



VISION

Our Vision is to be a world-class provider of quality, accessible and equitable life-long education and learning.

MISSION STATEMENT

Our mission is to provide quality teacher education in a professional and conducive academic environment.

COUSTOMER VALUE PROPOSITION

We pledge to:

- Provide our students with quality education and training in a cordial and professional atmosphere.
- Build strong relationship with customers and stakeholders through effective communication.
- Accord academic freedom to the teacher educator and students.
- Uphold a high level of performance that produces outcomes of long lasting value.
- Promote the spirit of honesty, tolerance, courtesy, respect and compassion in dealing with our customers and stakeholders.
- Promote the spirit of botho.

CONTENTS

COLLEGE ORGANISATIONAL STRUCTURE	4
LOCATION OF THE COLLEGE	
STUDENT POPULATION AND AMENITIES	7
ADMISSION REQUIREMENTS	7
DIPLOMA IN SECONDARY EDUCATION	9
ART EDUCATION	26
COMMUNICATION AND STUDY SKILLS	30
EDUCATIONAL TECHNOLOGY	32
FOUNDATIONS OF EDUCATION	35
LIBRARY STUDIES DEPARTMENT	37
MORAL EDUCATION	39
RELIGIOUS EDUCATION	42
SETSWANA DEPARTMENT	47
COLLEGE LIBRARY	51
COLLEGE TUTORIAL SYSTEM	53



PRINCIPAL

B.N. Setabo

M.Ed Educational and Mass Media (Manchester)
B.Ed Design & Technology (Exeter)



DEPUTY ACADEMIC

M.M. Sereetsi

M.Ed (TTELT Exeter), BA+PGDE (UB)



DEPUTY ADMINISTRATION

B. Monageng

M.Ed - Educational Studies (Manchester,)
B.A Humanities, PGDE (UB)

INTRODUCTION

Molepolole College of Education is one of the public Institutions in Botswana. As a government Institution, the College is governed by the Botswana Education Act (Cap 58) (Colleges of Education Regulations, 1993); the Botswana Public Service Act (2008) and the Laws of Botswana.

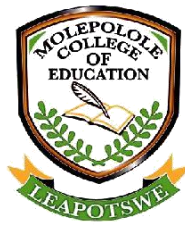
The college first opened in 1985. It was an outcome of the recommendations of the National Commission on Education of 1977 which proposed that a new kind of Junior Secondary School teacher should be prepared to meet the needs of the rapidly expanding Junior Secondary Sector especially with regard to the shift from a highly selective pupil entry to an almost universal entry with a wide range of abilities.

The Supplementary Report of the National Commission on Education of July 1979 recommended the establishment of a teacher training college for non-graduate

secondary school teachers to replace the Diploma in Secondary Education course of the University of Botswana.

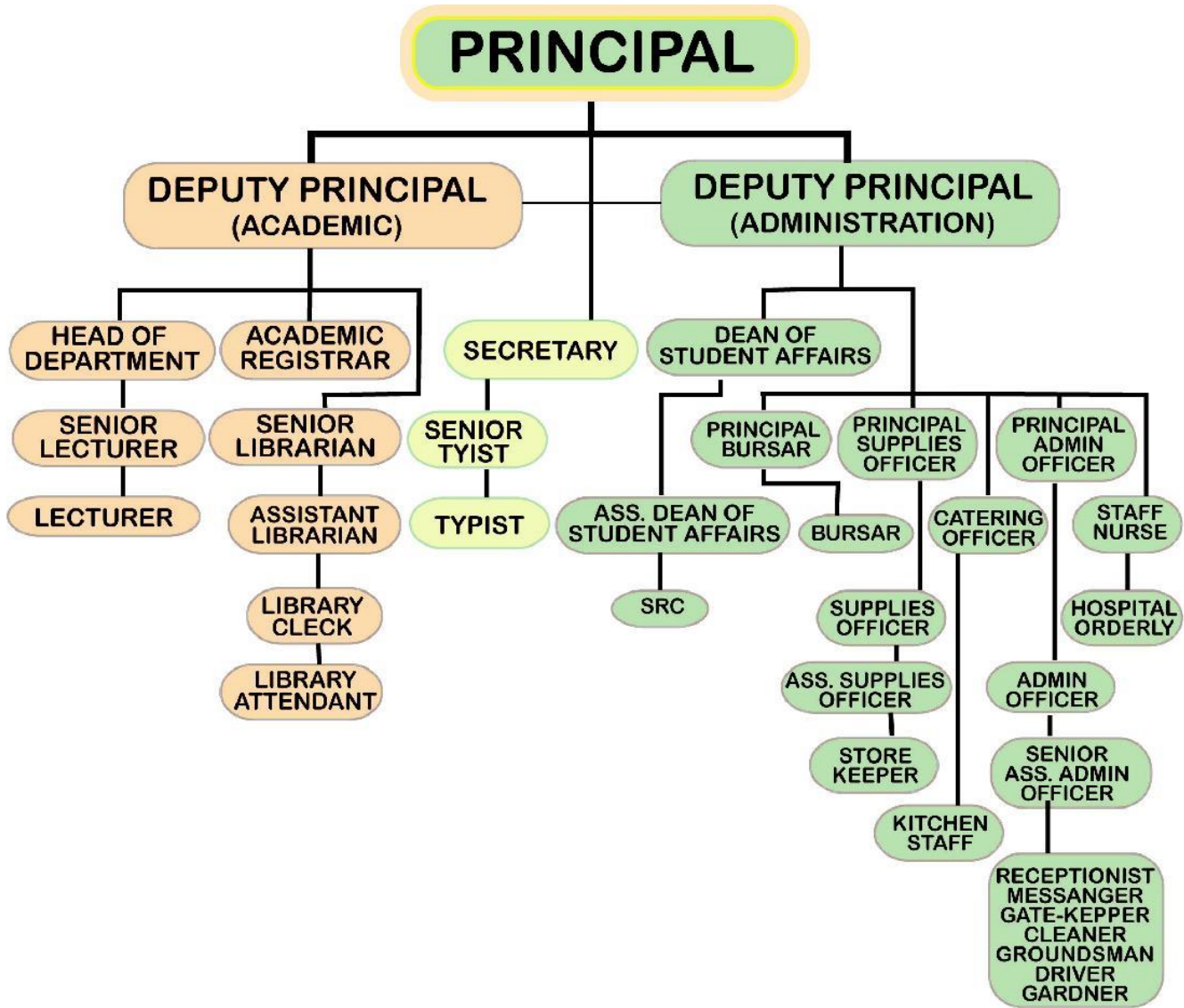
Molepolole College of Education (MCE) was built in 1984. The first staff members took up residence on the site in September 1984 and organized the first interviews and admissions. The college opened its doors to the first intake of 150 students in March 1985.

The subjects offered were: Foundations of Education, Social Studies, English, Setswana, Home Economics, Mathematics and Science. Later, other subjects were added such as: Art, Design and Technology, Music, Physical Education and Religious Education. With the opening of Tonota College of Education (TCE) in 1990 it was decided that the new college should offer Home Economics and Agriculture while Art and Design and Technology would be offered by MCE. Home Economics was therefore phased out from this college with the last class completing their course in December 1991. In 1998, Physical Education was also phased out from the College and it is now offered only at Tonota College of Education. MCE offers Music, which was phased out at TCE.



COLLEGE ORGANANATIONAL STRUCTURE

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DEAN OF STUDENTS AFFAIRS

B.Ramoleko
M.Ed (UB), B.Ed (UB)

ASSISTANT DEAN OF STUDENTS AFFAIRS

R.D. Roy
MA (Theology & RE) BA Hum. (UB) (Diploma in Project Management (IDM)

ACADEMIC REGISTRAR

B. Gabanagang
PGDE, (UB), BA (Humanities), (UB)

PMS COORDINATOR

R Masilo
M.A - African Language & Literature, (UB), B.A Humanities, PGDE (UB)

PRINCIPAL REGISTERED NURSE

J. Ntoko
BA Health and Social Services(Community and Health Psychology)DGN (HIS) Francistown

PRINCIPAL BURSAR

C.Samu
DABS, (BIAC) AAT (level 4) (BAC)

SENIOR BURSAR

N. Malanga
AAT+ACCA Part Qualified (BAC)

SENIOR SUPPLIES OFFICER

M. Loeto

Bachelor of Commerce (ACC) North West RSA
Diploma in Purchasing and supplies (CIPS)

SUPPLIES OFFICER

L.Khudung
CIPS Level 4 Diploma in procurement and supply,
Advanced Certificate CIPS
Basic Supplies Course, (BIAC)

STORE KEEPER

M. P. Motsamai
Certificate of Management Supplies
Supplies Introductory Administration Course

PRINCIPAL ADMINISTRATION OFFICER

B. Ntlole
Master of Public Admin (HRM) (UB)
BA Social Sciences (Public Admin & Env. Science)
(UB)

ADMINISTRATION OFFICER

K.O Nkile
Diploma in Public Administration (IDM)

PERSONAL SECRETARY

L. Ntamba
Diploma in Secretarial Studies (BIAC)

SENIOR TYPISTS

K.Motlhabane
Diploma in Archives and Records Management
(IDM)
NCS (Tlokweng Brigade)
D. Tiroyamodimo
Diploma in Archives and Records Management
(IDM)
Clerical Studies (Maun Technical College)

SENIOR CATERING OFFICER

M. Lesedi
Diploma in HRM (IDM), Cert. in HRM (IDM), Public Relations & Customer Service (IDM) Letsotho,

ACADEMIC REGULATIONS FOR DIPLOMA IN SECONDARY EDUCATION [COLLEGES OF SECONDARY EDUCATION]

Revised November 2010 (*To be revised to suit current semesteration*)

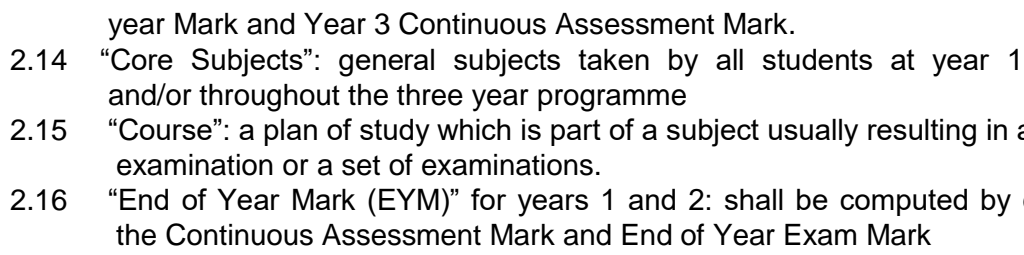
1.0 Preamble

- 1.1 Senate of the University of Botswana, thereafter referred to as Senate, reserves the right to alter, amend, replace or cancel any of the academic regulations and shall be the final authority for the interpretation of these regulations.
- 1.2 Senate reserves the right to approve any change in the curriculum and pattern of assessment (as outlined in these regulations) used in the Colleges of Education.
- 1.3 Senate reserves the right to exempt any student from these academic regulations.
- 1.4 No student who has started a programme of study following one set of regulations shall be put at a disadvantage by a regulation subsequently adopted.
- 1.5 Professional misconduct shall lead to nullification of academic results including Teaching Practice
- 1.6 These regulations must be read in conjunction with the College rules and procedures, and any other regulations approved by Senate
- 1.7 All Candidates will be assumed to have read these Regulations

