FEEDBACK TUTORIAL LETTER

2ND SEMESTER 2021

ASSIGNMENT 1

INTRODUCTION TO CURRICULUM STUDIES
ICS620S
Introduction to Curriculum Studies (ICS620S)

Assignment 1 – Memorandum / Marking Guide & Feedback Tutorial Letter

Dear ICS620S Distance Students

Thank you for submitting your Assignment on time. The marking process was interesting and insightful. I have tried to give you individual feedback as far as possible. I have marked 67 assignments. **The highest grade scored is 85%**. Congratulations to Mr Philip Reyher who achieved such great results. **The lowest grade scored was 0%**. The group average is **47.8%**.

Unfortunately, the picture above does not look so good. About 38 students met the 50% pass requirement and twenty-nine did not make it. Some of your marks were greatly affected because of the high Turnitin report. This has raised some concerns. Secondly, many of you misinterpreted the questions, mostly because you did not prepare yourself well for the assignment. For some, it was my 1st experience interacting with their work. This indeed raises much concern. You have learned in PDP610S and other courses in your 1st year that it is important to have a relationship with your Marker Tutor. This relationship can make or break your grades. I therefore would like to encourage those whom I have met for the 1st time, to urgently contact me so we discuss the way forward.

I also would like you to take note of the below so you can improve in the Assignment 2.

**General observations:**

1. **Plagiarism:**

   Plagiarism is a punishable offense and against the NUST policies. You are required to reformulate existing text and use your own words as far as possible. It is not acceptable to copy and paste existing text and just acknowledge the source in the Reference List. Additionally, you should be able to relate the idea or concept and put context without repeating the original author.

   Here, I have penalised students. In other words, I have deducted marks for copy and paste. This is a lesson learned.

2. **Preparation for an assignment:**

   All students can score good marks for an assignment, if they have prepared adequately for the assignment. You have all the resources available and should make use of them, i.e. Your Marker Tutor, discussions and activities on eLearning, the Internet, your peers and your Study Guide (eBook). You should also plan your assignment by doing research and through the readings.

3. **Language and Grammar:**

   You are required to do a language check by using the Spell and Grammar check on MS Word. You may also use a peer, friend or family member that is good in English writing to proofread through your assignment and to suggest changes.

4. **Referencing:**

   This area needs much improvement. This is a skill that needs practice. The referencing must be done according to the APA Referencing style. The reference list must always be
on a new sheet of paper. The purpose of referencing is to give recognition to the original author from whom the facts are/were taken. In-text referencing is also important. You cannot refer to a source in the text and then omit in the reference list or vice versa.

Ideally you should for each assignment:
1. Use time management skills. The first thing that you should do is to plan your time needed for assignment writing. ...
2. Analyse the assignment question. ...
3. Understand how marks are awarded. In other words, look at the mark allocation to determine the number of answers that you must write.
4. Look for reliable information. ...
5. Draft an outline.

Below are some guidelines that will help you plan, research write and review your assignment.

The most important thing is to start and start early. If you give yourself enough time to plan, research, write and revise your work you won't have to rush. Once you've started, you'll also have something that you can improve on.

**Step 1 – Understand the assignment task**

Before you start your assignment make sure you analyse the assignment task or question and understand what you have been asked to do. This will help you focus your research.

[Find out how to understand your assignment task](#)

Also check what type of assignment you are doing. Is it an essay or a report? This will help you focus your research and know how to structure your assignment.

**Step 2 – Do your research**

Next, research your topic and find relevant and reliable information. You will find some in your course materials and recommended readings.

[Critical thinking for reading and research](#)
Step 3 – Plan

Planning how you will answer your assignment task or question will help you focus and make writing your assignment easier. You will have a structure to follow and can make sure you answer the assignment task correctly.

Step 4 – Write: It will then be time to start writing.

First draft

- Write your first draft following your plan. Fill in the gaps, writing your main points for each section.
- Write freely. Get as much down as you can without worrying about the wording being 100 per cent right.
- You may find it easiest to start with the conclusion, so you know the direction your writing is heading.
- Leave the introduction until last.

Don’t spend too much time trying to make this draft perfect as it will change!

Fine tune

- Revise your draft and check that it makes sense and includes everything it needs to.
- Fine tune the wording, and make sure your writing flows well.
- Keep different copies of your drafts as you may want to go back to them.
- Compile your bibliography or reference list.

Step 5 – Review

Once you’re happy, take a break. Get some distance from your work so you can check your assignment with a fresh eye. Then edit and proofread.

