

POSTGRADUATE DIPLOMA IN HIGHER EDUCATION (NQF LEVEL 8)

PURPOSE OF THE QUALIFICATION

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 the tertiary educators to attain the good pedagogical practices in the quality delivery of the curriculum. The qualification aims to equip the 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:

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

- Teaching and Learning in Higher Education
- Curriculum Planning, Development and Assessment
- Assessment in Higher Education
- Design and implement e- Learning in Higher Education
- Research supervision In Higher Education
- Educational Management
- General Teaching Methodology

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 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.