2.0 Definition of Terms

In these regulations the following shall be used as indicated:

- 2.1 "Academic Affairs Council": the highest decision making body of a College of Education whose role shall include adjudication in all cases of appeal and the interpretation or implementation of the academic regulations.
- 2.2 "Academic Board": the academic decision making body of a College of Education.
- 2.3 "Academic Dishonesty": any type of cheating that occurs in relation to a formal academic exercise.
- 2.4 "Academic Regulations": the regulations governing the academic processes of the Colleges of Education (Secondary).
- 2.5 "Academic Year": the time taken usually between January and December inclusive during which students attend college.
- 2.6 "Aegrotat Pass": a classification based on satisfactory Continuous Assessment (CA) marks where an academically able student has been unable to complete Final Assessment due to illness or other acceptable reasons.
- 2.7 "Assessment": a systematic evaluation of a student's ability to demonstrate the acquisition of the learning goals intended for the Diploma in Secondary Education (DSE) programme.
- 2.8 "Board of Affiliated Colleges of Education": decision making body of the University of Botswana composed of representatives from the University, Ministry of Education, Colleges of Education (Secondary) and the College of Technical and Vocational Education.
- 2.9 "Classification of the Diploma": determination of levels of overall performance (Distinction, Merit, Credit, Pass or Aegrotat Pass) in academic work and in teaching practice.
- 2.10 "component" means aspect or part of the Diploma in Secondary Education programme namely; Subject, Teaching Practice and Supervised Research Project
- 2.11 "Content": is the theoretical and/or practical containment of a Major/Minor subject
- 2.12 "Continuous Assessment (CA)": the evaluation of a student's achievement on the coursework, through but not limited to essays, assignments, tests, practical and mini-projects, taken throughout the academic year.
- 2.13 "Continuous Assessment Average Mark (CAAM)": shall comprise Year 2 End of

- 
- year Mark and Year 3 Continuous Assessment Mark.
- 2.14 “Core Subjects”: general subjects taken by all students at year 1 and/or throughout the three year programme
- 2.15 “Course”: a plan of study which is part of a subject usually resulting in an examination or a set of examinations.
- 2.16 “End of Year Mark (EYM)” for years 1 and 2: shall be computed by combining the Continuous Assessment Mark and End of Year Exam Mark
- 2.17 “Examinations”: formal, written, supervised papers and/or practical.
- 2.18 “External Examiner”: a person appointed by Senate to validate the whole or part of the Diploma programme.
- 2.19 “External Moderator”: a person appointed by Senate to validate delivery of a subject or part thereof, in the Diploma programme.
- 2.20 “Fail and Discontinue”: a student has failed the year and has not satisfied the minimum requirements to repeat under Regulation 10.0. Once discontinued from the programme, a student may apply for re-admission after a lapse of at least one academic year but not later than three years. Such a student shall be readmitted into the year at which s/he discontinued.
- 2.21 “Fail and Exclude”: A student shall fail and be excluded if s/he has been twice unsuccessful in the Programme, or has failed without valid reason to take a compulsory supplementary examination. Once excluded, a student shall not be eligible for readmission into the programme.
- 2.22 “Fail and Repeat”: a student has attained 49% or below in Teaching Practice or Research Project, or a student with CA/CAAM which is less than 50% and an End of Year Mark (year 1 and 2) or Final Subject Mark (year 3) of 49% or below.
- 2.23 “Fail and Supplement”: a student has failed a Research Project or a student has a CA/CAAM of 50% or above but attains a Final Subject Mark of 49% or below in one or two subjects only.
- 2.24 “Final Assessment”: assessment at the end of the programme consisting of written examinations which may also include practicals.
- 2.25 “Final overall grade”: (used to classify the diploma) shall be computed from Final Subject Marks of Major and Minor Subjects, Foundations of Education, Communication and Study Skills, Teaching Practice and Project.
- 2.26 “Final Subject Mark (FSM)” for year 3: in a subject shall be computed by combining Continuous Assessment Average Mark (CAAM) and Year 3 Final Assessment Mark.
- 2.27 “Incomplete”: a student has been unable to complete with valid reasons any formal part of the academic programme. The student shall have a further opportunity to complete the work, at a time fixed by the College and shall attain full credit.
- 2.28 “Internal Moderator”: a member of staff appointed by the Principal of the College to moderate a subject, Research Project or Teaching Practice.
- 2.29 “Major Subject”: a subject in which a student specialises from which more credits are drawn.
- 2.30 “Mature Age Entry”: provision made for candidates who are between 25 and 35 years of age inclusive, who meet the requirements of regulation 3.2 of these regulations to apply for admission into the DSE Programme.
- 2.31 “Minor Subject”: a specialisation subject that comprises courses with lesser content/credits than the major subject.

- 2.32 “Moderation”: the process of reviewing the result of an evaluation exercise and, where necessary, systematically modifying the grades and scores to meet the standards of the Diploma.
- 2.33 “Non-practical Subject”: a subject that places less emphasis on an individual’s performance or psychomotor skills, does not include a strong laboratory, experimental or field-work component, and need not have any assessment based on direct observation or practical work.
- 2.34 “Period”: a set timed teaching block of 1 hour (hr) on the college timetable.
- 2.35 “Plagiarism”: taking and using of another person’s thoughts, writings, inventions as one’s own without acknowledgement or permission.
- 2.36 “Practical Subject”: a subject that places emphasis on an individual’s performance or psychomotor skills has a strong laboratory, experimental or field-based aspect/ area, and has some assessment based on direct observation or practical work.
- 2.37 “Professional Studies”: the pedagogical aspect/area of a Major/Minor Subject.
- 2.38 “Programme”: the scheme or plan of study lasting over a period of three years leading to the Diploma in Secondary Education.
- 2.39 “Project”: a supervised research work, which contributes to year 3 final overall grading for the Diploma classification.
- 2.40 “School supervisors”: teachers in the practising schools
- 2.41 “Senate”: the highest academic decision making body of the University of Botswana.
- 2.42 “Subject”: a collection of courses in a given discipline of study.
- 2.43 “Teaching Practice (TP)”: school-based experience which forms part of the professional development of a student.
- 2.44 “Term”: one of the periods (about a third of the academic year) into which the academic year is divided at a College of Education.
- 2.45 “Tutor”: a lecturer who facilitates professional development to a small group of student teachers.
- 2.46 “Tutorial”: a period of professional interaction between the Tutor and the student teacher or a small group of student teachers.
- 2.47 “Unified Board of Affiliated Institutions”: a committee of Senate of the University of Botswana that oversees the work of Affiliated Institutions.
- 2.48 “Validate”: the process of ensuring that the programme is fit for purpose

3.0 **Entrance Requirements**

- 3.1 The normal minimum entrance requirements shall be the Botswana General Certificate in Secondary Education (BGCSE) or its equivalent with credits in at least three subjects.
- 3.2 Candidates who are between 25 and 35 years of age inclusive (subject to the Education Act) on the day of registration at the College may be selected on the basis of relevant work experience with credits in at least two subjects and at least a pass in English Language, at Botswana General Certificate in Secondary Education or its equivalent.
- 3.3 Candidates shall also be required to meet a minimum cut off point as determined by the colleges annually.
- 3.4 Candidates shall normally also meet departmental requirements in their intended major and minor subjects.

3.5 General Provisions

- 3.5.1 No student shall be registered for the Programme more than two (2) weeks after its commencement. Any exception to this regulation must have a written approval of the Principal after due consultation with the Head of Department (HoD).
- 3.5.2 A student may, with the approval of the Principal after consultation with the HoD change the subject/course for which he/she registered not later than two (2) weeks after commencement of the academic year.
- 3.5.3 Normally no subject shall be taught if there are fewer than five (5) students.

4.0 Programme Structure

- 4.1 The Diploma in Secondary Education is a fulltime programme extending over three academic years.
 - 4.1.1 Normally the academic year shall include three (3) teaching terms each consisting of not less than ten (10) weeks (including mid-term break).
 - 4.1.2 Before an examination there shall normally be a period of study/revision time, the duration of which shall be determined by the Academic Affairs Council.
 - 4.1.3 A student's academic Programme shall normally entail an average of 26 lecture hours or equivalent per week.
- 4.2 No more than half of the Continuous Assessment marks shall be derived from supervised tests throughout the programme.
 - 4.2.1 In Year 1 the curriculum shall comprise the following with weekly time allocations

Foundations of Education	5hrs	Major Subject: Practical	12 hrs
Communication and Study Skills	5hrs	Non-Practical	10 hrs
Special Needs Education	1hr	Minor Subject: Practical	6 hrs
Educational Technology	1hr	Non-Practical	5 hrs
		Micro-Teaching: 2 hrs per week for 2weeks	

- 4.2.2 In Year 2 and Year 3 the curriculum shall comprise the following with weekly time allocations.

Foundations of Education	5hrs	Major Subject: Practical	12 hrs
Communication and Study Skills	5hrs	Non-Practical	10 hrs
Special Needs Education	1hr	Minor Subject: Practical	6 hrs
Educational Technology	1hr	Non-Practical	5 hrs
		<i>Teaching Practice: 8 hrs per week in 2 weeks</i> <i>Final Research Project: 1hr per week for an Academic Year</i>	

- 4.2.3 In the Major Subjects, throughout the three years, periods shall be allocated to Professional Studies and Content in the ratio of approximately 2:3 in the case of non practical subjects and approximately 1:3 for practical subjects. In Minor Subjects the ratio will be approximately 2:3 in the case of non-practical subjects and approximately 1:2 in the case of practical subjects.

5.0 Assessment

- 5.1 Years 1 and 2
 - 5.1.1 End of Year Mark (EYM) in a major subject, minor subject, Foundations of Education and Communication & Study Skills
- 5.2 Final Year (year 3)

5.2.1 Final Subject Mark (FSM) in a major subject, minor subject, Foundations of Education and Communication & Study Skills

5.3 External Moderation and Examination

5.3.1 Evaluation of a student's performance in the Final Assessment shall be externally moderated and examined. Normally the external moderator's/examiner's assessment shall be final, but the ultimate decision shall rest with Senate.

5.3.2 Students are expected to keep all pieces of coursework done during the second and third years and submit them to the relevant Heads of Departments before the end of the programme. Departments will make these available to external moderators/examiners.

5.3.3 External moderators/examiners shall be provided with the Continuous Assessment Average Marks in the subjects being moderated at the time of moderating the Final Assessment. The external examiner/moderator may scrutinise the work, and make recommendations, but shall not moderate the marks.

5.3.4 Final overall grades and Diploma classifications for students shall be passed at a joint meeting of the external moderators; external examiner(s) and the Academic Boards of the respective colleges, but the ultimate decision shall rest with Senate.

5.4 Year 1 Assessment

5.4.1 In Year 1 the pattern of continuous assessment shall be as below:

	Term 1	Term 2	Term 3	
SUBJECT	Number of CA Grades			
Foundations of Education	2	2	1	
Communication & Study Skills	2	2	1	
Special Needs Education	1	1	1	
Educational Technology	1	1	1	
Major Subject	4	4	2	Teaching
Minor Subject	2	2	1	Practice

5.4.2 The End of Year Mark in Special Needs Education shall be computed from Continuous Assessment only, and shall be the average of all coursework marks submitted during the year.

5.4.3 The End of Year Mark in Educational Technology shall be computed from Continuous Assessment only, and shall be the average of continuous assessment marks submitted during the year.

