>
<tr>
<td>Teaching Methods of Agriculture</td>
<td>Elective</td>
<td>Year 8</td>
<td>10</td>
</tr>
<tr>
<td>Teaching Methods of Biology</td>
<td>Elective</td>
<td>Year 8</td>
<td>10</td>
</tr>
<tr>
<td>Teaching Methods of Business Studies</td>
<td>Elective</td>
<td>Year 8</td>
<td>10</td>
</tr>
<tr>
<td>Teaching Methods of Computer Studies</td>
<td>Elective</td>
<td>Year 8</td>
<td>10</td>
</tr>
<tr>
<td>Teaching Methods of Economics</td>
<td>Elective</td>
<td>Year 8</td>
<td>10</td>
</tr>
<tr>
<td>Teaching Methods of Geography</td>
<td>Elective</td>
<td>Year 8</td>
<td>10</td>
</tr>
<tr>
<td>Teaching Methods of History</td>
<td>Elective</td>
<td>Year 8</td>
<td>10</td>
</tr>
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<td>Course Code</td>
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<td>TMA80PY</td>
<td>Teaching Methods of Mathematics</td>
<td>Elective</td>
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</tr>
<tr>
<td>TOF80PY</td>
<td>Teaching Methods of Office Practice</td>
<td>Elective</td>
<td>8</td>
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<tr>
<td>TPS80PY</td>
<td>Teaching Methods of Physical Science</td>
<td>Elective</td>
<td>8</td>
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<td>TEG80PY</td>
<td>Teaching Methods of English</td>
<td>Elective</td>
<td>8</td>
</tr>
<tr>
<td>TAF80PY</td>
<td>Teaching Methods of Afrikaans</td>
<td>Elective</td>
<td>8</td>
</tr>
<tr>
<td>TKH80PY</td>
<td>Teaching Methods of Khoekhoegowab</td>
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<td>8</td>
</tr>
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<td>TKW80PY</td>
<td>Teaching Methods of Oshikwanyama</td>
<td>Elective</td>
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<td>TDO80PY</td>
<td>Teaching Methods of Oshindonga</td>
<td>Elective</td>
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</tr>
<tr>
<td>THE80PY</td>
<td>Teaching Methods of Otjiherero</td>
<td>Elective</td>
<td>8</td>
</tr>
<tr>
<td>TRU80PY</td>
<td>Teaching Methods of Rukwangali</td>
<td>Elective</td>
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<tr>
<td>TRM80PY</td>
<td>Teaching Methods of Rumanyo</td>
<td>Elective</td>
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</tr>
<tr>
<td>TSI80PY</td>
<td>Teaching Methods of Silozi</td>
<td>Elective</td>
<td>8</td>
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</tbody>
</table>

**Credit Transfer**
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Generally, credit will be given if the courses were taken at an accredited institution of higher learning, the course was equivalent to courses offered at IUM, or compatible with Namibian Qualification Authority requirements. Coursework will be evaluated for its current relevance and may not transfer if the material is outdated by more than 5 years since the course was attended and examination sat and
passed and/or the course was not passed at the first examination sitting.

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

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

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

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

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

**Assessment and Evaluation**

**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.

**Final Examinations**

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

**Supplementary Examinations**

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

A student who fails the project with a mark of less than 50% will be allowed one opportunity to re-submit the project three months after the publication of results. A student who fails a course with an overall mark of 39% and below will be required to repeat the same course until the course is passed. A student may not proceed from one level to the next higher level carrying more than 50% of the courses or credits.
**Teaching Methods/Strategies**
Courses will be delivered using blended learning modalities, including lectures, online tutorials, advanced simulations, video and audio conferencing technologies. Learners must have access to a computer and the Internet. The teaching methods adapted for this programme are student-centred learning methods. Emphasis will be placed upon the need for a student to read and research extensively in each of the courses. Each student will be mentored to appreciate that one will be expected to be responsible for one’s own learning. The role of the lecturer, therefore, is to stimulate learning and to support and guide that process. Guided reading materials and research will support these endeavours.

**Articulation**
Vertically, the Postgraduate Diploma in 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 Masters programme. Horizontally, students may, where applicable, move into existing or new related teachers qualifications at NQF level 8.
Postgraduate Diploma in Higher Education (NQF Level 8)

Purpose
The International University of Management (IUM)’s Faculty of Educational Administration and Management 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.

This qualification 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

Outcomes for the whole qualification
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.

Qualification Duration
The study period for the qualification is:
Full time/Part time/Block Release mode/ Blended learning - Minimum: 1 Year; Maximum: 2 Years.
The qualification comprises of TWO (2) semesters, per academic year. Semester 1 runs from January to June. Semester 2 runs from July to December.

<table>
<thead>
<tr>
<th>YEAR 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
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<tr>
<td>AHE80PY</td>
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<td>EHE80PY</td>
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<td>EDM80PY</td>
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<td>PDA80PY</td>
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<tr>
<td>RSH80PY</td>
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<tr>
<td>TLH80PY</td>
</tr>
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</table>

Credit Transfer
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Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.
To be awarded these credits, IUM will need to assess the courses or combination of courses as equivalent to IUM courses. Courses awarded as credits need to have been studied within the past 5 years.
Generally, credit will be given if the courses were taken at an accredited institution of higher learning, the course was equivalent to courses offered at IUM, or compatible with
Namibia Qualifications Authority requirements. Coursework will be evaluated for its current relevance and may not transfer if the material is out dated by more than 5 years since the course was attended and examination sat and passed and/or the course was not passed at the first examination sitting. Credits earned at an unaccredited college may not transfer unless the credit earned is equivalent to courses offered in degree qualification. Credits earned at IUM are also transferable to other institutions of higher learning. Acceptance of credits earned at other institutions is limited to 50% of the total credits required for an IUM qualification. No more than half the major area course requirements can be earned through transfer and/or exemption credit.

The IUM reserves the right to reject any or all credits from other institutions, regardless of their accreditation status, when it determines through investigation or otherwise that the quality of instruction at such institutions is for any reason deficient or unsatisfactory. The judgment of the IUM on this question shall be final. The IUM reserves the right to reject transfer credit for courses if the student’s subsequent grades in required courses in the same subject fall below average.

Assessment and evaluation
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.

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

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Teaching Methods/Strategies
Courses will be delivered using blended learning modalities, including lectures, online tutorials, advanced simulations, video and audio conferencing technologies. Learners
must have access to a computer and the Internet. The teaching methods adapted for this programme are student-centred learning methods. Emphasis will be placed upon the need for a student to read and research extensively in each of the courses. Each student will be mentored to appreciate that one will be expected to be responsible for one's own learning. The role of the lecturer, therefore, is to stimulate learning and to support and guide that process. Guided reading materials and research will support these endeavours.

**Articulation**

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 Masters programme. Horizontally, students may, where applicable, move into existing or new related teachers qualifications at NQF level 8.
Postgraduate Diploma in Environmental Studies (NQF Level 8)

Field: Agriculture and Nature Conservation
Qualification Code:
Level of qualification: 8
Total credits available: 138
Total credits required: 138

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 8 credits:</td>
<td>138</td>
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<tr>
<td>Minimum total credits required:</td>
<td>138</td>
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</table>

Rationale
The rationale of developing this qualification is to bridge the gap between NQF Level 7 and NQF Level 9 qualifications in the field of environmental studies/management and set a scene for in-depth analysis of issues pertaining to environmental planning and management as well as the sustainable utilization of natural resources.

Purpose
The main purpose of the Postgraduate Diploma in Environmental Studies is to provide a fundamental platform to aspiring students that want to pursue postgraduate studies in the environment field. The qualification aims at making students competent to do environmental related work and to find practical solutions to current environmental issues. As the earth’s resources are declining and the environment is being increasingly deteriorated by human activities, it is evident that something needs to be done. There is a need to maintain the relationship between human beings and the environment as these two cannot be separated. The imbalance that human beings created in the environment is slowly interfering with their survival and sustenance of life on earth. Issues such as environmental pollution, growing human population, depletion of natural resources, climate change, calamities and disasters are all environmental concerns that need to be addressed.

Environmental protection and conservation is beyond the capacity of one individual, one institution or one government. Hence every citizen of the world needs to be observant and actively participate in guarding the global environment. The qualification will contribute to the national efforts of protecting and managing natural resources, as well as to promote sustainable utilization of natural resources as articulated in Chapter 5 of the Vision 2030 and Article 95 of Namibia’s Constitution.

Admission Requirements
Students will be admitted into this qualification if they hold an NQF Level 7 qualification
in environmental related studies. Students awarded with a Postgraduate Diploma in Environmental Studies will be eligible for a Master degree or equivalent qualification at NQF Level 9 in a related field of study.

**Qualification Duration**
The Postgraduate Diploma in Environmental Studies is conferred after one year of full-time study. The year of study is divided into two semesters. Semester 1 runs from January to June. Semester 2 runs from July to December.

**Outcomes of the whole Qualification**
Holders of this qualification are able to:
- Demonstrate the principles, practices and methods of modern management and be able to apply them in environmental management;
- Recognize and understand issues pertaining environmental management and be able to propose practical solutions to these challenges;
- Apply different tools and methods to articulate the broad social, economic and regulatory structures in which environmental problems can be solved;
- Create a personal paradigm of leadership and management that is responsive and transformative to the needs of contemporary times;
- Establish and participate in programs that contribute to the improvement of policies related to environmental management and sustainable development.

**Credit Systems**
Reference is made to the internationally acceptable formula: one (1) credit equates ten (10) notional hours (learning). The general guideline for teaching and learning time per course, based on the 10 hours per credit approach, is as per the table below. An example of a course with 15 credits was used to determine the notional hours.

**General Guideline for Teaching and Learning Time per Subject (10 hours per credit)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Delivery</th>
<th>Summary of Activities</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-Lectures -Seminars -Tutorials -Workshops</td>
<td>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>-Directed learning</td>
<td>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.</td>
<td>40</td>
<td>4</td>
</tr>
</tbody>
</table>
3 | Self-managed learning | Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries | 70 | 7 |

| TOTAL | | | 150 | 15 |

**Articulation**
Postgraduate Diploma in Environmental Studies grants admission to any MSc or MBA at NQF Level 9 in environmental related studies.

**Credit transfer**
Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.

To be awarded these credits, IUM will need to assess the courses or combination of courses as equivalent to IUM courses.

The awarded credits are governed by the IUM degree programme rules and the rules covering credit. Courses awarded as credits need to have been studied within the past 5 years.

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

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

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

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

The IUM reserves the right to reject any or all credits from other institutions, regardless
of their accreditation status, when it determines through investigation or otherwise that the quality of instruction at such institutions is for any reason deficient or unsatisfactory. The judgment of the IUM on this question shall be final. The IUM reserves the right to disallow transfer credit for courses if the student’s subsequent grades in required courses in the same subject fall below average.

**Lecture Delivery Strategies**
The following common lecture delivery strategies shall be used depending on the lecturer:
- Central class presentation (PowerPoint and chalk-talk) by lecturer.
- Central class presentations (PowerPoint and chalk-talk) by students.
- Lecturer led class discussion
- Individual and group exercises
- Case analysis (where applicable).

**Assessment**
Continuous Assessment (CA) attracts 40% of the final grade. This will come from the examinable activities such as written and/or oral tests and assignments (group and/or individual), and evaluations undertaken by the student during the study period. Students must score at least 50% in each course/coursework to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

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

**Supplementary Examinations**
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. 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.

**Research Project**
Taken in the last semester of study, a research project in environmental studies 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 15 000 – 20 000 words research project. The research should be original on a topic related to environmental studies. The research
should have a clear 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.

**Teaching methods/strategies**
The teaching and learning processes will take place through lectures, tutorial activities and discussions, collaborative group tasks, practical projects, tests and written assignments.

**Quality Assurance**
Commitment is made to ensure that the courses under this qualification remain relevant, current and provide students with a high quality teaching and learning experience. An earnest effort is made to ensure meeting the course quality assurance requirements is a continuous process through incorporating regular monitoring, review, benchmarking, and improvement. An external evaluator will periodically evaluate the qualification in terms of course content, teaching methods, course resources and assessments.

**Quality shall also be assured through;**
- Accreditation and registration on the National Qualifications Framework (NQF) by the Namibia Qualifications Authority (NQA) and in concurrency with National Council on Higher Education (NCHE).
- Engagement with relevant stakeholders from the industry
- Benchmarking and regular review of policies, curriculums, delivery strategies and assessments.
- Regular monitoring of lecture activities and staff development.
- Students will be asked to complete evaluation sheets for each course studied
- A dual performance evaluation system where lecturers and students appraise each other.
- Moderation (both internal and external) of continuous assessments and final examinations.
- The qualification will be taught by person/s that has higher qualification than level 8 Bachelor Honours.

**Qualification Structure**
Courses, Study Time, NQF Level and Credits

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code</th>
<th>Hours</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Writing</td>
<td></td>
<td>120</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Environmental Management</td>
<td></td>
<td>120</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Course Title</td>
<td>Course Code</td>
<td>Hours</td>
<td>NQF Level</td>
<td>Credits</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-------------</td>
<td>-------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>Environmental Ethics</td>
<td></td>
<td>120</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Research Methodology</td>
<td></td>
<td>120</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Ecosystem Services</td>
<td></td>
<td>120</td>
<td>8</td>
<td>12</td>
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<tr>
<td>Environmental Governance</td>
<td></td>
<td>100</td>
<td>8</td>
<td>10</td>
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<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code</th>
<th>Hours</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Entrepreneurship Management</td>
<td>100</td>
<td>8</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Environmental Sustainability and Rehabilitation</td>
<td>100</td>
<td>8</td>
<td>10</td>
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<td>Management of Arid and Semi-Arid Regions</td>
<td>100</td>
<td>8</td>
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<td>Environmental Risk Assessment and Management</td>
<td>100</td>
<td>8</td>
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<tr>
<td>Research Project</td>
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<td>Total Hours &amp; Credits</td>
<td>1380</td>
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MASTERS PROGRAMS
Rationale
The main purpose of the Master of Business Administration degree programme is to provide knowledge and skills for aspiring senior managers, administrators, supervisors and professionals, and to further develop managerial skills of women and men already holding positions of authority and influence in organisation in the country and beyond. The qualification builds on the theoretical aspects of earlier learning at NQF level 8 by developing and sharpening managers’ capacities in research, investigation, decision-making, design and development, implementation, monitoring and evaluation.

This qualification combines a synergistic mix of academics and practitioners where the former concentrates on the transfer of knowledge while the latter concentrates on the transfer of skills. Integration of statistical skills and competencies, informational technology, research, project planning and management and strategic business innovation and development make the programme relevant to close the gap of much needed qualified manpower. The graduates of this qualification will not only meet the needs of the market, but also create jobs thereby adding value to the national economy to survive the hostile and business environments and global economic downturns.

Purpose
This qualification aims to train resourceful and qualified professionals and practitioners who will not only contribute to the national economies, but also navigate and provide solutions to the uncertain and volatile business economic environment prevailing in Namibia and the region. This training will help students to develop strong business management acumen and broaden their career prospects. The qualification will equip managers, supervisors, and entrepreneurs who want to be adequately equipped, skilled, creative and innovative. The MBA is designed to equip the captains of industry and commerce with management tools needed to survive the hostile business environments and global economic downturns.

Admission requirements
To be admitted to this qualification, a candidate must have at least successfully completed an undergraduate degree (NQF level 7/8) in any discipline from the International University of Management (IUM), and/or equivalent from any other recognised university or institution of higher learning or, Must have obtained such professional qualifications or membership of a professional institution deemed equivalent to a postgraduate diploma or first degree by the
Postgraduate Admissions Committee and approved by the IUM Senate and Stakeholders. Further information on admission requirements can be seen below, in a section titled Regulations for the degree of Master.

**Target group**
The MBA is designed for professionals willing to take up regional and international assignments in both the private and public sectors. It builds on the bachelors or equivalent qualifications already held by supervisory and senior managers. The MBA is structured to stretch and challenge the managers to fulfil their true potential and to become defining players in the management of organisational change.

**Qualification duration**
Minimum: 2 Years
Maximum: 5 Years

**Outcomes of the whole qualification**
- Holders of this qualification are able to: Demonstrate mastery of principles, concepts, knowledge and skills/talents of efficient and effective organisational management.
- Evaluate critically existing social management science theories and concepts for the purpose of applying them in real life organisational situations.
- Engage in rigorous intellectual analysis, interpretation, criticism and problem-solving demonstrating analytical thinking skills and innovativeness on given case problems and problems obtaining on the ground.
- Research, analyse and argue factually from situational evidence obtaining and there from recommend appropriate interventional strategic courses of action.
- Exercise morality and ethical behaviour in managing risks and ensuring expected corporate governance practice.
- Diagnose problems before they happen, draw up damage control action plans, and implement them in a manner that charters the organisation along a path of profitability/success.
- Organize resources efficiently and ethically in a manner that ensures attainability of the organisation’s bottom-line/primary objective.

**Credit systems**
Reference is made to the internationally acceptable formula: one (1) credit equates ten (10) notional hours (learning). The general guideline for teaching and learning time per course, based on the 10 hours per credit approach, is as per the table below. An example of a course with 15 credits was used to determine the notional hours.
### General Guideline for Teaching and Learning Time per Subject (10 hours per credit)

<table>
<thead>
<tr>
<th>Item</th>
<th>Delivery</th>
<th>Summary of Activities</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lectures Semina Tutorial Workshop</td>
<td>Tutorial support including feedback on assignments and may vary by college according to local needs and wishes.</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Directed learning</td>
<td>Advanced reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Self-managed learning</td>
<td>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

### Articulation

Holders of Bachelors or equivalent qualification in various fields will be able to articulate to Master of Business Administration or any other qualification at level 9.

### Credit transfer

Holders of academic qualifications obtained from other bona fide educational institutions may be granted exemptions on the subjects sat for and passed. The subjects for which exemption is sought must have been sat for and passed in one sitting and the qualification must have been obtained within a period of five years. The subjects for which exemption is sought must have been studied and the qualification obtained at an NQA accredited institution or equivalent. Credits from other universities and/or institutions may be awarded up to 50% of total credits for the qualification at IUM.
Assessment
Both Formative and Summative assessment techniques are used.
Students taking this course shall be assessed and evaluated as follows:
• Continuous assessment 40% (a score of 50% plus is required to qualify for examinations)
• Final Examination 60% (a minimum of 36% is required in examination to pass course)

Teaching methods/strategies
A wide range of teaching methods will be employed by lecturers from traditional lectures through to small decision-making groups, as well as the use of training films and videos and advanced business simulations. The teaching methods adapted for this programme are student-centred learning methods. Emphasis will be placed upon the need for a student to read extensively in each of the subjects. Each student will be mentored to appreciate that one will be expected to be responsible for one’s own learning. The role of the lecturer, therefore, is to stimulate learning and to support and guide that process. Programmed reading and reading guides will support these endeavours.

The following common lecture delivery strategies shall be used depending on the topic:
• Central class presentation (PowerPoint and chalk-talk) by lecturer.
• Central class presentations (PowerPoint and chalk-talk) by students.
• Lecturer led class discussion
• Individual and group exercises
• Case analysis

Quality assurance
Commitment is made to ensure that the courses under this qualification remain relevant, current and provide students with a high quality teaching and learning experience. An earnest effort is made to ensure meeting the course quality assurance requirements is a continuous process through incorporating regular monitoring, review, benchmarking, and improvement. An external evaluator will periodically evaluate the qualification in terms of course content, teaching methods, course resources and assessments.

QUALITY SHALL ALSO BE ASSURED THROUGH THE FOLLOWING;
• Accreditation and registration on the National Qualifications Framework (NQF) by the Namibia Qualifications Authority (NQA) and in concurrency with National Council on Higher Education (NCHE).
• Engagement with relevant stakeholders from the industry.
• Benchmarking and regular review of policies, curriculums, delivery strategies and assessments.
• Regular monitoring of lecture activities and staff development.
• Students will be asked to complete evaluation sheets for each course studied
• A dual performance evaluation system where lecturers and students appraise each other.
• Moderation (both internal and external) of continuous assessments and final examinations.
• The courses under this qualification will be taught by persons who hold qualification higher than level 8.

QUALIFICATION STRUCTURE

<table>
<thead>
<tr>
<th>YEAR 1 (ALL SPECIALISATIONS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 (130 Credits)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course code</th>
<th>Hours</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate Governance &amp; Social Responsibility</td>
<td>CGS90PS</td>
<td>100</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Contemporary Managerial Finance</td>
<td>CFM91PS</td>
<td>100</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Strategic Marketing Management and Action Planning</td>
<td>SMP91PS</td>
<td>100</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Leadership and Change Management</td>
<td>LCM91PS</td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Information Systems Strategy</td>
<td>ISS90PS</td>
<td>100</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Strategic Operations Management</td>
<td>SOM90PS</td>
<td>100</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Applied Quantitative Decision Making Techniques</td>
<td>AQD91PS</td>
<td>100</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Strategic Management and Systems Thinking</td>
<td>STS91PS</td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Managerial Economics &amp; Decision Making</td>
<td>MED91PS</td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Entrepreneurship &amp; New and Small Business Management</td>
<td>ENS90PS</td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Project, Programme and Portfolio Management</td>
<td>PPM90PS</td>
<td>100</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Research Methodology</td>
<td>RME91PS</td>
<td>120</td>
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</table>
**YEAR 2 (MBA- MANAGEMENT SPECIALISATION)**

**Semester 1 (125 Credits)**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course code</th>
<th>hours</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Risk &amp; Intelligence of Management</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Advanced Business Ethics</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Competing in the Global market Place (International Business)</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Strategic Sustainability Management</td>
<td></td>
<td>120</td>
<td>9</td>
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</table>

**Electives Courses (Choose 1)**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course code</th>
<th>hours</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Logistics &amp; supply Chain Management</td>
<td></td>
<td>130</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Management of Technology and Innovation</td>
<td></td>
<td>130</td>
<td>9</td>
<td>13</td>
</tr>
</tbody>
</table>

**Semester 2**

| Dissertation                                             |             | 640   | 9         | 64      |

**YEAR 2 (MBA- FINANCE SPECIALISATION)**

**Semester 1 (125 Credits)**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course code</th>
<th>hours</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Strategies &amp; Decision Making</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Performance Evaluation Management</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>International Finance Management</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
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<tr>
<td>Fundamental of Financial Risk Management</td>
<td></td>
<td>120</td>
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**Electives Courses (Choose 1)**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course code</th>
<th>hours</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Reporting &amp; Analysis</td>
<td></td>
<td>130</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Auditing and Assurance</td>
<td></td>
<td>130</td>
<td>9</td>
<td>13</td>
</tr>
</tbody>
</table>

**Semester 2**

| Dissertation                                             |             | 640   | 9         | 64      |
## YEAR 2 (MBA - HUMAN RESOURCE SPECIALISATION)

### Semester 1 (125 Credits)

<table>
<thead>
<tr>
<th>Course Title</th>
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<th>hours</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Thinking in HRM</td>
<td></td>
<td>120</td>
<td>9</td>
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<tr>
<td>Strategic HRD</td>
<td></td>
<td>120</td>
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<td>12</td>
</tr>
<tr>
<td>Personal Growth and Interpersonal Effectiveness</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Organizational Development &amp; Change Management</td>
<td></td>
<td>120</td>
<td>9</td>
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### Electives Courses (Choose 1 )

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course code</th>
<th>hours</th>
<th>NQF Level</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Global Labour &amp; Employment Law</td>
<td></td>
<td>130</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Compensation &amp; Benefits</td>
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<td>130</td>
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<td>13</td>
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### Semester 2

<table>
<thead>
<tr>
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<th>Course code</th>
<th>hours</th>
<th>NQF Level</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Dissertation</td>
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<td>640</td>
<td>9</td>
<td>64</td>
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</table>

## YEAR 2 (MBA - MARKETING SPECIALISATION)

### Semester 1 (125 Credits)

<table>
<thead>
<tr>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>International Marketing Strategies</td>
<td></td>
<td>120</td>
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<tr>
<td>Marketing Research</td>
<td></td>
<td>120</td>
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<td>12</td>
</tr>
<tr>
<td>Product Development &amp; Innovation</td>
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<td>120</td>
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<tr>
<td>Integrated Marketing Communications</td>
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### Electives Courses (Choose 1 )

<table>
<thead>
<tr>
<th>Course Title</th>
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<th>hours</th>
<th>NQF Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Services Marketing</td>
<td></td>
<td>130</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Brand management</td>
<td></td>
<td>130</td>
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<td>13</td>
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### Semester 2

<table>
<thead>
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<th>Course code</th>
<th>hours</th>
<th>NQF Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Dissertation</td>
<td></td>
<td>640</td>
<td>9</td>
<td>64</td>
</tr>
</tbody>
</table>
Master of Business Administration in Integrated Natural Resources Management  
(NQF Level: 9)

Field:  Agriculture and Nature Conservation  
Qualification Code:  
Level of qualification: 9  
Total credits available: 362  
Total credits required: 254

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Elective</th>
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</thead>
<tbody>
<tr>
<td>Level 9 credits:</td>
<td>242</td>
</tr>
<tr>
<td>Minimum total credits required:</td>
<td>242</td>
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Rationale  
The main purpose of this qualification is to provide knowledge and skills for aspiring senior managers, administrators, supervisors and professionals, and to further develop managerial skills of women and men already holding positions of authority and influence in organisations locally and beyond. The qualification builds on the theoretical aspects of earlier learning at graduate level 8 by developing and sharpening managers’ capabilities in research, investigation, decision-making, design and development, implementation, monitoring and evaluation. The overall objective of the qualification is to educate experts in the field of Integrated Natural Resources Management (Water); Water Sustainability, Development and Technology who are in demand for leading positions in the water sector and have the ability to manage complex projects for water institutions and companies.  
This qualification combines a synergistic mix of academics and practitioners where the former concentrate on the transfer of knowledge, while the latter concentrate on the transfer of skills. Integration of statistical skills and competencies, information technology, research, project planning and management and strategic business innovation and development make the programme relevant to close the gap of much needed qualified manpower. The graduates of this qualification will not only meet the needs of the market, but also make sustainable decisions and manage resources to meet critical water objectives, and create jobs thereby by adding value to the national economy to survive the hostile and business environments and global economic downturns.

Purpose  
This qualification targets to train resourceful and qualified professionals and practitioners who will not only contribute to the national economies, but also navigate and provide solutions to the uncertain and volatile business economic environment prevailing in Namibia and the region. This training will help students to develop strong business management acumen and broaden their career prospects. The qualification further aims to fully capacitate graduates to work independently and competently in their roles in a
variety of settings that are critical to national and global socio-economic development. The qualification will equip managers, supervisors, and entrepreneurs who wish to be adequately equipped, skilled, creative and innovative in their roles. The MBA is designed to equip the captains of the water industry with management tools needed to survive the current global trends such as population and economic growth as well as climate change that pose pressure on water resources worldwide, which are the basis for food production, urban and industrial water supplies, and hydropower.

The qualification further aims to improve water resources management through the implementation of effective integrated management tools and techniques. Moreover, the qualification aims to strengthen the principles of governance, planning, adaptive management and capacity building in local, national and transboundary water resources regimes. The qualification will further provide participants with the competencies to develop skills and knowledge required for urgent needs in the water resource sector. It is imperative that the country’s NDPs (National Development Plans) and Sustainable Development Goals (SDGs) have identified many mega projects and different infrastructure developments and put them at the centre of the plans. Most of the projects and infrastructures are water resources related that need the involvement of high skilled professionals. Integrated natural resources management is therefore one of the most important disciplines required for the proper and efficient realisation of the national agendas and development plans.

In general, the course is designed in the way to tackle the problems associated with water management, supply and access (environmental pollution due to improper management of liquid and solid waste) and to achieve better results through the provision of appropriate and advanced courses at a post graduate level. The content of the courses has been carefully designed in such a way that they can provide the required knowledge and skill to the post-graduate students, to be able to tackle problems associated with water scarcity, water access technology, water dispute and sustainable management of the precious resource at national, regional and global level. Thus, the program is believed to enable the graduates to be capable of identifying the essence of water supply, rural and urban water management and sanitation, freshwater, basins and catchments management related problems to research on it, to develop a suitable model and propose optimal solutions to solve it independently.

**Admission requirements**
To be admitted in this programme, a candidate must have at least successfully completed an undergraduate degree (NQF level 8) in any discipline from the International University of Management (IUM) and/or equivalent from any recognised institution of higher learning.

**Qualification duration**
The Master of Business Administration in Integrated Natural Resources Management is a 2-year postgraduate study leading to NQF Level 9 qualification. The study period for
the qualification is full time/part-time/distance mode of delivery with a Minimum: 2 Years, Maximum: 4 Years. The qualification comprises a minimum of 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.

**Outcomes of the whole qualification**

Holders of this qualification are able to:
- Demonstrate mastery of principles, concepts, knowledge and skills/talents of efficient and effective organisational management in the field of natural resources management;
- Understand equitable, ethical, economic and ecological importance for a world that utilizes resources faster than it can replenish them;
- Conduct research in environmental management disciplines and solve related issues;
- Lead and manage organizations that comprehend and act upon the needs, interests and expectations of stakeholders;
- Demonstrate the ability to consider sustainability in business;
- Enhance the pursuit of responsible management practices and functions.

**Credit system**

Reference is made to the internationally acceptable formula: one (1) credit equates ten (10) notional hours (learning). The general guideline for teaching and learning time per course, based on the 10 hours per credit approach, is as per the table below. An example of a course with 15 credits was used to determine the notional hours.

<table>
<thead>
<tr>
<th>Item</th>
<th>Delivery</th>
<th>Summary of Activities</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lectures</td>
<td>Summary of Activities Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Seminars</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tutorials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Directed Learning</td>
<td>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.</td>
<td>40</td>
<td>4</td>
</tr>
</tbody>
</table>
Self-managed

Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition, students are expected to engage with the tutor and other students and to undertake further reading using web and/or libraries

<table>
<thead>
<tr>
<th>3</th>
<th>Self-managed</th>
<th>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition, students are expected to engage with the tutor and other students and to undertake further reading using web and/or libraries</th>
<th>70</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>150</td>
<td>15</td>
</tr>
</tbody>
</table>

Articulation

The Master of Business Administration in Integrated Natural Resources Management qualification grants admission to Doctor of Philosophy (PhD) in Integrated Natural Resources Management or any equivalent qualification at level 10.

Credit transfer

Holders of academic qualifications obtained from other educational institutions may be granted exemptions on the subjects sat for and passed. The subjects for which exemption is sought must have been sat for and passed in one sitting and the qualification must have been obtained within a period of five years. The subjects for which exemption is sought must have been studied and the qualification obtained at an NQA accredited institution or equivalent. Credits from other universities and/or institutions may be awarded up to 50% of total credits for the qualification at IUM. Exemption of any module from another institution can only be granted if candidate has obtained at least 60% and module in question has been done within a period of 4 years.