Look at the big picture

- Have you answered the question you were set? Check your work against the marking schedule as well as the question.
- Is the structure correct? Is the content logically arranged?
- Have you included all relevant parts? For example, the title page, introduction, conclusion, reference list?
- Does your assignment read well with each section flowing smoothly on to the next? A good way to check this is to read it aloud.
- Have you used your own words and acknowledged all your sources?
- Is your assignment well presented?

Check the details

- Have you used academic English (if needed)?
- Check the grammar, punctuation, and spelling. Don’t just use a spell checker (it won’t pick everything up).
- Check your referencing. Is your APA referencing correct?
- Are your pages numbered?
- Have you included your name, student number, the assignment details
Tip – If possible, ask a friend or family member to proofread your assignment, as it can be difficult to see mistakes in your own work.

Once you are happy, submit your assignment on eLearning prior to the due date and time.

Below is a Marking Guide/Memo for the assignment. The answers are not exact as most of the questions are open ended questions and required your interpretation. However, your answers should have been informed by the underpinning principles and theories of curriculum development.

**Assignment 1: Memorandum**

**Question 1:**

[10 marks]

Namibia is working towards becoming a developed country by 2030. In line with achieving this vision, the country is guided by the National Strategic Plan 5 (NDP5). The future of TVET is envisioned as follows:

a. What are the training related targets TVET training institutions need to focus on?  [2]

By 2020/21 – TVET training institutions should have increased the number of TVET graduates to total higher education graduates with 62 % (45,000) and 2021/22 to 65 % (50,000) and to offer work-based opportunities, expand, diversify modes and upgrade programmes.

Or

By 2022, Namibia has an education system that responds to industrial needs. For example, train in various fields such as Science, Mathematics, Technology, ICT and Entrepreneurship which corresponds or is in align with the NDP5 desired plans for TVET in the country.

Or

Enhance the participation rates of the youth and adolescents in both the formal and non-formal training and providing quality programmes for skills development that meet the industrial needs now and in the future.
b. How relevant is Namibia’s current curriculum approach to achieve the training related targets? Explain your answer. [2]

Students to answer the following questions to obtain full marks:

What are the training targets/goals in NDP5? How relevant is our educational philosophy (See question 1) in reaching the NDP5 training targets?

Students opinion. Answers may be different.

Possible answers:
The current Namibian curriculum approaches focus on the technical/scientific and is behavioural. This is supporting the training related targets in such a way that the curriculum covers various fields such as Science, Mathematics, Technology, ICT and Entrepreneurship which corresponds or is in align with the NDP5 desired plans for TVET in the country. The curriculum also addresses the current labour market needs and the unemployment rate will therefore subsequently go down.

Or

Vision 2030 stipulates that Namibia needs to build a knowledge economy. A knowledge based economy is important to increase employment. It allows countries to become industrialised, thus manufacturing its own goods and services, for example, the Namibian Government is committed to realising a knowledge based society through the training of our people in science and technology or through TVET education.

c. Are there any approaches to the curriculum you feel needs to be incorporated to the current approach to ensure that NDP5 goals for TVET are achieved? Explain your reasons. [2]
Students opinion:
Possible answers:
The approaches fall under two broad categories namely, the technical/scientific approach and non-technical/non-scientific approach. Under the technical/scientific approach we have the behavioural, managerial and systems approach. Under the non-technical/non-scientific approach we have the humanistic approach which is missing from the current curriculum. In this approach the focus is on developing the entire person and not just knowledge and skills.

d. Name with examples the different types of curriculum you have encountered in the following training institutions. [4]
   i) training you received at your TVET training institution
   ii) training you have provided at a TVET training institution

There are three models of curriculum design: **subject-centered, learner-centered, and problem-centered design**. ... Subject-centered curriculum design is not student-centered, and the model is less concerned with individual learning styles compared to other forms of curriculum design

Possible answers

**Planned (1)** - A curriculum with learning outcomes and objectives the students have to achieve, (1) subjects the students are expected to learn (1), assigned readings e.g. textbooks (1), and assessments. (1)

1. CBET as a program of study with clearly defined, concrete and measurable objectives of which every student participating in the program must have demonstrated mastery upon program completion

2. **National Accredited Technical Education Diploma (NATED) programmes:** Training model used in TVET training in South Africa which Namibia acquired during the time of colonial rule and still maintains in certain TVET training institutions. It is also known as the N-level qualifications

Students to explain the underlying principles of each of the curriculums to be able to score 8 marks.