5.4.4 At the end of Year 1 a student shall be required to sit for End of Year Examinations.

5.4.5 The End of Year Mark for each subject in Year 1 shall be computed by combining the Continuous Assessment for the year with the End of Year Examination Mark in the ratio of 1:1 and converting it to a percentage.

5.4.6 Micro-Teaching in Year 1 shall be supervised and assessed on a pass/fail basis with a mark of 50% or better being a pass and 49% or below being a fail. A pass in Microteaching shall be a pre-requisite for Year 2 Teaching Practice whose results are also a pre-requisite for Year 3 Teaching Practice which contributes 20% to the final overall grading for the Diploma classification.

5.4.7 The End of Year 1 results shall be passed by the Academic Affairs Council and recommended to the Board of Affiliated Colleges of Education, but the ultimate

decision shall rest with Senate.

5.5 Year 2 Assessment

5.5.1 In Year 2 the pattern of continuous assessment shall be as below:

	Term 1	Term 2	Term 3
SUBJECT	Number of CA Grades		
Foundations of Education	TEA CHI NG	2	1
Communication & Study Skills		2	1
Special Needs Education		1	1
Major Subject		4	2
Minor Subject		PR AC TIC E	2

5.5.2 The End of Year Mark in Special Needs Education shall be computed from Continuous Assessment only, and shall be the average of continuous assessment marks submitted during the year.

5.5.3 At the end of Year 2 a student shall be required to sit for End of Year Examinations.

5.5.4 The End of Year Mark for each subject in Year 2 shall be computed by combining the Continuous Assessment Mark for the year with the End of Year Examination Mark in the ratio of 2:1 and converting it to a percentage.

5.5.5 Teaching Practice in Year 2 shall be supervised and assessed on a pass/fail basis with a mark of 50% or better being a pass and 49% or below being a fail. A pass in Year 2 Teaching Practice shall be a pre-requisite for Year 3 Teaching Practice whose mark shall contribute 20% to the final overall grading for the Diploma classification Diploma classification.

5.5.6 The End of Year 2 results shall be passed by the Academic Affairs Council and recommended to the Board of Affiliated Colleges of Education, but the ultimate decision shall rest with Senate.

5.6 Year 3 Assessment

5.6.1 In Year 3 the pattern of continuous assessment shall be as below:

	Term 1	Term 2	Term 3
SUBJECT	Number of CA Grades		
Foundations of Education	TEA CHI NG	2	1
Communication & Study Skills		2	1
Special Needs Education		1	1
Major Subject		4	2
Minor Subject		PR AC TIC E	2

5.6.2 The End of Year Mark in Special Needs Education shall be computed from Continuous Assessment only, and shall be the average of continuous assessment marks submitted during the year.

5.6.3 At the end of Year 3 a student shall be required to sit Final Examinations for Final Assessment.

5.6.4 A student shall be required to submit a Project whose mark shall contribute 10%

to the final overall grading for the Diploma classification

5.7 Ratio of Professional Studies to Content

5.7.1 In the Major Subjects, throughout the three years, coursework marks shall comprise Professional Studies and Content in the ratio of 2:3 for non-practical subjects and 1:3 for practical subjects.

5.7.2 In the Minor Subjects, throughout the three years, coursework marks shall comprise Professional Studies and Content in the ratio of 2:3 for non-practical subjects and 1:2 for practical subjects.

5.7.3 The End of Year Examinations in Year 1 and 2 in each subject shall be based upon both Professional Studies and Content in the ratio of 2:3 for non-practical Major, 1:3 for practical Major, 2:3 for non-practical Minor and 1:2 for practical Minor.

5.8 Students are entitled to know their continuous assessment marks at the end of each term; and also a week before the examinations commence.

5.9 Final Assessment

5.9.1 At the end of Year 3 a student shall be required to undertake Final Examinations in Communication and Study Skills, Foundations of Education, Major and Minor subjects.

5.9.2 The Final Examination in each Major Subject shall consist of written examination papers. In practical subjects a supervised formal practical examination may be included but should constitute not more than one third of the Final Examination.

5.9.3 The Final Examination in each Minor Subject shall consist of written examination papers. In practical subjects a supervised formal practical examination may be included but should constitute not more than half of the Final Examination.

5.9.4 The nature of the Final Examination in individual subjects shall be described in the syllabus for each subject.

5.9.5 In the Final Examination of each subject students shall normally be assessed on year 3 work.

5.9.6 In the Final Examination in Year 3, the ratio of Professional Studies to Content shall be 2:3 for non-practical Major Subjects, 1:3 for practical Major Subjects, 2:3 for non-practical Minor Subjects and 1:2 for practical Minor Subjects.

5.9.7 The Final Assessment mark for Major and Minor Subjects, Foundations of Education and Communication and Study Skills shall be obtained from the Final Examinations.

5.9.8 To pass a subject, a student shall achieve a minimum mark of 50% as Final Subject Mark. To pass a subject that is based on continuous assessment only, a student shall achieve a minimum mark of 50%.

5.10 Year 1, 2 and 3 Assessment Scale

5.10.1 Performance in a subject shall be assessed on a percentage scale awarded as follows: The minimum pass mark in each subject is 50%.

A	80% and above
B	70-79%
C	60-69%
D	50-59%
E	40-49%
F	39% and below

5.11 Assessment of Year 2 and Year 3 Teaching Practice

- 5.11.1 During the course of the Second and Third Year Teaching Practice a student shall normally be assessed at least twice by the college lecturers and at least once by school supervisors in both the Major and Minor Subjects in each year.
- 5.11.2 The Third Year Teaching Practice shall be externally moderated.
- 5.11.3 A student's performance shall be assessed by school supervisors and college lecturers using Teaching Practice Assessment Forms.
- 5.11.4 A student's performance shall be computed by combining the grades awarded by school supervisors and college lecturers obtained through the Assessment Forms in the ratio 1:3 respectively

YEAR 2		YEAR 3	
50% and Above	PASS	A	80% and Above
		B	70 - 79%
		C	60 - 69%
		D	50 - 59%
		E	49 and below

- 5.11.6 Performance in Teaching Practice in Year 3 shall be computed by averaging the marks of Teaching Practice in both subjects on a percentage scale as in 5.11.5.
- 5.11.7 A student who fails Teaching Practice shall have an opportunity to repeat it during the time of the next available Teaching Practice.
- 5.11.8 A student who misses 5 or more days of Teaching Practice without a valid reason shall be deemed to have failed and shall be required to repeat Teaching Practice during the next available Teaching Practice period.
- 5.11.9 A student who misses 10 or more days of Teaching Practice supported by valid evidence shall have his/her results deemed incomplete. Such student shall have an opportunity to complete Teaching Practice during the next available Teaching Practice period and shall be awarded full credit.
- 5.11.10 During the course of Teaching Practice a student may be withdrawn due to professional misconduct. Such student shall be deemed to have failed and shall be required to supplement Teaching Practice during the next available Teaching Practice period and shall be awarded a maximum mark of 50%.
- 5.11 Late/Non-submission of Work for Continuous Assessment
- 5.11.1 Late submission of course-work without a valid reason shall result in a maximum mark of 10% being deducted for that piece of work. Deduction of marks for late submission shall be calculated at 5% per day for 2 calendar days, after which such work shall be treated as non-submission. The department concerned shall decide on the validity of the reason for late submission.
- 5.11.2 Work not submitted within 2 calendar days after the deadline or work not submitted at all, shall be regarded as non-submission and shall result in a mark of 0%.
- 5.11.3 A student who fails to complete work for Continuous Assessment with valid reasons, shall be given the opportunity to complete the work and his/her result shall be deemed Incomplete.
- 5.12 Late/Non-submission of Project
- 5.12.1 The Project in Year 3 must be submitted to the Head of the relevant department by the last Friday of the week before the start of the final examination.
- 5.12.2 A student who fails to submit a project without a valid reason shall be deemed to

have failed the project and shall be required to supplement such Project. Such student shall be given one chance only to submit the project, in the following supplementary period, but shall only be awarded a maximum of 50% in that project.

5.12.3 Late submission of Project without a valid reason shall result in a maximum mark of 10% being deducted for that piece of work. Deduction of marks for late submission shall be calculated at 5% per day for 2 calendar days, after which such work shall be treated as non-submission. The department concerned shall decide on the validity of the reason for late submission.

5.12.4 Failure to complete the project with valid reasons shall result in the student's result be deemed Incomplete. Such student shall be given an opportunity to submit such project during the following supplementary period and shall be awarded full credit.

5.13 **Special Examinations**

5.13.1 A first or second year student who for reasons acceptable to the Academic Affairs Council is unable to sit the End of Year Examinations may be permitted to sit special examinations during the next available supplementary examination period.

5.13.2 A third year student who for reasons acceptable to Senate, on the recommendations of the Academic Affairs Council and Unified Board of Affiliated Institutions, is unable to sit Final Examinations may be permitted to sit special examinations during the next available supplementary examination period.

5.13.3 Any student who for reasons deemed unacceptable by the college did not present himself/herself during any examination shall have forfeited the examination and shall be awarded a 0%.

5.13.4 The special examination question papers for third year shall be externally moderated and the answer scripts shall be internally moderated.

5.14 **Academic Dishonesty**

5.14.1 Plagiarism

5.14.2 Cases of plagiarism in all pieces of academic work shall be resolved at departmental level and the decision reported to the Examinations Officer who shall in turn report the matter to the Deputy Principal Academic for action.

5.14.2 Plagiarisms in all pieces of academic work e.g. projects and assignments, shall result in such work being rejected and the results declared Fail & Supplement. A student whose academic work has been rejected shall be required to do the work and such work shall be awarded a maximum mark of 50%.

5.14.3 **Conduct in an Examination**

5.14.3 The following shall not be authorised:

5.14.4 Taking into an examination room, or possessing whilst in that room any books, notes, cell-phones, bags, brief cases, handbags, tippex or other material that has not been authorised.

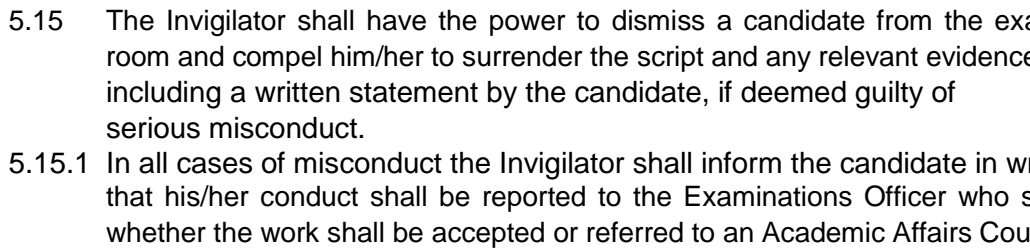
5.14.5 The use of any answer book, writing or blotting paper other than the one supplied.