Assessment

Students taking this course shall be assessed and evaluated as follows:
Continuous assessment (CA) attracts 40% of the final grade. This will come from the examinable activities such as written and/or oral tests and assignments (group and/or individual), and evaluations undertaken by the student during the study period. Students must score at least 50% in each course/coursework to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

a) Final examinations

The final examination counts for 60% (a minimum of 36% required in examination to pass course) of the overall 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 candidate orally.
b) 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. A student who failed 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 course or credits.

c) Dissertation writing
Taken in the last year of study, dissertation writing is meant to engage students in research with a faculty member designated by student and approved by the research committee in order to generate the research necessary to complete their Master of Business Administration.
Each student must complete a 30 000 – 35 000 words dissertation. This paper should involve original research on a topic related to the student field. The dissertation will have a clearly defined problem statement, a review of the existing literature on the chosen topic, original evidence offered to support the dissertation, consideration of alternative rival hypothesis, and a conclusion with recommendations.
Upon completion of the research, the results are to be presented for oral defence before an examination panel. The students shall score a minimum of 50% in order to pass the dissertation.

Awarding the qualification
Candidates will be eligible to be awarded the MBA in Integrated Natural Resources Management when they have passed all the required courses and successfully completed the research project as specified in the relevant qualification regulations and have fulfilled any other additional requirements stipulated in the IUM student policies.

Lecture delivery
A wide range of teaching methods will be employed by lecturers from traditional lectures through to small decision-making groups, as well as the use of training films and videos and advanced business simulations. The teaching methods adapted for this programme are student-centred learning methods. Emphasis will be placed upon the need for a student to read extensively in each of the subjects. Each student will be mentored to appreciate that one will be expected to be responsible for one’s own learning. The role of the lecturer, therefore, is to stimulate learning and to support and guide that process. Programmed reading and reading guides will support these endeavours.
The following common lecture delivery strategies shall be used depending on the lecturer:
• Central class presentation (PowerPoint and chalk-talk) by lecturer
• Central class presentations (PowerPoint and chalk-talk) by students
• Lecturer led class discussion
• Individual and group exercises
• Case analysis (where applicable)
Teaching methods / strategies
The IUM Masters of Business Administration in Integrated Natural Resources Management can be offered on blended learning approach. Students attend face-to-face classroom learning with highly qualified lecturers. The traditional classroom chalk-talk approach, individual study and group study, workshops conducted by highly qualified lecturers in integrated natural resources management, presentations by students, case studies and analysis will be the main exercised methodologies for teaching and learning. These methodologies will encourage analysis, critical thinking and discussion of real natural resources issues, specifically water impacting the current world affairs. Nevertheless, courses will be delivered using blended learning modalities, including lectures, online tutorials, simulations, video and audio-conferencing technologies. The teaching methods adapted for this programme are student-centred learning methods. Emphasis will be placed upon the need for a student to read extensively in each of the courses. Each student will be mentored to appreciate that one will be expected to be responsible for one's own learning. The role of the lecturer, therefore, is to stimulate learning and to support and guide that process.

Quality assurance
Commitment is made to ensure that the courses under this qualification remain relevant, current and provide students with a high-quality teaching and learning experience. An earnest effort is made to ensure meeting the course quality assurance requirements is a continuous process through incorporating regular monitoring, review, benchmarking, and improvement. An external evaluator will periodically evaluate the qualification in terms of course content, teaching methods, course resources and assessments.

Quality shall also be assured through the following;
• Accreditation and registration on the National Qualifications Framework (NQF) by the Namibia Qualifications Authority (NQA) and in concurrency with National Council for Higher Education (NCHE).
• Engagement with relevant stakeholders from the industry.
• Benchmarking and regular review of policies, curriculums, delivery strategies and assessments.
• Regular monitoring of lecture activities and staff development.
• Students will be asked to complete evaluation sheets for each course studied.
• A dual performance evaluation system where lecturers and students appraise each other.
• Moderation (both internal and external) of continuous assessments and final examinations.
• The courses under this qualification will be taught by persons who hold qualification at higher NQF levels than this qualification.
Qualification structure
Courses, Study Time, NQF Level and Credits

<table>
<thead>
<tr>
<th>YEAR 1 (ALL SPECIALISATIONS)</th>
<th>Semester 1</th>
<th>Course Title</th>
<th>Course code</th>
<th>Hours</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Corporate Governance &amp; Social Responsibility</td>
<td></td>
<td>100</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contemporary Managerial Finance</td>
<td></td>
<td>100</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leadership and Change Management</td>
<td></td>
<td>100</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information Systems Strategy</td>
<td></td>
<td>100</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategic Operations Management</td>
<td></td>
<td>100</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td></td>
<td>134</td>
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<tr>
<td></td>
<td></td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Managerial Economics &amp; Decision Making</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Entrepreneurship and Business Management</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Applied Geographic Information System and Remote Sensing for Water Management</td>
<td></td>
<td>200</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Natural Resources Management Seminar</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
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<tr>
<td></td>
<td></td>
<td>Research Methodology</td>
<td></td>
<td>200</td>
<td>9</td>
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<td></td>
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<td>Project Management</td>
<td></td>
<td>80</td>
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<table>
<thead>
<tr>
<th>YEAR 2 (ALL SPECIALISATIONS)</th>
<th>Semester 1</th>
<th>Course Title</th>
<th>Course code</th>
<th>Hours</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Advanced Business Ethics</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategic Management and Sustainability</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indigenous Knowledge in Environmental Management</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Course Title</td>
<td>Course code</td>
<td>Hours</td>
<td>NQF Level</td>
<td>Credits</td>
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<td></td>
<td></td>
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<tr>
<td>Environmental and Natural Resource Economics</td>
<td>120</td>
<td>9</td>
<td>12</td>
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</tbody>
</table>

**Year course (ALL SPECIALISATIONS)**

<table>
<thead>
<tr>
<th>Course Title</th>
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<th>Hours</th>
<th>NQF Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Dissertation</td>
<td>600</td>
<td>9</td>
<td>60</td>
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<tr>
<td>Total Credits</td>
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<td>108</td>
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</table>

**YEAR 2 (MBA – WATER SUSTAINABILITY, DEVELOPMENT AND TECHNOLOGY SPECIALISATION)**

**Semester 1**

**Elective Courses (Choose 1)**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course code</th>
<th>Hours</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Systems for Sustainable Surface Water Management</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Sustainable Community Management of Rural and Urban Water and Sanitation</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td></td>
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<td>24</td>
</tr>
</tbody>
</table>

**YEAR 2 (MBA – RESOURCES MOBILIZATIONS and ECONOMICS)**

**Semester 1**

**Elective Courses (Choose 1)**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course code</th>
<th>Hours</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable Communities</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Environmental Governance and Management</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td></td>
<td></td>
<td>24</td>
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</tbody>
</table>

**YEAR 2 (MBA - RURAL AND URBAN DEVELOPMENT)**

**Semester 1**

**Elective Courses (Choose 1)**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course code</th>
<th>Hours</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural - Urban Water Supply and Sanitation</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Land Use and Land Cover Planning</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td></td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Course Title</td>
<td>Course code</td>
<td>Hours</td>
<td>NQF Level</td>
<td>Credits</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------</td>
<td>-------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>Water Quality and Quantity Assessment</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Operation and Maintenance of Water Supply</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Sanitation System</td>
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<tr>
<td>Total Credits</td>
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<td>24</td>
</tr>
</tbody>
</table>

YEAR 2 (MBA – FRESH WATER, BASINS and CATCHMENTS MANAGEMENT)

Semester 1

Elective Courses (Choose 1)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course code</th>
<th>Hours</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Water Resources Management</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Water Quality Management and Ecohydrology</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td></td>
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<td>24</td>
</tr>
</tbody>
</table>
Master in HIV/AIDS Management (NQF Level: 9)

Purpose
The Master's degree in HIV/AIDS Management is a guided research programme whose purpose is to make a strong, relevant, contextual and practical response to the HIV/AIDS epidemic. The programme focuses on research, design, action planning, development, implementation, and monitoring and evaluation of efforts against the epidemic. The programme also enhances the need to find a sustainable solution to the devastating epidemic. In addition, the programme is designed to develop and improve managerial skills of men and women holding supervisory positions in institutions involved in efforts aimed at mitigating the HIV/AIDS menace.

Programme outcomes
Holders of this qualification will be able to:
. Investigate HIV/AIDS cases (that is, measure, record, present, and analyse real life problems in their local environment).
. Plan, budget, design, and execute research on HIV/AIDS (that is, use a variety of resources in the community to find information and to capture data, and apply knowledge and skills acquired during their studies).
. Organise, present, and interpret data from investigations for the benefit of society.
. Design, develop and implement feasible programmes and projects for combating the HIV/AIDS epidemic.

Requirements
The Master’s degree in HIV/AIDS will be awarded to candidates credited with a minimum of 240 credits made up of 4 compulsory courses (40 NQF Credits) and a 200-NQF Credit Research Project/Dissertation of between 20,000 to 25,000 words.

QUALIFICATION STRUCTURE

| YEAR 1 |
|-----------------|------------|-----|-----|
| **Course Title** | **Course code** | **hours** | **NQF Level** | **Credits** |
| Semester 1 |
| ESSENTIALS OF HIV/AIDS SCIENCE | EH191PS | 32 | 10 |
| **Year Courses** |
| SOCIAL SCIENCE RESEARCH METHODOLOGY | SSR91PS | 9 | 32 |
| Semester 2 |
| INFORMATION SYSTEM MANAGEMENT | ISM91PS | 9 | 10 |
Special Programme Regulations

SPR1: Admission

SPR1.1: To be admitted to the Master’s degree programme in HIV/AIDS, a candidate must normally have at least successfully completed a Bachelor’s degree or a postgraduate diploma in HIV/AIDS Management with an average of at least 65% or a lower second class IUM degree or equivalent from a recognised university or institution of Higher Learning and a minimum of 3 years work experience in an HIV/AIDS related field.

SPR 1.2: Candidates may also be admitted through a flexible learning experience approved by Senate.

SPR 2: Credit Recognition and Transfer Arrangements

Students from other accredited institutions may be awarded exemptions in respect of related courses passed and qualifications obtained within a period of 5 years. Credits from other universities and/or institutions may be awarded up to 50% of total credits for the qualification at IUM.

SPR 3: Attendance

Students are expected to:

. attend and pass all the four (4) courses prior to the commencement of the dissertation/project proposal
. submit a dissertation/project proposal within the first year of study
. complete the programme within a maximum period of four(4) years

SPR 4: Assessment

The assessment of the four courses comprises of two components, namely:

. Continuous Assessment (CA) shall be 50% of the overall assessment of a course.
. Formal Examinations (FE) shall account for 50% of the overall assessment of the course.

To pass a course, a candidate must obtain a composite mark of 50%.

NB: All work submitted by students shall be examined and moderated internally and externally.
Masters in Nursing Science (NQF Level 9)

Field: Nursing Science
Qualification Code: M
Level of qualification: Nine (9)
Total credits available: 312
Total credits required: 280

<table>
<thead>
<tr>
<th></th>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 9 credits:</td>
<td>280</td>
<td>64</td>
</tr>
<tr>
<td>Minimum total credits required:</td>
<td>280</td>
<td>32</td>
</tr>
</tbody>
</table>

Rationale
The main purpose of the Master of Nursing Science is professional, knowledge, positive attitudes, practical managerial and educational skills as well as ethical values needed to contribute to the development of nursing and nursing in the country.

This qualification is a post graduate qualification and allows candidates to work in the health industry in various capacities upon successful completion of the master Degree of Nursing Science a student may thus progress to the Doctoral Degree of Nursing Science.

Thus qualification recognises the need for further training and education of nurses who are career focused and ready to tackle the health industry’s expectations out there. It is no doubt that the students will fit in and transform management and education of this dynamic industry.

The reason being that the nursing profession, the health industry and the nation need manpower that are in possession of post graduate qualifications to enhance the profile of the nursing profession as well as the health industry in Namibia.

This qualification will not only enable graduates to meet professional needs but also ensure effective management of nursing services and education of students as well as sustainability of the nursing profession for later generations as envisaged by Namibia vision 2030.

Purpose
The Master of Nursing Science is designed for registered nurses who wish to pursue nursing knowledge to a higher level. This Master programme seeks to empower and prepare registered nurses as a nurse administrator, manager or a nurse educator. It furthermore prepares the practice nurse with specialised knowledge, skills and values and while assuming leadership roles in the health care system, will apply existing nursing knowledge and simultaneously use an enquiring approach to examine and test nursing knowledge.

The development of the Master of Nursing Science is in response to the Government of the Republic of Namibia`s Vision 2030. This Vision 2013 envisages high quality education
that prepares Namibians to take advantage of a rapidly changing global environment including the development of health and health related professions while through building of capacity transform social and health structures to benefit all communities in the Namibian society. In addition, the nursing profession requests the development of the profession through empowerment of their leaders.

**Admission Requirements**

To be registered for the Master of Nursing Science the candidate must have

- a Bachelor Honours Degree in Nursing at NQA Level 8 equivalent or
- a Diploma in Nursing & Midwifery with an additional post graduate qualification in nursing or midwifery.
- Recognition of prior learning in the relevant field could be considered.

In keeping with the work-based approach to this programme, new entrants:

- Must have a minimum of two years of working experience in nursing.

The above are essential requirements as the instructional design of the programme and course assessments will be integrated with work place experience.

**Qualification Duration**

The qualification is studied over a minimum period of two years and not more than a maximum of four years.

**Outcomes of the whole Qualification**

Upon successful completion of this qualification, holders are able to:

- Apply comprehensive knowledge of recent development in one or more disciplines of nursing
- Apply knowledge of research principles and methods applicable to the field of working and of learning
- Demonstrate cognitive skills of theoretical knowledge and reflect critically on theory and its applications
- Investigate, analyse and synthesise challenges, problems, concepts, theories and to apply established theories to different bodies of knowledge
- Apply cognitive and technical skills to design, use and evaluate research and research methods

**Credit Systems**

**General Guideline for Teaching and Learning Time per Subject (10 hours per credit)**

<table>
<thead>
<tr>
<th>Item 1 Delivery</th>
<th>Summary delivery Activities</th>
<th>Notional Hours</th>
<th>Cred- its</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lectures</td>
<td>Tutorial support includes feedback on assignments</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Group presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Individual Consultation</td>
<td>Seminars</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>3. Project Supervision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Self-managed learning</td>
<td>Working through assignments, reviewing literature, visiting libraries: analysing, synthesizing and interpreting reports or articles. Log books Portfolios Audio and video assignments</td>
<td>160</td>
<td>16</td>
</tr>
<tr>
<td>5. Total minimum credits</td>
<td></td>
<td>320</td>
<td>32</td>
</tr>
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</table>

**Articulation**

Holders of the Master of Nursing Science are eligible for the Doctor of Philosophy in Nursing area of specialization and any other related qualifications at NQF level 10.

**Credit transfer**

Holders of academic qualifications obtained from other bona fide educational institutions may be granted exemptions on the subjects sat for and passed. The subjects for which exemption is sought must have been sat for and passed in one sitting and the qualification must have been obtained within a period of five years. The subjects for which exemption is sought must have been studied and the qualification obtained at an NQA accredited institution or equivalent. Credits from other universities and/or institutions may be awarded up to fifty percent of total credits for the qualification at IUM.

**Special Delivery Requirements**

The delivery methods for this qualification comprises of the e-learning and face to face teaching. Blended learning) Face to face teaching will be in the form of block teaching. Contact hours will be made up from both delivery methods. Subjects shall be delivered in the form of lectures, seminars and LMS BB) and practical simulation.

**Assessment Arrangements**

Assessment arrangements are based on the following:

- Course-related knowledge and skills (including prior knowledge, recall and understanding; analysis and critical thinking skills; synthesis and creative thinking skills; problem solving skills; and application and performance skills)
- Student attitudes, values, and self-awareness (including students’ awareness of their own values and attitudes; students’ awareness of their own learning processes; and course-related learning and study skills awareness)
- Reactions to instruction methods (including student and peer reactions to lecturers and lecturing, class activities, assignments, and materials
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:

- Examinations. This includes final examinations, and tests 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.

**Assessment**
The assessment system comprises two components:

- Continuous Assessment (CA) 40% of the final grade.
- Formal Exams (FE) 60% of final mark.
- To pass a course, a candidate must obtain a composite mark of at least 50%

**Teaching methods/strategies**
The delivery methods for this qualification comprises of the e-learning and block system mode. Contact hours for the block system mode are face-to-face encounters on monthly basis. Subjects shall be delivered in the form of lectures, seminars and practical simulation.

**Quality assurance**
Commitment is made to ensure that the courses remain relevant, current and provide students with a high-quality learning experience. An earnest effort is made to ensure meeting the course quality assurance requirements is a continuous process through incorporating regular monitoring, review, benchmarking, and improvement.
The evaluation system comprises of the following components:

- Students will be asked to complete evaluation sheets for each subject studied.
- An external evaluator will evaluate the qualification in terms of course content teaching methods, course resources and assessments.
### YEAR 1 (144 Credits)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code</th>
<th>Hours</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary Issues in Nursing</td>
<td>CIN90PY</td>
<td>9</td>
<td>32</td>
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<tr>
<td>Research methods</td>
<td>RMN90PY</td>
<td>9</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Electives Courses (choose one)</td>
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<td></td>
<td></td>
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<tr>
<td>Health Service Management</td>
<td>HSM90PY</td>
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<td>32</td>
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<tr>
<td>Nursing Education</td>
<td>NUE90PY</td>
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**SEMESTER COURSE**

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<th>Hours</th>
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<th>Credits</th>
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</thead>
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<tr>
<td>Health Informatics for Nursing</td>
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<td>9</td>
<td>16</td>
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<td><strong>Credits</strong></td>
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### YEAR 2 (136 Credits)

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<tbody>
<tr>
<td>Research Dissertation</td>
<td>XRP90PY</td>
<td>9</td>
<td>136</td>
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<tr>
<td>Practicals: Nursing Education and/ or Nursing Management</td>
<td>PNE90PY</td>
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<td>32</td>
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<tr>
<td></td>
<td>PHM90PY</td>
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**Credits**

<table>
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<tr>
<td>Total Credits</td>
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Master of Education – Educational Leadership, Management and Policy Education
(NQF Level: 9)

Purpose of the Qualification
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.

Outcomes for the whole Qualification
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 of 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;
- Show the necessary skills required for life-long independent learning 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.

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.

Qualification Duration
The Master in Education – Educational Leadership and Management is a two-year full time postgraduate study programme leading to NQF Level 9 qualification
The study period for the qualification is:
Full time mode - Minimum: 2 Years Maximum: 4 Years.
Contact hours will only be given over weekends and some of the public holidays.
The qualification comprises of a minimum of 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.

Course Structure

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Course Title</th>
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<th>hours</th>
<th>NQF Level</th>
<th>Credits</th>
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<tr>
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<td><strong>Year Courses</strong></td>
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<td>Organizational Behaviour in Education</td>
<td>OBT91PY</td>
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<td></td>
<td>Comparative Education System</td>
<td>CES90PY</td>
<td>9</td>
<td>15</td>
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<tr>
<td></td>
<td>Leadership and Management in Education</td>
<td>LEM90PY</td>
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<tr>
<td></td>
<td>Law, Policy and Ethics in Educational Leadership</td>
<td>LPE91PY</td>
<td>9</td>
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<tr>
<td></td>
<td>Educational Research Methodology</td>
<td>ERM90PY</td>
<td>9</td>
<td>20</td>
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<tr>
<td></td>
<td><strong>Semester 1 Courses</strong></td>
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<tr>
<td></td>
<td>Advanced Academic Writing</td>
<td>AAW90PS</td>
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<td></td>
<td>Financial Management in Education</td>
<td>FME90PS</td>
<td>9</td>
<td>15</td>
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<tr>
<td></td>
<td>E-Learning in Education</td>
<td>ELE90PS</td>
<td>9</td>
<td>10</td>
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</table>
Credit Transfer
Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing. To be awarded these credits, IUM will need to assess the courses or combination of courses as equivalent to IUM courses. Courses awarded as credits need to have been studied within the past 5 years. Generally, credit will be given if the courses were taken at an accredited institution of higher learning, the course was equivalent to courses offered at IUM, or compatible with Namibia Qualifications Authority requirements. Coursework will be evaluated for its current relevance and may not transfer if the material is out dated by more than 5 years since the course was attended and examination sat and passed and/or the course was not passed at the first examination sitting. Credits earned at an unaccredited college may not transfer unless the credit earned is equivalent to courses offered in degree qualification. Credits earned at IUM are also transferable to other institutions of higher learning. Acceptance of credits earned at other institutions is limited to 50% of the total credits required for an IUM qualification. No more than half the major area course requirements can be earned through transfer and/or exemption credit. The IUM reserves the right to reject any or all credits from other institutions, regardless of their accreditation status, when it determines through investigation or otherwise that the quality of instruction at such institutions is deficient or unsatisfactory. The judgment of the IUM on this question shall be final. The IUM reserves the right to disallow transfer credit for courses if the student’s subsequent grades in required courses in the same subject fall below average.

Assessment and Evaluation
Assessment
Continuous Assessment (CA) attracts 40% of the final grade. This will come from the examinable activities such as written and/or oral tests and assignments (group and/or individual), and evaluations undertaken by the student during the study period. Students must score at least 50% in each course/coursework to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.
(a) Final Examinations
The final examination counts for 60% of the overall final mark. The final examination comes at the end of the course. Unless prescribed otherwise, the standard examinations will be of three hours duration. Examiners may, in addition to written examination, test any candidate orally.

(b) 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.

(c) Dissertation Writing
Taken in the last year of study, dissertation writing is meant to engage students in research with a faculty member designated by student and approved by the Postgraduate School in order to generate the research necessary to complete their Masters degree.

Each student must complete a 20 000 – 25 000 word dissertation. This project should involve original research on a topic related to the studied field. The dissertation will have a clearly defined problem statement, a review of the existing literature on the chosen topic, original evidence offered to support the dissertation, consideration of alternative rival hypothesis, and a conclusion with recommendations.
Upon completion of the research, the results are to be presented for oral defence before an examination panel. The students shall score a minimum of 50% in order to pass the dissertation.

Teaching Methods/Strategies
Courses will be delivered using blended learning modalities, including lectures, online tutorials, advanced simulations, video and audio conferencing technologies. Learners must have access to a computer and the Internet. The teaching methods adapted for this programme are student-centred learning methods. Emphasis will be placed upon the need for a student to read and research extensively in each of the courses. Each student will be mentored to appreciate that one will be expected to be responsible for one's own learning. The role of the lecturer, therefore, is to stimulate learning and to support and guide that process. Guided reading materials and research will support these endeavours.

Articulation
The Master of Education – Educational Leadership, Management and Policy qualification grants admission to a Doctor of Philosophy in Education or any other related PhD qualifications or any qualification at NQF Level 10.
Master of Science in Information Technology (NQF Level: 9)

Field: Physical, Mathematical and Computer Sciences
Qualification Code: M Sc. IT
Level of qualification: 9
Total credits available: 300
Total credits required: 260

<table>
<thead>
<tr>
<th></th>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 9 credits:</td>
<td>220</td>
<td>80</td>
</tr>
<tr>
<td>Minimum total credits required:</td>
<td>220</td>
<td>40</td>
</tr>
</tbody>
</table>

Rationale
The shortage of IT and computing technical skills in Namibia is often commented on. Equally, the acute shortage of IT related management skills receives less attention. Yet IT related management skills are just as critical for national development.

Purpose
The Master of Science in Information Technology degree programme is designed for people working in information computer technology appointments who wish to pursue information computer technology to a higher level. It seeks to empower those in the ICT related fields with management oriented skills within a technical environment. The development of the Master of Science in Information Technology is in response to the Government of the Republic of Namibia’s economic blue print, Vision 2030. Vision 2030 envisages knowledge based Namibian economy revolving on digital information communication technology.

Admission Requirements
To be registered for the Master of Science in Information Technology, the candidate:

3.1. Must have a Bachelor Honours Degree in Information Technology or an equivalent; OR
3.2. Bachelor of Technology or Bachelor Degree in Information or an equivalent
Applicants with BTECH or Bachelor of Technology or Bachelor Degree in Information or an equivalent must have a minimum of two years of working experience in an Information Technology sector (Proof of employment is required).

Qualification Duration
The qualification is studied over a minimum period of two years and not more than a maximum of four years.
Outcomes of the whole Qualification
Holdes of this qualification are able to:

• Demonstrate mastery in the field of software development, systems acquisition advice, systems implementation or and systems integration.
• Exhibit analytical thinking skills, an innovative mind-set and an ethical sense in managing risks, solving Information Technology (IT) problems and identifying IT opportunities
• Evaluate critically current thinking and research within IT and its application to the advancement of the IT industry
• Demonstrate an in depth comprehensive range of managerial skills in the IT industry
• Apply IT initiatives, adaptability and professional responsibility in the workplace
• Apply the necessary IT skills required for life- long independent and reflective learning (self-evaluation and problem solving).

Credit Systems
Reference is made to the internationally acceptable formula: one (1) credit equates ten (10) notional hours (learning). The general guideline for teaching and learning time per course, based on the 10 hours per credit approach, is as per the table below. An example of a course with 15 credits was used to determine the notional hours.

Award of the qualification
This qualification will be awarded to people credited with 260 required credits: thus 220 compulsory required credits and 40 required elective credits. Candidates will be eligible for the appropriate qualification when they have passed all the required courses specified in the relevant programme regulations and have fulfilled any additional requirements stipulated in the IUM student policies.

Articulation
Holders of the Master of Science in Information Technology degree are eligible for the Doctor of Philosophy in Information Technology areas of specialization and any other related qualifications at NQF level 10.

Credit transfer
Holders of academic qualifications obtained from other bona fide educational institutions may be granted exemptions on the subjects sat for and passed. The subjects for which exemption is sought must have been sat for and passed in one sitting and the qualification must have been obtained within a period of five years. The subjects for which exemption is sought must have been studied and the qualification obtained at an NQA accredited institution or equivalent. Credits from other universities and/or institutions may be awarded up to fifty percent of total credits for the qualification at IUM.
Special Arrangements
Delivery/Teaching/ Modes
The delivery methods for this qualification comprise of full time, part time and distance learning mode. Contact hours for distance learning mode are face-to-face encounters on monthly basis and block periods during IUM academic breaks and other public holidays. In addition, all subjects shall be delivered in the following form:
- Technical subjects shall be delivered in the form of lectures and laboratories.
- Non-Technical subjects shall be delivered in the form of lectures and Seminars.

Special Assessment Arrangements
Special assessment arrangements are based on the following:
- Course-related knowledge and skills (including prior knowledge, recall and understanding; analysis and critical thinking skills; synthesis and creative thinking skills; problem solving skills; and application and performance skills).
- Student attitudes, values, and self-awareness (including students’ awareness of their own values and attitudes; students’ awareness of their own learning processes; and course-related learning and study skills awareness).
- Reactions to instruction methods (including student and peer reactions to lecturers and lecturing, class activities, assignments, and materials.

Courses

<table>
<thead>
<tr>
<th>YEAR 1 (220 Credits)</th>
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<tr>
<th>SEMESTER 1 (100 Credits)</th>
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<table>
<thead>
<tr>
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<th>Hours</th>
<th>NQF Level</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Software Engineering</td>
<td>SOE90PS</td>
<td>2</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Information Systems Strategy</td>
<td>OMI90PS</td>
<td>2</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Information Technology Project Management</td>
<td>ITM90PS</td>
<td>2</td>
<td>9</td>
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| Electives Courses |

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code</th>
<th>Hours</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Information Technology Law and Ethics</td>
<td>ILE90PS</td>
<td>2</td>
<td>9</td>
<td>20</td>
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<tr>
<td>Advanced Systems Analysis and Enterprise Modelling</td>
<td>ASA90PS</td>
<td>2</td>
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<table>
<thead>
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<th>SEMESTER 2 (100 Credits)</th>
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<table>
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### Compulsory Courses

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<th>Credits</th>
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<tbody>
<tr>
<td>Information Security Management</td>
<td>ISM90PS</td>
<td>2</td>
<td>9</td>
<td>20</td>
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<tr>
<td>Data Management and Business Intelligence</td>
<td>DMI90PS</td>
<td>2</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Network Computing</td>
<td>NEC90PS</td>
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### Electives Courses

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<tr>
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<tr>
<td>Internet And Web Application Development</td>
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### Year Courses (20 Credits)

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<tbody>
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<td>Research Methodology</td>
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### YEAR 2 (80 credits)

#### SEMESTER 1 (0 credits)

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| Elective Courses                                  |             |       |           |         |
| N/A                                               | N/A         | N/A   | N/A       | N/A     |

#### SEMESTER 2 (0 credits)

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<td><strong>Compulsory Courses</strong></td>
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| **Year Courses (80 Credits)**                     |             |       |           |         |
| Thesis                                            | XI190PS     | 2     | 9         | 60      |
| Master's Practicum                                | MP190PS     | 2     | 9         | 20      |
Master of Science in Tourism and Hospitality Management (NQF Level: 9)

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Level 9 credits:</td>
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<td>30</td>
</tr>
<tr>
<td>Minimum total credits required:</td>
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<td>15</td>
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</table>

Rationale
The importance of developing a professional, effective and efficient tourism and hospitality sector with emphasis on good leadership and management skills has, in recent years, taken a central place at both local and global levels. The Master of Science in Tourism and Hospitality Management degree programme is designed to prepare tourism professionals for leadership in tourism and hospitality and/or similar managerial settings. The qualification focuses on building and enhancing leadership capacity in aspiring and existing leaders so as to equip them with the necessary tools to be at the forefront of the ever-changing tourism and hospitality sector.

This qualification draws on strong research and teaching traditions in the areas of management, leadership, policy, facility and service delivery improvement, international development and comparative studies anchored on tourism and hospitality.

It offers a selection of courses that recognise the global context of tourism and hospitality, the importance of culture and context in implementing sustainable tourism, and the centrality of management and leadership in the implementation of lifelong improvements in the tourism and hospitality sector.

It is aimed at tourism and hospitality professionals who are seeking to broaden their knowledge of the tourism and hospitality sector and prepare themselves for the next stage in their career, leadership and management. The qualification uses an innovative leadership model to prepare students to assume dynamic roles, leading transformative change in tourism and hospitality and focuses on the levers of improvement—how the tourism and hospitality sector creates conditions in start-up tourism and hospitality facilities and services, or transforms the existing facilities and services into top notch facilities and services. At the same time, the qualification is intensely personal, focusing on the leadership development of each participant—his or her sense of purpose and commitment, skills in working effectively with other tour operators, and courage in tackling one of the biggest challenges the tourism and hospitality sector faces today—providing the knowledge, skills and social development.

In short, this qualification offers participants the opportunity to undertake a general study of the theory and practice of tourism and hospitality management.
Purpose
The purpose of this qualification is to enable participants to understand and critique theories and practices of tourism and hospitality management in the light of current research and professional experience. The integration of theory and practice is central to the qualification. The qualification is based upon current research and best practices in tourism and hospitality management. Participants are expected to read and analyse current research.