3. Using the figure which discusses the different educational philosophies, answer the questions that follow:
Using the figure above to guide you:

a) Explain your educational philosophy for curriculum design and the educational philosophy the Namibia Training Authority (NTA) has chosen for the curriculum design of Technical and Vocational Education and Training (TVET) in Namibia. [5]

Own Educational Philosophy – to be explained

Answers can be any of the four educational philosophies that fall under two broad categories namely, Traditional and Contemporary. Under the **traditional category** we

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<table>
<thead>
<tr>
<th>Traditional Philosophy (Perennialism, Essentialism)</th>
<th>Contemporary Philosophy (Progressivism, Reconstructionism)</th>
</tr>
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<tbody>
<tr>
<td><strong>Society and Education</strong></td>
<td></td>
</tr>
<tr>
<td>1. Formal education begins with the child, schools are considered the major institution of the child's education.</td>
<td>1. Formal education begins with the family; the parents are considered the most important influence in the child's education.</td>
</tr>
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<td>2. School transmits the common culture; individual's major responsibility is to society, performing societal roles; conformity and cooperation are important.</td>
<td>2. School improves society; individual's fulfillment and development can benefit society; independence and creativity are important.</td>
</tr>
<tr>
<td>3. Education promotes society's goals; it involves authority and moral restraint.</td>
<td>3. Education involves varied opportunities to develop one's potential and engage in personal choices.</td>
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<tr>
<td>4. Certain subjects and knowledge prepare students for democracy and freedom.</td>
<td>4. Democratic experiences in school help prepare students for democracy and freedom.</td>
</tr>
<tr>
<td>5. Education is formulated mainly in cognitive terms; focuses on academic subjects.</td>
<td>5. Education is concerned with social, moral, and cognitive terms; focus on the whole child.</td>
</tr>
<tr>
<td>6. Values and beliefs tend to be objective and, if not absolute, based on agreed-on standards or truths.</td>
<td>6. Values and beliefs are subjective, based on the individual's view of the world.</td>
</tr>
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| **Knowledge and Learning**                          |                                                             |
| 7. The emphasis is on knowledge and information.    | 7. The emphasis is on resolving problems and functioning in one's social environment. |
| 8. The emphasis is on subjects (content).           | 8. The emphasis is on students (learners).                  |
| 9. Subject matter is selected and organized by teacher. | 9. Subject matter is planned by teacher and students. |
| 10. Subject matter is organized in terms of simple to complex, centered on the past. | 10. Subject matter is organized in terms of understanding relationships, centered on present or future. |
| 11. Unit or lesson plans are organized according to topics or concepts. | 11. Unit or lesson plans are organized according to problems or student interests. |
| 12. Subject matter is compartmentalized according to distinct fields, disciplines, or study areas. | 12. Subject matter is integrated; includes more than one related subject. |

| **Instruction**                                    |                                                             |
| 13. Textbooks and workbooks dominate, teaching and learning are largely confined to classroom. | 13. There are varied instructional materials; teaching and learning include community resources. |
| 14. There is whole-group learning, fixed schedules, and uniform time periods. | 14. There are whole, small, and individualized groups, flexible schedules, and adjustable time periods. |
| 15. There is homogeneous grouping; tracking of students into special programs. | 15. Grouping is heterogeneous; some tracking of students but widely differentiated programs. |
| 16. Students passively assimilate what teacher or textbook says. | 16. Students actively seek information that can be used or applied. |
| 17. The emphasis is on uniformity of classroom experiences and instructional situations. | 17. The emphasis is on variability of classroom experiences and instructional situations. |

| **Purpose and Programs**                           |                                                             |
| 18. The emphasis is on liberal arts and science.   | 18. There is a mix of liberal arts, practical, and vocational subjects. |
| 19. The emphasis is on specialization or scholarship. | 19. There is general emphasis for the layperson. |
| 20. Curriculum is prescribed; little room for electives. | 20. Curriculum is based on student needs or interests; room for electives. |
| 21. There are excellence and high standards; special consideration for high achievers. | 21. There are equality and flexible standards; special consideration for low achievers. |


Source: Ornstein and Hunkins (2018, p.70)
have perennialism, essentialism and under the contemporary category we have progressivism and constructionism.

An educational philosophy is a personal statement of a teacher's guiding principles about "big picture" education-related issues, such as how student learning and potential are most effectively maximized, as well as the role of educators in the classroom, school, community, and society.

NTA’s educational philosophy:
Based on the points outlined in figure 5, Namibia’s TVET curriculum falls heavily under the traditional philosophy which incorporates the perennialism and essentialism educational philosophy for their TVET curriculum.