5.14.6 Aiding or attempting to aid, obtaining or attempting to obtain aid from another candidate.

5.14.7 Such behaviour as may in the view of the invigilator prejudices the performance of other candidates.

5.14.8 A student's academic work being supervised by a close relative.

5.14.9 Procedures for Handling Cases of Academic Dishonesty.

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- 5.15 The Invigilator shall have the power to dismiss a candidate from the examination room and compel him/her to surrender the script and any relevant evidence including a written statement by the candidate, if deemed guilty of serious misconduct.
 - 5.15.1 In all cases of misconduct the Invigilator shall inform the candidate in writing that his/her conduct shall be reported to the Examinations Officer who shall decide whether the work shall be accepted or referred to an Academic Affairs Council.
 - 5.15.2 Where it is determined that an act of misconduct calculated to affect improperly the performance in an examination, a candidate may:
 - 5.15.3 be refused credit for any course(s) or examination(s) completed or attempted.
 - 5.15.4 be suspended from writing the examinations.
 - 5.15.5 have his/her results withheld pending investigation.
 - 5.15.6 be dismissed from the College for repeated misconduct.
 - 5.15.7 A candidate who wishes to appeal shall follow the procedure set out in section 15 of these regulations.

6.0 Progression

- 6.1 In order to proceed from year to year, a student shall attain a minimum End of Year Mark of 50% for each subject.
- 6.2 To pass Educational Technology and proceed from Year 1 to Year 2 a student shall achieve a minimum mark of 50% for the year's coursework.
- 6.3 To pass Special Needs Education in any year a student shall achieve a minimum mark of 50% for each of the year's coursework.

7.0 Final Subject Mark

- 7.1 The Final Subject Mark (FSM) for each subject shall normally be computed as follows:
 - 7.1.1 Within each Major and Minor Subject, Foundations of Education and Communication and Study Skills, the CAAM shall comprise the End of Year Mark for Year 2 (EYM2) and Continuous Assessment Mark in Year 3 (CA3) in the ratio 2:1.
 - 7.1.2 Within each Major Subject, Minor Subject, Foundations of Education and Communication and Study Skills the CAAM shall be combined with the Final Assessment mark in the ratio 2:1 and converted to a percentage to give the Final Subject Mark.
 - 7.1.3 The Final Subject Mark for Educational Technology shall be the End of Year One Mark.
 - 7.1.4 The Final Subject Mark for Special Needs Education shall be an average of the End of Year Marks for Year One, Two and Three.
 - 7.1.5 In Educational Technology a student who does not achieve a pass in any coursework shall re-submit failed coursework up to two times. Coursework may only be re-submitted by the end of the Term in which it was first given, and in Term 3 before the End of Year Examinations begin.
 - 7.1.6 In Special Needs Education a student who does not achieve a pass in any year's coursework may re-submit failed coursework up to two times. Coursework may only be re-submitted by the end of the Term in which it was first given, and in Term 3 before the End of Year/Final Examinations begin.
 - 7.1.7 Re-submitted coursework shall allow a student to achieve a maximum mark of 50% for that coursework.
 - 7.1.8 A student who does not achieve at least 50% in Special Needs Education and Educational Technology after re-submitting failing coursework up to two times shall repeat the year.

8.0 **Supplementary Examinations**

- 8.1 Supplementary examinations shall be allowed in not more than two subjects in an End of Year Examination in Year 1 or Year 2 or Final Examination in year 3, and a student shall supplement only the subject/ course s/he has failed.
- 8.2 In all cases of supplementation, the Continuous Assessment mark and Continuous Assessment Average Mark shall remain unchanged.
- 8.3 Supplementary examinations for Year 1 and 2 shall normally be taken before the beginning of the following academic year.
- 8.4 Supplementation of End of Year Examinations shall be allowed once only in any one year.
- 8.5 A student shall be awarded a maximum of 50% for a supplementary examination.
- 8.6 Where a student has achieved a mark below 50% (49% and below) for his/her Project/Teaching Practice, the student shall be allowed one chance to repeat such Project/Teaching Practice.
- 8.7 Supplementation of Final Examinations shall be permitted once only within one year. Opportunities for supplementation will normally be offered during the supplementary or Final Examination period.
- 8.8 A Student who fails to present himself/herself during supplementary or Final Examination periods within one year shall be deemed to have forfeited their chance of supplementing.
- 8.9 The examination question papers for year 3 supplementary examinations shall be externally moderated and the marking of the answer scripts shall be internally moderated.
- 9.0 **Fail and Supplement**
- 9.1 A student shall supplement a subject(s)/component(s) if s/he has a CA/CAAM of 50% or above but has an End of Year Mark or Final Subject Mark of 49% or below.
- 9.2 A student shall supplement a Research Project if s/he fails to submit a project without a valid reason.
- 9.3 A student shall supplement Teaching Practice if s/he was previously withdrawn from the exercise due to professional misconduct.
- 10.0 **Fail and Repeat**
- 10.1 A student shall repeat the year if s/he has:
- 10.1.1 A CA/CAAM of 49% or below and an End of Year Mark/Final Subject Mark of 49% or below.
- 10.1.2 a CA/CAAM of 50% or above but has an End of Year Mark or Final Subject Mark of 49% or below in more than two subjects
- 10.1.3 Failed to improve his/her End of Year Mark/Final Subject Mark to 50% through the supplementary examination.
- 10.2 A repeating student shall be required to re-do only the component(s) of the programme failed.
- 10.3 A student who has to repeat the final year Project shall be required to submit such Project during the next Supplementary or Final Examination period and the student shall be awarded full credit.
- 10.4 A student who has to repeat the final year Teaching Practice shall make arrangements with their respective college in order to do such an exercise during the following teaching practice period and the student shall be awarded full credit
- 10.5 A student shall have only one opportunity to repeat throughout the programme.
- 10.6 Persons who were previously students of a College of Education but failed and were discontinued for academic reasons may be considered for readmission to the year failed after a period of one year, if they apply but the final decision shall rest with the admissions authority.

11.0 Fail and Discontinue

11.1 A student shall discontinue from the programme if s/he has:

11.1.1 Failed to satisfy any of the requirements set in regulation 10.1

11.1.2 Failed a Project, which s/he was repeating

11.1.3 Failed Teaching Practice, which s/he was repeating

11.1.4 Failed to submit a Project by the next supplementary period after being given the opportunity as in regulation 5.12.4

12.0 Fail and Exclude

12.1 A student shall be excluded from the programme if s/he has:

12.1.1 Failed to satisfy any of the requirements set in regulation 11.1

12.1.2 Failed the programme for the second time.

12.1.3 Failed to take/sit a supplementary examination without any valid reason.

13.0 Conditions for the Award of the Diploma

13.1 To be awarded the Diploma in Secondary Education at the end of Year 3, a student must pass Teaching Practice, Project and each subject studied.

13.2 An Aegrotat diploma may be awarded by Senate to a student who has consistently been attaining passing grades and was prevented by illness (supported by medical evidence) or other sufficient cause from completing any part of the Year 3 Final Assessment, but is nevertheless deemed by the Academic Affairs Council and Board of Affiliated Colleges of Education to have satisfied all other requirements of the programme, and whose assessed work indicates that the student would have received a passing grade.

13.3 Classification of the Diploma

13.3.1 In calculating the final overall grade for the classification of the Diploma, the Final Subject Mark for the Major, Minor, Teaching Practice, Foundations of Education, Communication and Study Skills and the Project mark shall be computed in the ratio 3:2:2:1:1:1 and converted to a percentage. The resulting mark shall be used to classify the diploma according to regulation 13.3.3.

13.3.2 Special Needs Education and Educational Technology shall not contribute to the final classification.

13.3.3 The Diploma in Secondary Education shall be classified as follows:

Distinction 80% and above

Merit 70-79%

Credit 60-69%

Pass 50-59%

Aegrotat Pass

14.0 Aegrotat

14.1 An Aegrotat Pass may be awarded to a student who has been prevented by illness (supported by medical evidence) or any valid reason or cause from completing any part of the overall Programme assessment but is nevertheless declared by the relevant board(s) to have satisfied all other requirements of the Programme and whose assessed work indicates the student would have received a passing grade. A student receiving an Aegrotat diploma can only receive an "Aegrotat pass" classification.

14.2 A student who qualifies for an Aegrotat Pass may instead opt for a special final assessment at a time to be fixed by the College in order to determine the overall grade.

- 14.3 No student shall be awarded an Aegrotat diploma in a supplementary examination.
- 15.0 Appeal Cases
- 15.1 All appeal cases concerning the interpretation or implementation of these Academic Regulations; resulting from decisions taken by Academic Board shall be forwarded, within two weeks, by the affected student to the Academic Affairs Council who will investigate the matter and make recommendations to Board of Affiliated Colleges of Education.
- 15.2 All appeal cases concerning the interpretation or implementation of these Academic Regulations resulting from decisions taken by the Academic Affairs Council shall be forwarded, within two months for the final year students and within two weeks for first and second year students, by the affected student to the Board of Affiliated Colleges of Education through the Principal on payment of the required fee.
- 15.3 Decisions of Senate shall be final

NON-ACADEMIC REGULATIONS

These regulations must be read in conjunction with the Laws of Botswana, the Teacher Training Colleges of Education Regulations, 1993 and the Unified Teaching Service Code of Regulations, 1976.

As professional teachers in training, students are required by the College to actually attend all lectures in courses for which they are enrolled, all assemblies and meetings.

1.0 General Attendance

- 1.1 Functional attendance is compulsory from the first to the last day of the term.
- 1.2 A high standard of punctuality will be expected at all lectures, assemblies, and other College functions.
- 1.3 The College Administration will carry out registration of students and any other administrative business at tutorial group meetings on the first and last day of the term and at any other time as deemed necessary.
- 1.4 A student will not be regarded as present at College at the beginning of term or after any absence until he/she has registered.
- 1.5 Unexcused absence at the beginning and end of term and unexcused absence during the term time will result in the forfeiture of allowances for the duration of the absence at a rate determined by College Administration which amount will be subject to revision from time to time.
- 1.6 Third Year students should not remain at College after the completion of their final examinations, unless otherwise instructed by the administration.

2.0 Absence

2.1 Late arrival

- 2.1.1. Students who arrive late at the start of the term must report their presence immediately to the Dean of Student Affairs (hereafter referred to as the Dean) who will then notify the Deputy Principal (Academic) and the relevant departments accordingly.
- 2.1.2. Students who expect to arrive late should make every effort to notify the Dean of their expected date of arrival prior to the start of the term. Documentary evidence of the reason for late arrival must be presented to the Dean on arrival.

2.2 **During Term**

2.2.1 Permission for absence from assemblies, lectures or meetings at College must be sought from Dean prior to the absence.

2.2.1a. In the case of brief absence (a few hours) student must inform lecturers prior to the absence.

2.2.1b In the case of absence of a day or more the Personal Tutor must be informed in addition to the lecturers.

2.2.1c Such absences will be allowed only on production of written documentary evidence, such as a medical report, which must be submitted to the Dean either before or after absence.

3.0 **Self-Withdrawal**

3.1 Withdrawal must be reported to the Principal through the Dean.

3.2 The Dean is responsible for informing staff of withdrawals as they occur and at the beginning of each term.

4.0 **Attendance at Lectures**

4.1 Attendance at all lectures in courses for which the student is enrolled is compulsory. Lectures should begin and end punctually.

4.2 Absences will be recorded and classified as with or without satisfactory explanation. An attendance register for this purpose will be used by each lecturer.

4.2a Absence from any lecture or lack of punctuality in attending lectures shall be explained by the student to the relevant lecturer supported, where possible, by the documentary evidence, failing which the student shall be regarded as having been absent without excuse.

4.2b Failure to give acceptable reasons for absence from or lateness at lectures should be reported to the Head of the relevant department who upon examination of the case may counsel the student or issue a written warning to the student.