The Master of Science in Tourism and Hospitality Management 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 in tourism and hospitality management
- Reflective practice including use of an electronic portfolio to facilitate self-assessment of practical leadership and management skills in the tourism and hospitality sector
- A constructivist approach to knowledge and learning that emphasises integration of skills, attitudes, knowledge and experience across courses, and collaboration within a community of tourism product providers

Who is this qualification for?
This qualification targets the following categories in the tourism and hospitality sector:
- Qualified staff in the tourism and hospitality sector with a Bachelor Honours Degree in Tourism and Hospitality or equivalent.
- Staff within the tourism and hospitality industry e.g. hotel managers, front office, department heads, team leaders.
- Other tour operators, managers and professionals involved in the management of tourism and hospitality facilities.

Admission/Entry Requirements
To be registered for the Master of Science in Tourism and Hospitality Management, the candidate must have:
- Bachelor Honours Degree in Tourism and Hospitality Management or an equivalent qualification at NQF Level 8.
- Relevant working experience in the field of Tourism and Hospitality (may be required).
- All prospective students shall be approved by IUM SENATE.

Qualification Duration
The Master of Science in Tourism Hospitality is a two-year full time post graduate study qualification leading to NQF Level 9 qualification.
The study period for the qualification is:
Fulltime mode  - Minimum: 2 Years;  Maximum: 4 Years
Contact hours will only be given over weekends and some of the public holidays.
Outcomes of the whole Qualification
The holder of this qualification is able to:

- Synthesise information on Tourism and Hospitality Management and integrate theory and practice;
- Combine complex data from a variety of sources, and use IT effectively in the analysis of the data to inform managerial and professional decisions;
- Devise a comprehensive range of learning resources to demonstrate independence, reflective learning and effective Continuing Professional Development;
- Generate informed judgements as a thinking professional and contribute to the tourism and hospitality industry’s effectiveness;
- Analyse the Tourism and Hospitality industry and communicate the outcomes effectively;
- Evaluate critically the current thinking and research within tourism and hospitality management and its application to the tourism and hospitality industry;
- Critique the concepts, theories and techniques relating to the tourism and hospitality industry;
- Evaluate and critically reflect upon current research, relevant scholarship and professional practice related to the tourism and hospitality management;
- Build in-depth knowledge and systematic understanding of the tourism and hospitality industry;
- Demonstrate initiative and personal responsibility for their own learning which can become part of their future career development;
- Demonstrate ability of self-direction, autonomy and originality in problem solving;
- Demonstrate a comprehensive range of managerial skills in the tourism and hospitality industry;
- Apply initiative, adaptability and professional responsibility in the workplace and rest of the tourism and hospitality industry; and
- Originate the necessary skills required for life-long independent and reflective learning (self-evaluation and problem solving).

Articulation
The Master of Science in Travel and Tourism qualification grants admission to Doctorate of Philosophy in Travel and Tourism or any other related PhD qualifications or any qualification at NQF Level 10.

Credit Transfer
Holders of academic qualifications obtained from other educational institutions may be granted exemptions on the subjects sat for and passed. The subjects for which exemption is sought must have been sat for and passed in one sitting and the qualification must have been obtained within the last five years. The subjects for which exemption is sought must have been studied and the qualification obtained at an NQA accredited institution or equivalent. Under no circumstance shall exemptions be awarded in excess of 50% credits.
Assessment
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.

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

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

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

Dissertation Writing
Taken in the last year of study, dissertation writing is meant to engage students in research with a faculty member designated by student and approved by the Postgraduate School in order to generate the research necessary to complete their Masters degree.

Each student must complete a 20 000 – 25 000 word dissertation. The dissertation should involve original research on a topic related to the studied field. It will have a clearly defined problem statement, a review of the existing literature on the chosen topic, original evidence offered to support the dissertation, consideration of alternative rival hypothesis, and a conclusion with recommendations. Upon completion of the research, the results are to be presented for oral defence before an examination panel. The students shall score a minimum of 50% in order to pass the dissertation.

Teaching Methods/Strategies
Courses will be delivered using blended learning modalities, including lectures, online tutorials, advanced business simulations, video and audio conferencing technologies. Candidates must have access to a computer and the Internet. The teaching methods adapted for this qualification are student-centred learning methods. Emphasis will be placed upon the need for a student to read extensively in each of the courses. Each student
will be mentored to appreciate that one will be expected to be responsible for one's own learning. The role of the lecturer, therefore, is to stimulate learning and to support and guide that process.

Courses

<table>
<thead>
<tr>
<th>YEAR 1 (155 Credits)</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Hours</th>
<th>NQF Level</th>
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<td>Contemporary Managerial Finance</td>
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<td>Research Methodology</td>
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<td></td>
<td>Strategic Marketing Management &amp; Action Planning</td>
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<td></td>
<td>Strategic Operations Management</td>
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<td></td>
<td>Contemporary Tourism Studies for Emerging Destinations</td>
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<th>SEMESTER 2 (70 Credits)</th>
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<tr>
<td>Tourism &amp; Hospitality Law and Ethics</td>
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<tr>
<td>Managerial Economics and Decision Making</td>
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<td>150</td>
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<td>Tourism and the Environment</td>
<td>TEV91PS</td>
<td>150</td>
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<tr>
<td>Strategic Hospitality &amp; Tourism Branding</td>
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<td></td>
<td>Managerial Economics and Decision Making</td>
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<tr>
<td></td>
<td>Strategic Hospitality &amp; Tourism Branding</td>
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### Compulsory Courses

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<th>Hours</th>
<th>NQF Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Cultural Heritage Tourism Management</td>
<td>CHT90PS</td>
<td>150</td>
<td>9</td>
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<tr>
<td>Parks &amp; Wildlife Management</td>
<td>PWM90PS</td>
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<td>15</td>
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<tr>
<td>Conventions and Event Management</td>
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<tr>
<td>Applied Hospitality Operations Management</td>
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### Electives (Choose ONE only)

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<th>Course Title</th>
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<th>Hours</th>
<th>NQF Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Resort Amenity and Attraction Development</td>
<td>RAA90PS</td>
<td>150</td>
<td>9</td>
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<tr>
<td>Sports Tourism Management</td>
<td>STM90PS</td>
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### SEMESTER 2 (70 Credits)

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<td>Dissertation</td>
<td>XTM90PS</td>
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The Master in International Relations, Diplomacy and Management (NQF Level: 9) is a multi-disciplinary programme designed for students who have relevant working experience at supervisory levels and above. It aims to blend classroom acquired knowledge with what students do in the workplace. The programme offers a special blend of academic education in International Relations and political affairs with graduate education and training in world affairs, diplomacy, and management. The qualification prepares students for careers in diplomacy, international governmental and non-governmental organisations, management, national and international administration “Think Tank”, international interest associations, or international business. The qualification offers a special blend of academic education in International Relations and political affairs with graduate education and training in world affairs, diplomacy and management.

The programme offers a unique blend of academic education in International Relations and political affairs with graduate education and training in world affairs, diplomacy and management. The qualification prepares students for careers in diplomacy, international governmental and non-governmental organisations, management, national and international administration “Think Tank”, international interest associations, or international business. The qualification offers a special blend of academic education in International Relations and political affairs with graduate education and training in world affairs, diplomacy and management.

The Rationale
The demand for International Relations, Diplomacy and Management (IRDM) has existed throughout recorded history for as long as distinct human communities have sought ways to communicate, to trade and to collaborate with other communities. In modern times, international connections, communications and collaboration have become increasingly important in all spheres of human endeavour including social, cultural, political, economic, and scientific spheres. There is a growing demand for greater understanding and innovations in international relations, diplomacy and management as one of the fastest growing areas where postgraduate studies are needed worldwide. Globalizing forces in economics together with the dynamic state of the post-cold war international politics have made the field of international relations, diplomacy and management a compelling one for the twenty-first century professionals and students who would like to help shape our new world.

The most coveted international relations careers such as positions in high profile International Organisations are hotly contested and studying a specialised Masters degree in International Relations, Diplomacy and Management (MIRDM) is a definite asset.

The MIRDM is unique in that it offers students a multi-disciplinary introduction in the field and blends this with an academic approach to the advanced study of International Relations, Diplomacy and Management based on real world practices.

Purpose
The qualification prepares students for careers in diplomacy, international governmental and non-governmental organisations, management, national and international administration “Think Tank”, international interest associations, or international business. The qualification offers a special blend of academic education in International Relations and political affairs with graduate education and training in world affairs, diplomacy and management.

The qualification is designed for students who have relevant working experience at supervisory levels and above. This enables the students to combine classroom acquired knowledge with what they do in the workplace. Students bring to class their organisational experiences for critiquing, and take classroom acquired knowledge for experimentation at their work places. This dual learning approach is intended to generate a body of knowledge and skills through exploratory research and as experimental implementers who would contribute to the advancement of knowledge and/or prepare others for advanced and specialised employment.
The qualification introduces students to the theory and practice of modern diplomacy and statecraft. It explores the evolution of the diplomatic system and its extension throughout the world together with the impact of technology on diplomacy such as the changing role of the resident Ambassador, and the growth of summitry. The instrument of diplomatic craft, both formal (such as International Law) and informal (such as negotiating techniques and public diplomacy) are examined as some of phenomena which diplomats are forced to deal with revolutionary and economic diplomacy.

**Who is this Qualification for?**
The qualification targets professionals working in the public and private sectors, including entry and mid-level career diplomats, other public service officials, post graduate students and staff from nongovernmental organisation, especially those whose work or studies is linked to the United Nations and other international organisations. It can also lead to employment in the civil service or a career as an analyst or policy advisor for numerous organisations that require international relations expertise.

**Admission Requirements**
The Master in International Relations, Diplomacy and Management degree programme is open to students who must meet the following requirements:
1. Hold a Bachelor Honours degree or an equivalent qualification at NQF Level 8 in a relevant field of study.
2. Have at least a 70% or B+ grade average (or equivalent) in the final year of study.
3. All prospective students to the qualification shall be approved by the International University of Management (IUM) Senate.
4. Additional qualifications and work experience may be required from all candidates.

**Qualification Duration**
The MIRDM is a two-year full time postgraduate study programmes leading to NQF Level 9 qualification.
The study period for the qualification is:
Fulltime mode - Minimum: 2 Years; Maximum: 4 Years
The qualification comprises a minimum of 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.

**Outcomes of the whole Qualification**
The holder of this qualification is able to:
- Interpret the key concepts, models, theories and debates involved in the study of contemporary international relations and diplomacy;
- Evaluate interactions between politics and economics in the International System;
- Analyse an institutional backdrop underpinning international politics including the international organisations;
- Analyse prevailing global issues, such as international conflicts, global health, and
environmental challenges;

- Demonstrate an in-depth knowledge of a particular functional era and/or region in the world;
- Demonstrate advanced skills to collect, sort, and evaluate information relating to international relations, diplomacy, and management; and
- Analyse complex situations and synthesize information by integrating different fields of study in a complex world.

Articulation
This Master in International Relations, Diplomacy and Management qualification grants admission to Doctorate of Philosophy in International Relations, Diplomacy and Management or any other related PhD qualifications.

Credit transfer
Holders of academic qualifications obtained from other educational institutions may be granted exemptions on the subjects sat for and passed. The subjects for which exemption is sought must have been sat for and passed in one sitting and the qualification must have been obtained within the last five years. The subjects for which exemption is sought must have been studied and the qualification obtained at an NQA accredited institution or equivalent. Under no circumstance shall exemptions be awarded in excess of 50 credits.

Assessment
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.

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

Supplementary Examinations
A student who fails a course with an overall mark of 40-49% is eligible to sit for a supplementary examination.
A student who fails the project with a mark of less than 50% will be allowed one opportunity to re-submit the project three months after the publication of results. A student who fails a course with an overall mark of 39% and below will be required to repeat the same course until the course is passed. A student may not proceed from one level to the next higher level carrying more than 50% of the courses or credits.
Dissertation Writing
Taken in the last year of study, dissertation writing is meant to engage students in research with a faculty member designated by student and approved by the Post Graduate School in order to generate the research necessary to complete their Masters degree.

Each student must complete a 20 000 – 25 000 word dissertation. The dissertation should involve original research on a topic related to the studied field. It will have a clearly defined problem statement, a review of the existing literature on the chosen topic, original evidence offered to support the dissertation, consideration of alternative rival hypothesis, and a conclusion with recommendations.
Upon completion of the research, the results are to be presented for oral defence before an examination panel. The students shall score a minimum of 50% in order to pass the dissertation.

Teaching methods/strategies
The IUM MIRDM blends work with learning in a win-win style. Students attend face-to-face classroom learning with highly qualified Lecturers.
The traditional classroom chalk-talk approach, individual study and group study, workshops conducted by highly qualified lecturers in international relations, presentations by students, case analysis and conceptual exercises are all fused into a synergistic package of delivery methodologies that amalgamates theory with practice. The methodologies used encourage analysis, critical thinking and discussion of the real issues impacting on the current world affairs. Nevertheless, courses will be delivered using blended learning modalities, including lectures, online tutorials, simulations, video and audio conferencing technologies. The teaching methods adapted for this programme are student-centred learning methods. Emphasis will be placed upon the need for a student to read extensively in each of the courses. Each student will be mentored to appreciate that one will be expected to be responsible for one's own learning. The role of the lecturer, therefore, is to stimulate learning and to support and guide that process. Programmed reading and reading guides will support these endeavours.

Courses

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<tr>
<th>YEAR 1 (150 Credits)</th>
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<tr>
<td>SEMESTER 1 (75 Credits)</td>
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<tr>
<td>Course Title</td>
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<tr>
<td>International Relations Theories</td>
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<tr>
<td>Diplomacy Theories and Practice</td>
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<tr>
<td>Foreign Policies Analysis</td>
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<tr>
<td>Research Methodology</td>
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<td>French for Communication Purposes</td>
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<td><strong>SEMESTER 2 (75 Credits)</strong></td>
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<td><strong>Course Title</strong></td>
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<tr>
<td>Namibia Foreign Policy</td>
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<td>Electives (chose any two)</td>
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<tr>
<td>International &amp; Multilateral Organizations</td>
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<tr>
<td>Management of Trade and Investment Disputes</td>
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<td>International Political Economy</td>
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<td>Management of International Conflicts</td>
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Master in Public Policy & Management (NQF Level: 9)

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<td>64</td>
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<tr>
<td><strong>Minimum total credits required:</strong></td>
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**Rationale**

Today’s professionals especially those with a bias in leadership, management and policy, in and out of government, appreciate that theirs is a distinguished calling. Faced with many of today’s most difficult policy issues, these professionals need inventive solutions that they know can be politically and administratively effective.

Today’s professionals especially those with a bias in leadership, management and policy, in and out of government, appreciate that theirs is a distinguished calling. Faced with many of today’s most difficult policy issues, these professionals need inventive solutions that they know can be politically and administratively effective.

The Master in Public Policy and Management is a degree for professionals with significant practical experience who have a desire to be with essential management and analytic skills that would allow them to meet policy management challenges. The Master in Public Policy and Management hones and integrates professionals’ talents to enhance their effectiveness in the world of policy.

The Master in Public Policy and Management degree is useful to the public service practitioners and other practitioners who are involved in policy design, implementation and evaluation as well as governance. It is also useful to those who are interested in developing their leadership capacities, knowledge, skills and talent. This qualification can be used to secure leadership positions within management in the public sector, within non-governmental organisations, and within a variety of other professional settings such as hospitals, parastatal, private and community organisations.

Employing authorities are likely to continue to view postgraduate study such as the Master in Public Policy and Management as a valuable form of professional development.

**Purpose**

The purpose of the Master in Public Policy and Management degree programme is to strengthen the public policy and managerial skills of future leaders, senior managers and professionals from both the public and private sectors. This programme provides committed policy professionals with the theoretical foundation and practical tools they need to make a difference.

The qualification is aimed at enabling participants to synthesise and critique theories and practices of public policy and management in the light of current research and professional experience. The integration of theory and practice is central to the programme.

**Who is this programme for?**

This programme targets the following categories in the education sector:

- Qualified staff in the public sector with a Bachelor’s Honours Degree in Public Policy and Management or equivalent.
• Other managers and professionals involved in policy design, implementation and analysis at various levels and with necessary qualifications.
• Other managers and professionals involved in governance and/or public management at various levels and with necessary qualifications.
• Other candidates with necessary qualifications and who aspire to attain the necessary tools for policy design, implementation and analysis, and good governance.

Admission/Entry Requirements
To be admitted to the Master in Public Policy & Management degree programme, a candidate must have
• A Bachelor’s degree in Public Policy and Management at level 8 or equivalent qualifications
• Relevant working experience in the field of Public Policy and Management (maybe required)
All prospective students shall be approved by the IUM SENATE

Qualification Duration
The Master in Public Policy & Management is a two-year full time postgraduate study qualification leading to NQF Level 9 qualification.
The study period for the qualification is:
Fulltime mode   - Minimum:  2 Years;   Maximum: 4 Years
Contact hours will only be given over weekends and during some public holidays
Outcomes of the whole qualification
Holders of this qualification are able to:
• Produce evidence of advanced knowledge about a specialist field of enquiry or professional practice;
• Demonstrate mastery of sophisticated theoretical subject matter;
• Evaluate critically the findings and discussions in the literature;
• Research, analyse and argue from evidence;
• Work independently and apply knowledge to new situations; and
• Engage in rigorous intellectual analysis, criticism and problem-solving;
• Analyse subject matter and communicate the outcomes effectively;
• Evaluate critically the current thinking and research within the subject matter and its application to the school system;
• Critique the concepts, theories and techniques relating to subject matter;
• Evaluate and critically reflect upon current research, relevant scholarship and professional practice related to the subject matter;
• Demonstrate initiative and personal responsibility self-direction, autonomy and originality in problem solving;
• Generate informed judgements as a thinking professional and contribute to educational and managerial effectiveness;
• 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 reflective
learning (self-evaluation and problem solving);

- Devise a comprehensive range of learning resources to demonstrate independence, reflective learning and effective Continuing Professional Development; and
- Combine complex data from a variety of sources, and use IT effectively in the analysis of the data to inform managerial and professional decisions.

**Articulation**
The Master in Public Policy and Management qualification grants admission to a Doctor of Philosophy in Public Policy and Management degree programme or any other related PhD qualifications or any qualification at NQF level 10.

**Credit Transfer**
Holders of academic qualifications obtained from other educational institutions may be granted exemptions on the subjects sat for and passed. The subjects for which exemption is sought must have been sat for and passed in one sitting and the qualification must have been obtained within the last five years. The subjects for which exemption is sought must have been studied and the qualification obtained at an NQA accredited institution or equivalent. Under no circumstance shall exemptions be awarded in excess of 50% credits.

**Assessment**
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.

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

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

A student who fails the project with a mark of less than 50% will be allowed one opportunity to re-submit the project three months after the publication of results. A student who fails a course with an overall mark of 39% and below will be required to repeat the same course until the course is passed. A student may not proceed from one level to the next higher level carrying more than 50% of the courses or credits.
**Dissertation Writing**
Taken in the last year of study, dissertation writing is meant to engage students in research with a faculty member designated by student and approved by the Post Graduate School in order to generate the research necessary to complete their Master Degree.

Each student must complete a 20 000 – 25 000 word dissertation. The dissertation should involve original research on a topic related to the studied field. It will have a clearly defined problem statement, a review of the existing literature on the chosen topic, original evidence offered to support the dissertation, consideration of alternative rival hypothesis, and a conclusion with recommendations.

Upon completion of the research, the results are to be presented for oral defence before an examination panel. The students shall score a minimum of 50% in order to pass the dissertation.

**Teaching Methods/Strategies**
Courses will be delivered using blended learning modalities, including lectures, online tutorials, advanced business simulations, video and audio conferencing technologies. Candidates must have access to a computer and the Internet. The teaching methods adapted for this qualification are student-centred learning methods. Emphasis will be placed upon the need for a student to read extensively in each of the courses. Each student will be mentored to appreciate that one will be expected to be responsible for one's own learning. The role of the lecturer, therefore, is to stimulate learning and to support and guide that process.

<table>
<thead>
<tr>
<th>YEAR 1 (148 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER 1 (84 Credits)</td>
</tr>
<tr>
<td>Course Title</td>
</tr>
<tr>
<td>Good Governance and Compliance</td>
</tr>
<tr>
<td>Systems Thinking and Strategic Development</td>
</tr>
<tr>
<td>Innovations in Public Management</td>
</tr>
<tr>
<td>Technology and Economic Growth</td>
</tr>
<tr>
<td>Research Methodology</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>SEMESTER 2 (64 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
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<tr>
<td>Systems Synthesis and Policy Analysis</td>
</tr>
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### Year 2 (102 Credits)

#### Semester 1 (32 Credits)

<table>
<thead>
<tr>
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<th>Course Code</th>
<th>Hours</th>
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<tbody>
<tr>
<td><strong>Electives (chose any two)</strong></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>The State, Public Policy and Management</td>
<td>SPP90PS</td>
<td>160</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Global Labour &amp; Employment Law</td>
<td>GLE90PS</td>
<td>160</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Corporate Governance &amp; Social Responsibility</td>
<td>CGS90PS</td>
<td>160</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Business Risk &amp; Intelligence for Management</td>
<td>BRI90PS</td>
<td>160</td>
<td>9</td>
<td>16</td>
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</tbody>
</table>

#### Semester 2 (70 Credits)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code</th>
<th>Hours</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation</td>
<td>XPM90PS</td>
<td></td>
<td></td>
<td>70</td>
</tr>
</tbody>
</table>
Master of Science in Integrated Environmental Management and Sustainable Development (NQF Level: 9)

Field: Agriculture and Nature Conservation
Level of qualification: 9
Total credits available: 269
Total credits required: 269

<table>
<thead>
<tr>
<th></th>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 9 credits:</td>
<td>269</td>
<td></td>
</tr>
<tr>
<td>Minimum total credits required:</td>
<td>269</td>
<td></td>
</tr>
</tbody>
</table>

Rationale
The rationale of developing this qualification is to focus on the relationships between science, management, and policy, while providing scientific understanding of ecological and social systems, applicable in a management or policy-making context. This course prepares participants to become overseers regarding environmental concerns; and environmental managers become knowledgeable enough to ensure compliance with government regulations concerning the environment.

Purpose of the qualification
The main purpose of this qualification is to train professionals who are in quest to broaden their knowledge in the field of Environmental Management and Sustainable Development in order to manage public and private organizations. Environmental management and protection has always been the priority of the Namibian Government. As per the Environmental Management Act 7, 2007; the government promotes the sustainable management of the Namibian environment and the use of its natural resources. The qualification can be used to secure management cadre leadership positions within various professional settings such as natural resources management, biodiversity conservation, community based natural resources management, climate change adaptation programme, and implementation of environmental management, government, private and community organization. The Master of Science in Integrated Environmental Management and Sustainable Development is characterized by the following:

- A work-based practical approach to facilitate integration of work-based learning and experience with theories of leadership and management, coupled with environmental management and sustainable development.
- 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 emphasizes integration of skills, attitudes, knowledge and experience across courses, collaboration within the field.

This qualification targets professionals such as conservationists, ecologists, consultants, planners, activists, sustainability officers, managers, engineers and scientists. This course prepares participants to become overseers regarding environmental concerns;
and environmental managers become knowledgeable enough to ensure compliance with government regulations concerning the environment.

**Admission requirements**
To be admitted in the Master of Science in Integrated Environmental Management and Sustainable Development, the candidate/applicant must have a Bachelor of Environmental Management and Sustainable Development Honours or an equivalent qualification.

**Qualification duration**
The Master of Science in Integrated Environmental Management is a 2 years full time post graduate study qualification leading to NQF Level 9 qualification.
The study period for the qualification is:
Full time/part time and blended mode of delivery with a
Minimum: 2 Years, Maximum: 4 Years
Part time contact hours will only be given over weekends or block release on scheduled time agreed/decide by the university.
The qualification comprises a minimum of three (4) semesters, i.e. two (2) semesters per academic year. Semester 1 runs from January to June. Semester 2 runs from July to December.

**Outcomes of the qualification**
Holders of this qualification are able to:
• Evaluate and critically reflect upon current research, relevant scholarly and professional practice related environmental management and sustainable development.
• Demonstrate ability to work independently and apply knowledge to new situations; and engage in rigorous intellectual analysis, criticism and problem-solving.
• Demonstrate in-depth knowledge and systematic understanding of Environmental Management and Sustainable Development.
• Critique the concepts, theories and techniques relating Environmental Management and Sustainable Development.
• Exhibit a comprehensive range of managerial skills in the environmental sector.
• Evaluate critically the findings and discussions in the literature, research, analyse and argue from evidence.

Credits are based on learning hours per subject. One (1) credit equates ten (10) notional hours (learning). The general guideline for teaching and learning time per course, based on the 10 hours per credit approach, is as per the table below. An example of a course with 16 credits was used to determine the notional hours.
### Delivery Strategies

<table>
<thead>
<tr>
<th>Item</th>
<th>Delivery Strategies</th>
<th>Summary of activities</th>
<th>% Time Allocated</th>
<th>Hour (an example of a course with 16 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lectures • Seminars • Tutorials • Workshops</td>
<td>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.</td>
<td>25%</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Directed learning</td>
<td>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.</td>
<td>25%</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Self-managed learning</td>
<td>Working through the course text and completing assignments take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries</td>
<td>50%</td>
<td>80</td>
<td>8</td>
</tr>
</tbody>
</table>

**Articulation**

The Master of Science in Integrated Environmental Management and Sustainable Development qualification grants students’ admission to Doctor of Philosophy (Ph.D.) in Integrated Natural Resources Management or any other related Ph.D. qualification at NQF Level 10.

**Credit transfer**

Holders of academic qualifications obtained from other recognised educational institutions may be granted exemptions on the subjects sat for and passed. The subjects
for which exemption is sought must have been sat for and passed in one sitting and the qualification must have been obtained within the last five years prior to the application. The subjects for which exemption is sought must have been studied and the qualification obtained at an NQA accredited institution or equivalent. Under no circumstance shall exemptions be awarded in excess of 50 credits of the total credits for this qualification at IUM.

Assessment
Continuous Assessment (CA) attracts 40% of the final grade. This will come from the examinable activities such as written and/or oral tests (2) and assignments (1) (group and/or individual), and evaluations undertaken by the student during the study period. Students must score at least 50% in each course/coursework to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

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

b) 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.

c) Mini-Dissertation Writing
Taken in the last year of study, mini-dissertation writing is meant to engage students in research with a faculty member designated by student and approved by the research committee in order to generate the research necessary to complete their Master Degree. Each student must complete a 30 000 – 35 000 words mini-dissertation. This paper should involve original research on a topic related to the studied field. The dissertation will have a clearly defined problem statement, a review of the existing literature on the chosen topic, original evidence offered to support the mini-dissertation, consideration of alternative rival hypothesis, and a conclusion with recommendations.

Upon completion of the research, the results are to be presented for oral defence before an examination panel. The students shall score a minimum of 50% in order to pass the mini-dissertation as per Postgraduate Studies Guidelines and Regulations.
Lecture Delivery Strategies
Each course has four contact hours per week. The following common lecture delivery strategies shall be used depending on the lecturer:

• Central class presentation (PowerPoint and chalk-talk) by lecturer.
• Central class presentations (PowerPoint and chalk-talk) by students.
• Lecturer led class discussion
• Individual and group exercises
• Case analysis (where applicable).

Teaching methods/strategies
The IUM Masters of Science in Integrated Environmental Management and Sustainable Development can be offered on blended learning approach. Students attend face-to-face classroom learning with highly qualified lecturers.

The traditional classroom chalk-talk approach, individual study and group study, workshops conducted by highly qualified lecturers in international relations, presentations by students, case analysis and conceptual exercises are all fused into a synergistic package of delivery methodologies that amalgamates theory with practice. The methodologies used encourage analysis, critical thinking and discussion of real issues impacting the current world affairs. Nevertheless, courses will be delivered using blended learning modalities, including lectures, online tutorials, simulations, video and audio conferencing technologies. The teaching methods adapted for this programme are student-centred learning methods. Emphasis will be placed upon the need for a student to read extensively in each of the courses. Each student will be mentored to appreciate that one will be expected to be responsible for one's own learning. The role of the lecturer, therefore, is to stimulate learning and to support and guide that process. Programmed reading and guidelines will support these endeavours.

Quality assurance
Commitment is made to ensure that the courses under this qualification remain relevant, current and provide students with a high quality teaching and learning experience. Earnest effort made to ensure that the course meets quality assurance requirements is a continuous process through incorporating regular monitoring, review, benchmarking, and improvement. External evaluators will periodically evaluate the qualification in terms of course content, teaching methods, course resources and assessments.

Quality shall also be assured through:

• Accreditation and registration (of the qualification) on the National Qualifications Framework (NQF) by the Namibia Qualifications Authority (NQA); in concurrency with National Council on Higher Education (NCHE).
• Engagement with relevant stakeholders from the industry in regular reviewing of the qualification
• Benchmarking and regular review of policies, curriculums, delivery strategies and assessments.
• Regular monitoring of lecture activities and staff development.
- Students regular completion of evaluation forms for each course studied
- A dual performance evaluation system where lecturers and students appraise each other.
- Moderation (both internal and external) of continuous assessments and final examinations.

### Qualification structure

**Courses, Study Time, NQF Level and Credits**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Notional Hours</th>
<th>NQF</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Environmental Management</td>
<td>180</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Environmental and Natural Resources Economics</td>
<td>150</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Environmental Legislations</td>
<td>180</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Ecosystem Management and Conservation</td>
<td>150</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Advanced Academic writing for postgraduate</td>
<td>200</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>1st year semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conservation Toolkit: From Project Design to Evaluation</td>
<td>180</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Geographic Information System and Remote sensing for</td>
<td>180</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Environmental Practices</td>
<td></td>
<td></td>
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<tr>
<td>Environmental Management Seminars</td>
<td>180</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Indigenous Knowledge in Environmental Management</td>
<td>180</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Environmental Impact Assessment and Auditing</td>
<td>180</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Research Methodology</td>
<td>200</td>
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<td>20</td>
</tr>
<tr>
<td>2nd year semester 1</td>
<td></td>
<td></td>
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<tr>
<td>Entrepreneurship</td>
<td>180</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Sustainable Communities</td>
<td>150</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Year course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation</td>
<td>600</td>
<td>9</td>
<td>60</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td></td>
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<td><strong>289</strong></td>
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</table>
Master of Science in Conservation Agricultural Management (NQF Level: 9)

Field: Agriculture and Nature Conservation
Level of qualification: 9
Total credits available: 245
Total credits required: 245

<table>
<thead>
<tr>
<th></th>
<th>Compulsory</th>
<th>Elective</th>
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<tr>
<td>Level 9 credits:</td>
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<tr>
<td>Minimum total credits required:</td>
<td>245</td>
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</table>

**Rationale**
The rationale of developing this qualification is to understand the link between agricultural production and environmental protection/conservation, while providing scientific understanding of vital ecological and social systems, applicable the agricultural sector. This course prepares participants to become experts in conservation agriculture practice that ensures the production of food while putting environmental concerns into consideration.

