

## **POSTGRADUATE DIPLOMA IN EDUCATION (NQF LEVEL 8)**

### **PURPOSE OF THE QUALIFICATION**

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

Students completing this qualification will therefore acquire theoretical and practical pedagogical methodologies that can be applied in the art of imparting knowledge and skills (teaching/learning process) under different contexts. This qualification is designed for the professionally unqualified and/or underqualified senior primary or secondary school teachers, who earned a qualification in a subject matter, but who do not have qualification in pedagogy and/or other Teacher Education professional qualification. 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/Parttime/Block Release mode - 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.

## **COURSES**

### Course Title

- Education Theory & Practice
- Classroom Management and Supervision
- English Proficiency
- Guidance and Counselling
- Educational Research Project
- Curriculum Planning and Development in Education
- Teaching Methods School Subject I
- Teaching Methods School Subject II
- Assessment in Education
- Teaching Practice

## **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 Namibian Qualification Authority requirements.

Coursework will be evaluated for its current relevance and may not transfer if the material is outdated more than 5 years since the course was attended and examination sat and passed and/or the course was not passed at the first examination sitting.

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

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

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

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

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

## **ASSESSMENT AND EVALUATION**

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

### **Final Examinations**

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

### **Supplementary Examinations**

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

A student who fails 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.