4.2c Three warnings may result in the case being referred to the College Administration through either the Head of Department or the Dean of Student Affairs.

4.2d If absence is caused by illness or any other acceptable cause, the Principal should be informed through the Dean of Student Affairs.

4.3 Students will be allowed absence from the College at weekends. They may leave after completing all academic commitments on Friday and be back in the College by Sunday evening. Students will report their absence to the SRC before departure who will in turn report the numbers of absentees to the catering officer.

4.4 Any student who has not attended classes at the College by reason of any strike, boycott or any act of serious indiscipline on two College days in any one calendar year shall cease to be enrolled in the College unless the Permanent Secretary otherwise directs.

5.0 **Prolonged or Repeated Absence**

5.1 A student absent for more than six continuous weeks in any term or for the equivalent of more than eight weeks in any academic year may be required to repeat the year. The Principal has the right to consider exceptional cases on their own merits.

6.0 **Multi-Purpose Hall**

- 6.1 The Multi-Purpose Hall (MPH) will be used for meetings, assemblies, lectures, seminars, demonstrations and workshops.
- 6.2 Students will also use the MPH for their recreational and sporting activities.
- 6.3 The Dean of Students Affairs will consider requests for use of the Multi-Purpose Hall by external bodies.
- 6.4 Users shall be responsible for any damage incurred. The users shall also be responsible for the cleanliness of the facilities used and their surrounding areas after use.

7.0 **Government Property**

- 7.1 Furniture should not be moved out of its assigned places for any reasons without permission from responsible officers and such furniture should be returned to the correct room after use.
- 7.2 Breakages of College property including furniture or equipment should in all cases be reported to the Principal through the Dean of Student Affairs if such property, furniture, pieces of equipment are for hostels or through the Heads of Department if they belong to the lecture rooms.
- 7.3 Any College property including equipment and furniture broken or damaged maliciously or through carelessness will be paid for by those responsible.

8.0 **The Library**

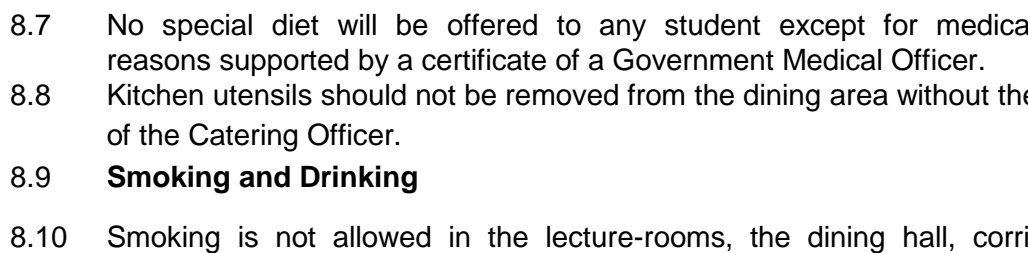
- 8.1 All students should strictly observe the rules and regulations laid down by the College Librarian, regarding the use of the College library including books and materials.

8.1.1 **Halls of Residence**

- 8.1.2 Students will be allocated rooms in the halls of residence. Two students shall share a room. They will be responsible for its cleanliness and care.
- 8.1.3 Rooms are allocated for the duration of each term and must be vacated at the end of that term or when going on Teaching Practice and the keys must be handed in to the Dean of Student Affairs.
- 8.1.4 Students will be responsible for the behaviour of their visitors. No visitor will be allowed to stay overnight in the College.
- 8.1.5 Each hall of residence will have councilors who will be responsible for communicating students' needs and concerns to the Dean of Students' Affairs through Members of the Student Representative Council.
- 8.2 Radios and other instruments may be played only if they do not disturb others.
- 8.3 Electrical appliances that may cause short circuit shall not be used in the halls of residence.
- 8.4 Students will be allowed to change their rooms only with the written permission of the Dean of Student Affairs.

8.4.1 **Dining Hall**

- 8.5 All students will be provided with meal tickets to last one College term and will be served a meal on production of a ticket. Meals will not be served to outsiders.
- 8.5.1 Problems regarding the dining hall should be brought to the attention of the Catering Officer who in turn will inform the Dean of Students.
- 8.6 The kitchen is out of bounds to all students, except to members of the SRC, Refectory councilors or authorized students.

- 
- 8.7 No special diet will be offered to any student except for medical reasons supported by a certificate of a Government Medical Officer.
- 8.8 Kitchen utensils should not be removed from the dining area without the consent of the Catering Officer.
- 8.9 **Smoking and Drinking**
- 8.10 Smoking is not allowed in the lecture-rooms, the dining hall, corridors, the library, and within the administrative block.
- 8.11 Alcohol abuse and the use of drugs are strictly forbidden in the College.
- 9.0 **Students' Allowance**
- 9.1 Students will be paid an allowance to be determined by Government from time to time.
- 9.2 A new student arriving more than five days late at the start of the course will have an amount equal to the total allowance for the term divided by the number of days for that term deducted from their allowance, if they fail to justify their absence with acceptable reasons.
- 9.3 A student who comes late at the beginning of subsequent terms will incur the same penalty as expressed in 10.2 above, if they are more than 2 days late.
- 10 **Departure**
- 10.1 Attendance at lectures is expected right up to the official time for ending the term.
- 10.2 No student shall leave the College before the official time of closing except with written permission from the Dean of Students' Affairs.
- 10.3 Every student must hand in to the Dean of Students' Affairs a Clearance Certificate signed by the Heads of Department the students belong to and also by the Catering officer, Librarian and relevant departments before departure from the College at the end of every year and at any other times he/she is directed to do so by the Principal.
- 10.4 At the end of each year students should vacate their rooms and give keys to the Dean of Student Affairs. Failure to do so may entail the student being declared an absconder. In that case s/he shall be liable to punishment.
- 11 **Tuck shop**
- 11.1 The tuck shop will be run by the Student Representative Council. The Dean of Student Affairs will provide guidance whenever necessary.
- 11.2 No alcoholic beverages will be sold in the tuck shop.
- 12 **Notice Boards**
- 12.1 Students who wish to put notices on any public College notice boards must get them signed by the Dean of Student Affairs, except those in the Dining Hall and Hostels
- 13 **Offensive Behaviour In Or Out Of The College Premises**
- 13.1. Unruly behaviour by a student towards members of staff, fellow students or members of the public in or out of the classroom or College premises is an offense that can lead to suspension or expulsion.
- 13.2. Inciting other students to disregard authority or to violence is a very serious offence which may lead to suspension or expulsion.

14. **Indemnity Certificate**

14.1. Students who are 21 years old and over will be permitted to sign the indemnity certificate for themselves. Parents of minors will sign on their children's behalf or grant the Principal permission to do so.

15 Memorandum of Agreement

15.1 All students are required to enter into an agreement with the Government of Botswana. The Memorandum of Agreement will spell out the conditions of the agreement for both the Government and the student.

15.2 Any student who refuses to sign the Memorandum of Agreement will be withdrawn from the course.

16 **Student Representative Council**

16.1. Students shall elect their representative members of the Council. The Council shall work closely with the Dean of Student Affairs.

17. **Enforcement of Non-Academic Regulations**

17.1. There will be a Committee to handle breaches of these regulations. The Committee will make recommendations to the Principal on the judgement of each case.

17.2. The Committee will consist of the following:

- Deputy Principal Academics(chairperson)
- Dean of Student Affairs (Secretary)
- Head of Dept (Guidance & Counselling) as representative
- Senior Lecturer (Student Affairs)
- Two Student Representative Council Members [SRC President or his Representative
- Minister of Student Affairs

17.3.1 In the absence of the Deputy Principal (Administration), the Principal will nominate a substitute.

17.4 The penalties for an offence committed shall be one or a combination of the following:

- A fine equivalent to the offence committed
- Exclusion from halls of residence for a specified period
- Withdrawal from a practicing school (during Teaching Practice)
- Suspension from the College for a specified period
- Expulsion from the College

18. Procedure For Dealing With Disciplinary Cases

18.1. All cases except those which fall outside the jurisdiction of the Judicial Committee of the SRC should be reported to the Dean of Students' Affairs.

18.2. At all times, a formal charge letter spelling out the details of the cases should be written and handed over to the student concerned.

18.3. For offences committed in the hostels, the matter should be brought to the attention of the appropriate SRC representative who may decide to take the case to the Dean.

18.4. All charge letters should be addressed to the student concerned, with copies made to the Chairperson of the Disciplinary Committee and the Principal.

18.5. Any student involved in a case will be required to exculpate himself/herself in

writing and address the letter to the Chairperson of the Disciplinary Committee with copies made to the Principal.

- 18.6. Witnesses to a case will be required by rule to submit in writing their evidence on a given offence.
- 18.7. In addition to a written account, both the culprit and the witnesses will be called to a Disciplinary Committee sitting to give their views in person.
- 18.8. At a Disciplinary Committee sitting, members of the committee reserve the right to ask parties concerned questions.
- 18.9.1 Once a case has been reviewed by the committee, the recommendations made will be forwarded to the Principal for action. The Chairperson and the Secretary will make a personal briefing to the Principal on the committee's recommendations.

NOTE: If, in the judgment of the committee, an offence under discussion is beyond its jurisdiction, the matter is referred to the Principal. The committee will meet as often as is deemed necessary by its chairperson.

19 Amendments

The College authorities reserve the right to make amendments in, additions to, or deletions from these regulations when necessary.

Molepolole College of Education is a residential College. Eight hostels provide students' accommodation, four for male and four for female students. The boarding capacity is 640.

Study facilities available to enhance the students' learning include specialized lecture rooms, an auditorium and a library, science laboratories, educational technology laboratories, design and technology workshops, music block, computer laboratory and guidance and counseling centre.

SICK BAY

The College has a clinic on campus where students and staff could be attended when they feel sick. The sickbay is normally manned / resourced with a registered nurse and a hospital orderly.

The College has a Sick bay where students are consulted for treatment. The Nurse's duties and responsibilities include, counseling, attending to students' ailments and prescribing medication, as well as educating the community on health issues. The Nurse refers cases to the Hospital.



AFFILIATION

General

Molepolole College of Education is an affiliate of the University of Botswana

Objectives of Affiliation

Through the system of affiliation, the University has the mandate and responsibility for the academic and professional standards of the diploma for which the students are prepared.

ADMISSION REQUIREMENTS

Academic Qualifications

The normal minimum entrance requirements are outlined in the Academic Regulations.

ADMISSION PROCEDURE

Advertisement

Advertisements inviting applicants seeking admission into the Diploma in Secondary Education (DSE) programmes at Molepolole and Tonota Colleges of Education come out in April/May each year. The advertisement is published in the weekly newspapers clearly spelling out the minimum entrance requirements.

Deadlines for completed applications forms to be received are normally set towards the end of June.

During this period, candidates are expected to either request application forms or collect them from the college. They should enclose or bring an application letter, a copy of their certificate or result slip. After completing the forms, they should either deliver them by hand or post them to the College together with all the documents stated in the application form.

It is the responsibility of candidates to ensure that their application forms and all other relevant documents reach college before the closing date. Application forms received after the deadline are deemed to be late and are therefore not processed.

Processing of application forms

Data from the application forms is entered into the admissions computer program. The application forms are numbered such that the number on each application form corresponds with the one in the computer. It is in the same admissions computer program where each candidate's points for the best six subjects plus other entry requirements are confirmed.