**Purpose of the qualification**
The purpose of the qualification is train professionals in the agriculture sector to operate ensure food production in a sustainable manner. This will be achieved by challenging students to view agriculture as a system through integrated modules that cover the socio-economic aspects as well as the environmental concerns. Agriculture is in great need of reform to minimize and eventually eliminate land degradation, improve yields per unit area, reduce the drudgery especially for smallholder farmers, sustain productivity and profitability and enhance environmental conservation. These aspirations are elaborated in Namibia Agricultural Policy 2015.

Namibia Agricultural Policy 2015 further emphasizes modernization of agriculture while relegating traditional practices to history. The ambition to make big gains in agriculture are unlikely to be achieved any time soon because we are dealing with smallholder farmers whose traditional practices (even where effective) are largely ignored or underrepresented in what is called innovations. Conservation agriculture requires low investment, minimizes labor and is close to current smallholder practices. Yet its impact has been shown to be huge on both production and ecological sustainability. This qualification will provide an opportunity to enhance the practice of conservation agriculture by providing expertise through education and training.

This qualification targets the following categories in the agriculture sector:

a) Qualified staff in the agriculture sector in possession of a Bachelor Honours in Conservation Agriculture or equivalent qualifications;

b) Staff within management and consulting activities in agro-livestock systems; international marketing of agricultural products, livestock and industries; development
of innovative technologies within companies operating in the agriculture and livestock area; control and monitoring of agricultural products, environmental and economic performances of agricultural farms; research and development of innovative technologies within private and public agricultural and environmental research institutions.

**Admission requirements**
To be admitted in the Master of Science in Conservation Agricultural Management, the candidate/applicant must have a Bachelor of Conservation Agriculture Honours or an equivalent qualification at NQF Level 8.
NQF exit-level 8 is the minimum requirement.
NB: The above are essential requirements as the instructional design of the qualification and course assessments will be integrated with the workplace experience and the equivalent will be determined by the IUM Senate.

**Qualification duration**
The Master of Science in Conservation Agricultural Management is 2 year full-time teaching postgraduate study leading to NQF Level 9 qualification
The study period for the qualification is:
Full time/part time and blended mode of delivery with a
Minimum: 2 Years, Maximum 4 years
Part time contact hours will only be given over weekends or block release on scheduled time agreed/decide by the university.
The qualification comprises a minimum of three (3) semesters, i.e. two (2) semesters per academic year. Semester 1 runs from January to June. Semester 2 runs from July to December.

**Outcomes of the qualification**
Holders of this qualification are able to:

- Demonstrate in-depth knowledge and systematic understanding of conservation agriculture.
- Critique the concepts, theories and techniques relating to conservation agriculture.
- Demonstrate a comprehensive range of managerial skills in the agriculture sector.
- Apply initiative of mitigation and adaptation to impacts of climate change on the agricultural sector.
- Describe and apply physical science, ecological and natural science, social, legal, and economic principles to the design and management of natural resource systems used to produce food.
- Develop decision-making frameworks and leadership plans for implementation of systems-science based, integrated conservation strategies in agricultural systems.

Credits are based on learning hours per subject. One (1) credit equates ten (10) notional hours (learning). The general guideline for teaching and learning time per course, based on the 10 hours per credit approach, is as per the table below. An example of a course
with 16 credits was used to determine the notional hours.

<table>
<thead>
<tr>
<th>Item</th>
<th>Delivery</th>
<th>Summary of activities</th>
<th>% Time Allocated</th>
<th>Hour (an example of a course with 16 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Lectures • Seminars • Tutorials • Workshops</td>
<td>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.</td>
<td>25%</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Directed learning</td>
<td>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.</td>
<td>25%</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Self-managed learning</td>
<td>Working through the course text and completing assignments take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries</td>
<td>50%</td>
<td>80</td>
<td>8</td>
</tr>
</tbody>
</table>

**Articulation**
The Master of Science in Conservation Agricultural Management grants admission into a Doctor of Philosophy NQF Level 10 in related fields.

Credit transfer
Holders of academic qualifications obtained from other recognised educational institutions may be granted exemptions on the subjects sat for and passed. The subjects for which exemption is sought must have been sat for and passed in one sitting and the qualification must have been obtained within the last five years prior to the application. The subjects for which exemption is sought must have been studied and the qualification obtained at an NQA accredited institution or equivalent. Under no circumstance shall exemptions be awarded in excess of 50 credits of the total credits for this qualification at IUM.

**Lecture Delivery Strategies**
Each course has 4 contact hours per week. The following common lecture delivery strategies shall be used depending on the lecturer:
- Central class presentation (PowerPoint and chalk-talk) by lecturer.
- Central class presentations (PowerPoint and chalk-talk) by students.
- Lecturer led class discussion
- Individual and group exercises
- Case analysis (where applicable).

**Assessment**
Continuous Assessment (CA) attracts 40% of the final grade. This will come from the examinable activities such as written and/or oral tests (2) and assignments (1) (group and/or individual), and evaluations undertaken by the student during the study period. Students must score at least 50% in each course/coursework to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

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

b) 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.

c) Mini-dissertation Writing
Taken in the last year of study, mini-dissertation writing is meant to engage students
in research with a faculty member designated by student and approved by the research committee in order to generate the research necessary to complete their Master Degree. Each student must complete a 30,000 – 35,000 words mini-dissertation. This paper should involve original research on a topic related to conservation agriculture. The dissertation will have a clearly defined problem statement, a review of the existing literature on the chosen topic, original evidence offered to support the dissertation, consideration of alternative rival hypothesis, and a conclusion with recommendations. Upon completion of the research, the results are to be presented for oral defence before an examination panel. The students shall score a minimum of 50% in order to pass the mini-dissertation as per Postgraduate Studies Guidelines and Regulations.

Teaching methods/strategies
The IUM Master of Science in Conservation Agricultural Management can be offered on blended learning approach. Students attend face-to-face classroom learning with highly qualified lecturers.

The traditional classroom chalk-talk approach, individual study and group study, workshops conducted by highly qualified lecturers in international relations, presentations by students, case analysis and conceptual exercises are all fused into a synergistic package of delivery methodologies that amalgamates theory with practice. The methodologies used encourage analysis, critical thinking and discussion of the real issues impacting the current world affairs. Nevertheless, courses will be delivered using blended learning modalities, including lectures, online tutorials, simulations, video and audio conferencing technologies. The teaching methods adapted for this programme are student-centred learning methods. Emphasis will be placed upon the need for a student to read extensively in each of the courses. Each student will be mentored to appreciate that one will be expected to be responsible for one’s own learning. The role of the lecturer, therefore, is to stimulate learning and to support and guide that process. Programmed reading and guidelines will support these endeavours.

Quality assurance
Commitment is made to ensure that the courses under this qualification remain relevant, current and provide students with a high quality teaching and learning experience. Earnest effort made to ensure that the course meets quality assurance requirements is a continuous process through incorporating regular monitoring, review, benchmarking, and improvement. External evaluators will periodically evaluate the qualification in terms of course content, teaching methods, course resources and assessments.

Quality shall also be assured through:
• Accreditation and registration (of the qualification) on the National Qualifications Framework (NQF) by the Namibia Qualifications Authority (NQA); in concurrency with National Council on Higher Education (NCHE).
• Engagement with relevant stakeholders from the industry in regular reviewing of the
qualification

• Benchmarking and regular review of policies, curriculums, delivery strategies and assessments.
• Regular monitoring of lecture activities and staff development.
• Students regular completion of evaluation forms for each course studied
• A dual performance evaluation system where lecturers and students appraise each other.
• Moderation (both internal and external) of continuous assessments and final examinations.

Qualification structure
Courses, Study Time, NQF Level and Credits

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Notional Hours</th>
<th>NQF</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustainable Agriculture</td>
<td>100</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Horticultural Production</td>
<td>150</td>
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<td>15</td>
</tr>
<tr>
<td>Soil Science</td>
<td>100</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Plant and Animal Health Management</td>
<td>150</td>
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<td>Farm Management</td>
<td>100</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Advanced Academic writing for postgraduate</td>
<td>200</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>1st year Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture Bio-systems Engineering</td>
<td>100</td>
<td>9</td>
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</tr>
<tr>
<td>Genetic Improvement</td>
<td>150</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Corporate Governance and Social Responsibility</td>
<td>100</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Indigenous Knowledge in Conservation Agriculture</td>
<td>150</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Research Methodology</td>
<td>200</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>2nd year Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conservation agriculture Seminars</td>
<td>150</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Advanced Academic writing for postgraduate</td>
<td>200</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Soil and Water Conservation</td>
<td>150</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Innovations in Agricultural Biotechnology</td>
<td>150</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Agribusiness &amp; Entrepreneurship</td>
<td>100</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Year course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation</td>
<td>600</td>
<td>9</td>
<td>60</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td></td>
<td>265</td>
</tr>
</tbody>
</table>
Master of Science in Sustainable Ocean and Aquaculture Management (NQF Level: 9)

Field: Agriculture and Nature Conservation

Level of qualification: 9
Total credits available: 282
Total credits required: 282

<table>
<thead>
<tr>
<th></th>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 9 credits:</td>
<td>282</td>
<td>-</td>
</tr>
<tr>
<td>Minimum total credits</td>
<td>282</td>
<td>-</td>
</tr>
<tr>
<td>required:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rationale
The rationale of developing this qualification is to focus on the relationships between science, management, and policy while providing a scientific understanding of ecological, economics and social systems, applicable in a management or policy-making context. This course prepares postgraduate students for a comprehensive insight into the discipline of fisheries management with an emphasis on how to conserve living aquatic resources while securing a sustainable yield. This includes a solid understanding of the internal and external drivers that determine fish dynamics. Participants will become knowledgeable enough to ensure compliance with government regulations concerning optimal utilization of aquatic living resources.

Purpose of the qualification
The main purpose of this qualification is to train professionals who are in a quest to broaden their knowledge in the field of Sustainable Ocean and Aquaculture Management and Sustainable Development to manage public and private organizations. Marine resource and Aquaculture protection have always been the priority of the Namibian Government. As per the Marine Resources Act, 2000 (Act 27, 2000), Marine Resource Regulation of 2001; Aquaculture Act, 2002 (Act 18 of 2002), Inland Fisheries Resource Act, 2003 (Act 1 of 2003), Inland Fisheries Resource Regulation 2003 and Environmental Act, 2007 (Act 7, 2007); the government promotes the sustainable management of the Namibian Aquatic ecosystem and the use of its natural resources. The qualification can be used to secure management cadre leadership positions within various professional settings such as marine ecology, marine organismal biology, biogeography, invasion biology, population genetics, biosystematics and general evolutionary themes based on the study of aquatic organisms. The Master of Science in Sustainable Ocean and Aquaculture Management is characterized by the following:

- A work-based practical approach to facilitate the integration of work-based learning and experience with theories of leadership and management, coupled with sustainable management and utilization of our aquatic resources;
- Reflective practice including the use of an electronic portfolio to facilitate self-assessment of practical leadership and management skills;
• A constructivist approach to knowledge and learning that emphasizes the integration of skills, attitudes, knowledge and experience across courses, collaboration within the field.

This qualification targets professionals such as fisheries biologists, marine biologists, fishery compliance officers, fishery observer officers, conservationists, ecologists, consultants, activists, sustainability officers, managers and scientists. This course prepares participants to become overseers regarding the sustainable user of aquatic resources become knowledgeable enough to ensure compliance with government regulations on optimal utilization of aquatic resources.

Admission requirements
To be admitted to the Master of Science in Sustainable Ocean and Aquaculture Management, the candidate/applicant must have a Bachelor of Sustainable Ocean and Aquaculture Management Honours or equivalent qualification. Students will also be admitted into this qualification if they hold an NQA Level 7 qualifications with at least 3 years of experience in related field, supported by a reference letter from the employer.

Qualification duration
The Master of Science in Sustainable Ocean and Aquaculture Management is a 2 year full-time postgraduate qualification leading to NQF Level 9 qualification.
The study period for the qualification is:
Full time/part-time and blended mode of delivery with a
Minimum: 2 Years, Maximum: 4 Years
Part-time contact hours will only be given over weekends or block release on scheduled time agreed/decide by the university.
The qualification comprises a minimum of 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.

Outcomes of the qualification
Holders of this qualification are able to:
• Evaluate and critically reflect upon current research, relevant scholarly and professional practice related to aquatic resource management;
• Demonstrate ability to work independently and apply knowledge to new situations; and engage in rigorous intellectual analysis, criticism and problem-solving;
• Demonstrate in-depth knowledge and systematic understanding of Aquatic Resource Management;
• Critique the concepts, theories and techniques relating to Aquatic Resource Management;
• Exhibit a comprehensive range of managerial skills in the fisheries sector;
• Evaluate critically the findings and discussions in the literature, research, analyse and argue from evidence.
Credits are based on learning hours per subject. One (1) credit equates to ten (10) notional hours (learning). The general guideline for teaching and learning time per course, based on the 10 hours per credit approach, is as per the table below. An example of a course with 16 credits was used to determine the notional hours.

<table>
<thead>
<tr>
<th>Item</th>
<th>Delivery</th>
<th>Summary of activities</th>
<th>% Time Allocated</th>
<th>Hour (an example of a course with 16 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lectures • Seminars • Tutorials • Workshops</td>
<td>Tutorial support includes feedback on assignments and may vary by the college according to local needs and wishes.</td>
<td>25%</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Directed learning</td>
<td>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.</td>
<td>25%</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Self-managed learning</td>
<td>Working through the course text and completing assignments take up the bulk of the learning time. In addition, students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries</td>
<td>50%</td>
<td>80</td>
<td>8</td>
</tr>
</tbody>
</table>

Articulation
The Master of Science in Sustainable Ocean and Aquaculture Management qualification grants students’ admission to Doctor of Philosophy (PhD) in Sustainable Ocean and Aquaculture Management or any other related PhD qualification at NQF Level 10.
Credit transfer
Holders of academic qualifications obtained from other recognised educational institutions may be granted exemptions on the subjects sat for and passed. The subjects for which exemption is sought must have been sat for and passed in one sitting and the qualification must have been obtained within the last five years before the application. The subjects for which exemption is sought must have been studied and the qualification obtained at an NQA accredited institution or equivalent. Under no circumstance shall exemptions be awarded more than 50 credits of the total credits for this qualification at IUM.

Assessment
Continuous Assessment (CA) attracts 40% of the final grade. This will come from the examinable activities such as written and/or oral tests and assignments (group and/or individual), and evaluations undertaken by the student during the study period. Students must score at least 50% in each course/coursework to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

a) Final Examinations
The final exam 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.

b) 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 the 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.

c) Dissertation Writing
Taken in the last year of study, dissertation writing is meant to engage students in research with a faculty member designated by the student and approved by the Post Graduate School to generate the research necessary to complete their Master Degree. Each student must complete a 30 000 – 35 000 words dissertation. This paper should involve original research on a topic related to the studied field. The dissertation will have a clearly defined problem statement, a review of the existing literature on the chosen topic, original evidence offered to support the dissertation, consideration of alternative rival hypotheses, and a conclusion with recommendations. Upon completion of the research, the results are to be presented for oral defence before an examination panel.
The students shall score a minimum of 50% to pass the dissertation.

Lecture Delivery Strategies

The following common lecture delivery strategies shall be used depending on the lecturer:

- Central class presentation (PowerPoint and chalk-talk) by a lecturer.
- Central class presentations (PowerPoint and chalk-talk) by students.
- The lecturer led a class discussion
- Individual and group exercises
- Case analysis (where applicable).

Teaching methods/strategies

The IUM Masters of Science in Sustainable Ocean and Aquaculture Management can be offered on a blended learning approach. Students attend face-to-face classroom learning with highly qualified lecturers.

The traditional classroom chalk-talk approach, individual study and group study, workshops conducted by highly qualified lecturers in Ocean and Aquaculture Management, presentations by students, case analysis and conceptual exercises are all fused into a synergistic package of delivery methodologies that amalgamates theory with practice. The methodologies used encourage analysis, critical thinking and discussion of real issues impacting the Marine and Aquaculture Sector. Nevertheless, courses will be delivered using blended learning modalities, including lectures, online tutorials, simulations, video and audio conferencing technologies. The teaching methods adapted for this programme are student-centred learning methods. Emphasis will be placed upon the need for a student to read extensively in each of the courses. Each student will be mentored to appreciate that one will be expected to be responsible for one's learning. The role of the lecturer, therefore, is to stimulate learning and to support and guide that process. Programmed reading and guidelines will support these endeavours.

Quality assurance

Commitment is made to ensure that the courses under this qualification remain relevant, current and provide students with a high-quality teaching and learning experience. Earnest effort made to ensure that the course meets quality assurance requirements is a continuous process through incorporating regular monitoring, review, benchmarking, and improvement. External evaluators will periodically evaluate the qualification in terms of course content, teaching methods, course resources and assessments.

Quality shall also be assured through:

- Accreditation and registration (of the qualification) on the National Qualifications Framework (NQF) by the Namibia Qualifications Authority (NQA); in concurrency with the National Council on Higher Education (NCHE);
- Engagement with relevant stakeholders from the industry in regular reviewing of the qualification;
- Benchmarking and regular review of policies, curriculums, delivery strategies and assessments;
• Regular monitoring of lecture activities and staff development;
• Students regular completion of evaluation forms for each course studied;
• A dual performance evaluation system where lecturers and students appraise each other;
• Moderation (both internal and external) of continuous assessments and final examinations.

Qualification structure
Courses, Study Time, NQF Level and Credits

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Notional Hours</th>
<th>NQF</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>1st-year semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aquatic Animal Health</td>
<td>180</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Natural Resources Economics</td>
<td>150</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Fisheries Biology and Management</td>
<td>200</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>150</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Advanced Academic writing for postgraduate</td>
<td>200</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>1st-year semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>180</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Ecosystem and Fisheries Assessment Models</td>
<td>200</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Aquatic Food Production</td>
<td>200</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Research Methodology</td>
<td>200</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Climate Change Vulnerability, Mitigation and Adaptation</td>
<td>200</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>2nd-year semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marine and Aquaculture Regulations</td>
<td>180</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>180</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Year course</td>
<td></td>
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</tr>
<tr>
<td>Dissertation</td>
<td>600</td>
<td>9</td>
<td>60</td>
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<tr>
<td>Total Credits</td>
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<td></td>
<td>282</td>
</tr>
</tbody>
</table>
Master of Science in Climate Change Mitigation and Adaptation (NQF Level: 9)

Field: Agriculture and Nature Conservation
Level of qualification: 9
Total credits available: 270
Total credits required: 270

<table>
<thead>
<tr>
<th></th>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 9 credits:</td>
<td>270</td>
<td>-</td>
</tr>
<tr>
<td>Minimum total credits required:</td>
<td>270</td>
<td>-</td>
</tr>
</tbody>
</table>

Rationale
The rationale of developing this qualification is to focus on the relationships between science, management, and policy, while providing scientific understanding of climate change and its linkage to the social systems. The graduates can work in both public and private sectors to enhance capacities and synergies at local, regional and national levels to ensure successful implementation of climate change response activities.

Purpose
The main purpose of Master of Science in Climate Change Mitigation and Adaptation is to produce graduates who understand the earth system science and have knowledge on human and behavioral dimensions of climate change, from broad societal action to smart energy choices. As stated in the Namibian National Policy on Climate Change, Namibia is recognized as one of the country’s most vulnerable to the impacts of climate change. The predicted increases in temperature and evaporation as well as increased variability of rainfall will exacerbate the existing challenges that Namibia is facing as the driest country south of the Sahara. In order to contribute to the national efforts on climate change, the International University of Management developed this qualification to ensure that Namibia strives to address climate change as a challenge by responding in a timely, effective and appropriate manner via exploring adaptation and mitigation approaches relevant to different sectors at local, regional and national level and improve the quality of life. The qualification will further equip students with necessary skills on how to develop and implement appropriate adaptation strategies and actions that will lower the vulnerability of the country and various sectors to the impacts of climate change. This will further help the country realize its Vision 2030 and the achievement of Sustainable Development Goals (SDGs).

Admission requirements
To be admitted in the Master of Science in Climate Change Mitigation and Adaptation, the candidate/applicant must have a Bachelor of Climate Change Mitigation and Adaptation Honours or an equivalent qualification.
Qualification duration
The Master of Science in Climate Change Mitigation and Adaptation is 2 years minimum and maximum 4 years full time or 2 years block teaching postgraduate study leading to NQF Level 9 qualification.

The study period for the qualification is:
Full time/part time and blended mode of delivery with a
Minimum: 2 years, Maximum: 4 Years.
Part time contact hours will only be given over weekends or block release on scheduled time agreed/decided by the university.

The qualification comprises a minimum of 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.

Outcomes of the qualification
Holders of this qualification are able to:
• Demonstrate evidence of advanced knowledge on 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.
• Demonstrate in-depth knowledge and systematic understanding of climate change mitigation and adaptation.
• Critique the concepts, theories and techniques relating to Climate Change Mitigation and Adaptation.
• Apply initiative of mitigation and adaptation to impacts of climate change on the environment and natural resources.

Credits are based on learning hours per subject. One (1) credit equates ten (10) notional hours (learning). The general guideline for teaching and learning time per course, based on the 10 hours per credit approach, is as per the table below. An example of a course with 16 credits was used to determine the notional hours.
<table>
<thead>
<tr>
<th>Item</th>
<th>Delivery</th>
<th>Summary of activities</th>
<th>% Time Allocated</th>
<th>Hour (an example of a course with 16 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lectures, Seminars, Tutorials, Workshops</td>
<td>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.</td>
<td>25%</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Directed learning</td>
<td>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.</td>
<td>25%</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Self-managed learning</td>
<td>Working through the course text and completing assignments take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries</td>
<td>50%</td>
<td>80</td>
<td>8</td>
</tr>
</tbody>
</table>

**Articulation**

The Master of Science in Climate Change Mitigation and Adaptation qualification grants students’ admission to Doctor of Philosophy (Ph.D.) NQF Level 10 in any related field of study.

**Credit transfer**

Holders of academic qualifications obtained from other recognised educational institutions may be granted exemptions on the subjects sat for and passed. The subjects
for which exemption is sought must have been sat for and passed in one sitting and the qualification must have been obtained within the last five years prior to the application. The subjects for which exemption is sought must have been studied and the qualification obtained at an NQA accredited institution or equivalent. Under no circumstance shall exemptions be awarded in excess of 50 credits of the total credits for this qualification at IUM.

Assessment
Continuous Assessment (CA) attracts 40% of the final grade. This will come from the examinable activities such as written and/or oral tests (2) and assignments (1) (group and/or individual), and evaluations undertaken by the student during the study period. Students must score at least 50% in each course/coursework to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

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

b) 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.

c) Mini-dissertation Writing
Taken in the last year of study, mini-dissertation writing is meant to engage students in research with a faculty member designated by student and approved by the Post Graduate School in order to generate the research necessary to complete their Master Degree. Each student must complete a 30 000 – 35 000 words mini-dissertation. This paper should involve original research on a topic related to the studied field. The mini-dissertation will have a clearly defined problem statement, a review of the existing literature on the chosen topic, original evidence offered to support the mini-dissertation, consideration of alternative rival hypothesis, and a conclusion with recommendations. Upon completion of the research, the results are to be presented for oral defence before an examination panel. The students shall score a minimum of 50% in order to pass the dissertation as per Postgraduate Guidelines and Regulations.

Lecture Delivery Strategies
Each course has four contact hours per week. The following common lecture delivery strategies shall be used depending on the lecturer:
- Central class presentations (PowerPoint and chalk-talk) by lecturer.
- Central class presentations (PowerPoint and chalk-talk) by students.
- Lecturer led class discussions.
- Individual and group exercises.
- Case analysis (where applicable).

**Teaching methods/strategies**
The IUM Masters of Science in Climate Change Mitigation and Adaptation can be offered on blended learning approach. Students attend face-to-face classroom learning with highly qualified lecturers.

The traditional classroom chalk-talk approach, individual study and group study, workshops conducted by highly qualified lecturers in climate change mitigation and adaptation, presentations by students, case analysis and conceptual exercises are all fused into a synergistic package of delivery methodologies that amalgamates theory with practice. The methodologies used encourage analysis, critical thinking and discussions of the real issues impacting the current world affairs. Nevertheless, courses will be delivered using blended learning modalities, including lectures, online tutorials, simulations, videos and audio-conferencing technologies. The teaching methods adapted for this programme are student-centred learning methods. Emphasis will be placed upon the need for a student to read extensively in each of the courses. Each student will be mentored to appreciate that one will be expected to be responsible for one's own learning. The role of the lecturer, therefore, is to stimulate learning and to support and guide that process. Programmed reading and guidelines will support these endeavours.

**Quality assurance**
Commitment is made to ensure that the courses under this qualification remain relevant, current and provide students with a high-quality teaching and learning experience. Earnest effort made to ensure that the course meets quality assurance requirements is a continuous process through incorporating regular monitoring, review, benchmarking, and improvement. External evaluators will periodically evaluate the qualification in terms of course content, teaching methods, course resources and assessments.

Quality shall also be assured through:

- Accreditation and registration (of the qualification) on the National Qualifications Framework (NQF) by the Namibia Qualifications Authority (NQA); in concurrency with National Council for Higher Education (NCHE).
- Engagement with relevant stakeholders from the industry in regular reviewing of the qualification.
- Benchmarking and regular review of policies, curriculums, delivery strategies and assessments.
• Regular monitoring of lecture activities and staff development.
• Students regular completion of evaluation forms for each course studied
• A dual performance evaluation system where lecturers and students appraise each other.
• Moderation (both internal and external) of continuous assessments and final examinations.

Qualification structure
Courses, Study Time, NQF Level and Credits

<table>
<thead>
<tr>
<th>Course name</th>
<th>Notional Hours</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year semester 1 (97 Credits)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Climate Change and Environmental Co-Benefits</td>
<td>150</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Environmental and Natural Resources Economics</td>
<td>150</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Climate Change Vulnerability, Mitigation and Adaptation</td>
<td>150</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Advanced Academic writing for postgraduate</td>
<td>200</td>
<td>9</td>
<td>NCB</td>
</tr>
<tr>
<td>Greenhouse Gas Emission</td>
<td>120</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Environmental Legislations</td>
<td>200</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>1st year semester 2 (85 Credits)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Climate Change Seminars</td>
<td>200</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Climate Science and Climate Modelling</td>
<td>150</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Land Use Land Cover and Climate Change</td>
<td>150</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Research Methodology</td>
<td>200</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Renewable Energy Technologies</td>
<td>150</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>2nd Year semester 1 (48 Credits)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Clean Development Mechanism (CDM) Principles and Practices</td>
<td>150</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Climate Prediction and Early Warning System</td>
<td>150</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Indigenous Knowledge in Climate Change Studies</td>
<td>180</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>2nd Year semester 2 (60 Credits)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation</td>
<td>600</td>
<td>9</td>
<td>60</td>
</tr>
<tr>
<td>Total Hours and Credits</td>
<td>2900</td>
<td></td>
<td>290</td>
</tr>
</tbody>
</table>
Master of Science in Water, Sanitation and Health Engineering (NQF Level: 9)

Field: Agriculture and Nature Conservation
Qualification code:
Level of Qualification: 9
Total credits available: 292
Total credits required: 292

<table>
<thead>
<tr>
<th></th>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 9 credits:</td>
<td>292</td>
<td>-</td>
</tr>
<tr>
<td>Minimum total credits required:</td>
<td>292</td>
<td>-</td>
</tr>
</tbody>
</table>

Rationale
This qualification will provide students with an in-depth knowledge of how to deliver effective modern water supply, sanitation and other public health interventions in urban and rural areas in low-income and transitional economies. This qualification is particularly aimed at consultants, and working professionals in national and local government, non-government organisations, international development organisations and public health agencies. It has a strong focus on developing practical and policy skills and addresses the critical future challenges of climate change, population growth and urbanisation. The students will develop understanding of technical interventions in water supply, sanitation and solid waste management.

This qualification takes a holistic approach at water resources management at the watershed and sub-watershed level with a specific focus on watershed planning techniques, adaptive management strategies, capacity building approaches, water governance, and water business risk assessment to strengthen integrated water resources management capacities specifically in Namibia, the SADC region and generally at the global level. The most important rationale for developing a postgraduate program in Water, Sanitation and Health Engineering is, the need of the country’s development for skilled manpower that is capable of handling more complex water access, supply, conservation and sustainable management problems with little or no guidance.

The postgraduate programme (MSc) in Water, Sanitation and Health Engineering deals primarily on water demand, water source, water treatment, water transportation and distribution, rural and urban water issues, assessment of sanitation technology and system, solid and liquid waste management and reuse, and water and wastewater quality management and modelling, in Namibia, SADC and beyond. Studies in water management for development include topics on water transport and distribution, water quality and treatment, solid waste and wastewater collection, treatment, management and reuse prior to discharging into the environment, planning of sanitation systems, freshwater, basins and catchments management.
**Purpose**
The main purpose of this qualification is to improve water resources management through the implementation of effective integrated management tools and techniques. The qualification further aims to strengthen the principles of governance, planning, adaptive management and capacity building in local, regional and transboundary water resources regimes. The qualification will further provide participants with the competencies to develop skills and knowledge required for urgent needs in the water resources sector. It is imperative that the country’s NDPs (National Development Plans) and Sustainable Development Goals (SDGs) have identified many mega projects and different infrastructure developments and made them at the centre of the plans. Most of the projects and infrastructures are water resources related that needs the involvement of high skilled professionals. Water management for development is therefore one of the most important discipline which is most required for the proper and efficient realisation of the national agendas and development plans.

In general, the program is designed in the way to tackle the problems associated to water management, supply and access (environmental pollution due to improper management of liquid and solid waste). The content of the courses has been carefully designed in such a way that they can provide the required knowledge and skill to the post-graduate students, to be able to tackle problems associated with water scarcity, water access technology, water dispute and sustainable management of the precious resource at national, regional and global level. Thus, the program is believed to enable the graduates to be capable of identifying the essence of water supply, rural and urban water management and sanitation, freshwater, basins and catchments management related problems to research on it, to develop a suitable model and propose optimal solutions to solve it independently.

**Admission Requirements**
To be admitted in the Master of Science in Water, Sanitation and Health Engineering the candidate/applicant must have a Bachelor of Water Management for Development Honours or an equivalent qualification.

**Qualification Duration**
The Master of Science in Water, Sanitation and Health Engineering is a 2-year postgraduate study leading to NQF Level 9 qualification.

The study period for the qualification is:
Full time/part-time and blended mode of delivery with a Minimum: 2 Years, Maximum: 4 Years Part-time contact hours will only be given over weekends or block release on scheduled time agreed/decided by the university.