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b) What are the similarities and differences between your educational philosophy and the one adopted by NTA for the country? [2]

Students to indicate the similarities and differences based on their educational philosophy and the one adopted by the NTA
c) Do you think the educational philosophy that Namibia has adopted for TVET curriculum will help us achieve the NDP5 goals for TVET in Namibia, see question 1? Explain your answer. [3]

Goals of NDP5 must be highlighted:

➜ **Vocational Education Training Expansion**: Under VET expansion we will in 2016 develop a VET expansion master plan to have a footprint of Vocational Skills Development Centres in all 14 regions. Following on a pre-feasibility study that was carried out in 2015/16, the fully fledged feasibility study will be ready before September 2016. In the same year, we will refurbish an existing building in the Kunene region for use as a VTC. In year two and three of Harambee we will construct new centres in Nkurenuru and in Omuthiya.

➜ **Recognition of prior learning**: We will roll out the recognition of prior learning services nationally to certify skills of citizens acquired through work experience in the informal sector. Our immediate target is to have 2,000 candidates certified in year one of Harambee.

➜ **Improve quality of VET provision**: To improve the quality of VET provision we: will train 200 instructors/trainers, that will also undergo compulsory industry attachments; we will develop in 2017 a national policy for VET practitioners, including assessors, moderators, verifiers and instructional designers; and we will enter into bilateral agreements to source trainers from Cuba, Germany and Spain.

➜ **Improve the image of VET**: We will adopt technical and vocational education and training [TVET] as the standardized international training convention. We will rename VTCs as technical and vocational training colleges by 2017 and we will stage a national vocational education and training skills competition biannually to promote VET as a subsector of choice.

➜ **Apprenticeship and funding**: We will initiate more apprenticeship opportunities for VET graduates, with the first apprenticeship programme scheduled to roll out in 2016. In
addition, graduates with good business propositions will be assisted to the extent that it is feasible to start their own businesses

Own answers will be considered.

Question 3  [10 marks]

a) Which of the learning theory informs the TVET curriculum in Namibia? Explain your answer. [2]

Learning can be examined through three major theories namely, Behaviourism, Cognitivism and Humanism.

The principles and training approaches in CBET is based on the behaviourist learning theory. Namibia follows the competency-based education which involves remediation, skill acquisition, matching instructional materials to learners’ abilities, step-by-step activities, repetition, practice, drill, reinforcement, and review.

b) Discuss whether the learning theory that informs the TVET curriculum in Namibia is suitable for Namibia to achieve the TVET developmental goals as outlined in NDP5, see question 1. Explain your reasons. [5]

Students own answers will be considered.

Note: The learning theory that informs the TVET curriculum in Namibia should be aligned with the TVET Developmental Goals as outlined in NDP5.

c) It has been argued that each learning theory is incomplete on its own, so since the TVET curriculum in Namibia relies heavily on the behaviourist learning theory, which other learning theory do you feel needs to be incorporated in the TVET curriculum. Explain your answer with reasons. [3]

Any of the following answers can be considered:

Cognitivism: Behaviorist theories according to Ornstein and Hunkins (2018) “have been criticised as describing learning too simply and mechanically and perhaps as reflecting an over-reliance on classical animal experimentation. Human learning involves complex thinking processes beyond respondent conditioning (or recall and habit) and operant conditioning (or emitted and reinforced behaviour)” (p.119).
Cognitive learning theory focuses on the thinking processes that promote learning. This includes critical, creative and intuitive thinking. This theory further takes into account the developmental stages of a person, multiple intelligences and learning styles. It has its roots in pragmatism.

**Humanism**

Cognitivism is not without its limitations. Some of the challenges observed in learning institutions which have adopted the cognitivism theory in their curriculum according to Ornstein and Hunkins (2018) is that,

- though there is interaction between the teacher and the student, the teacher still does most of the talking with students mostly responding to them
- there is heavy reliance on textbooks as the main sources of instruction
- students have not really learned how to learn but use strategies to beat the system by figuring out their teachers

Ornstein and Hunkins (2018) further assert that that in the classrooms, students should

- not be afraid to ask questions, be wrong, take cognitive risks and play with ideas
- not always be right in order to be rewarded by the teacher

The humanistic field of psychology which is based on the **existentialism** focuses on aspects of learning that deal with the learner’s needs, attitudes, and feelings, self-actualization, motivation, and freedom to learn.