Once data from all the forms has been entered into the computer admission program, it is filtered and sorted based on the minimum requirement for each subject. This is done in readiness for the initial screening by the Admission's Committee to select candidates for interview based on the minimum subject requirement.

Setting criteria for selection

The Admissions Committee, which is composed of the Deputy Principal (Academic), as an ex-officio member, Heads of Department and other senior members of staff, is solely

responsible for the selection of the most suitable candidates to be interviewed for the DSE programmes. Before any selection takes place, the Committee establishes the criteria to be used in selecting the candidates.

Selection

Interview list

Once the various departments have completed their selection of candidates, a list is drawn up. The list is again screened to ensure that all the criteria for selection of the best candidates have been followed. The final list is then published on public notice boards at the College and spot announcements may be made over Radio Botswana. In addition, invitation letters are sent to the applicants with details of the subject they are to be interviewed for, the panel to interview them, and the date of such interviews. Candidates whose names are not published or who are not sent interview invitation letters have not been successful in their applications.

Interviews

All applicants who have been selected may undergo subject-based oral interviews.

Final Selection

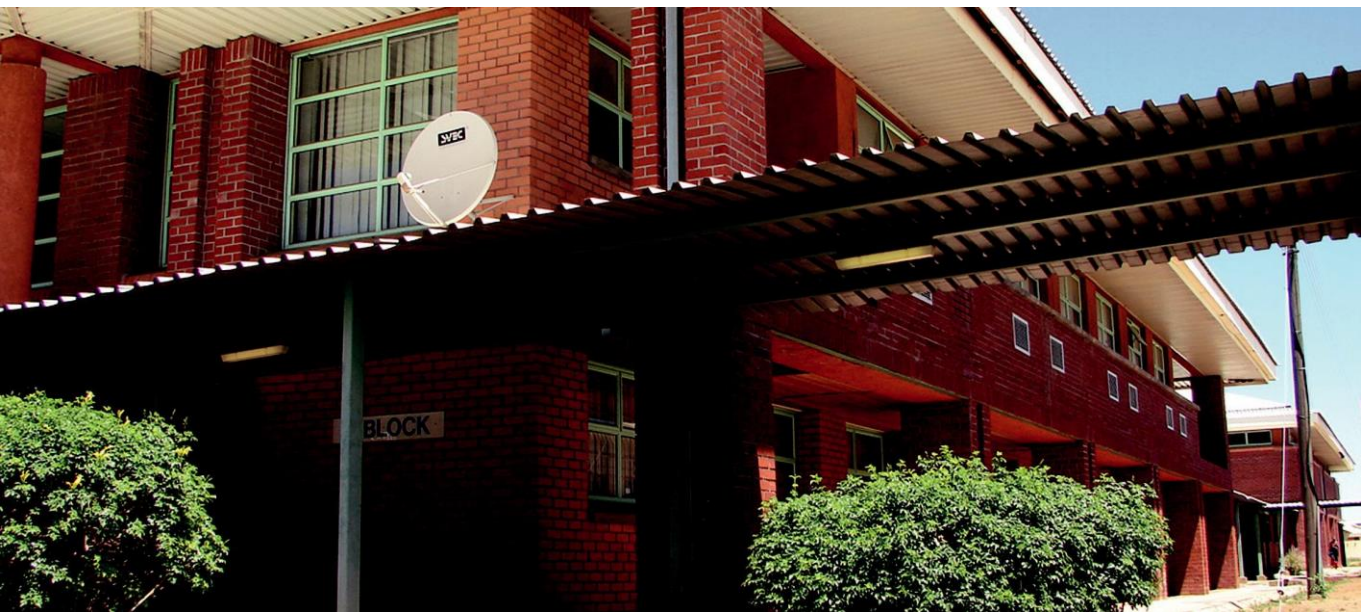
Final Selection Records of the interview scores are kept for each candidate. The lists drawn up by the departments include age, the total points for best six subjects and interview scores of the interviewees. Departments are required to rank the applicants. The best applicants are those with the highest interview scores and the highest total points for the best six subjects. The departments are required to submit their admission lists to the Deputy Principal (Academic) for processing.

Work/Teaching Experience

In all cases teaching experience will be an important advantage in the selection of candidates. Candidates are advised to supply details and supporting references concerning any teaching experience that they have had.

Citizenship

- Candidates must be Botswana citizens.
- Residents (non-citizens) and refugees who meet minimum requirements may be accepted with the approval of the Ministry of Education.





HEAD OF DEPARTMENT

Dichaba E.
M.sc (Central Connecticut State University), BEd-Hons (Univ. Sussex), DSE (MCE)

SENIOR LECTURERS

Matshameko E.M
M.Ed (Royal Melbourne Institution of Technology), B.Ed (Hons) (College of St Mark and St John), DSE (MCE)

Sibanda Den
MA in Digital Media (University of KwaZuluNatal, R.S.A),
B.Ed Visual Arts (La Trobe University, Australia)

Matlapeng C. G. V.
B.Ed (Edith Cowan University, Australia)

Peter J.
Master of Arts (University of Sydney)
B.A-Hons Art & Design (UWIC - UK) DSE (MCE)

Sechaba S.
B.Ed (Newcastle University, Australia)
DSE (MCE)

Ramokhua J.
MA Art History-University of London
B.Ed Art (Latrobe University–Australia)
DSE (MCE)

T. Mokgoare
(MCS&T) Master of Learning Science & Tech. (University of Sydney) DSE (MCE)

Support Staff

Vacant

INTRODUCTION

The Art Department in Molepolole College of Education is the first and only post-secondary programme, which prepares art teachers for the country's secondary schools. Our main purpose is to prepare creative and innovative teachers. We believe that in order to effectively facilitate the learning of art one should have studied art education and a wide range of production processes in Art, Craft and Design. At the end of the programme, the art learner should have developed considerable skills in the teaching and manipulation of art materials and techniques. The art learner should also have developed critical thinking and understanding of the social and historical context.

ENTRY REQUIREMENTS

Regular Entry

At least a B in Art Craft & Design

Pass in English Language

Mature Entry

C in Art Craft & Design

Pass in English Language

Supporting Subject: Pass in English Language

All applicants are required to produce a portfolio of recent art works when called for interview

COURSE CONTENT

We offer three main disciplines: Art Education (Professional Studies); Art, Craft and Design (Practical); and Art Appreciation. Art, Craft and Design and Art Appreciation provide the learner with practical skills and critical and contextual knowledge of art works from various periods and cultural backgrounds.

Year 1

- Exploring the foundations Introduction to course outline.
- Background to Art Education in Botswana.
- Why teach art.
- Aims and objectives of the three lesson planning.
- Development of work into two dimensional art forms
- Art and population and family
- Figure life issues: Gender, race and environment
- Teaching aids production.
- Classroom management.
- Records of work/Evaluation
- Micro-Teaching
- Peer teaching
- Assessment of J.C Art Syllabus
- Teaching Aid Preparation

Year 2

- Preparation for teaching practice.
- Teaching practice
- Sculpture (Two different sculptures)
- Review of Teaching Practice.
- Classroom Management
- Chronology based on human development, social and contextual.
- Study based around practical projects/cross cultural and cross chronological.
- Ceramics
- Two different ceramic pieces
- Exam project
- Preparation for final

- Motivation
- Teaching strategies/resources
- Project design/resources
- Study based around practical projects
- End-of-year/Final essay project.

Year 3

- Preparation for teaching
- Teaching practice
- Community project
- Silk-screen printing/batij & Tie-dye
- Final projects review
- Review of teaching practice
- Educational technology
- Assessment of JC Art (Sculpture) Practical exam
- Continuous assessment projects
- TP records
- Revision of the year content
- Final exam

ASSESSMENT

Assessment procedures are carried out in conformity with academic regulations of the Affiliated Colleges for practical subjects.

The department has three examinations: Professional studies; Art Appreciation and Practical. Professional studies and Art Appreciation are written together with the rest of the college examinations, whilst the Practical exam, although closely supervised, is studio based and extends over a number of weeks. In addition to the end of year examinations and continuous assessment, year 3 students also undertake a Final Project. This involves focused visual research through practical art making, written enquiry and a combination of these and other appropriate forms resulting in a number of different alternative outcomes. Throughout this undertaking, students are individually tutored and closely supervised by Art department lecturers. All submissions are marked and moderated.

teaching practice

INTRODUCTION

In 1994, the Government of Botswana included in its Revised National policy on education a call for the inclusion of a Computer Awareness programme as a requirement in all Community Junior Secondary Schools. This Computer

Education Minor programme is designed to produce Computer Integration Teachers (CITs) who will manage this Computer Awareness programme in such schools. These teachers also have a major qualification in another subject area. One aim of the Computer Awareness syllabus



HEAD OF DEPARTMENT

T.A Kgwefane
M.A IT in Education (Reading), B.A+PGDE (UB) .Studying for PhD.

SENIOR LECTURERS

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MCA (Bharati Dasan Univ.); B.Sc. (Mahatma Gandhi Univ); PGDCA (IHRDE, India).

Samuel Beula
MCA, B.Sc, B.Ed (Bharati Dasan Univ.)

Dr. Khan Abul H
PhD (CMJ University)
MCA (IGNOU)

Cheva J.V.K.
MCA, APCA (IGNOU)
B.Ed (Bharati Dasan Univ.)

Chhajer D.K.
MCA (JNV University), India



is that computer skills should be infused throughout the whole curriculum. Therefore, the CIT has to have the knowledge, not only of computer hardware and software but also of the other subject syllabuses in the three-year junior

Certificate programme. Thus, students should be competent in those areas of Information and Communication Technology (ICT), which support infusion in every subject, and be able to co-operate effectively with other members of staff.

Students embark on this subject with widely differing levels of skill and experience. Therefore, all students receive a thorough grounding in skills relevant to the Junior Certificate CA syllabus and more advanced levels. Those students with prior knowledge are being able to use and build on it. ICT itself empowers students to become learners that are more active; therefore, the teacher-student relationship is redefined. Thus, teachers with ICT skills become facilitators, coaches, mentors or

managers of the learning process.

ENTRY REQUIREMENTS

Regular Entry

At least a C in Mathematics

Supporting subject

A course in Computers

All students already selected for admission to a major subject in any subject are eligible to opt for Computer Education minor subject provided they obtained at least a grade C in either Cambridge O'level or BGCSE Mathematics. The selection will reflect the cross-curricular nature of the subject.

CONTINUOUS ASSESSMENT

Assessment will be by assignments, written tests and practical tests and throughout the three years, the continuous subject marks shall be a combination of professional studies and content in the ratio 1:2.

ASSESSMENT

At the end of each year, there will be a 2 hours professional studies paper, a 3 hours practical content paper and a 1-hour short answer content paper. The mark from the professional studies paper and the average mark for the two content papers will be combined in the ratio 1:2 in accordance with the Academic Regulations. All questions in the content papers will be compulsory while those in the professional studies paper will be designed with an element of choice.