The qualification comprises a minimum of 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.
Outcomes of the whole Qualification

Holders of this qualification are able to:

- Develop innovative and effective techniques for the sustainable management of Water, Sanitation in Namibia and beyond;
- Demonstrate multidisciplinary knowledge and coordinated methodology essential for the management of water and sanitation, including ecological, political, hydrological and planning skills;
- Comprehend concepts of water sustainability, development and relevant technologies; Identify resources mobilisation needs for developing water and sanitation facilities and their economic implication;
- Understand the importance of rural and urban water and sanitation management, including freshwater, basins and catchments management;
- Develop effective modern water supply, sanitation and other public health interventions for urban and rural areas.

Credits Systems

Reference is made to the internationally acceptable formula: one (1) credit equates ten (10) notional hours (learning).

General for teaching and learning time per course, based on the 10 hours credit approach, is as per the table below. An example of a course with 15 credits was used to determine the notional hours.

<table>
<thead>
<tr>
<th>Item</th>
<th>Delivery</th>
<th>Summary of activities</th>
<th>Hour</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lectures • Seminars • Tutorials • Workshops</td>
<td>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Directed learning</td>
<td>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.</td>
<td>40</td>
<td>4</td>
</tr>
</tbody>
</table>
Articulation
The Master of Science in Water, Sanitation and Health Engineering qualification grants students’ admission to Doctor of Philosophy (PhD.) in Sustainable Water Resources Management or any other related PhD. qualification at NQF Level 10.

Credit transfer
Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.

To be awarded these credits, IUM will need to assess the courses or combination of courses as equivalent to IUM courses.

The awarded credits are governed by the IUM degree programme rules and the rules covering credit. Courses awarded as credits need to have been studied within the past 5 years.

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

Coursework will be evaluated for its current relevance and may not transfer if the material is outdated more than 5 years since the course was attended and examination sat and passed and/or the course was not passed at the first examination sitting. Credits earned at an accredited college may not transfer unless the credit earned is equivalent to courses offered in degree qualification.
Credits earned at IUM are also transferable to other institutions of higher learning. Acceptance of credits earned at other institutions is limited to 50% of the total credits required for an IUM qualification. No more than half the major area course requirements can be earned through transfer and/or exemption credit. The IUM reserves the right to reject any or all credits from other institutions, regardless of their accreditation status, when it determines through investigation or otherwise that the quality of instruction at such institutions is for any reason deficient or unsatisfactory. The judgment of the IUM on this question shall be final.

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

**Lecture Delivery Strategies**
The following common lecture delivery strategies shall be used depending on the lecturer:
- Central class presentation (PowerPoint and chalk-talk) by lecturer.
- Central class presentations (PowerPoint and chalk-talk) by students.
- Lecturer led class discussion
- Individual and group exercises
- Case analysis (where applicable).

**Assessment**
Continuous Assessment (CA) attracts 40% of the final grade. This will come from the examinable activities such as written and/or oral tests and assignments (group and/or individual), and evaluations undertaken by the student during the study period. Students must score at least 50% in each course / coursework to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50% fails the course.

**a) Final Examinations**
The final examination counts for 60% of the overall final mark. The final examination comes at the end of the course. Unless prescribed otherwise, the standard examinations will be of three (3) hours duration. Examinations may, in addition to written and/or practical examination, test students orally.

**b) Supplementary Examinations**
Students who fail a course with an overall mark of 40-49% are 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.

c) Dissertation Writing
Taken in the last year of study, dissertation writing is meant to engage students in research with a faculty member designated by student and approved by the Post Graduate School in order to generate the research necessary to complete their Master Degree. Each student must complete a 30000 - 35000 words dissertation. This paper should involve original research on a topic related to the studied field. The dissertation will have a clearly defined problem statement, a review of the existing literature on the chosen topic, original evidence offered to support the dissertation, consideration of alternative rival hypothesis, and a conclusion with recommendations. Upon completion of the research, the results are to be presented for oral defence before an examination panel. The students shall score a minimum of 50% in order to pass the dissertation.

Awarding of the qualification
Candidates will be eligible to be awarded the Master Degree in Water, Sanitation and Health Engineering when they have passed all the required courses and successfully completed the research project as specified in the relevant qualification regulations and have fulfilled any other additional requirements stipulated in the IUM student policies.

Teaching methods / strategies
The IUM Masters of Science in Water, Sanitation and Health Engineering can be offered on blended learning approach. Students attend face-to-face classroom learning with highly qualified lecturers. The traditional classroom chalk-talk approach, individual study and group study, workshops conducted by highly qualified lecturers in water related subjects, presentations by students, case analysis and conceptual exercises are all fused into a synergistic package of delivery methodologies that amalgamates theory with practice. The methodologies used encourage analysis, critical thinking and discussion of real issues impacting the current world affairs. Nevertheless, courses will be delivered using blended learning modalities, including lectures, online tutorials, simulations, video and audio-conferencing technologies. The teaching methods adapted for this programme are student-centred learning methods. Emphasis will be placed upon the need for a student to read extensively in each of the courses. Each student will be mentored to appreciate that one will be expected to be responsible for one's own learning. The role of the lecturer, therefore, is to stimulate learning and to support and guide that process. Programmed reading and guidelines will support these endeavours.

Quality Assurance
Commitment is made to ensure that the courses under this qualification remain relevant, current and provide students with a high-quality teaching and learning experience. An earnest effort is made to ensure meeting the course quality assurance requirements is a continuous quality process through incorporating regular monitoring, review,
benchmarking, and improvement. An external evaluator will periodically evaluate the qualification in terms of course content, teaching methods, course resources and assessments.

Quality shall also be assured through:
- Accreditation and registration of the National Qualifications Framework (NQF) by the Namibia Qualification Authority (NQA) and in concurrency with National Council of Higher Education (NCHE);
- Engagement with relevant stakeholders from the industry;
- Benchmarking and regular review of policies, curriculums, delivery strategies and assessments;
- Regular monitoring of lecture activities and staff development;
- Students will be asked to complete evaluation sheets for each course studied;
- A dual performance evaluation system where lecturers and students appraise each other;
- Moderation (both internal and external) of continuous assessment and final examinations;

**Qualification Structure**
Courses, Study Time, NQF Level and Credits

<table>
<thead>
<tr>
<th>YEAR 1 SEMESTER 1</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Hours</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Advanced Academic writing for Postgraduate</td>
<td></td>
<td>120</td>
<td>9</td>
<td>12</td>
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<tr>
<td></td>
<td>Water and Wastewater Treatment</td>
<td></td>
<td>120</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Water Supply Systems</td>
<td></td>
<td>120</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Applied Geographic Information System and Remote Sensing for Water Management</td>
<td></td>
<td>120</td>
<td>9</td>
<td>20</td>
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</table>

<table>
<thead>
<tr>
<th>YEAR 1 SEMESTER 2</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Hours</th>
<th>NQF Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>Water Engineering for Public Health</td>
<td></td>
<td>200</td>
<td>9</td>
<td>20</td>
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<td></td>
<td>Water Governance</td>
<td></td>
<td>200</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Research Methodology</td>
<td></td>
<td>200</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Sustainable Development</td>
<td></td>
<td>200</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Course Title</td>
<td>Course Code</td>
<td>Hours</td>
<td>NQF Level</td>
<td>Credits</td>
<td></td>
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<tr>
<td>-----------------------------------------------------------------</td>
<td>-------------</td>
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<td>-----------</td>
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<tr>
<td>Water Resources Economics</td>
<td>200</td>
<td>9</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering in National and International Water Emergencies</td>
<td>200</td>
<td>9</td>
<td>20</td>
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</tr>
<tr>
<td>Water, Sanitation and Hygiene Projects Management</td>
<td>200</td>
<td>9</td>
<td>20</td>
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</tr>
<tr>
<td>Environmental Health and Sanitation</td>
<td>200</td>
<td>9</td>
<td>20</td>
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</table>

<table>
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<th>Year course</th>
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<tbody>
<tr>
<td>Dissertation</td>
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<td>9</td>
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<tr>
<td>Total Credits</td>
<td>2920</td>
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<td>292</td>
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</table>
DOCTOR OF PHILOSOPHY
Doctor of Philosophy (PHD) Degree in Business Administration (NQF Level 10)

Purpose of the PhD Qualifications:
The purpose of the doctorate degree in Business Administration is to provide opportunities for deserving students from IUM and other universities who have successfully completed Master’s degree programmes in the relevant and/or related fields, and who fulfil the requirements for admission to a doctorate (Ph.D.) programme in Business Administration.

Outcomes of the PhD Qualification in Business Administration:
Holders of the PhD qualification in Business Administration are able to:
• Demonstrate comprehensive, systematic and in-depth mastery of knowledge, research and analytical skills used in the formulation of new, cutting-edge learning, practice principles or processes relevant to Business Administration.
• Demonstrate advanced knowledge of existing discourses on issues related to the area of research and the thesis.
• Exhibit knowledge of advanced research methods and methodology and techniques for data collection and analysis using qualitative, quantitative and/or mixed methods.
• Formulate and undertake research on new areas and generate new ideas that add value and new knowledge to the area of specialization.
• Contribute to development discourses and paradigms at national, regional and international level in the area of their thesis specializations;
• Apply the knowledge acquired to improve theory and practice in their specific area of specialization;
• Use research skills acquired to advance research in their areas of specialization after graduation; and
• Disseminate widely the research results through scholarly publications, analytical briefs and contributions to academic and policy platforms in Namibia and abroad.

Admission requirements
a. A Master’s Degree registered at NQF Level 9 in a relevant discipline.

OR

b. Any qualification at NQF Level 8 in a related discipline plus either at least five years of work experience at a senior management or professional level plus the publication of a peer-reviewed paper(s) or other publication(s).

It is also a requirement that students entering into supervised learning leading to the award of this qualification have been recognized as having attained or shall undertake non-credit bearing courses at NQF Level 8 or above relating to
• postgraduate report writing and academic writing in a variety of genre or styles
• the proficient use of advanced qualitative research methods
• the proficient use of advanced quantitative research methods and applications
• the proficient use of information and communication technologies relevant to the analysis and presentation of data
• understandings of ethical practices in research
• awareness of current research practices

Delivery requirements
The attainment of this qualification requires significant levels of self-directed study and research actions that require access to specialized research resources and/or facilities. The availability of such resources and/or facilities shall be verified by the IUM Postgraduate Committee.

Students preparing for the award of this qualification must be supervised by recognized experts in the field of study. At least one of these recognized experts must hold a PhD Degree, preferably in the field of study. Supervisors allocated to students shall be approved by the Postgraduate Committee and shall act in accordance with instructions issued by the Committee and approved by the Council.

• In preparation for field work students will be expected to sharpen their general conceptual analysis and research methodology in order to bring them up to date with new theoretical knowledge and advanced qualitative, quantitative and mixed methods of research approaches.
• Students must submit a draft research proposal on a topic selected in consultation with their supervisors.
• Preparation for the thesis work will begin during the general conceptual analysis and research methodology phase that will focus on broad education issues. The research methodology phase will also be used to provide guidance on proposal writing and supervisors will be appointed before the beginning of the phase.
• As the research methodology course proceeds students will be guided on the preparation of their research design starting with a concept paper stating the problem, its background, why it is important to undertake research on it and its relevance to the development of new knowledge that may address the problem in a specific area. The concept paper will be developed into a research proposal through various stages with the support of supervisors leading to the development of a draft research proposal and research design.
• The drafts will be presented for peer review by fellow students and comments by supervisors.
• After the first presentation students will incorporate comments from peers and supervisors and prepare the final draft research design and/or field research or data collection plan for submission to their supervisors.
• The final research design and plan will be approved by the higher degrees/postgraduate committee of senate on recommendations from supervisors and forwarded to Senate for noting only.
• During field work students will work independently but will remain in close contact with their supervisors.
• As the field work is completed supervisors will provide guidance, coaching, counselling and other support on how to prepare a thesis.
• First drafts of the theses will be presented for peer review and comments from supervisors and other persons at IUM interested in the area of study. Students can also invite colleagues from their places of work or interested persons from the places where research was conducted.
• After presentation students will incorporate comments and submit their theses for external and internal examination.

Assessment arrangements
The award of this qualification first requires the presentation and defence of a research (dissertation) proposal that is accepted by the Higher Degrees/Postgraduate Committee of Senate. As a minimum, the dissertation proposal must comply with the format specified by the Committee and be inclusive of:

a. A review of literature relevant to the proposed area of research and which clearly establishes a conceptual framework upon which the research problem is based and provides insight into existing knowledge related to the problem.

b. A clear outline of the purpose of the research study and the research questions, the relevant theoretical and/or conceptual framework on which the study shall be based, any delineations regarding the scope of the study, and defines terms specific to the study.

c. A clear outline of the research design and procedures, data collection and analysis methods to be applied, and measures to ensure the research shall be ethical and, where relevant, cognisant of the need to protect the welfare and wellbeing of any persons who and/or environs that are the subject of the research.

d. A proposed timeline for the completion of the research and the presentation of a thesis and/or associated innovative or creative works.

The award of this qualification shall ultimately depend on the recommendation made by a panel of independent experts to the Postgraduate Committee who, in applying current international standards, would consider that a thesis submitted to the panel and defended by the candidate:

a. Represents scholarly and/or innovative work significantly higher than a Master's degree in that it represents comprehensive, systematic and in-depth mastery of knowledge, research and analysis techniques relevant to the field of study, and

b. Contributes significantly and originally to the ideas, practices and current debates at the cutting edge of the field of study, and

c. Warrants publication and/or presentation as a peer-reviewed work.

There shall be at least three examiners for each thesis. The examiners shall be experts/specialists in the field of the study approved by Senate on the recommendation of the Faculty Postgraduate Committee. At least one of the examiners shall not be an employee of the IUM and shall not have been one of the supervisors of the candidate being examined.
All the processes of the PhD programme shall be conducted under the oversight of each faculty under the supervision and/or coordination of the Postgraduate Committee and normally all external examiners shall be senior academics at Senior Lecturer level and above with considerable experience in teaching and research at postgraduate studies level and at least three years after their PhD graduation.

### Courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Outcomes of Learning</th>
<th>Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual Analysis &amp; Research Methodology</td>
<td>Demonstrate highest level of skills for critical enquiry, theoretical and discourse analysis and apply in-depth mastery of advanced research methods and techniques for data collection and analysis in Business Administration.</td>
<td>10</td>
<td>Non-Credit Bearing (NCB)</td>
</tr>
<tr>
<td>Full PhD Thesis (Dissertation)</td>
<td>Demonstrate a capacity to conduct independent research and make original contribution to the body of knowledge in Business Administration.</td>
<td>10</td>
<td>360</td>
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</tbody>
</table>
Doctor of Philosophy (PHD) Degree in Information and Communication Technology (NqQF Level 10)

Purpose of the PhD degree in Information and Communication Technology
The purpose of the doctorate degree in Information and Communication Technology is to provide opportunities for deserving students from IUM and other universities who have successfully completed Master’s degree programmes in the relevant and/or related fields, and who fulfil the requirements for admission to a doctorate (PhD) programme in Information and Communication Technology.

Outcomes of the PhD Qualification in Information and Communication Technology
Holders of the PhD degree in Information and Communication Technology are able to:

- Demonstrate comprehensive, systematic and in-depth mastery of knowledge, research and analytical skills used in the formulation of new, cutting-edge learning, practice principles or processes relevant to Information and Communication Technology.
- Demonstrate advanced knowledge of existing discourses on issues related to the area of research and the thesis.
- Exhibit knowledge of advanced research methods and methodology and techniques for data collection and analysis using qualitative, quantitative and/or mixed methods.
- Formulate and undertake research on new areas and generate new ideas that add value and new knowledge to the area of specialization.
- Contribute to development discourses and paradigms at national, regional and international level in the area of their thesis specializations.
- Apply the knowledge acquired to improve theory and practice in their specific area of specialization.
- Use research skills acquired to advance research in their areas of specialization after graduation; and
- Disseminate widely the research results through scholarly publications, analytical briefs and contributions to academic and policy platforms in Namibia and abroad.

Admission requirements
A Master’s Degree registered at NQF Level 9 in a relevant discipline.
OR
Any qualification at NQF Level 8 in a related discipline plus either at least five years of work experience at a senior management or professional level plus the publication of a peer-reviewed paper(s) or other publication(s).
It is also a requirement that people entering into supervised learning leading to the award of this qualification have been recognized as having attained or shall undertake non-credit bearing courses at NQF Level 8 or above relating to:

- postgraduate report writing and academic writing in a variety of genre or styles
- the proficient use of advanced qualitative research methods
• the proficient use of advanced quantitative research methods and applications
• the proficient use of information and communication technologies relevant to the analysis and presentation of data
• understanding of ethical practices in research
• awareness of current research practices.

Delivery
The attainment of this qualification requires significant levels of self-directed study and research action that requires access to specialized research resources and/or facilities. The availability of such resources and/or facilities will be verified by the IUM Postgraduate Committee.

Students preparing for the award of this qualification must be supervised by recognized experts in the field of study. At least one of these recognized experts must hold a PhD Degree, preferably in the field of study. Supervisors allocated to students will be approved by the Postgraduate Committee and will act in accordance with instructions issued by the Committee and approved by the Council.

• In preparation for field work students will be expected to sharpen their general conceptual analysis and research methodology in order to bring them up to date with new theoretical knowledge and advanced qualitative, quantitative, and mixed methods research approaches.

• Students must submit a draft research proposal on a topic selected in consultation with their supervisors.

• Preparation for the thesis work will begin during the general conceptual analysis and research methodology phase that will focus on broad education issues. The research methodology phase will also be used to provide guidance on proposal writing and supervisors will be appointed before the beginning of the phase.

• As the research methodology course proceeds, students will be guided on the preparation of their research design starting with a concept paper stating the problem, its background, why it is important to undertake research on it and its relevance to the development of new knowledge that may address the problem in a specific area. The concept paper will be developed into a research proposal through various stages with the support of supervisors leading to the development of a draft research proposal and research design.

• The drafts will be presented for peer review by fellow students and comments by supervisors.

• After the first presentation, students will incorporate comments from peers and supervisors and prepare the final draft research design and/or field research or data collection plan for submission to their supervisors.

• The final research design and plan will be approved by the higher degrees/postgraduate committee of senate on recommendations from supervisors and forwarded to Senate for noting.

• During field work students will work independently but will remain in close contact with their supervisors.
• As the field work is completed, supervisors will provide guidance, coaching, counselling, and other support on how to prepare a thesis.
• First drafts of the theses will be presented for peer review and comments from supervisors and other persons at IUM interested in the area of study. Students can also invite colleagues from their places of work or interested persons from the places where research was conducted.
• After presentation, students will incorporate comments and submit their theses for external and internal examination.

Assessment
• The award of this qualification first requires the presentation and defence of a research (dissertation) proposal that is accepted by the Higher Degrees/Postgraduate Committee of Senate. As a minimum, the dissertation proposal must comply with the format specified by the Committee and be inclusive of:
  • A review of literature relevant to the proposed area of research and which clearly establishes a conceptual framework upon which the research problem is based and provides insight into existing knowledge related to the problem.
  • A clear outline of the purpose of the research study and the research questions, the relevant theoretical and/or conceptual framework on which the study will be based, any delineations regarding the scope of the study, and definition of terms specific to the study.
  • A clear outline of the research design and procedures, data collection and analysis methods to be applied, and measures to ensure the research will be ethical and, where relevant, cognisant of the need to protect the welfare and wellbeing of any persons who and/or environs that are the subject of the research.
  • A proposed timeline for the completion of the research and the presentation of a thesis and/or associated innovative or creative work.
• The award of this qualification will ultimately depend on the recommendation made by a panel of independent experts to the Postgraduate Committee who, in applying current international standards, would consider that a thesis submitted to the panel and defended by the candidate:
  • Represents scholarly and/or innovative work significantly higher than a Master’s degree in that it represents comprehensive, systematic, and in-depth mastery of knowledge, research and analysis techniques relevant to the field of study, and
  • Contributes significantly and originally to the ideas, practices and current debates at the cutting edge of the field of study, and
  • Warrants publication and/or presentation as a peer-reviewed work.

There will be at least three examiners for each thesis. The examiners will be experts/specialists in the field of the study approved by Senate on the recommendation of the Faculty Postgraduate Committee. At least one of the examiners will not be an employee of the IUM and will not have been one of the supervisors of the candidate being examined.

All the processes of the PhD programme shall be conducted under the oversight of the
each faculty under the supervision and/or coordination of the Postgraduate Committee and normally all external examiners shall be senior academics at Senior Lecturer level and above with considerable experience in teaching and research at postgraduate studies level and at least three years after their PhD graduation.

Courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Outcomes of Learning</th>
<th>Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual Analysis &amp; Research Methodology</td>
<td>Demonstrate highest level of skills for critical enquiry, theoretical and discourse analysis and apply in-depth mastery of advanced research methods and techniques for data collection and analysis in Information and Communication Technology.</td>
<td>10</td>
<td>Non-Credit Bearing (NCB)</td>
</tr>
<tr>
<td>Full PhD Thesis (Dissertation)</td>
<td>Demonstrate a capacity to conduct independent research and make original contribution to the body of knowledge in Information and Communication Technology.</td>
<td>10</td>
<td>360</td>
</tr>
</tbody>
</table>
Doctor of Philosophy (PHD) in Education (NQF Level 10)

Purpose of the PhD Qualification in Education
The purpose of this qualification is to provide opportunity to deserving students from IUM and other universities who have successfully completed Master's degree programmes in various fields of Education and related fields, and who fulfil the requirements for admission to the degree of Doctor of Philosophy in Education.

Outcomes of the PhD Qualification in Education:
Holders of this qualification are able to:
- Demonstrate comprehensive, systematic and in-depth mastery of knowledge, research and analytical skills used in the formulation of new, cutting-edge learning, practice principles or processes relevant to education.
- Demonstrate advanced knowledge of existing discourses on issues related to the area of research and the thesis.
- Exhibit knowledge of advanced research methods and methodology and techniques for data collection and analysis using qualitative, quantitative and/or mixed methods.
- Formulate and undertake research on new areas and generate new ideas that add value and new knowledge to the area of specialization.
- Contribute to development discourses and paradigms at national, regional and international level in the area of their thesis specializations;
- Apply the knowledge acquired to improve theory and practice in their specific area of specialization;
- Use research skills acquired to advance research in their areas of specialization after graduation; and
- Disseminate widely the research results through scholarly publications, analytical briefs and contributions to academic and policy platforms in Namibia and abroad.

Admission requirements
- A Master's Degree registered at NQF Level 9 in a relevant discipline.
  OR
- Any qualification at NQF Level 8 in a related discipline plus either at least five years of work experience at a senior management or professional level plus the publication of a peer-reviewed paper(s) or other publication(s).
It is also a requirement that people entering into supervised learning leading to the award of this qualification have been recognized as having attained or will undertake non-credit bearing courses at NQF Level 8 or above relating to:

  - postgraduate report writing and academic writing in a variety of genres or styles
  - the proficient use of advanced qualitative research methods
  - the proficient use of advanced quantitative research methods and applications
  - the proficient use of information and communication technologies relevant to the analysis and presentation of data
• understandings of ethical practices in research
• awareness of current research practices

Delivery requirements
The attainment of this qualification requires significant levels of self-directed study and research actions that require access to specialized research resources and/or facilities. The availability of such resources and/or facilities will be verified by the IUM Postgraduate Committee.

Students preparing for the award of this qualification must be supervised by recognized experts in the field of study. At least one of these recognized experts must hold a PhD Degree, preferably in the field of study. Supervisors allocated to students will be approved by the Postgraduate Committee and will act in accordance with instructions issued by the Committee and approved by IUM Council.

• In preparation for field work students will be expected to sharpen their general conceptual analysis and research methodology in order to bring them up to date with new theoretical knowledge and advanced qualitative, quantitative and mixed methods research approaches.
• Students must submit a draft research proposal on a topic selected in consultation with their supervisors.
• Preparation for the thesis work will begin during the general conceptual analysis and research methodology phase that will focus on broad education issues. The research methodology phase will also be used to provide guidance on proposal writing and supervisors will be appointed before the beginning of the phase.
• As the research methodology course proceeds, students will be guided on the preparation of their research design starting with a concept paper stating the problem, its background, why it is important to undertake research on it, and its relevance to the development of new knowledge that may address the problem in a specific area. The concept paper will be developed into a research proposal through various stages with the support of supervisors leading to the development of a draft research proposal and research design.
• The drafts will be presented for peer review by fellow students and comments by supervisors.
• After the first presentation, students will incorporate comments from peers and supervisors and prepare the final draft research design and/or field research or data collection plan for submission to their supervisors.
• The final research design and plan will be approved by the higher degrees/postgraduate committee of senate on recommendations from supervisors and forwarded to Senate for noting only.
• During field work students will work independently but will remain in close contact with their supervisors.
• As the field work is completed supervisors will provide guidance, coaching, counselling and other support on how to prepare a thesis.
• First drafts of the theses will be presented for peer review and comments from supervisors and other persons at IUM interested in the area of study. Students can also invite colleagues from their places of work or interested persons from the places where research was conducted.
• After presentation students will incorporate comments and submit their theses for external and internal examination.

**Assessment arrangements**
The award of this qualification first requires the presentation and defence of a research (thesis/dissertation) proposal that is accepted by the Higher Degrees/Postgraduate Committee of Senate. As a minimum, the dissertation proposal must comply with the format specified by the Committee and be inclusive of:

- A review of literature relevant to the proposed area of research and which clearly establishes a conceptual framework upon which the research problem is based and provides insight into existing knowledge related to the problem.
- A clear outline of the purpose of the research study and the research questions, the relevant theoretical and/or conceptual framework on which the study will be based, any delineations regarding the scope of the study, and definition of terms specific to the study.
- A clear outline of the research design and procedures, data collection and analysis methods to be applied, and measures to ensure the research will be ethical and, where relevant, cognisant of the need to protect the welfare and wellbeing of any persons who and/or environs that are the subject of the research.
- A proposed timeline for the completion of the research and the presentation of a thesis and/or associated innovative or creative works.

The award of this qualification will ultimately depend on the recommendation made by a panel of independent experts to the Postgraduate Committee who, in applying current international standards, would consider that a thesis submitted to the panel and defended by the candidate:

- Represents scholarly and/or innovative work significantly higher than a Master’s degree in that it represents comprehensive, systematic and in-depth mastery of knowledge, research and analysis techniques relevant to the field of study, and
- Contributes significantly and originally to the ideas, practices and current debates at the cutting edge of the field of study, and
- Warrants publication and/or presentation as a peer-reviewed work.

There will be at least three examiners for each thesis. The examiners will be experts/specialists in the field of the study approved by Senate on the recommendation of the Faculty Postgraduate Committee. At least one of the examiners will not be an employee of the IUM and will not have been one of the supervisors of the candidate being examined.
All the processes of the PhD programme shall be conducted under the oversight of each faculty under the supervision and/or coordination of the Postgraduate Committee and normally all external examiners shall be senior academics at Senior Lecturer level and above with considerable experience in teaching and research at postgraduate studies level and at least three years after their PhD graduation.

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<th>Credits</th>
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<tr>
<td>Conceptual Analysis &amp; Research Methodology</td>
<td>Demonstrate highest level of skills for critical enquiry, theoretical and discourse analysis and apply in-depth mastery of advanced research methods and techniques for data collection and analysis in Education.</td>
<td>10</td>
<td>Non-Credit Bearing (NCB)</td>
</tr>
<tr>
<td>Full PhD Thesis (Dissertation)</td>
<td>Demonstrate a capacity to conduct independent research and make original contribution to the body of knowledge in Education.</td>
<td>10</td>
<td>360</td>
</tr>
</tbody>
</table>
Doctor of Philosophy (PHD) Degree in Tourism and Hospitality (NQF Level 10)

Purpose of the PhD degree in Tourism and Hospitality:
The purpose of the doctorate degree in Tourism and Hospitality is to provide opportunities for deserving students from IUM and other universities who have successfully completed Master’s degree programmes in the relevant and/or related fields, and who fulfil the requirements for admission to a doctorate (PhD) programme in Tourism and Hospitality.

Outcomes of the PhD Qualifications:
Holders of the PhD qualifications are able to:
• Demonstrate comprehensive, systematic and in-depth mastery of knowledge, research and analytical skills used in the formulation of new, cutting-edge learning, practice principles or processes relevant to tourism and hospitality.
• Demonstrate advanced knowledge of existing discourses on issues related to the area of research and the thesis.
• Exhibit knowledge of advanced research methods and methodology and techniques for data collection and analysis using qualitative, quantitative and/or mixed methods.
• Formulate and undertake research on new areas and generate new ideas that add value and new knowledge to the area of specialization.
• Contribute to development discourses and paradigms at national, regional and international level in the area of their thesis specializations;
• Apply the knowledge acquired to improve theory and practice in their specific area of specialization;
• Use research skills acquired to advance research in their areas of specialization after graduation; and
• Disseminate widely the research results through scholarly publications, analytical briefs and contributions to academic and policy platforms in Namibia and abroad.

Admission requirements
• A Master’s Degree registered at NQF Level 9 in a relevant discipline.
  OR
• Any qualification at NQF Level 8 in a related discipline plus either at least five years of work experience at a senior management or professional level plus the publication of a peer-reviewed paper(s) or other publication(s).

It is also a requirement that people entering into the supervised learning leading to the award of this qualification have been recognized as having attained or shall undertake non-credit bearing courses at NQF Level 8 or above relating to:
• postgraduate report writing and academic writing in a variety of genre or styles
• the proficient use of advanced qualitative research methods
• the proficient use of advanced quantitative research methods and applications
• the proficient use of information and communication technologies relevant to the analysis and presentation of data
• understandings of ethical practices in research
• awareness of current research practices.

Delivery requirements
The attainment of this qualification requires significant levels of self-directed study and research actions that require access to specialized research resources and/or facilities. The availability of such resources and/or facilities will be verified by the IUM Postgraduate Committee. Students preparing for the award of this qualification must be supervised by recognized experts in the field of study. At least one of these recognized experts must hold a PhD Degree, preferably in the field of study. Supervisors allocated to students will be approved by the Postgraduate Committee and will act in accordance with instructions issued by the Committee and approved by the Council.

• In preparation for field work students will be expected to sharpen their general conceptual analysis and research methodology in order to bring them up to date with new theoretical knowledge and advanced qualitative, quantitative and mixed methods research approaches.
• Students must submit a draft research proposal on a topic selected in consultation with their supervisors.
• Preparation for the thesis work will begin during the general conceptual analysis and research methodology phase that will focus on broad education issues. The research methodology phase will also be used to provide guidance on proposal writing and supervisors will be appointed before the beginning of the phase.
• As the research methodology course proceeds students will be guided on the preparation of their research design starting with a concept paper stating the problem, its background, why it is important to undertake research on it and its relevance to the development of new knowledge that may address the problem in a specific area. The concept paper will be developed into a research proposal through various stages with the support of supervisors leading to the development of a draft research proposals and research design.
• The drafts will be presented for peer review by fellow students and comments by supervisors.
• After the first presentation, students will incorporate comments from peers and supervisors and prepare the final draft research design and/or field research or data collection plan for submission to their supervisors.
• The final research design and plan will be approved by the higher degrees/postgraduate committee of senate on recommendations from supervisors and forwarded to Senate for noting.
• During field work students will work independently but will remain in close contact with their supervisors.
• As the field work is completed supervisors will provide guidance, coaching, counselling and other support on how to prepare a thesis.
• First drafts of the theses will be presented for peer review and comments from supervisors and other persons at IUM interested in the area of study. Students can also invite colleagues from their places of work or interested persons from the places where research was conducted.
• After presentation students will incorporate comments and submit their theses for external and internal examination.