**Question 4** [4x5=20 marks]

Using the Bank of Namibia 19th Annual symposium document and identify five aspects that the curriculum designers did not take into account regarding implementation of curriculum. Discuss how they can be addressed. Use examples from your own experience to support your answers.

**Possible answers**

- High Unemployment rates amongst the youth and TVET graduates
- The negative perceptions of society (Parents, Academics, etc) towards TVET in Namibia
• The qualifications, skills, and experience, and teaching style, philosophies of the TVET trainers
• Limited Facilities and resources for TVET training
• Abilities and aptitudes of students
• Ethos (values and practices) of learning institutions, managers of learning institutions, curriculum specialists and teachers/lecturers/trainers

Possible answers:
• Develop extensive rebranding to change an often negative perception of the stakeholders towards TVET.
• Find international funding to investing in TVET programmes, to substantially increase the number of youth and adults with relevant skills for employment, decent jobs and entrepreneurship, and to eliminate gender disparities in education.
• Increase trainee intake in TVET Centres across Namibia in priority areas to promote TVET in the country, to make Namibia an industrialised country and to build a knowledge based society

Challenges
TVET provision is inadequate in terms of access and, in many cases, quality. Many potential TVET learners are either unable to enroll due to problems of access, or unwilling due to a negative perception of TVET generally or the lack of a desired course to attend.

The perception is that TVET is an entry point for students on the lower end of the ability spectrum. This also acts as a deterrent for individuals who would otherwise benefit from enrolling. Many potential TVET learners fail to see how TVET will translate into employment opportunities.
### Technical, Vocational Education & Training Strategies and Desired Outcomes, 2017–2022

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>By 2022, Namibia has put in place an education system that responds to industrial needs.</td>
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</tbody>
</table>

| Increase Enrollment of TVET students to 50,000 |
| Improve Students Completion rate to 80% |
| Increase Number of skilled/up-skilled TVET trainers/instructors to 3,000 |
| TVET graduates to total higher education graduates 65% |

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<th>Raise TVET's brand identity and profile</th>
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<tr>
<td>Use media campaigns to educate school learners and parents on the attractive career and entrepreneurship opportunities that TVET programmes can offer. Broaden programme opportunities to include Science, Technology, Engineering and Mathematics (STEM), ICT and entrepreneurship. Attract high-quality trainers who will improve the relevance of instruction to obtaining a lucrative skill and/or gainful employment.</td>
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<th>Make TVET more accessible.</th>
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<tr>
<td>Expand existing training centers (VTCs, Community Skills Development centres (CCSDCs) and SOEs providers) and create new ones in areas where there are none. Upgrade physical infrastructure, equipment and programmes. Expand and diversify training delivery modes to enable a wider range of students to attend.</td>
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<th>Offer TVET courses that improve the employment prospects of learners</th>
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<tr>
<td>Engage industry participation in offering work-based learning opportunities, such as apprenticeship and trainees schemes. Initiate partnerships between TVET centres and enterprises to strengthen youth technical skills and connect unemployed learners with employers.</td>
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</table>
Assignment 2

You are now required to start preparing for Assignment 2. For assignment 2, you are required to write a concept paper (proposal). This assignment is a follow up on Assignment 1. By considering all your answers in Assignment 1, choose a model, approach and type of curriculum that you think is best suited to both yourself (the instructor, TVET trainer) and your trainees that will assist Namibia to meet the targets of NDP5. Refer to the individual feedback in Assignment 1 to differentiate between a model, approach and type of curriculum. This will be strictly marked.

For this assignment, you will need to write a two to three pages concept note that you will need to submit to the Namibia Training Authority (NTA) to suggest the model, approach and type of curriculum that you think Namibia should design.

Provide names with examples of the different types of curriculums you have encountered before in order to convince the Government of Namibia and the NTA. Note, do not just refer to the training that you have received and provided but what has been shown to work in other countries, such as Australia, South Africa, etc. There are three types of curriculum models. See above for a better understanding.

You may also refer to your own curriculum in your occupational area to identify any gaps or shortcomings. After doing so, come up with recommendations of an approach, learning theory and type of curriculum that you feel Namibia should opt to do in achieving the training related targets and TVET developmental goals as outlined in NDP5. Read the extract from NDP5 again to refresh your memory.

Also note it is important that you do research and motivate the concept note by referring to different literature on the topic. The above points should be the main themes of discussion in this assignment, covering up to 80 % of the assessment grade. The remaining 20 % will be awarded for language and structure.

Best of luck with this assignment and I am surely looking forward reading your concept papers.

Regards

Bernadette Cloete