COURSE CONTENT

Year 1

- Keyboarding
- Word-processing I
- Components System components
- Computer basics
- Understanding the desktop:
- Working with icons, menus, and windows.
- Working with Files/documents and folders
- Configuring a computer
- Working with disks.
- Setting up a computer
- Graphics
- Health & Safety
- ICT Issues
- Spreadsheets I
- Input / Output devices
- The Computer

Year 2

- Trouble-shooting and repairs
Solving hardware problems such as loose cables, dirty keys and mouse rollers, incorrect monitor settings and damaged disk drives.
Solving software problems such as virus contamination, and corrupted, misplaced and erased files.
- Computers as Prosthetic Devices
- Word-processing
- Communications
- Presentation packages
- Data Coding, Storage & Security
- Software
- Software and hardware evaluation

Year 3

- Presentation and evaluation of information
- Spreadsheets
- Database
- Desktop Publishing
- Networks and Servers
- Simple programming
- Future issues on ICT

PROFESSIONAL STUDIES

Year 1

The 'blueprint'

- The philosophy behind the Ten Year Basic Education in Botswana
- The role-played by Computer awareness in JC: aims and objectives.
- The ICT education in the UK, USA and Southern Africa: historical and comparative study.
- The role of Computer Integration Teachers (CITs)
- Scheming, Lesson planning and Records of work in ICT
- Strategies for teaching ICT
- Micro-teaching
- Infusion
- Management of school computer laboratories
- Strategies for working with other staff members

Year 2

- Infusion I
- Teaching Practice preparations
- Teaching Practice Review
- Classroom management in ICT
- The impact of ICT
- Management of school computer laboratories

Year 3

- Teaching Practice preparations
- Infusion
- ICT as a School Management tool
- ICT for Special Needs
- ICT policy in a school

COMMUNICATION & STUDY SKILLS

HEAD OF DEPARTMENT

Lechaena R.
M.Ed, (Language Education) B.Ed (UB)

SENIOR LECTURERS

Mafuraga M.
M.A. English (UB), B.A
Humanities, PGDE (UB)

Balule F. F.
M.A (English), B.A
(Humanities), PGDE (UB)

Moje L.P.
MA African Language &
Literature (UB), BA Humanities,
PGDE (UB)

Kesiametswe S.
MA (English) UB. BA Humanities, PGDE
(UB)

Mmipi V.X
Master of Arts (Global Media and
Communication) Coventry University
BA Humanities, PGDE (UB)

Gabajesane I.
BA PGDE (UB)

Bagai K.
MA (Coventry University) BA PGDE UB

LECTURERS

Masimega G. S.
B.A Humanities, PGDE (UB)

Tlhobogang B.
B.A Humanities, PDGE(UB)

INTRODUCTION

Communication and Study Skills is a three-year course offered to all students in the college. The course is designed to impart communication, study and language skills to learners, which will enable them to cope with given situations both within the college and the world of work.

ENTRY REQUIREMENTS

All students already selected for admission are required to do a three-year course in Communication and Study Skills

COURSE CONTENT

Year 1

An Introduction: What is CSS?

Communication skills

- Definition
- Models

Study Skills

- Organizational skills
- Dictionary skills
- Library skills

Computer Awareness

- Introduction to computers
- Word processing

Language Skills

- Listening and note taking
- Reading and note making
- Writing
- Speaking /Oral presentation
- Research Skills
- An Introduction – research proposal Examination strategies

Effective examination strategies

Year 2

Oral Classroom Communication

- Questioning and reinforcement skills
- Giving instructions and explanations
- Self-evaluation

Advanced Academic Writing

- Essay writing
- Planning and outlining
- Paragraph development
- Types of writing
- Computer skills
- Word processing
- Spreadsheet
- Database

- WWW, CD ROMs etc

Research Skills

- Literature review

- Data presentation and analysis
- Submission of mini research project
- Effective examination strategies

Year 3

Oral Classroom Communication

- Self evaluation
- Organizing group work and promoting group discussion
- Skills for Effective Teaching and Professional Development
- Using drama, games, role plays, speech writing and presentation Business/ Professional Communication
- Report writing
- Savingsgrams
- Memos
- Letters
- Minutes
- Curriculum Vitae

- Media for professional and Personal Development
- Use of multi media Comagazines etc.
 - Electronic mail

ASSESSMENT

Assessment will be through tests, assignments and projects. At the end of Years 1 and 2, there shall be End of Year Examinations. At the end of Year 3, there shall be Final Examinations.

SENIOR LECTURERS

H.B. Relaeng
M.Ed (Manchester), B.Ed (Exeter, UK).

Sekete M.
B.Ed. (Edith Cowan), Dip Sec.
Education (MCE)

Molale H.G
B.Ed (D & T) Newcastle
University (Australia)
DSE (MCE)

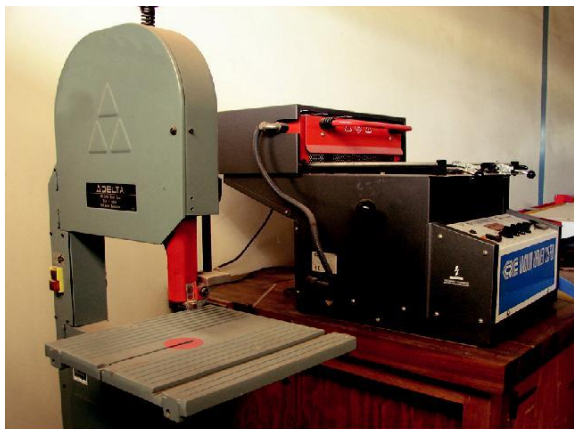
Rakini S.R
MIT (IT Management) BOND University
(Australia)
M.Ed (Research & Evaluation), (UB)
B.Ed (D & T) UB/FET

WORKSHOP TECHNICIAN

R. Itseng
NCC (Palapye Technical College),
Instruction Certificate (CTVE), Counseling
(IDM), Entrepreneurship Development
(Enterprise Botswana)

INTRODUCTION

The programme is a three-year course offered as a major. The programme is primarily to prepare competent, committed



HEAD OF DEPARTMENT

A. S. Keitseng
M.Ed Open University (UK)
B.Ed Exeter University (UK)

SENIOR LECTURERS

Sengwaketse M.T.
M.Ed (Manchester), B.Ed (Exeter, UK).

Mooketsi H. K.
M.Ed (Technology) Manchester University
UK
B.Ed (D & T) Exeter University (UK).

EDUCATION TECHNOLOGY



and professional teachers who are capable of producing high quality work and demonstrating the usefulness of the subject through their teaching.

ENTRY REQUIREMENTS

Regular Entry

Grade C in any of these: D &T
Supporting Subject: Science (Not HSB)
or Maths

Mature Entry

Grade C in any of these: D &T,
Metalwork, Woodwork, Technical
Drawing. Supporting Subject: Pass in any
Science (Not HSB) or Maths

COURSE

CONTENT Year 1

- Introduction to design
- Introduction to materials
- Communication
- professional studies
- Technology
(Structures and Mechanism).

Year 2

- Materials and processes
- Communication
- Professional studies
- Teaching practice
- Electronics

Year 3

- Major Design Project
- Technology and society
- Communication
- Professional studies

ASSESSMENT

Assessment will be through tests, assignments and projects. At the end of Years 1 and 2 there will be End of Year Examinations. At the end of Year 3, there will be Final Examinations.

HEAD OF DEPARTMENT

Selelo E. (Acting)
M.Ed (Witwatersrand University)
B.Ed (D & T) Edith Cowan University
DSE (MCE)

SENIOR LECTURERS

Seema B
Msc Education Technology & Society (Bristol
University)

B.Ed Design & Technology (UB)

Tsalaile G S
B.Sc Hons (Nelson Mandela Metropolitan
University), B.A, PGDE (UB)

Makara P A
B.Ed Design & Technology (Newcastle
University, Australia), DSE (MCE)

COMPUTER PROGRAMMERS

Ngoni Boipelo
Diploma in information Technol-
ogy (NIIT), Certificate in Business
Management(BOCODOL)

Galeromelwe Tshupo Plato
Diploma in Information Management (NIIT)

Laboratory Assistant
Thato Tefo Leshona (BGCSE)

INTRODUCTION

The course is intended to expose student teachers to the general principles of educational technology and for them to develop a range of skills in the production and use of various commonly available teaching aids. This will then allow them to apply the knowledge and skills to produce subject specific learning resources during professional studies in their specialist areas. This is a one-year course and is taught to first year students only.

ENTRY REQUIREMENTS

All students already selected for admission are required to do a one year course in Educational Technology.

COURSE CONTENT

YEAR 1

- Introduction to Educational Technology
- Board skills (chalk, white etc)
- Essentials of graphic design
- Definition and function of different types of paper based learning resources
- Lettering skills
- Enlargement techniques
- Production and use of charts
- Production and use of cards
- Preservation of charts and cards
- Production an handouts & worksheets d use of
- Reprographic techniques
- Computers in education
- Classroom display Use of projectors in education
- Use of audio equipment in education
- Use of video recorder and TV in education
- Educational video production techniques
- Improvisation
- Criteria for selection of learning resource

- Peer group teaching

ASSESSMENT

The course shall be assessed through continuous assessment because of its practical nature.

Skills learned during the course shall be assessed through a combination of written assignments, practical assignments. These shall include:

- Production of teaching aids
- Assessment of ability to use of equipment

Students shall be expected to have:

- One grade at the end of 1st term
- One grade at the end of 2nd Term
- One grade at the end of 3rd Term

ENGLISH DEPARTMENT



HEAD OF DEPARTMENT

Moremi M. M.
M.A (Sussex), B.A, PGDE (UB)

SENIOR LECTURERS

Mogotsi B.M
M.A (UB) B.A, PGDE (UB)

Keboetswe S.
M.A Lit (New Castle), B.A (New Castle), PGCE (Leeds), DSE (MCE)

LECTURERS

Tlhalefang S
B.A, PGDE (UB)

INTRODUCTION

The English course consists of three (3) components - language, literature and professional studies. This course is designed to promote both personal and professional growth in all the student

teachers of English.

ENTRY REQUIREMENTS

Regular Entry

At least a C in English Language
Supporting Subject: At least a C
in Literature in English

Mature Entry

At least a C in English Language
Supporting Subject: At least a D
in Literature in English

COURSE CONTENT

Year 1

- Use of English
 - Introduction to Literature
 - Language Development
 - Use of English
- Introduction to the study of African Novels
- Introduction to Language
 - Teaching Methods
 - Syntax 1
 - The Novel
 - Teaching of skills (introduction)

Year 2

- Morphology 1
- Introduction to Poetry
- Scheme & Lesson plans
- Record keeping
- Phonetics and Phonology
- Teaching of the four skills
- Drama
- Syntax 2
- Twentieth century Novel
- Integrated Approach
- The development of the Novel
in the 19th and 20th century
- An introduction to the
theatrical aspects of drama

Year 3

- Error Analysis
- Drama-Shakespeare
- Review of Principles of Teaching
- Semantics
- Survey of themes
- Language Testing,
- Teaching materials
- Socio Linguistics
- Alternative Approaches
- Discourse Analysis

NB: Both major and minor cover the same topics - but differ in depth (details about topic)

ASSESSMENT

Assessment is done through class tests; take home assignments and group presentation. Student teachers sit an exam at the end of years 1 and 2 - called End of Year Exam, then take the Final year Exam at the end of year 3.