Assessment arrangements
The award of this qualification first requires the presentation and defence of a research (dissertation) proposal that is accepted by the Higher Degrees/Postgraduate Committee of Senate. As a minimum, the dissertation proposal must comply with the format specified by the Committee and be inclusive of:

• A review of literature relevant to the proposed area of research and which clearly establishes a conceptual framework upon which the research problem is based and provides insight into existing knowledge related to the problem.
• A clear outline of the purpose of the research study and the research questions, the relevant theoretical and/or conceptual framework on which the study will be based, any delineations regarding the scope of the study, and definition of terms specific to the study.
• A clear outline of the research design and procedures, data collection and analysis methods to be applied, and measures to ensure the research will be ethical and, where relevant, cognisant of the need to protect the welfare and wellbeing of any persons who and/or environs that are the subject of the research.
• A proposed timeline for the completion of the research and the presentation of a thesis and/or associated innovative or creative works.

The award of this qualification will ultimately depend on the recommendation made by a panel of independent experts to the Postgraduate Committee who, in applying current international standards, would consider that a thesis submitted to the panel and defended by the candidate:

• Represents scholarly and/or innovative work significantly higher than a Master’s degree in that it represents comprehensive, systematic and in-depth mastery of knowledge, research and analysis techniques relevant to the field of study, and
• Contributes significantly and originally to the ideas, practices and current debates at the cutting edge of the field of study, and
• Warrants publication and/or presentation as a peer-reviewed work.

There will be at least three examiners for each thesis. The examiners will be experts/specialists in the field of the study approved by Senate on the recommendation of the Faculty Postgraduate Committee. At least one of the examiners will not be an employee of
the IUM and will not have been one of the supervisors of the candidate being examined.

All the processes of the PhD programme will be conducted under the oversight of each faculty under the supervision and/or coordination of the Postgraduate Committee and normally all external examiners will be senior academics at Senior Lecturer level and above with considerable experience in teaching and research at postgraduate studies level and at least three years after their PhD graduation.

Courses

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<th>Course Title</th>
<th>Outcomes of Learning</th>
<th>Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual Analysis &amp; Research Methodology</td>
<td>Demonstrate highest level of skills for critical enquiry, theoretical and discourse analysis and apply in-depth mastery of advanced research methods and techniques for data collection and analysis in Tourism.</td>
<td>10</td>
<td>Non-Credit Bearing (NCB)</td>
</tr>
<tr>
<td>Full Thesis/Dissertation</td>
<td>Demonstrate a capacity to conduct independent research and make original contribution to the body of knowledge in Tourism.</td>
<td>10</td>
<td>360</td>
</tr>
</tbody>
</table>
Doctor of Philosophy in Natural Science (NQF Level: 10)

Field: Agriculture and Nature Conservation

Level of qualification: 10

Total credits available: 360

Total credits required: 360

<table>
<thead>
<tr>
<th></th>
<th>Compulsory</th>
<th>Elective</th>
</tr>
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<tbody>
<tr>
<td>Level 10 credits:</td>
<td>360</td>
<td>-</td>
</tr>
<tr>
<td>Minimum total credits required:</td>
<td>360</td>
<td>-</td>
</tr>
</tbody>
</table>

Rationale of the qualification
The rationale behind the development of this qualification is to enable future scientists to share their scientific interests and engage them on different platforms that will help them find solutions to complex issues in the natural environment. This qualification will prepare students for independent research work in the field of natural science that will make original contribution to the body of knowledge and scientific community. In addition, this qualification will empower students with analytical skills, theoretical discourse and data analysis using advanced methods and techniques.

Purpose of the qualification
Generally, natural science investigates physical, chemical and biological phenomena through scientific enquiry, and application of scientific model laws and principles in order to explain and predict events in the natural environment. The field of natural sciences includes: 1. Physical properties of matter and energy as well as the interactions and relationships between these (Physics), 2. Properties and reactions of materials, including identifying, classifying and changing matter from one form into another (Chemistry). 3. Living organisms from the molecular level to their interactions with one another and their environments (Biology). This field combines these subjects/components with society’s need to understand how the natural environment works in order to benefit from it and responsibly care for it. Since scientific knowledge change over time as scientists improve their knowledge and understanding, there is a need for thorough investigation, debate and arguments to prove new ideas until they are accepted by the scientific community.

This qualification will prepare students for independent research work that will make original contribution to the body of knowledge in the field of natural science. In addition, this qualification will empower students with analytical skills, theoretical discourse and data analysis using advanced methods and techniques. This will further contribute to the realization of National Development Plans (NDPs), Vision 2030 and other national
socio-economic goals.

The qualification will further prepare students to share their knowledge with various communities of knowledge users and practitioners through scholarly publications, presentations at knowledge sharing platforms and other forms of networking. The Doctor of Philosophy in Natural Science was developed in consultation and collaboration with other local, regional and international universities who are the key stakeholders in the areas of research and innovation.

Who is this qualification for?
This qualification targets the following categories in the sector of natural sciences:

a) Qualified staff in natural science or relevant sectors in possession of a Master Degree or equivalent qualifications;
b) Staff within management and consulting activities in natural science or relevant sector;
c) Any would-be students with five years’ working experience in a recognised natural science or relevant institution.

Admission requirements
To be admitted into a Doctor of Philosophy in Natural Science, candidates must meet the following requirements: A Master’s Degree registered at NQF Level 9 in a relevant discipline.

NQF exit-level 9 in related fields of study is the minimum requirement.

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

Qualification duration
The Ph.D. in Natural Science is a three year distance postgraduate study leading to NQF Level 10 qualification.

The study period for the qualification is: Minimum: 3 Years Maximum: 6 Years.
Contact hours will only be given over weekends or once off block release on scheduled time agreed/decided by the university.
The qualification comprises a minimum two (2) semesters per academic year. Semester 1 runs from January to June. Semester 2 runs from July to December.

Outcomes of the qualification
Holders of this qualification are able to:

• Demonstrate comprehensive, systematic and in-depth mastery of knowledge, research and analytical skills used in the formulation of new, cutting-edge learning, practical principles or process relevant to Natural Science.
• Exhibit knowledge of advanced research methods and methodology and techniques for data collection and analysis using qualitative, quantitative and/or mixed methods.
• Engage in and conduct original research to generate new ideas that add value and new knowledge to the scientific community on issues pertaining the natural environment;
• Contribute to development of discourses and paradigms at national, regional and international level in the area of natural science;
• Apply the knowledge acquired to improve theory and practice in their specific areas of specializations.
• Disseminate widely the research results through scholarly publications, analytical briefs and contributions to academic and policy platforms in Namibia and abroad.

Articulation
The Doctor of Philosophy in Natural Science is the highest level of qualification at NQF Level 10.

Credit transfer
The Ph.D. in Natural Science is a full research qualification. Credits from other qualifications may not be transferred towards the attainment of this qualification. However, candidates transferring from another recognized institution will be allowed continuing research and thesis write up provided that the candidate formally meet admission requirements; the candidate did not fail to achieve any qualification award at any other recognized institution; and the transfer is in agreement with the previous supervisor and institution.

Assessment arrangements
The award of this qualification first requires the presentation and defense of a research (dissertation) proposal that is accepted by the Higher Degrees/Postgraduate Committee of Senate. As a minimum, the dissertation proposal must comply with the format specified by the Committee and be inclusive of:

a. A review of literature relevant to the proposed area of research and which clearly establishes a conceptual framework/ theoretical framework upon which the research problem is based and provides insight into existing knowledge related to the problem.

b. A clear outline of the purpose of the research study and the research questions, the relevant theoretical and/or conceptual framework on which the study shall be based, any delineations regarding the scope of the study, and defines terms specific to the study.

c. A clear outline of the research design and procedures, data collection and analysis methods to be applied, and measures to ensure the research shall be ethical and, where relevant, cognizant of the need to protect the welfare and wellbeing of any persons who and/or environs that are the subject of the research.

d. A proposed timeline for the completion of the research and the presentation of a thesis and/or associated innovative or creative works.

The award of this qualification shall ultimately depend on the recommendation made by a panel of independent experts to the Postgraduate Committee who, in applying current
international standards, would consider that a thesis submitted to the panel and defended by the candidate:

a. Represents scholarly and/or innovative work significantly higher than a Masters degree in that it represents comprehensive, systematic and in-depth mastery of knowledge, research and analysis techniques relevant to the field of study, and
b. Contributes significantly and originally to the ideas, practices and current debates at the cutting edge of the field of study, and
c. Warrants publication and/or presentation as a peer-reviewed work.

There shall be at least three examiners for each thesis. The examiners shall be experts/specialists in the field of the study approved by Senate on the recommendation of the Faculty Postgraduate Committee. At least one of the examiners shall not be an employee of the IUM and shall not have been one of the supervisors of the candidate being examined.

All the processes of the PhD programme shall be conducted under the oversight of the each faculty under the supervision and/or coordination of the Postgraduate Committee and normally all external examiners shall be senior academics at Senior Lecturer level and above with considerable experience in teaching and research at postgraduate studies level and at least three years after their PhD graduation.

The thesis/dissertation shall be examined by at least two experts/specialists in the field of the study approved by the Senate on the recommendation of the Postgraduate Committee. At least one of the appointed expert/specialist must be external to the International University of Management and the other examiner should not be the supervisor of the candidate.

**Thesis Writing**

Thesis writing is meant to engage students in research with a faculty member designated by student and approved by the Postgraduate Studies in order to generate the research necessary to complete their Ph.D. Each student must complete an 80 000 – 100 000 words thesis. This paper should involve original research on a topic related to the studied field. The thesis will have a clearly defined problem statement, a review of the existing literature on the chosen topic, original evidence offered to support the thesis, consideration of alternative rival hypothesis, and a conclusion with recommendations. Upon completion of the research, the results are to be presented for oral defence before an examination panel. The students shall score a minimum of 50% in order to pass the dissertation as per the Postgraduate Studies Guidelines and Regulations.

**Teaching methods/strategies**

This qualification will be delivered using blended learning modalities, including lectures, online tutorials, simulations, video and audio conferencing technologies. The traditional classroom chalk-talk approach, individual study and group study,
workshops conducted by highly qualified lecturers in natural science, presentations by students, case analysis and conceptual exercises are all fused into a synergistic package of delivery methodologies that amalgamates theory with practice. The methodologies used to encourage analysis, critical thinking and discussion of the real issues impacting natural science. The teaching methods adapted for this programme are student-centred learning methods. Emphasis will be placed upon the need for a student to read extensively in the area of research. Each student will be mentored to appreciate that one will be expected to be responsible for one’s own learning. The role of the lecturer, therefore, is to stimulate learning and to support and guide that process. Programmed reading and guidelines will support these endeavours.

Quality assurance requirements
The thesis shall be examined by at least two experts/specialists in the field of the study approved by the Senate on the recommendation of the Postgraduate Committee. At least one of the appointed expert/specialists must be external to the International University of Management and the other examiner should not be the supervisor of the candidate.

Quality shall also be assured through:
• Accreditation and registration (of the qualification) on the National Qualifications Framework (NQF) by the Namibia Qualifications Authority (NQA); in concurrency with National Council on Higher Education (NCHE).
• Engagement with relevant stakeholders from the industry in regular reviewing of the qualification
• Benchmarking and regular review of policies, curriculums, delivery strategies and assessments.
• Regular monitoring of lecture activities and staff development.

Qualification structure
Courses
FIELD: Agriculture and Nature Conservation
SUBFIELD: Natural Science

<table>
<thead>
<tr>
<th>Course Title</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>Conceptual Analysis &amp; Research Methodology</td>
<td>Demonstrate highest level of skills for critical enquiry, theoretical and discourse analysis and apply in-depth mastery of advanced research methods and techniques for data collection and analysis in Natural Science.</td>
<td>10</td>
<td>Non-Credit Bearing</td>
</tr>
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</table>
### Full PhD Thesis

Demonstrate a capacity to conduct independent research and make original contribution to the body of knowledge in Natural Science.

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<td></td>
<td>10</td>
<td>360</td>
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</table>

### FIELD: Communication Studies and Language

**Subfield:** English Language

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<tr>
<th>Course Title</th>
<th>Outcomes of Learning</th>
<th>Level</th>
<th>Credits</th>
</tr>
</thead>
</table>
| Advanced Academic Writing for Postgraduates | • Develop skills appropriate to academic writing, paraphrase effectively; cite sources accurately using a recognized and accepted system.  
• Identify instances of plagiarism and explain why it is a serious offense in academic writing. | 10    | Non-Credit Bearing |
Doctor of Philosophy in Sustainable Development (NQF Level: 10)

Field: Human and Social Studies
Level of qualification: 10
Total credits available: 360
Total credits required: 360

<table>
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<tr>
<th>Level 10 credits:</th>
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<td>Minimum total credits required:</td>
<td>360</td>
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</table>

Rationale
The purpose of this qualification is to provide opportunity to the deserving students from IUM and other universities who have successfully completed Master’s Degree programme in various fields of Sustainability and related fields, and who fulfill the requirements for admission to the degree of Doctor of Philosophy in Sustainable Development and are willing to specialize in sustainable communities and inclusive development.

Purpose
The purpose of this qualification is to help transform Namibia, Africa and the whole world in the context of sustainable utilizations of the available resources. This qualification will transform Namibia and other African nations from being consumers of knowledge in the global arena into comparable, competitive and innovative creators of knowledge through engagements at the highest levels in research and analysis to generate new knowledge and solutions to local, regional and international context. In addition, this qualification will prepare students for independent research work that will make original contribution to the body of knowledge in the field of Sustainable Development, considering that sustainable development is a cross-cutting issue. The development and utilization of highest levels of research capabilities is fundamental to the attainment of National Development Programme (NDPs), National Human Resource Plan: 2010-2025, and the realization of a knowledge-based economy as envisaged in the Education and Training Sector Improvement Programme (ETSIP), Vision 2030 and other national socio-economic goals.

Sustainable development underscores the intricate relationship between development and environment; and implies “eco-development” which is environmentally sound and without destruction. Thus, underscoring synergy between environmental well-being and sustainable development, between order of nature and human desire to determine future on earth, is in danger of coming apart on account of man’s abuse of the environment. The quest for sustainable development then is “an expression of human quest for solidarity, bridging important natural, cultural, generational and other differences on behalf of the common good with the preservation and culturation of the earth’s resources as essential aspects”. This qualification was developed in consultation and collaboration with other...
local and regional universities, for the purposes of benchmarking.

**Who is this qualification for?**
This qualification targets the following categories in the sector of sustainable development:

a) Qualified staff in sustainable development or relevant sector in possession of a Master Degree or equivalent qualifications;

b) Staff within management and consulting activities in sustainability or relevant sector;

c) Any would-be students with five years’ working experience in a recognised sustainable development or relevant institution.

**Admission requirements**
To be admitted to this qualification, a student would normally be required to be in possession of an appropriate Master in Sustainable Development or relevant sustainability degree, or a Master degree + relevant postgraduate qualification in any of the major disciplines related to Sustainable Development with a pass mark of at least 65%. NQF exit-level 9 in related fields of study is the minimum requirement.

NB: 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.

**Qualification duration**
The Ph.D. in Sustainable Development is a Three year distance postgraduate study leading to NQF Level 10 qualification. The study period for the qualification is: Minimum: 3 Years Maximum: 6 Years. Contact hours will only be given over weekends or once-off block release on scheduled time agreed/decided by the university. The qualification comprises a minimum two (2) semesters per academic year. Semester 1 runs from January to June. Semester 2 runs from July to December.

**Outcomes for whole qualification**
Holders of this qualification are able to:

- Demonstrate comprehensive, systematic and in-depth mastery of knowledge, research and analytical skills used in the formulation of new, cutting-edge learning, practical principles or process relevant to Sustainable Development.
- Exhibit knowledge of advanced research methods and methodology and techniques for data collection and analysis using qualitative, quantitative and/or mixed methods.
- Undertake research and generate new ideas that add value and new knowledge to the area of specialization.
- Contribute to development of discourses and paradigms at national, regional and international level in the area of their thesis specializations.
- Apply the knowledge acquired to improve theory and practice in their specific areas of specializations.
- Disseminate widely the research results through scholarly publications, analytical briefs and contributions to academic and policy platforms in Namibia and abroad.

**Articulation**
The Doctor of Philosophy in Sustainable Development is the highest level of qualification at NQF Level 10.

**Credit transfer**

The Ph.D. in Sustainable Development is a full research qualification. Credits from other qualifications may not be transferred towards the attainment of this qualification. However, candidates transferring from another recognized institution will be allowed continuing research and thesis write up provided that the candidate formally meet admission requirements; the candidate did not fail to achieve any qualification award at any other recognized institution; and the transfer is in agreement with the previous supervisor and institution.

**Assessment arrangements**

The award of this qualification first requires the presentation and defense of a research (dissertation) proposal that is accepted by the Higher Degrees/Postgraduate Committee of Senate. As a minimum, the dissertation proposal must comply with the format specified by the Committee and be inclusive of:

- a) A review of literature relevant to the proposed area of research and which clearly establishes a conceptual framework/ theoretical framework upon which the research problem is based and provides insight into existing knowledge related to the problem.
- b) A clear outline of the purpose of the research study and the research questions, the relevant theoretical and/or conceptual framework on which the study shall be based, any delineations regarding the scope of the study, and defines terms specific to the study.
- c) A clear outline of the research design and procedures, data collection and analysis methods to be applied, and measures to ensure the research shall be ethical and, where relevant, cognizant of the need to protect the welfare and wellbeing of any persons who and/or environs that are the subject of the research.
- d) A proposed timeline for the completion of the research and the presentation of a thesis and/or associated innovative or creative works.

The award of this qualification shall ultimately depend on the recommendation made by a panel of independent experts to the Postgraduate Committee who, in applying current international standards, would consider that a thesis submitted to the panel and defended by the candidate:

- a. Represents scholarly and/or innovative work significantly higher than a Masters degree in that it represents comprehensive, systematic and in-depth mastery of knowledge, research and analysis techniques relevant to the field of study, and
- b. Contributes significantly and originally to the ideas, practices and current debates at the cutting edge of the field of study, and
- c. Warrants publication and/or presentation as a peer-reviewed work.

There shall be at least three examiners for each thesis. The examiners shall be experts/specialists in the field of the study approved by Senate on the recommendation of the
Faculty Postgraduate Committee. At least one of the examiners shall not be an employee of the IUM and shall not have been one of the supervisors of the candidate being examined.

All the processes of the PhD programme shall be conducted under the oversight of the each faculty under the supervision and/or coordination of the Postgraduate Committee and normally all external examiners shall be senior academics at Senior Lecturer level and above with considerable experience in teaching and research at postgraduate studies level and at least three years after their PhD graduation.

The thesis/dissertation shall be examined by at least two experts/specialists in the field of the study approved by the Senate on the recommendation of the Postgraduate Committee. At least one of the appointed expert/specialist must be external to the International University of Management and the other examiner should not be the supervisor of the candidate.

**Thesis Writing**
Thesis writing is meant to engage students in research with a faculty member designated by student and approved by the Postgraduate Studies in order to generate the research necessary to complete their Ph.D. Each student must complete an 80 000 – 100 000 words thesis. This paper should involve original research on a topic related to the studied field. The thesis will have a clearly defined problem statement, a review of the existing literature on the chosen topic, original evidence offered to support the thesis, consideration of alternative rival hypothesis, and a conclusion with recommendations. Upon completion of the research, the results are to be presented for oral defence before an examination panel. The students shall score a minimum of 50% in order to pass the thesis as per the Postgraduate Studies Guidelines and Regulations.

**Teaching methods/strategies**
This qualification will be delivered using blended learning modalities, including lectures, online tutorials, simulations, video and audio conferencing technologies. The traditional classroom chalk-talk approach, individual study and group study, workshops conducted by highly qualified lecturers in sustainable development, presentations by students, case analysis and conceptual exercises are all fused into a synergistic package of delivery methodologies that amalgamates theory with practice. The methodologies used to encourage analysis, critical thinking and discussion of the real issues impacting Sustainable Development. The teaching methods adapted for this programme are student-centred learning methods. Emphasis will be placed upon the need for a student to read extensively in the area of research. Each student will be mentored to appreciate that one will be expected to be responsible for one's own learning. The role of the lecturer, therefore, is to stimulate learning and to support and guide that process. Programmed reading and guidelines will support these endeavours.
Quality assurance requirements
The thesis shall be examined by at least two experts/specialists in the field of the study approved by the Senate on the recommendation of the Postgraduate Committee. At least one of the appointed expert/specialists must be external to the International University of Management and the other examiner should not be the supervisor of the candidate.

Quality shall also be assured through:
- Accreditation and registration (of the qualification) on the National Qualifications Framework (NQF) by the Namibia Qualifications Authority (NQA); in concurrency with National Council on Higher Education (NCHE).
- Engagement with relevant stakeholders from the industry in regular reviewing of the qualification
- Benchmarking and regular review of policies, curriculums, delivery strategies and assessments.
- Regular monitoring of lecture activities and staff development.

Qualification structure
Courses
FIELD: Agriculture and Nature Conservation
SUBFIELD: Natural Resources Management

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Outcomes of Learning</th>
<th>Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Conceptual Analysis &amp; Research Methodology</td>
<td>Demonstrate highest level of skills for critical enquiry, theoretical and discourse analysis and apply in-depth mastery of advanced research methods and techniques for data collection and analysis in Sustainable Development.</td>
<td>10</td>
<td>Non-Credit Bearing</td>
</tr>
<tr>
<td>Full PhD Thesis</td>
<td>Demonstrate a capacity to conduct independent research and make original contribution to the body of knowledge in Sustainable Development.</td>
<td>10</td>
<td>360</td>
</tr>
</tbody>
</table>
FIELD: Communication Studies and Language
Subfield: English Language

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<tr>
<th>Course Title</th>
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<tbody>
<tr>
<td>Advanced Academic Writing for Postgraduates</td>
<td>• Develop skills appropriate to academic writing, paraphrase effectively; cite sources accurately using a recognized and accepted system. Identify instances of plagiarism and explain why it is a serious offense in academic writing.</td>
<td>10</td>
<td>Non-Credit Bearing</td>
<td></td>
</tr>
</tbody>
</table>
Doctor of Philosophy in Integrated Natural Resources Management (NQF Level: 10)

Field: Agriculture and Nature Conservation
Level of qualification: 10
Total credits available: 360
Total credits required: 360

<table>
<thead>
<tr>
<th></th>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 10 credits:</td>
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<td>-</td>
</tr>
<tr>
<td>required:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rationale
The purpose of this qualification is to provide opportunity to the deserving students from IUM and other universities who have successfully completed Master's Degree programme in various fields of Sustainability and related fields, and who fulfill the requirements for admission to the degree of Doctor of Philosophy in Sustainable Development and are willing to specialize in sustainable communities and inclusive development.

Purpose
The purpose of this qualification is to help transform Namibia, Africa and the whole world in the context of sustainable utilizations of the available resources. This qualification will transform Namibia and other African nations from being consumers of knowledge in the global arena into comparable, competitive and innovative creators of knowledge through engagements at the highest levels in research and analysis to generate new knowledge and solutions to local, regional and international context. In addition, this qualification will prepare students for independent research work that will make original contribution to the body of knowledge in the field of Sustainable Development, considering that sustainable development is a cross-cutting issue. The development and utilization of highest levels of research capabilities is fundamental to the attainment of National Development Programme (NDPs), National Human Resource Plan: 2010-2025, and the realization of a knowledge-based economy as envisaged in the Education and Training Sector Improvement Programme (ETSIP), Vision 2030 and other national socio-economic goals.

Sustainable development underscores the intricate relationship between development and environment; and implies “eco-development” which is environmentally sound and without destruction. Thus, underscoring synergy between environmental well-being and sustainable development, between order of nature and human desire to determine future on earth, is in danger of coming apart on account of man’s abuse of the environment. The quest for sustainable development then is “an expression of human quest for solidarity, bridging important natural, cultural, generational and other differences on behalf of the common good with the preservation and culturation of the earth's resources as essential aspects”. This qualification was developed in consultation and collaboration with other local and regional universities, for the purposes of benchmarking.
Who is this qualification for?
This qualification targets the following categories in the sector of sustainable development:
a) Qualified staff in sustainable development or relevant sector in possession of a Master Degree or equivalent qualifications;
b) Staff within management and consulting activities in sustainability or relevant sector;
c) Any would-be students with five years’ working experience in a recognised sustainable development or relevant institution.

Admission requirements
To be admitted to this qualification, a student would normally be required to be in possession of an appropriate Master in Sustainable Development or relevant sustainability degree, or a Master degree + relevant postgraduate qualification in any of the major disciplines related to Sustainable Development with a pass mark of at least 65%. NQF exit-level 9 in related fields of study is the minimum requirement.
NB: 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.

Qualification duration
The Ph.D. in Sustainable Development is a Three year distance postgraduate study leading to NQF Level 10 qualification. The study period for the qualification is: Minimum: 3 Years Maximum: 6 Years. Contact hours will only be given over weekends or once-off block release on scheduled time agreed/decided by the university. The qualification comprises a minimum two (2) semesters per academic year. Semester 1 runs from January to June. Semester 2 runs from July to December.

Outcomes for whole qualification
Holders of this qualification are able to:
• Demonstrate comprehensive, systematic and in-depth mastery of knowledge, research and analytical skills used in the formulation of new, cutting-edge learning, practical principles or process relevant to Sustainable Development.
• Exhibit knowledge of advanced research methods and methodology and techniques for data collection and analysis using qualitative, quantitative and/or mixed methods.
• Undertake research and generate new ideas that add value and new knowledge to the area of specialization.
• Contribute to development of discourses and paradigms at national, regional and international level in the area of their thesis specializations.
• Apply the knowledge acquired to improve theory and practice in their specific areas of specializations.
• Disseminate widely the research results through scholarly publications, analytical briefs and contributions to academic and policy platforms in Namibia and abroad.

Articulation
The Doctor of Philosophy in Sustainable Development is the highest level of qualification at NQF Level 10.

Credit transfer
The Ph.D. in Sustainable Development is a full research qualification. Credits from other qualifications may not be transferred towards the attainment of this qualification. However, candidates transferring from another recognized institution will be allowed continuing research and thesis write up provided that the candidate formally meet admission requirements; the candidate did not fail to achieve any qualification award at any other recognized institution; and the transfer is in agreement with the previous supervisor and institution.

Assessment arrangements
The award of this qualification first requires the presentation and defense of a research (dissertation) proposal that is accepted by the Higher Degrees/Postgraduate Committee of Senate. As a minimum, the dissertation proposal must comply with the format specified by the Committee and be inclusive of:

a) A review of literature relevant to the proposed area of research and which clearly establishes a conceptual framework/theoretical framework upon which the research problem is based and provides insight into existing knowledge related to the problem.

b) A clear outline of the purpose of the research study and the research questions, the relevant theoretical and/or conceptual framework on which the study shall be based, any delineations regarding the scope of the study, and defines terms specific to the study.

c) A clear outline of the research design and procedures, data collection and analysis methods to be applied, and measures to ensure the research shall be ethical and, where relevant, cognizant of the need to protect the welfare and wellbeing of any persons who and/or environs that are the subject of the research.

d) A proposed timeline for the completion of the research and the presentation of a thesis and/or associated innovative or creative works.

The award of this qualification shall ultimately depend on the recommendation made by a panel of independent experts to the Postgraduate Committee who, in applying current international standards, would consider that a thesis submitted to the panel and defended by the candidate:

a. Represents scholarly and/or innovative work significantly higher than a Masters degree in that it represents comprehensive, systematic and in-depth mastery of knowledge, research and analysis techniques relevant to the field of study, and

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c. Warrants publication and/or presentation as a peer-reviewed work.

There shall be at least three examiners for each thesis. The examiners shall be experts/specialists in the field of the study approved by Senate on the recommendation of the
Faculty Postgraduate Committee. At least one of the examiners shall not be an employee of the IUM and shall not have been one of the supervisors of the candidate being examined.

All the processes of the PhD programme shall be conducted under the oversight of the each faculty under the supervision and/or coordination of the Postgraduate Committee and normally all external examiners shall be senior academics at Senior Lecturer level and above with considerable experience in teaching and research at postgraduate studies level and at least three years after their PhD graduation.

The thesis/dissertation shall be examined by at least two experts/specialists in the field of the study approved by the Senate on the recommendation of the Postgraduate Committee. At least one of the appointed expert/specialist must be external to the International University of Management and the other examiner should not be the supervisor of the candidate.

**Thesis Writing**

Thesis writing is meant to engage students in research with a faculty member designated by student and approved by the Postgraduate Studies in order to generate the research necessary to complete their Ph.D. Each student must complete an 80 000 – 100 000 words thesis. This paper should involve original research on a topic related to the studied field. The thesis will have a clearly defined problem statement, a review of the existing literature on the chosen topic, original evidence offered to support the thesis, consideration of alternative rival hypothesis, and a conclusion with recommendations. Upon completion of the research, the results are to be presented for oral defence before an examination panel. The students shall score a minimum of 50% in order to pass the thesis as per the Postgraduate Studies Guidelines and Regulations.

**Teaching methods/strategies**

This qualification will be delivered using blended learning modalities, including lectures, online tutorials, simulations, video and audio conferencing technologies. The traditional classroom chalk-talk approach, individual study and group study, workshops conducted by highly qualified lecturers in sustainable development, presentations by students, case analysis and conceptual exercises are all fused into a synergistic package of delivery methodologies that amalgamates theory with practice. The methodologies used to encourage analysis, critical thinking and discussion of the real issues impacting Sustainable Development. The teaching methods adapted for this programme are student-centred learning methods. Emphasis will be placed upon the need for a student to read extensively in the area of research. Each student will be mentored to appreciate that one will be expected to be responsible for one’s own learning. The role of the lecturer, therefore, is to stimulate learning and to support and guide that process. Programmed reading and guidelines will support these endeavours.

**Quality assurance requirements**
The thesis shall be examined by at least two experts/specialists in the field of the study approved by the Senate on the recommendation of the Postgraduate Committee. At least one of the appointed expert/specialists must be external to the International University of Management and the other examiner should not be the supervisor of the candidate.

**Quality shall also be assured through:**

- Accreditation and registration (of the qualification) on the National Qualifications Framework (NQF) by the Namibia Qualifications Authority (NQA); in concurrency with National Council on Higher Education (NCHE).
- Engagement with relevant stakeholders from the industry in regular reviewing of the qualification
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**Qualification structure**

Courses
FIELD: Agriculture and Nature Conservation
SUBFIELD: Natural Resources Management

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<td>Non-Credit Bearing</td>
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Subfield: English Language  

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<td>10</td>
<td>Non-Credit Bearing</td>
</tr>
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</table>
Doctor of Philosophy in Sustainable Ocean and Aquaculture Management (NQF Level: 10)

Field: Agriculture and Nature Conservation

Level of qualification: 10

Total credits available: 360

Total credits required: 360

<table>
<thead>
<tr>
<th></th>
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<tr>
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<td>360</td>
<td>-</td>
</tr>
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Rationale and purpose of the qualification
This qualification will prepare students for independent research work that will make original contribution to the body of knowledge in the field of Ocean and Aquaculture Management. There is a need to re-think Ocean Management and Policy, with a view towards more efficient protection that can lead to better production and more equitable distribution thereof. The ocean is under pressure to increasingly deliver services and proactive research and management practices of activities in the marine environment is urgently required, in order to use marine resources wisely and in a sustainable manner. In the last 5-10 years, the need for effective management of human activities in the ocean has become increasingly apparent. Well informed research of ocean dynamics is key to integrating sustainable ocean industry into the future. The introduction of this PhD programme at IUM will help transform Namibia and other African nations from being consumers of knowledge in the global arena into comparable, competitive and innovative creators of knowledge through engagement at the highest levels in research and analysis to generate new knowledge and solutions to scenarios at local, regional and international contexts. Thus, it will help Namibia and other African nations to remain comparable and competitive as global partners and leaders. It is essential to have persons that are able to engage in the highest levels of research and analysis in order to provide appropriate solutions to challenges and scenarios that are being experienced at local, regional and continental levels. This will further contribute to the realization of National Development Plans (NDPs), Vision 2030 and other national socio-economic goals.

Students will be required to demonstrate proficient of knowledge on their subject of enquiry as contained in present literature, critical skills and aptitudes in producing new knowledge about their subject of enquiry; ability to use analytical and critical skills in conducting research; analyzing and presenting data generated to examine exiting and main paradigms; and contribute toward finding solutions to issues in marine and aquaculture sectors. In addition, the qualification empowers students with confidence that enable them to share their knowledge with various communities, relevant
stakeholders and practitioners through scholarly publications, and presentations at knowledge sharing platforms. This qualification was developed in consultation and collaboration with other local, regional and international universities who are the key stakeholders in the areas of research and innovation.

Who is this qualification for?
This qualification targets the following categories in the sector of ocean and aquaculture management:

a) Qualified staff in ocean and aquaculture management or relevant sectors in possession of a Master Degree or equivalent qualifications;

b) Staff within management and consulting activities in ocean and aquaculture management or relevant sectors;

c) Any students with five years’ working experiences in a recognised ocean, fisheries, aquaculture or relevant institution.

Admission requirements
To be admitted to this qualification, a student must have successfully completed Master’s Degree programme in various fields of Ocean, Fisheries, Aquaculture Management and related fields, and who fulfil the requirements for admission to the degree of Doctor of Philosophy in Sustainable Ocean and Aquaculture Management.

NQF exit-level 9 is the minimum requirement.

NB: 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.

Qualification duration
The PhD. in Sustainable Ocean and Aquaculture Management is a three-year (3) distance postgraduate study leading to an NQF Level 10 qualification.

The study period for the qualification is: Minimum: 3 Years Maximum: 6 Years.
Contact hours will only be given over weekends or once off block release on scheduled time agreed and decided by the university.

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

Outcomes of the qualification
Holders of this qualification are able to:

- Demonstrate wide-ranging, systematic and comprehensive mastery of knowledge, research and analytical skills used in the formulation of new, cutting-edge learning, applied principles or process appropriate to Ocean and Aquaculture Management;

- Exhibit knowledge of advanced research methodology and techniques for data collection and analysis using qualitative, quantitative and/or mixed methods;

- Formulate and undertake research on new areas and generate new ideas that add value and new knowledge to the area of specialization;

- Contribute to development of discourses and paradigms at national, regional and
international level in the area of their thesis specializations;
• Utilize the knowledge acquired to improve theory and practice in Ocean and Aquaculture Management;
• Publicize extensively the research outcomes through scholarly publications, analytical briefs and contributions to academic and policy platforms at local, national and international levels.

Credits are based on learning hours per subject. One (1) credit equates ten (10) notional hours (learning). The general guideline for teaching and learning time per course, based on the 10 hours per credit approach, is as per the table below. An example of a course with 16 credits was used to determine the notional hours.

<table>
<thead>
<tr>
<th>Item</th>
<th>Delivery Strategies</th>
<th>Summary of activities</th>
<th>% Time Allocated</th>
<th>Hour (an example of a course with 16 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lectures, Seminars, Tutorials, Workshops</td>
<td>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.</td>
<td>25%</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Directed learning</td>
<td>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.</td>
<td>25%</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Self-managed learning</td>
<td>Working through the course text and completing assignments take up the bulk of the learning time. In addition, students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries</td>
<td>50%</td>
<td>80</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td>160</td>
<td>16</td>
</tr>
</tbody>
</table>
Articulation
The PhD in Sustainable Ocean and Aquaculture Management is the highest level of qualification at NQF Level 10.

Credit transfer
Holders of academic qualifications obtained from other recognised educational institutions may be granted exemptions on the subjects sat for and passed. The subjects for which exemption is sought must have been sat for and passed in one sitting and the qualification must have been obtained within the last five years prior to the application. The subjects for which exemption is sought must have been studied and the qualification obtained at an NQA accredited institution or equivalent. Under no circumstance shall exemptions be awarded in excess of 50 % total credits for this qualification at IUM.

Assessment
Thesis Writing
Thesis writing is meant to engage students in research with a faculty member designated to a student and approved by the Post Graduate Committee in order to generate the research necessary to complete their PhD. Each student must complete a 80 000 – 100 000 words thesis. This paper should involve original research on a topic related to the studied field. The thesis will have a clearly defined problem statement, a review of the existing literature on the chosen topic, original evidence offered to support the thesis, consideration of alternative rival hypothesis, and a conclusion with recommendations.

Upon completion of the research, the results are to be presented for oral defence before an examination panel. The students shall score a minimum of 50% in order to pass the thesis.

Teaching methods/strategies
The IUM PhD. can be offered on blended learning approach. Students attend face-to-face classroom learning with highly qualified lecturers.

The traditional classroom chalk-talk approach, individual study and group study, workshops conducted by highly qualified lecturers in ocean and aquaculture management, presentations by students, case analysis and conceptual exercises are all fused into a synergistic package of delivery methodologies that amalgamates theory with practice. The methodologies used encourage, analysis, critical thinking and discussions of the real issues impacting the current scenarios in ocean and aquaculture management. Nevertheless, courses will be delivered using blended learning modalities, including lectures, online tutorials, simulations, video and audio-conferencing technologies. The teaching methods adapted for this programme are student-centred learning methods. Emphasis will be placed upon the need for a student to read extensively in each of the courses. Each student will be mentored to appreciate that one will be expected to be responsible for one’s own learning. The role of the lecturer, therefore, is to stimulate learning and to support and guide that process. Programmed reading and guidelines will support these endeavours.
Quality assurance
Commitment is made to ensure that the courses under this qualification remain relevant, current and provide students with a high-quality teaching and learning experience. Earnest effort made to ensure that the course meets quality assurance requirements is a continuous process through incorporating regular monitoring, review, benchmarking, and improvement. External evaluators will periodically evaluate the qualification in terms of course content, teaching methods, course resources and assessments.

Quality shall also be assured through:
• Accreditation and registration (of the qualification) on the National Qualifications Framework (NQF) by the Namibia Qualifications Authority (NQA); in concurrency with National Council for Higher Education (NCHE).
• Engagement with relevant stakeholders from the industry in regular reviewing of the qualification
• Benchmarking and regular review of policies, curriculums, delivery strategies and assessments.
• Regular monitoring of lecture activities and staff development.
• Students regular completion of evaluation forms for each course studied
• A dual performance evaluation system where lecturers and students appraise each other.
• Moderation (both internal and external) of continuous assessments and final examinations.

Qualification structure

Courses
FIELD: Agriculture and Nature Conservation
SUBFIELD: Natural Resources Management

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<td>Demonstrate highest level of skills for critical enquiry, theoretical and discourse analysis and apply in-depth mastery of advanced research methods and techniques for data collection and analysis in Ocean and Aquaculture Management.</td>
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<td>Non-Credit Bearing</td>
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<td>Full PhD Thesis</td>
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FIELD: Communication Studies and Language  
Subfield: English Language

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| Advanced Academic Writing for Postgraduates | • Develop skills appropriate to academic writing, paraphrase effectively, cite sources accurately using a recognized and accepted system;  
• Identify instances of plagiarism and explain why it is a serious offense in academic writing; | 10 | Non-Credit Bearing |
Doctor of Philosophy in Sustainable Water Resources Management (NQF Level: 10)

Field: Agriculture and Nature Conservation

Level of qualification: 10

Total credits available: 360

Total credits required: 360

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<tr>
<td>Minimum total credits required:</td>
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Rationale and purpose of the qualification
The purpose of this qualification is to ensure the achievement of sustainable water resources management by contributing to social equity, economic efficiency and environmental sustainability through engagement at high level of research and analysis as well as to generate new knowledge and solutions to local, regional and international contexts. While global water demand continuously increase, the quantity and quality of water resources is decreasing in many regions. Conflicts over competition in the use of water are likely to increase as societies face social, economic and political challenges, especially aggravated by climate change. Sustainable management of water resources is therefore a key priority to meet the growing demand for water and to achieve a safe and environmentally sustainable future water supply.

The management of freshwater resources, and of services drawing upon water for functions central to human life, is of critical importance to healthy social, economic, and political well-being. Stresses exerted on the world’s water by demand from growing populations with changing consumption patterns, and by pollution and lack of environmental controls, have pushed water concerns high on the international agenda. In the recent times, there has been an increase in awareness about the importance of water management as population growth, new technologies, increased food consumption, land use and economic activities, among others, continue to exacerbate competition among water users in their bid to access natural resources. Sustainable water resources management encompasses the allocation and management of aquatic resources within the context of a multilayered, competing demand for water resources. Effective water resources development and management is recognized as a key component of environmentally sustainable development; poor management of the resources can easily become a brake on socio-economic development.

Due to its dry climate and unpredictable rainfall, water resources challenges in Namibia can only be addressed through a high degree of efficient water resources management. This qualification will help Namibia realize her dream to “provide for the management,
protection, development, use and conservation of water resources; to provide for the regulation and monitoring of water services and to provide for incidental matters” as stated in the Water Resources Management Act No. 11, 2013 as well as the Integrated Water Resources Management Plan for Namibia. The qualification prepares students to share their knowledge with various communities of knowledge users and practitioners through scholarly publications, presentations at knowledge sharing platforms and other forms of networking. This qualification was developed in consultation and collaboration with other local, regional and international universities who are the key stakeholders in the areas of research and innovation.

Who is this qualification for?
This qualification targets the following categories:
a) Qualified staff in water resources management or relevant sectors in possession of a Master Degree or equivalent qualifications;
b) Staff within management and consulting activities in water resources management or relevant sectors;
c) Any other candidate with five years’ working experiences in the water sector or relevant sectors.

Admission requirements
To be admitted to this qualification, a student must have successfully completed Master’s Degree programme in various fields of Water Resources Management and related fields, and who fulfil the requirements for admission to the degree of Doctor of Philosophy in Sustainable Water Resources Management.
NQF exit-level 9 is the minimum requirement.
NB: 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.
Qualification duration
The PhD in Sustainable Water Resources Management is a three year (3) full-time/part-time postgraduate study leading to NQF Level 10 qualification.

The study period for the qualification is: Minimum: 3 Years Maximum: 6 Years. Contact hours will only be given over weekends or once off block release on scheduled time agreed and decided by the university.
The qualification comprises a minimum two (2) semesters per academic year. Semester 1 runs from January to June. Semester 2 runs from July to December.

Outcomes of the qualification
Holders of this qualification are able to:
• Demonstrate comprehensive, systematic and in-depth mastery of knowledge, research and analytical skills used in the formulation of new, cutting-edge learning, practical principles or process relevant to Water Resources Management;
• Exhibit knowledge of advanced research methodology and techniques for data collection and analysis using qualitative, quantitative and/or mixed methods;
• Undertake research and generate new ideas that add value and new knowledge to the field of Water Resource Management;
• Contribute to development of discourses and paradigms at national, regional and international level that will enable sustainable management and utilization of water resources;
• Apply the knowledge acquired to improve theory and practice in the area of Water Resources Management to ensure sustainability.
• Disseminate widely the research results through scholarly publications, analytical briefs and contributions to academic and policy platforms in Namibia and abroad.

**Articulation**
The PhD in Sustainable Water Resources Management is the highest level of qualification at NQF Level 10.

**Credit transfer**
The PhD in Sustainable Water Resources Management is a full research qualification. Credits from other qualifications may not be transferred towards the attainment of this qualification. However, candidates transferring from another recognized institution will be allowed continuing research and thesis write up provided that the candidate formally meet admission requirements; the candidate did not fail to achieve any qualification award at any other recognized institution; and the transfer is in agreement with the previous supervisor and institution.

**Assessment arrangements**
The award of this qualification first requires the presentation and defense of a research (thesis) proposal that is accepted by the Higher Degrees/Postgraduate Committee of Senate. As a minimum, the thesis proposal must comply with the format specified by the Committee and be inclusive of:

a) A review of literature relevant to the proposed area of research and which clearly establishes a conceptual framework/theoretical framework upon which the research problem is based and provides insight into existing knowledge related to the problem.

b) A clear outline of the purpose of the research study and the research questions, the relevant theoretical and/or conceptual framework on which the study shall be based, any delineations regarding the scope of the study, and defines terms specific to the study.

c) A clear outline of the research design and procedures, data collection and analysis methods to be applied, and measures to ensure the research shall be ethical and, where relevant, cognizant of the need to protect the welfare and wellbeing of any persons who and/or environs that are the subject of the research.

d) A proposed timeline for the completion of the research and the presentation of a thesis and/or associated innovative or creative works.

The award of this qualification shall ultimately depend on the recommendation made by a panel of independent experts to the Postgraduate Committee who, in applying current international standards, would consider that a thesis is submitted to the panel
and defended by the candidate:

a) Represents scholarly and/or innovative work significantly higher than a Master’s degree in that it represents comprehensive, systematic and in-depth mastery of knowledge, research and analysis techniques relevant to the field of study, and
b) Contributes significantly and originally to the ideas, practices and current debates at the cutting edge of the field of study, and
c) Warrants publication and/or presentation as a peer-reviewed work.

There shall be at least three examiners for each thesis. The examiners shall be experts/specialists in the field of the study approved by Senate on the recommendation of the Faculty Postgraduate Committee. At least one of the examiners shall not be an employee of the IUM and shall not have been one of the supervisors of the candidate being examined.

All the processes of the PhD programme shall be conducted under the oversight of each faculty under the supervision and/or coordination of the Postgraduate Committee and normally all external examiners shall be senior academics at Senior Lecturer level and above with considerable experience in teaching and research at postgraduate studies level and at least three years after their PhD graduation.

The thesis shall be examined by at least two experts/specialists in the field of study approved by the Senate on the recommendation of the Postgraduate Committee. At least one of the appointed expert/specialist must be external to the International University of Management and the other examiner should not be the supervisor of the candidate.

**Thesis Writing**
Thesis writing is meant to engage students in research with a faculty member designated by student and approved by the Postgraduate Studies in order to generate the research necessary to complete their PhD. Each student must complete an 80 000 – 100 000 words thesis. This paper should involve original research on a topic related to the field of Water Resources Management. The thesis will have a clearly defined problem statement, a review of the existing literature on the chosen topic, original evidence offered to support the thesis, consideration of alternative rival hypothesis, and a conclusion with recommendations. Upon completion of the research, the results are to be presented for oral defence before an examination panel. The students shall score a minimum of 50% in order to pass the thesis.

**Teaching methods/strategies**
This qualification will be delivered using blended learning modalities, including lectures, online tutorials, simulations, video and audio conferencing technologies. The traditional classroom chalk-talk approach, individual study and group study, workshops conducted by highly qualified lecturers in Water Resources Management, presentations by students, case analysis and conceptual exercises are all fused into a synergistic package of delivery methodologies that integrates theory with practice. The methodologies used to encourage analysis, critical thinking and discussion of the real issues impacting the
management of water resources. The teaching methods adapted for this programme are student-centred learning methods. Emphasis will be placed upon the need for a student to read extensively in the area of research. Each student will be mentored by a supervisor but one will be expected to be responsible for their own learning. The role of the supervisor is therefore to stimulate learning and to support as well as guide the research journey.

**Quality assurance requirements**
The thesis shall be examined by at least two experts/specialists in the field of the study approved by the Senate on the recommendation of the Postgraduate Committee. At least one of the appointed expert/specialists must be external to the International University of Management and the other examiner should not be the supervisor of the candidate.

**Quality shall also be assured through:**
- Accreditation and registration (of the qualification) on the National Qualifications Framework (NQF) by the Namibia Qualifications Authority (NQA); in concurrency with National Council of Higher Education (NCHE).
- Engagement with relevant stakeholders from the industry in regular reviewing of the qualification
- Benchmarking and regular review of policies, curriculums, delivery strategies and assessments.
- Regular monitoring of lecture activities and staff development.

**Qualification structure**
Courses
FIELD: Agriculture and Nature Conservation
SUBFIELD: Water Resources Management

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Outcomes of Learning</th>
<th>Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual Analysis &amp; Research Methodology</td>
<td>Demonstrate highest level of skills for critical enquiry, theoretical and discourse analysis and apply in-depth mastery of advanced research methods and techniques for data collection and analysis in Water Resources Management.</td>
<td>10</td>
<td>Non-Credit</td>
</tr>
<tr>
<td>Full PhD Thesis</td>
<td>Demonstrate a capacity to conduct independent research and make original contribution to the pool of knowledge in the field of Water Resources Management.</td>
<td>10</td>
<td>360</td>
</tr>
</tbody>
</table>
FIELD: Communication Studies and Language
Subfield: English Language

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Outcomes of Learning</th>
<th>Level</th>
<th>Credits</th>
</tr>
</thead>
</table>
| Advanced Academic Writing for Postgraduates | • Develop skills appropriate to academic writing, paraphrase effectively; cite sources accurately using a recognized and accepted system.  
• Identify instances of plagiarism and explain why it is a serious offense in academic writing.                                                                                                                  | 10    | Non-Credit Bearing |
GUIDELINES AND REGULATIONS
GUIDELINES AND REGULATIONS

PREAMBLE
The guide serves to provide guidelines to the procedure for research at Masters /PhD level and dissertation/thesis preparation, particularly the format acceptable to the University. It also provides a complete model. It speaks to issues pertaining to research proposals, methodology, results and presentation. Additionally, these guidelines provide the framework within which the research format is expected to be approved by the Research and Ethics Committee of IUM. A few differences will occur with the level of the dissertation/thesis in postgraduate research.

1. Introduction
The dissertation/thesis is the final stage of the Master’s/PhD that exhibits the student’s skill in the manner of planning and executing the actual research, and writing a research report to communicate the research results. The dissertation/thesis is an explicit display of a student’s skill of identifying suitable research areas, expressing the research problem at hand and demonstrating the significance of the research, setting research objectives and situating the research in the relevant literature, choosing the appropriate research methodology and methods, analyzing the outcomes of the research, drawing inferences and conclusions, and providing recommendations for future research. The dissertation/thesis is a scholarly exposition governed by scientific principles in academic research.

2. The Dissertation/thesis programme
2.1 Aims
The aims of the dissertation/thesis are to:
- put into practice theories and concepts learned on the programme;
- provide an opportunity to study a particular topic depth in-depth;
- show evidence of independent investigation;
- combine relevant theories and suggest alternatives;
- enable interaction with practitioners (where appropriate to the chosen topic);
- show evidence of ability to plan and manage a project within deadlines

2.2 The guidelines
The guidelines are adequately prepared to meet the research fundamentals of every Faculty and department. However, because of dissimilar techniques, procedures and subject-specific requirements across Faculties and departments, these guidelines may be complemented by specific directives released by the affected Faculties and department to meet those requirements.

Refer to Annexure 1 for a prototype of supplemental guidelines for the Faculty of Information Technology.
2.3 The Master programme
The School of Postgraduate Studies currently offers the following Master’s qualifications:
- Masters of Business Administration (Marketing)
- Masters of Business Administration (Finance)
- Masters of Business Administration (Management)
- Masters of Business Administration (Human Resources)
- Masters of Business Administration in Integrated Natural Resources Management
- Masters in HIV/AIDS Management
- Masters in Nursing Science
- Masters of Education - Educational Leadership, Management and Policy Education
- Masters of Science in Information Technology
- Masters of Science in Tourism and Hospitality Management
- Masters in International Relations Diplomacy and Management
- Masters in Public Policy and Management
- Masters of Science in Integrated Environmental Management and Sustainable Development
- Masters of Science in Conservation Agricultural Management
- Masters of Science in Climate Change Mitigation and Adaptation
- Masters of Science in Sustainable Ocean and Agriculture Management
- Masters of Science in Water, Sanitation and Health Engineering

2.4 The PhD programme
The PhD programme is by full research. The Faculty level requirements include offering compulsory non-credit bearing courses which must be taken by students to the satisfaction of the Postgraduate Studies Committee (PGSC). Except with the permission of the Senate, no PhD candidate shall be admitted or registered concurrently for more than one programme of study at IUM. The School of Postgraduate Studies currently offers the following PhD qualifications:
- PhD in Business Administration
- PhD in Information and Communication Technology
- PhD in Education
- PhD in Tourism and Hospitality
- PhD in Integrated Natural Resources Management
- PhD in Sustainable Development
- PhD in Natural Science
- PhD in Sustainable ocean and Aquaculture Management
- PhD in Sustainable Water management

2.5 Admission requirements
Masters
Have the relevant Bachelor Honors degree (level 8) or equivalent from a recognized university, institution, or institution/organization. Faculty/program-specific requirements must also be taken into account when applying.
PhD

a) A Master's Degree at NQF Level 9 in a relevant discipline. Or
b) Transfer from a PhD programme from an accredited institution, subject to evidence of using a transcript and confirmation of this status by the university'/institution's Registrar or delegated authority. The transferred work shall not be completed in less than two years.

2.6 Delivery mode

This qualification requires a significant level of self-directed study and research actions that require access to specialized research resources and/or facilities. Students admitted in this qualification must be supervised by recognized experts in the field of study. All supervisors must hold a PhD Degree in the field of study. Supervisors allocated to students shall be approved by the Postgraduate Studies Committee and shall act with instructions issued by the Committee.

- In preparation for fieldwork students will be expected to sharpen their general conceptual analysis and research methodology to bring them up to date with new theoretical knowledge and advanced qualitative, quantitative and mixed methods of research approaches.
- Students must submit a draft research proposal on a selected topic in consultation with their supervisors.

2.7 Duration

For Masters (Full time): Minimum: 2 Years, Maximum: 4 Years.
For Masters (Part time): Minimum: 3 Years, Maximum: 5 Years.
For PhD: Minimum: 3 Years, Maximum: 6 Years.

Any study beyond the prescribed (maximum) period requires a special justification in the form of an appeal that must be made to the Postgraduate Studies Committee of the university. If the appeal is declined, such a student will be informed in writing to withdraw from the PhD programme.

2.8 Course work and Seminars (PhD)

The university requires each student to undertake the following compulsory non-credit bearing courses:
1st Year of study:
- Research methodology,
- Advanced statistics,
- Academic proposal writing
- PhD supervisor contact year 1 (proposal development)

2nd Year of study:
- Seminars shall serve as a means for presentation of PhD research proposals
• Participating and making presentations at Conferences/Workshops
• Proof of submission for publication of at least 2 papers in reputable Academic Journals/Peer Reviewed Books, jointly with the Supervisor.

3rd year of study
i) Submission for examination
ii) Thesis defence (Viva Voce)

2.9 Orientation
Upon admission, students will normally be taken through a general orientation programme by the Management. Postgraduate students will be expected to go through an induction process individually, led by the Dean and in collaboration with the prospective Supervisor. The process will also involve familiarisation with Faculty resources for research, the current staff situation in relation to areas of specialization, and the procedure for academic progression from the time of entry through to graduation.

The Faculty HOD PGS will inform students about their duties and Faculty expectations regarding the choice of research topic, courses that must be taken and passed, research proposal writing, participation in Faculty Seminars, and related management processes.

3. Postgraduate Studies Committee
3.1 Composition
The composition of the Postgraduate Studies Committee shall be as follows:
• Pro-Vice-Chancellor, Academic & Research (Chairperson)
• Director/Coordinator, Postgraduate School (Vice-chairperson)
• Dean, Faculty of Business Administration
• Dean, Faculty of Strategic Management
• Dean, Faculty of Educational Administration and Management
• Dean, Faculty of Health Sciences
• Dean, Faculty of Information and Communication Technology
• Dean, Faculty of Tourism and Hospitality
• Registrar/ representative
• Director CIIP
• Director CES
• Campus representatives
• Dean of students/ representative
• Faculty HODs: Postgraduate Studies

3.2 Terms of Reference:
• The Committee will meet regularly, at least once a month, or as stipulated in the university calendar.
• The Committee minutes must be properly recorded and stored.
• The Committee will report to the University ARC and Senate.
3.3 Faculty Postgraduate Committee
Each Faculty will have a Faculty Postgraduate Committee for coordinating the processing of student admission, teaching and supervision, with the directive of the Postgraduate Studies Committee. Faculty Postgraduate Committees will report to the university Postgraduate Studies Committee, which will make final decisions on admission, teaching, supervision and award of postgraduate degrees.

The Faculty HOD PGS shall chair the meeting.

4. Supervision

4.1 Nomination of Supervisors
Departments shall nominate supervisors for research students. The department/Faculty shall keep a central record of potential supervisors for this purpose. The nomination of supervisors shall occur before the completion of the coursework. Supervisors shall be academic staff from the relevant field wherein the student is registered. Under exceptional circumstances, such as a lack of expertise in the research area and/or methodological capacity of the proposed research, supervisors may be nominated from other departments or external institutions with the approval of the Postgraduate Studies Committee (PGSC).

4.2 Allocation and appointment of Supervisors
Faculties shall recommend supervisors and the PGSC shall approve and appoint the supervisors allocated by the faculties. If need be, two supervisors may be appointed for a research student. The supervisor for a Master Degree research shall, at the minimum, possess a recognized PhD (Level 10) from a recognized University. Under certain circumstances, a master’s holder with relevant experience may be allowed to co-supervise a master’s research with a PhD holder.

4.3 Change of supervisors
Change of supervisors is not allowed, except under the following circumstances:

a. Where deficiency in expertise in the area of research or methodology becomes apparent;

b. Where both student and supervisor agree to change in supervision. This agreement shall be written and carry the signatures of both the student and supervisors. The Dean will recommend the proposed change to the PGSC for approval;

c. Where irreconcilable differences might arise between the student and the supervisor, the Dean will recommend the proposed change to the PSC for approval;

d. In cases where the supervisor is no longer with the institution and no longer available to supervise.

Any change in supervision must be supported by the department and approved by the dean of the faculty.

4.4 Remote Supervision
Supervisors and students may find themselves in different geographical locations during
the supervisory process. This rules out the ideal face to face supervision and faces in remote supervision. The University, therefore, encourages supervision to take place through digital correspondences. Supervisors must acknowledge receipt of students work in two weeks and respond to students’ research work within a reasonable timeframe of 30 not more days.

4.5 Absence of supervisor
Where a Supervisor is away from the university for three consecutive months or more, an acting Supervisor shall be appointed (in cases where there is no co-supervisor). The appointment of the acting supervisor rests with the Dean of the relevant Faculty in consultation with the prospective acting supervisor.

4.6 The responsibilities of the supervisor
The responsibilities of the supervisor expand over three phases:

a. At the commencement of the research project;
b. During the research project; and
c. At the end of the research project.

At the commencement of the research project
- Initiate the first meeting after receiving a notification of students to supervise.
- Discuss with the student; the responsibilities, procedures, academic and administrative processes of research such as plagiarism, sources of prohibited referencing in academic work e.g. Wikipedia, Predatory Journals, ethical standards etc.
- Agree on meeting schedules, submission of research work and timelines.

During the research project
- Advise the student on the feasibility of the study, resource constraints and accessibility of information
- Advise on the choice of suitable methodological approaches, time frame etc.
- Assist the student in finding useful and relevant reading material and an appropriate academic framework.
- Monitor progress and advice on what is required to achieve a satisfactory dissertation/thesis.
- Guide the student in participation and paper presentations in conferences, seminars and academic publications.
- Regularly follow up and monitor progress made by the student

At the end of the research project
- The supervisor should ensure that the student does professional language editing and formatting of the dissertation/thesis to ensure legibility and grammatical correctness of the dissertations/thesis.
- The supervisor should ensure compliance, correctness and appropriateness of the dissertation/thesis to IUM regulations before submission for examination.
• To check the dissertation/thesis report for possible cases of plagiarism using Turn It In software (max 25% similarity index).

4.7 The responsibilities of the student
At the commencement of the research project
• To contact the supervisor for commencement of the study.
• To agree on a timeline for the study with the supervisor.

During the research project
• Students must acknowledge receipt of supervisors work in two weeks and respond to supervisors’ research work within a reasonable timeframe of 30 days.
• To maintain regular contact with the supervisor. It is the student’s responsibility to inform their supervisor of progress and to lead the development of the dissertation/thesis. Difficulties must be communicated at the time they are encountered.
• To write the dissertation/thesis in legible English using appropriate citation and approved referencing styles.
• To write the dissertation/thesis with guidance from the supervisor. The dissertation/thesis and research work must be the student’s own. The dissertation/thesis is to reflect the student’s subject understanding and research abilities, not that of the supervisor. If during the preparation of the dissertation/thesis, the focus and direction of the dissertation/thesis change substantially from that outlined in the Proposal then the student should immediately discuss this with the supervisor.

At the end of the research project
• To ensure that the dissertation/thesis is not plagiarized and to check the dissertation/thesis report for possible cases of plagiarism using iThenticate (or Turn It In) software. A maximum of 25% similarity index is permissible across all qualifications.
• The student should ensure professional language editing and formatting, to ensure legibility and grammatical correctness of the dissertations/thesis. Proof of editing should accompany the thesis or dissertation submission for examination (unless a waiver letter from the supervisor is included).
• The student should ensure compliance, correctness and appropriateness of the dissertation/thesis to IUM regulations before submission for examination.

4.8 The Supervision Schedule
From the beginning, the supervisor should agree on a schedule of work with students and will establish how frequently meetings will be required. Students are expected to have formal meetings with their supervisors across the duration of the dissertation/thesis. The purpose of these meetings is to discuss progress and resolve any difficulties. Students will be expected to take a proactive approach to these meetings and bring material or options to be discussed rather than expect the supervisor to say what should be done next. The responsibility is on the student to make the necessary appointments and to prepare adequately for the meetings such that they derive maximum benefit from these sessions.
Initial meetings to discuss topics and planning will usually be scheduled by the supervisor. A record will be kept of each of these meetings detailing the dates of meetings, what was discussed and any action points. Both the supervisor and the student will keep a written record of all meetings, normally using the “Record of Supervision Meeting” from Annexure 2.

5. The Research Proposal
The research proposal is an important document that becomes transformed into the dissertation/thesis. The proposal becomes the road map through the dissertation/thesis process. Due to a wide variety of circumstances, the focus of the research may change. If this happens then the student should change the proposal document and also agree with the supervisor that such a change is appropriate. The research proposal shows that the student has thought through what the main research objectives are to be, that the student has identified the main sources of primary and secondary data as well as the research methodology. The proposal should provide details of the first three chapters of the dissertation/thesis. The structure of the research proposal is as follows:

5.1 Structure of the Research Proposal
The Title
This should describe what the study is all about. A title should not exceed 20 words. The title can and probably will change but using precise wording even at this early stage will help to keep the dissertation/thesis properly focused.

Chapter 1. Introduction
The introduction of the research proposal should cover all contextual areas of the research. These include the overview of the proposed study, research problem or statement of the problem, research objectives/research questions/hypotheses, significance of the study, justification/rationale of the study, and delimitations of the study.

- **Overview of the proposed study**
  This section stipulates the overall information of the forthcoming research by addressing the motivation and brief background of the proposed research. In addition, the section also provides the main literature in brief, points out the research interests, discrepancies and debates and a brief philosophical stance and theoretical premise.

- **Research Problem or Statement of the Problem**
  This section clarifies the difficulties that gave rise to the research, leading to the purpose of the research study.

- **Aim of the study**
  This section indicates the work to be covered by the study. It should be in agreement with the research title.

- **Research Objectives**
  This section sets out the research activities that the researcher plans to carry out to
achieve the envisioned deliverables.

- **Research Questions**
  This section outlines the specific questions to which the student wishes to find answers.

- **Hypotheses**
  This section sets out the testable propositions or postulations arising from the theoretical premise and/or research questions. Hypotheses are usually common in research studies with quantitative designs or mixed methods designs.
  Note: Ideally, a student should decide on any two of the three: research questions, objectives or hypotheses (but not all three).

- **Significance of the Study**
  This section sets out the substance of the research study. Considering knowledge gaps and contributions, the student must indicate the importance of his/her research study.

- **Justification/rationale of the study**
  This section should provide an answer for the need of carrying out the research/study.

- **Delimitations of the study**
  This section sets out the geographical and methodological boundaries of the study

**Chapter 2. A preliminary review of related literature**
In this section, the student should situate his/her research topic in the body of scholarly literature by drawing on the relevant work of existing authors to identify gaps in literature and deficiencies in the theoretical premise and methodological designs justifying the need for further research. References should not be older than five years.

**Chapter 3. Research Methodology and Methods**
This section sets out the philosophical premises and empirical techniques that will allow the student to research in a particular manner. The student should address the following clearly: research philosophy, research approaches, research design, population, sampling procedure, research sample, research instruments, empirical procedure of data collection, data analysis and data Interpretation, validation of findings, ethical considerations.

- **Research Philosophy**
  In this section, the student must indicate the philosophy of the research and the adopted paradigmatic aspects, being positivism, post-positivism, constructionism or pragmatism etc.

- **Research Design**
  The design should indicate whether the study design is descriptive, explanatory, exploratory, historical etc. Additionally, this section requires the student to indicate the research approach whether quantitative, qualitative or mixed.
• **Population**
The student should detail the population of the research from which the generalization of the research findings will be based.

• **Sampling procedure**
In this section, students will be required to detail and justify the sampling methods and techniques/procedures of their research. The techniques/procedure should accurately and consistently fit the design chosen for the research.

• **Research Sample**
This section requires the student to identify the research sample with its sample properties or sample-specific characteristics relating to the description of the objects or subjects (participants) of the research such as the size, demography etc. Note that are sampling procedure and research sample are distinct measures of the research.

• **Research Instruments**
This section requires the student to indicate the tools and measures that will enable him/her to execute the research project successfully. These include questionnaires or surveys, amongst others. All questionnaires shall be approved by the supervisors who will not necessarily amend the questionnaires, but highlight the improvements required on the questionnaire and the necessary reliability and validity requirements.

• **Procedure**
This section provides for the empirical segment of the research. The student should indicate how data will be collected.

• **Data analysis**
This section indicates how the data will be analysed and interpreted.

• **Ethical Protocol**
In this section, the student should indicate how they would adhere to the ethical protocol while doing research. The study/research must ensure that no one is harmed physically, psychologically, culturally, or socially as a result of the intended research process. If people or animals are involved as research subjects, students are required to include an ethics statement in the research proposal. The ethical descriptions must indicate the ethical considerations and agreement to research by established ethical principles and procedures as are fully provided by the Ethical Research Protocol (ERP) guideline of the University.

Annexure 3 provides a list of possible ethical principles to draw on. Students are also required to adhere to the national ethical requirements, and to indicate such adherence in the research proposal and dissertation. Students will be required to complete an ethics form before commencing with their field research.
• Financial Implication/Budget (optional)
In this section, students, particularly sponsored students, should provide the financial implication arising from sponsorship, on their research.

• References
All references should be indented from second line onwards. All references cited in text should appear in the reference list. Similarly, all references listed on the reference list must have been cited in the text.

5.2 Length of the Proposal
The length of the proposal shall not exceed 15 pages for a Master’s degree, and 20 pages for a PhD including references, cover page, and preliminary pages.

5.3 Submission of the Proposal
Students will submit a draft research proposal to the HOD: Postgraduate Studies in their Faculty (via their supervisors).

5.4 Presentation of the Proposal
Students will be required to present their proposal to the Faculty PGS committee (in consultation with the SPGS for approval. Following the approval of the proposal at the Faculty level; the PhD students shall proceed to present their research proposal to the University PGS committee for approval. These presentations should take place in seminar series at departmental levels within the various Faculties. These seminar series will serve as defence sessions for the proposal where other qualified academics are invited to participate. During these seminar series, the project supervisors should be present. Comments from the Committee should be considered in revising the proposal before finalization by the Faculty responsible.

5.5 The timeframes for the proposal presentations
Masters,
Overall timeframe: 20 minutes.
Actual presentation: 10 minutes
Questions time: 10 minutes.
PhD,
Overall timeframe: 30 minutes.
Actual presentation: 15 minutes
Questions time: 15 minutes.

5.6 Approval of the Research Proposal
At the Master’s level, after the proposal has been defended at the relevant Faculty the following recommendations can be made:
1. Proposal approved as is;
2. Proposal approved with minor corrections;

At the PhD level, the same order will follow, however, students will only proceed to present at the University PGSC with recommendations from the Faculty PGSC. The University Postgraduate Studies Committee will make the following decision about a research proposal:
1. Proposal approved as is;
2. Proposal approved with minor corrections;

Such recommendations shall be submitted to the Postgraduate Studies Committee for the record, and final approval. No research will be conducted with a pending approval of the research proposal by the PGSC.
Once the research proposal has been approved by the ethics committee, the student will be issued a permission letter. However, the commencement of the research and data collection will only take place after final approval by NCRST.

Annexure 7 provides a sample of the Research Proposal Approval (RPA) form. Annexure 8 provides a sample proposal corrections response sheet which the student shall utilize to respond to the corrections required on the proposal.

6. The Dissertation/thesis Writing Style
The writing style shall be the third person singular form. Students will be required to use gender-sensitive vocabulary (e.g. Chairperson rather than Chairman) and reference sensitive vocabulary. Italics should be avoided at all times unless the use thereof is justifiably necessary. Footnotes and endnotes should be used as per the recognised style of the APA guide. Students are required to adhere to a uniform organization of the dissertation/thesis. The dissertation/thesis should be organized as follows:

6.1 Preliminary pages:
Title Page
Abstract
Keywords
Publications and conference proceedings (if any). Only those that are directly from the thesis/dissertation should be listed.
Acknowledgements
Dedication (optional)
Declarations
Table of contents
List of figures
List of tables
List of boxes, List of plates. List of schemes etc.
List of abbreviations and acronyms
List of statistical notations (for the quantitative designs)
Preface (optional)
Annexure 6 provides a sample of the Declaration form.
Text
Chapter 1: Introduction chapter
Chapter 2: Literature review chapter
Chapter 3: Research Methodology and Methods chapter
Chapter 4: Data Analysis/Findings/Results
Chapter 5: Discussions and
Chapter 6: Conclusions and Recommendations
References
Appendices

6.2 Chapters of the dissertation/thesis
The body text of the dissertation/thesis consists of chapters delineated above. Each chapter should commence with an introduction and close with a conclusion.

The introduction chapter
Students are required to provide in brief the central issues of the research in the introduction chapter. Additionally, students will also be required to provide the background or overview of the proposed study, state the research problem and objectives, articulate the research questions and hypotheses, and provide a synopsis of the significance and limitations of the study. Finally, students will also be required to provide an outline of the chapters of the dissertations and clarify selected terms used in the dissertation report.

The literature review chapter
In this chapter, as in the proposal, students will be required to situate their research topic in the body of scholarly literature by drawing on the relevant work of existing authors to identify gaps in literature and deficiencies in the theoretical premise and methodological designs justifying the need for further research. Thus, students must present a critical synthesis of the literature in this chapter.
The research methodology and methods chapter
In this chapter, students will be required to expose the complete modus operandi of their research study. That is, the students must convey in clear terms how the methodology and designs fittingly applied in this research process expounds the methods used to test the theoretical premises and postulations. The students should configure the philosophical stances of epistemology, ontology, axiology and methodological realism, and justification thereof.

The data analysis/results and findings chapter
In this chapter, students will be required to present a coherent and succinct breakdown of the evaluation, exploration and scrutiny of the central issues of the research produced by the measures proposed and applied in the research study.

The discussions and conclusions chapter
In this chapter, students will be required to assemble or draw together in dialogue, debate and argumentation the central issues of the research analysed and found in the previous chapter. Also, the students should be able to deliver the concluding implications and suggestions arising from the postulations of the research and contribute to the body of knowledge and recommendations for future research.

6.3 Editorial and typesetting
The following guidelines must be observed in the course of preparation of dissertation/thesis:
The dissertation/thesis shall be typed on single sides of the A4 paper.
• Font: Arial, size 12 (throughout)
• Line and paragraph spacing 1.5 throughout.
• Text alignment shall be justified throughout.
• Text-colour shall be black throughout.
• Margins: top, bottom, right=2.0cm; left=2.5cm (to allow for binding)
• The Abstract should not exceed 300-400 words for masters and 400-500 for PhD; abstract should provide a summary of key findings, methods (sample) used and main conclusions and recommendations derived from the research work
• Referencing style: APA
• Italics: should be avoided unless it is in a quote, sentence or word that you strongly want to emphasize (italics should be normally discouraged).
• “Page breaks” should be used when the next writing “must” start on a new page (instead of multiple “enter”).
• Similarly, “Tab” should be used instead of multiple spaces.
• Heading 1: should be all caps, centered and bold
• Heading 2: the first letter of each word shall be caps, left alignment and bold
• Heading 3 and above: only first letter of the heading shall be in caps, justified and bold
Numbering of pages
- The title page shall not be numbered
- All page numbers shall be inserted at the bottom and Centre of the page
- Preliminary pages shall be numbered in lower-case Roman numerals (i, ii, iii) (with the abstract starting at page ii).
- The rest of the dissertation/thesis (chapter 1-5, references and appendices) shall be numbered in Arabic numerals (1, 2, 3).

6.4 Dissertation/thesis weight and length
The weight of the dissertation shall be 200 credits (as it appears in the curriculum).

Number of pages/ Number of words guidelines (until end of references)
- Masters (mini dissertation) 30,000-35,000 words (Maximum100 pages)
- Masters by research (full dissertation) 60,000-65,000 words (Maximum 180 pages)
- PhD 80,000-100,000 words, (maximum 300 pages)

6.5 Publications
The list of publications and conference proceedings from the dissertation/thesis shall be listed in a complete reference format.

6.6 Attribution and Plagiarism
Plagiarism is a form of academic dishonesty defeating the principles of academic integrity and is detectable through the latest software acquired by universities. Academic dishonesty includes, but is unlimited to:
- Copying assignments of other students, in part or whole;
- Cause someone to write your assignment or test;
- Copying assignments from the internet and presenting them as your own;
- Paraphrasing authors’ ideas without proper citation.
Students will be required to familiarize themselves with the plagiarism policy of the University. All dissertations and Thesis shall be subjected to iThenticate or Turn-It-In plagiarism software; the similarity index should not exceed a maximum of 25%.

7. Examiners of dissertation/thesis
7.1 Nomination of examiners
Suitable examiners will be chosen to examine the dissertation/thesis. The proposed examiners will not be discussed with the students (examiners should remain confidential to the student at all times). Similarly, recommended examiners will not be disclosed to the students.

7.2 Appointment of examiners
The Faculty identifies suitable candidates to the Postgraduate Studies Committee (PGSC) for approval and recommend to the examination department. A brief CV of the recommended examiner must accompany the recommendation (if not already contracted by IUM).
For the internal examination, the examiners shall be:
(i) Academic staff and/or;
(ii) Research staff.

For external examination, the examiners shall be chosen from the following bodies:
(i) Accredited academic institutions;
(ii) Acknowledged Research Institutions.
(iii) Experts in specific fields with no affiliation.

Each examiner for a thesis or dissertation must hold a PhD degree.

7.3 Limitations on the appointment of examiners
(i) A supervisor shall not examine a dissertation/thesis of their students.
(ii) Previous staff members of the IUM who left the IUM within two years shall not be appointed as external examiners (they can be appointed as internal examiners).
(iii) Staff who formally supervised the student in the locale of the study being examined, shall not be appointed.
(iv) Staff with collaborative research experience with the student shall not be appointed.
(v) During the Examination process, Examiners shall hold no correspondence with the student concerning the dissertation/thesis.

8. Administration of Examination of dissertation/thesis

8.1 Notice to submit dissertation/thesis
Once the Supervisor is satisfied that the student’s dissertation/thesis is ready and is of such standard as merits submission, s/he then grants his/her consent accordingly and returns it to the candidate. If no consent is given by the supervisor, the dissertation/thesis shall not be accepted for examination.

In cases where the supervisor has not approved the submission of the Dissertation/thesis for examination, but all other procedures have been met, the candidate may submit the Dissertation/thesis to the Postgraduate Studies Committee for examination without the Supervisor's approval, following an appeal to the Chairperson of the Postgraduate Studies Committee.

For a PhD; three (3) months before the submission of the thesis, a candidate must submit a notice of intention to submit to the Director of PGS through their Faculty HOD of PGS. The deadline to submit the dissertation/thesis for examination is indicated in the IUM annual academic calendar.

8.2 Submission of dissertation/thesis for examination
Students will be required to submit three spiral copies for Masters and four spiral copies for PhD for examination, accompanied by a covering letter signed by the Supervisor indicating his or her approval of the submission, alternatively by the Dean of the Faculty.
8.3 Examination of Dissertations/thesis
Master's dissertation shall be examined by two examiners, one internal (from IUM) and one external (outside IUM). For a PhD, the thesis shall be examined by three examiners of which two shall be internal and one shall be external. In cases where there is no capacity for an internal examiner than the dissertation/thesis can be examined by external examiners.
Supervisors must not be examiners of their own student’s work.
The examination of a master’s dissertation shall be three (3) weeks and a PhD thesis shall be six (6) weeks.

8.4 Collation of Examiners reports
• The reports of all the Examiners to the dissertation/thesis shall be considered.
• These reports shall be collated and a recommendation on the result of the dissertation/thesis shall be made before overseeing the corrections to the dissertation/thesis.
• All marks will be agreed upon between examiners and finally approved by Postgraduate Studies Committee. A minimum mark of 50% from each examiner is required to pass a dissertation.
• If a dissertation has a pass from one examiner and fail from the other examiner, the third book must be given to an arbiter to mark and the mark from the arbiter is final. A fail is any mark below 50%.
• If there is a resubmission from one examiner and a pass from the other examiner, the maximum mark awarded from the resubmission must be 50%. The final mark is the average mark from the resubmission and the examiner.
• If the dissertation is a complete fail from both examiners e.g. student scored 47-49% (average); the Faculty may ask the student to come present and defend their work and the faculty committee can recommend a pass mark for the student (such a mark shall not exceed 50%). If the fail mark is below 47%, the student must re-register.
• If the difference in the dissertation marks from the examiners is more than 20%, the faculty subcommittee shall meet to look at the comments and agree on a new mark. This subcommittee may call the student to present and defend their work. The marks awarded by the committee shall be taken as the final mark.
• A PhD thesis is marked on a “qualitative” basis, and as such, no marks are awarded for the examination of the PhD thesis. Examiners must indicate whether the PhD candidate has passed, passed with corrections (minor or major), resubmission or failed.
• Students wishing to have their dissertations/thesis re-examined should cover or pay for the cost of re-examination.

The completion of required minor amendments to the dissertation/thesis shall be coordinated by the Supervisor and certified by the Internal Examiner. If the Dissertation/thesis has been referred for major amendments, it is the responsibility of the Supervisor to determine that the candidate has made all the corrections recommended by the examiner. Major amendments shall then be approved by the External Examiner. A dissertation/thesis which has been referred for amendment shall be resubmitted only once, and this must be done within twelve months.
Once the dissertation/thesis has been accepted by the Examiners, the Postgraduate Studies Committee (through the Dean of the Faculty) shall recommend the award of the degree.

8.5 Examination options (outcomes)
The following options are available to the Examiners.

a) Dissertation/thesis passes as it is (no revisions required)
b) Dissertation/thesis passes with minor corrections/revisions
c) Dissertation/thesis passes with major corrections/revisions
d) Referred back for major corrections/revisions (resubmission); or
e) Failed

Minor editorial corrections/revisions: Minor corrections of English, spelling, statistical errors, incomplete list of references, poorly justified or described methodology but with adequate data; some reorganizing of materials in the literature review, or results or findings but not all sections fall under this heading.

Major corrections/revisions: This may reflect a literature review limited by the extent of materials and ideas reviewed or limited by the understanding being shown; inappropriate or inadequate research design; substantially inaccurate or inadequate data analysis; lack of conclusions and understanding. Dissertations/thesis in this category would require substantive improvements introducing a substantial amount of new materials within several chapters.

A student whose dissertation/thesis falls into the major revisions category should expect to re-write one or two chapters at the most (or the equivalent of a chapter spread over several chapters), with appropriate adjustments in the introduction and the conclusion.

If a student is required to resubmit, the supervisor or markers will provide the student with an agreed list of corrections to be made. Annexure 10 provides a sample dissertation/thesis corrections response sheet which the student shall utilize to respond to the corrections required on the dissertation/thesis. You will normally be allowed only one further meeting with your supervisor to explain these changes. Your supervisor is not required to re-read the dissertation/thesis. Again, you are responsible for all activity and redrafting to achieve the required standard.

9. Viva-voce/ Oral examination (PhD students only)
After a student has passed by all three examiners, they are required to do an oral presentation (Viva Voce examination) of their work to a public audience. All Examiners of the thesis and supervisor(s) shall be part of the panel. The chairperson shall be a senior academic member of IUM and approved by the Director of PGS. The audience shall be permitted to pose questions to the student.

All PhD candidates shall defend their thesis, in two hours. The examination shall be open to the university’s academic staff, students, and the public and the notice for the examination shall be so stipulated and shall be advertised as such.
Unanimous approval of the examining committee is required for passing. If the student does not perform satisfactorily, the committee may recommend to the Director of PGS that the student take one (oral) re-examination under stated conditions and the candidate shall be informed as such.

For oral defence, at least 20 calendar days before the viva voce, a sufficient number of copies of the thesis shall be submitted to the School of Postgraduate Studies (SPGS) and shall be distributed to each member of the examining committee. Following a successful defence, and after all changes and corrections have been made, 5 black- Hard bound copies prepared in accordance with the university’s requirements/ guidelines must be submitted to the Postgraduate Studies Committee.

10. Submission Arrangements

Binding and book presentation of Final Dissertation/thesis

Five hard copies for both Master’s and PhD, written and bound in the approved manner should be submitted to the Dean of the Faculty.

- For both Master’s and PhD, the cover must be glossy (not smooth), the letters on the cover page of the dissertation/thesis must be in Gold colour (gold foiling printing, not surface printing).
- For Master’s degree the final dissertation shall be bound in Maroon colour
- For PhD the final thesis shall be bound in Black colour.

Distribution

Distribution of the bound copies is two copies for deposit in the Library, one for the Faculty, one copy for the student and one copy for the supervisor. A soft copy (electronic version, in a single PDF file) of the final corrected dissertation/thesis should also be submitted to the Dean of the faculty. Additional copies may be required by students’ sponsors or other agencies. Electronic versions will be archived in the university repository.

Registration before awarding of the degree

Students must be actively enrolled at the time the dissertation/thesis is submitted for examination.

Clearance

Upon satisfactory completion of all the stipulated programme requirements, every student, before graduation and formal award of certificates, must go through the university clearance procedure involving the following:

- Finance
- Library
- Computer Centre
- Ministry of Home Affairs (for foreign students)

Following the completion of the clearance process, a certificate of ‘Satisfactory Clearance’ will be issued to the student by the Office of the Registrar. Inability to obtain the clearance certificate could cause a delay in the actual date of graduation by a student.
11. Application for Graduation
The recommendation, with the results of the coursework and Dissertation/thesis, shall be submitted to the Senate, through the Registrar, notify the candidate that she/he can apply to the Registrar to proceed to graduation.

12. Withdrawal from the Master’s/PhD programme
Withdrawal from the Master’s/PhD programme shall occur under the following conditions:

i. When a candidate fails to have the proposal approved within two years of registration.

ii. Failure to submit biannually reports for two consecutive years.

iii. Failure to pay the annual fee within the stipulated time.

iv. Failure to submit the dissertation/thesis for examination within six years of the registration.

v. Voluntary withdrawal by a candidate.
ANNEXURE 1: SUPPLEMENTAL GUIDELINES FOR THE FACULTY OF INFORMATION TECHNOLOGY

| PROTOTYPE: SUPPLEMENTAL GUIDELINES FOR THE FACULTY OF INFORMATION TECHNOLOGY  
(preferred terminologies at the ITC Faculty) |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Reference</td>
</tr>
<tr>
<td>Monitor progress and advise on what is required to achieve a satisfactory dissertation.</td>
</tr>
<tr>
<td>First, evaluate the dissertation.</td>
</tr>
<tr>
<td>Under the responsibility of the student</td>
</tr>
<tr>
<td>The empirical procedure of data collection</td>
</tr>
<tr>
<td>Research design: quantitative, qualitative, triangulated or mixed.</td>
</tr>
<tr>
<td>Research design: descriptive, explanatory. Exploratory or historic.</td>
</tr>
<tr>
<td>Procedure: This section provides for the empirical segment of the research. The student should indicate how data will be collected, analysed and interpreted</td>
</tr>
<tr>
<td>Submission of the proposal:</td>
</tr>
<tr>
<td>----------------------------</td>
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<tr>
<td>In the first semester of the first year of study, students shall follow a series of preparation sessions in dissertation writing. Students will submit a draft research proposal by mid-July to the Chairperson of the Faculty Research Committee. The Postgraduate Studies Committee will allocate a supervisor by the end of July.</td>
</tr>
<tr>
<td>The referencing convention: Sources</td>
</tr>
<tr>
<td>Presentation of the proposal: These presentations shall be conducted on 25 July each year.</td>
</tr>
<tr>
<td>The weight of the dissertation shall be 200 credits. The length of the dissertation shall be between 20,000 and 40,000 words</td>
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<tr>
<td>Minor corrections of English, spelling, statistical errors, incomplete list of references, poorly justified or described methodology but with adequate data.</td>
</tr>
</tbody>
</table>
Some reorganizing of materials in the literature review, or results or findings | Minor adjustment on implementation of system/software where applicable.

As annexed: Research field: collection | Implementation and testing for systems/software development

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**ANNEXURE 2: RECORD OF SUPERVISION MEETING FORM**

<table>
<thead>
<tr>
<th>STUDENT NAME AND SURNAME</th>
<th>STUDENT NO:</th>
<th>SIGNATURE</th>
<th>DATE</th>
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SUPERVISOR(S) PRESENT:

<table>
<thead>
<tr>
<th>NAME AND SURNAME</th>
<th>SIGNATURE</th>
<th>DATE</th>
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DATE: ___ TYPE OF MEETING (E.G. FACE TO FACE, ONLINE) AND BRIEF COMMENT | ADDRESSED

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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## ANNEXURE 3: ETHICAL PRINCIPLES

<table>
<thead>
<tr>
<th>ETHICAL PRINCIPLES</th>
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</thead>
<tbody>
<tr>
<td>1. Informed consent</td>
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<tr>
<td>2. Researcher competence</td>
</tr>
<tr>
<td>3. Beneficence</td>
</tr>
<tr>
<td>4. Justice</td>
</tr>
<tr>
<td>6. Privacy</td>
</tr>
<tr>
<td>7. Advocacy</td>
</tr>
<tr>
<td>8. Honesty and trust</td>
</tr>
<tr>
<td>9. Data ownership</td>
</tr>
<tr>
<td>10. Confidentiality</td>
</tr>
<tr>
<td>11. Use and misuse of results</td>
</tr>
<tr>
<td>12. Responsibility of intervention</td>
</tr>
<tr>
<td>13. Research Integrity and quality</td>
</tr>
<tr>
<td>14. Anonymity</td>
</tr>
<tr>
<td>15. Worthiness of the Project</td>
</tr>
<tr>
<td>16. Respect</td>
</tr>
</tbody>
</table>
EMPLOYMENT DEMAND IN NAMIBIA SINCE INDEPENDENCE

A RESEARCH PROPOSAL SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER IN PUBLIC POLICY AND MANAGEMENT

OF THE

INTERNATIONAL UNIVERSITY OF MANAGEMENT

BY

NAME OF STUDENT

STUDENT NUMBER

MONTH AND YEAR OF SUBMISSION

SUPERVISOR: ______________ FULL NAME (AFFILIATION, if NOT IUM)
CO-SUPERVISOR (IF ANY): ______________ FULL NAME (AFFILIATION, if NOT IUM)
EMPLOYMENT DEMAND IN NAMIBIA SINCE INDEPENDENCE

A DISSERTATION/THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER IN PUBLIC POLICY AND MANAGEMENT OF THE INTERNATIONAL UNIVERSITY OF MANAGEMENT

BY

NAME OF STUDENT

STUDENT NUMBER

MONTH AND YEAR OF SUBMISSION

SUPERVISOR: FULL NAME (AFFILIATION, if NOT IUM)
CO-SUPERVISOR (IF ANY): FULL NAME (AFFILIATION, if NOT IUM)
ANNEXURE 6: DECLARATION

I (full name of student), do hereby declare that this dissertation/thesis titled: (insert title), is my own work. I also affirm that no part of this work was published before except those sources that have been duly cited and referenced. The work has never been submitted to any institution, college, or university for awarding of the degree.

Student’s Signature:..............................................................
Date: ..............................................................................

Supervisors’ approval on authenticity and conformity to IUM PGS regulations and guidelines
Supervisor’s Name: ..............................................................
Signature: ...........................................................................
Date: ..............................................................................
## RESEARCH PROPOSAL APPROVAL FORM

<table>
<thead>
<tr>
<th>Student details</th>
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<tbody>
<tr>
<td>Student name:</td>
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<td>Student number:</td>
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<tr>
<td>Program of study:</td>
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<td>Year of study:</td>
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<td>Research title:</td>
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</table>

**REVIEWED BY:**  
(Minimum two members of the Postgraduate Studies Committee)

<table>
<thead>
<tr>
<th>Prof/ Dr/Rev/ Ms/Mr</th>
<th>Faculty</th>
<th>Department</th>
<th>Other</th>
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**RECOMMENDATION**

- Proposal approved as is
- Proposal approved with minor corrections
- The proposal referred to the student for Major corrections and resubmission

**Signature:**  
**Date:**

Note: in the case of minor or major corrections, complete details of the corrections required must accompany this form to guide the student to improve the proposal.
## ANNEXURE 8: CORRECTIONS RESPONSE SHEET (DCRS)

### DISSERTATION/THESIS CORRECTIONS RESPONSE SHEET

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<thead>
<tr>
<th>Student name:</th>
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<tr>
<td>Student number:</td>
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<tr>
<td>Degree:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td><strong>Examiner's comment</strong>&lt;br&gt;(correction required)</td>
<td><strong>Student's response</strong>&lt;br&gt;(correction done)</td>
</tr>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
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</table>

**Student's signature:**
**Supervisor’s signature:**
Name of Student:
Degree registered for:
Thesis/Dissertation Title:
Date:
1. Panel members in attendance
2. Challenges faced with the examination (e.g. logistical arrangements), if any
3. Summary of the discussions during the examination
4. Strong and/or weak points identified during the presentation and discussions
5. Specific recommendations to the student where applicable (during the examination)

<table>
<thead>
<tr>
<th>No.</th>
<th>EXAMINERS’ RECOMMENDATION</th>
<th>(X)</th>
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<tbody>
<tr>
<td>1</td>
<td>PASS</td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>Student PASSES subject to MINOR corrections and revisions</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>Student PASSES subject to MAJOR corrections and revisions</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>FAIL</td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Student FAILS but should be given another chance of defending the thesis/dissertation after rectifying the identified weaknesses</td>
<td></td>
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<tr>
<td>2.2</td>
<td>Student FAILS OUTRIGHT</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Name*</th>
<th>Designation</th>
<th>Affiliation</th>
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<tr>
<td>Chairperson</td>
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<tr>
<td>External Examiner</td>
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<tr>
<td>External/Internal Examiner</td>
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<tr>
<td>External/Internal Examiner</td>
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<tr>
<td>Main supervisor</td>
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ANNEXURE 10: STUDENT SUPERVISOR PROGRESS REPORT

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<th>STUDENT SUPERVISOR PROGRESS REPORT</th>
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<tbody>
<tr>
<td>Student name:</td>
</tr>
<tr>
<td>Student number:</td>
</tr>
<tr>
<td>Faculty/centre:</td>
</tr>
<tr>
<td>Program of study:</td>
</tr>
<tr>
<td>Year of study:</td>
</tr>
<tr>
<td>Research topic:</td>
</tr>
</tbody>
</table>

Give a summary of the progress to date to enable a better understanding of the progress the student has made.

Signature of Student:………………………………………Date:…………………………….

Name of supervisor: ……………………………………………………………….

Signature of supervisor:…………………………………Date:…………………..……………. 