FOUNDATIONS OF EDUCATION

HEAD OF DEPARTMENT

I. Keetshabe
M.Ed (Pretoria), BA, (UB) DSE

SENIOR LECTURERS

Ramosamo S. M.
M.Ed. B.Ed (UB)

Mbengwa R.
M.Ed, B.Ed (UB)

Ratsoma N.B.
M.Ed, B.Ed (UB)

Radimo B.W.
M.Ed, B.Ed (UB)

B. Mankunzini
M.Ed (Professional Development) Norcol/Open
University (UK)
B.Ed (Sci) (UB)
Dip (Biblical studies and Ministry) MTC

P.D. Kgoroba
M.Ed (Research & Education), (UB) BA
(Humanities) (UB) PGDE (UB)

B.L. Mpatane
M.Ed Educational Management (UB)
B.Ed (UB)

LECTURERS

Ratsoma N.O.
M.Ed, B.Ed (UB)

Tomeletso L.
M.Ed C&I (UB)
B.Sc., PGDE (UB)

Mmokele P.
B.Ed (Hons) (Edith Cowen – Australia)

Gwai B.
M.Ed (Curriculum & Instruction) UB
B.Ed (Special Education/Science (UB)

- Sociology of Education
- Philosophy of Education

INTRODUCTION

Foundations of Education is a three-year course offered to all students in the college. It is designed to help students develop professionally and to enable them to merge theory and practice. The students are equipped with skills to enable them to become permanent learners and to impart these skills to their own students after completing the course.

Entry Requirements

All students already selected for admission are required to do a three-year course in Foundations of Education.

COURSE CONTENT

Year 1

- Introduction to Foundations of Education and Teacher Education
- Instructional Design and Implementation -Micro Teaching.
- Human Growth and Development

Year 2

- Guidance and Counseling
- Teaching Practice
- Human Learning
- Educational Testing, Measurement and Evaluation

Year 3

- Educational Administration - Teaching Practice
- Educational Administration

- Curriculum: Theory and Practice

ASSESSMENT

Assessment will be through tests, assignments and projects. At the end of Years 1 and 2 there shall be End of Year Examinations. At the end of Year 3 there shall be Final Examinations.



HEAD OF DEPARTMENT

Kenosi B. E. M
GD (Warsaw), M.Ed (Manchester), B.Ed
(Humanities) (UB), DSE (UBS)

SENIOR LECTURERS

Mpolaise K.
M.A (Latrobe Univ, Australia), Diploma In
Student Welfare (Latrobe Univ, Australia),
B.A in Humanities (UB), PGDE(UB)

Bakwena C P
M.Ed and B.Ed Hons(Guidance and
Counselling) University of Northwest. SA)
DSE (MCE)

Phiri A M
M.Ed and B.Ed Hons(Guidance and
Counselling) University of Northwest. SA)
Practicum Guidance and Counselling
(University of Northwest, SA)
BA Humanities, PGDE (UB)

LECTURER

Monowe T. E.
MEd Counselling and other Human
Services (UB); BEd Special Needs (Visual
Impairment (UB)

Kgalaeng D.
MEd Counselling and Other Human
Services (UB); BA Humanities (UB)

INTRODUCTION

Guidance and Counseling is a three-year course offered as a minor subject. It is a service which is aimed at meeting the needs of all learners in Junior Secondary Schools in Botswana. It is an integral part of the education process promoting Personal, Social, Educational and Vocational awareness. It is a skills-based programme aimed at addressing emerging issues faced by students in Junior Secondary Schools of Botswana, enhancing academic potential by facilitating the holistic development of the individual. It is a service which promotes optimal living through the acquisition of life-skills.

One of the major contributions of the teacher-counsellor in the overall school programme will be through the Guidance and Counselling activities which have been identified in the Revised National Policy on Education (RNPE, April 1994).

ENTRY REQUIREMENTS

Candidates will be enrolled in the course in accordance with current college academic regulations. Normal minimal entry shall be Botswana General Certificate in Secondary Education (BGSE), with a credit in English Language.

ENTRY REQUIREMENTS

At least a C in English Language

Supporting Subject: Any other college major subject.

COURSE CONTENT

The approaches used in the course are activity based and emphasize the acquisition of helping skills. The course comprises of three components being Content, Professional studies and Teaching Practice.

- Introduction to Guidance
- Introduction to Counseling
- Introduction to Guidance and Counseling Programme
- Microteaching
- Teaching Practice done in year two and

Final Teaching Practice in year three.

- Educational Guidance
- Social Guidance
- Personal Guidance
- Vocational Guidance
- Introduction to Theories of Counseling

Introduction to Basic Counseling Skills

- Final Examinations

ASSESSMENT

The course is assessed in accordance with college academic regulations for a minor subject.

LIBRARY STUDIES DEPARTMENT

HEAD OF DEPARTMENT

Botlhoko D.P.
M.LIS, B.A, PGDE (UB)

SENIOR LECTURERS

Ditebo B.K
M.LIS, B.A (Humanities) PGDE, CLS (UB)

INTRODUCTION

This course has been developed to provide instruction that will enrich the educational programs of Botswana's Community Junior Secondary Schools by giving future teachers the skills needed to establish and manage library programmes for those schools. An assumption has been made that these students for the most part are going into schools that do not have already established libraries.

The course emphasizes the teaching and learning needs served by school libraries. Students are given assignments that provide practice in justifying and

explaining library programmes.

The course also relates the newly acquired library skills to the students' other work in education and to their work in their content major and the whole content is covered in three years.

ENTRY REQUIREMENTS

Regular Entry

At least a D in English Language

Supporting Subjects: Pass in at least 3 none practical subjects.

COURSE CONTENT

Year 1

- The importance of information and libraries in Botswana's Secondary Schools.
- The role of libraries in education:
Libraries knowledge and information.
- School library support systems and services.
- Classification and cataloguing of library materials
- Basic library routines, public relations.
- Repair and conservation of library materials.
- Repair and conservation of library material.

Year 2

- Understanding bibliographic information.
- Selection of information sources for the school library.
- Acquiring information sources.
- Classification and cataloguing (practical).
- Preparing materials for the shelves. Introduction to library technical services.

management.

- Production of a basic library manual
- Publishing and the book trade
- Library promotion and marketing techniques.
- Information technology in libraries
- Evaluating school library sources and services.

ASSESSMENT

Assessment will be by supervised tests and assignments and shall be in accordance with the academic regulations.

MATHEMATICS DEPARTMENT

HEAD OF DEPARTMENT

G.T. Modise
M.Ed, B.Ed

SENIOR LECTURERS I

G. Ngenda
M.Ed(UB), B.Ed(UB), DSE(UB)

T. Lekoko
M.Ed (Maths) (UB), B.Ed (Science Education) (UB), DSE (UB)

L. Mosweu
M.Ed (UB), B.Ed (UB), DSE (TCE)

L. Leshego
M.Ed(UB), B.Ed (SC) (UB)

T. Joseph MSc, B.Ed (SC) Kerala (Indiz)

G. Madwala
M.Ed (UB), B.Ed (UB), DPE (Tik CE)

SENIOR LECTURERS II

Motlhabane, K. B
M.Ed, B.Ed (SC) (UB)

Baraedi, O.
MSc, B.Ed (SC) (UB)

**G.R. Kelatlhegile
PhD,(Julin University) MSc, B.Ed (SC) UB**

- Establishing a multimedia collection.
- Organizing non-book materials.
- Design and production of library materials.

Year 3

- Reference sources
- Reference service
- School library administration and

INTRODUCTION

Mathematics is made up of courses offered to students who are to teach Mathematics on completion of the three years. It is designed to facilitate competent teaching of Mathematics and even progressing for further education in the field

of Mathematics teaching or other Mathematics related careers.

ENTRY REQUIREMENTS

Regular Entry

At least a B in Maths for Major

At least a C in Maths for Minor

Mature Entry

C in Maths for Major

Supporting subjects: Additional Maths

and Statistics

COURSE CONTENT

MAJOR

Year 1

- Professional studies
- Algebra
- Trigonometry
- Geometry

Year 2

- Professional studies
- Calculus
- Statistics
- Mechanics
- Project

Year 3

- Professional studies
- Calculus
- Statistics
- Mechanics
- Project

MINOR

Year 1

- Professional studies
- Basic Mathematics content

Year 2

- Professional studies
- Basic Mathematics content

Year 3

- Professional studies
- Basic Mathematics content
- Introduction to differentiation and integration.

ASSESSMENT

Assessment is in the form of written assignments, presentations and tests for

both major and minor groups. There is also a project for the final year of the major group. At the end of years one and two there are End of Year Examinations while at the end of year three, is the Final Examinations.

MORAL EDUCATION

HEAD OF DEPARTMENT

Mannathoko M.I.

MA (Applied Ethics) Univ. of Wollongong

BA (Humanities), PGDE (UB)

SENIOR LECTURERS

K.O.M. Mphetolang

M.A., B.A, PGDE (UB)

G. Kedise

M.A (Queensland)

BA (UB) PGDE, Cert. Enterprise Risk Management (BAC)

F.C. Sealedi

Masters of Arts in Applied Ethics (UNIZA)

B.A, PGDE (UB)

W. Matende-Mosotho

MA (HRM) Cypris University

B.A, PGDE (UB)

G .GAIE

B.A, PGDE (UB)

PHIL in THEO (St. Augustine College of SA

INTRODUCTION

The Three Year Diploma in Moral Education is designed to prepare teachers for Junior Secondary Schools. The content of the course is divided into three areas: personal, social and global moral issues, and within each section specific reference is made to the moral issues which affect Botswana. The subject is essentially an attempt to teach life skills and changing values and attitudes, which are applicable to everyday life. It aims to combine theories from a number of related disciplines and teach them in a manner,

which helps students to understand the world around them.

The philosophy of the subject directly parallels the Basic Education Philosophy “it promotes the all-round development of the individual; fosters intellectual growth and creativity; enables every citizen to achieve his/her full potential; develops moral, ethical and social values, cultural identity, self-esteem and good citizenship; prepares citizens to participate actively to further develop our democracy; and prepares citizens for life in the 21st Century.”

As an interdisciplinary subject, Moral Education is well placed to cover many of the areas of priority as identified by the government, such as HIV/AIDS education, family life education, environmental education, gender and equity.

The Professional Studies course emphasizes student-centered, active learning techniques and methods for effective mixed ability and remedial teaching which are consistent with modern constructivist education theory and attempt to make learning a more interesting and meaningful experience. The subject concentrates on discussion; perspective-taking and decision-making, strategies based around specific moral issues, and allow learners an opportunity to make their own judgments founded on an understanding of different views.

ENTRY REQUIREMENTS

Regular Entry

At least a C in English Language

Supporting Subjects- Grade C in any of these: Religious Education, History, Geography, Development Studies, Setswana, Literature in English, Sociology or Cultural Studies

Mature Entry

At least a C in English Language

Supporting Subjects- Grade D in any of these: Religious Education, History, Geography, Development Studies, Setswana, Literature in English, Sociology or Cultural Studies

COURSE CONTENT

Year 1

- Introduction to moral education
- Origins and purpose of human existence
- Cosmogony
- Life on Earth
- Theories of Moral development, Ethics.
- Personal moral issues: the family, friends, love, sexuality, HIV/AIDS, habits, and dress.
- Personal moral issues: issues associated with rites of passage.
- Birth, puberty, marriage and divorce, death
- Introduction to teaching Moral Education
- Beginning teaching techniques
- Micro-teaching
- Developing teaching techniques

Year 2

- Social moral issues (1)
- The law, Crime and punishment, Violence and Hooliganism
- Social moral issues (2) Prejudice and discrimination with regard to gender, disability, age
- Social moral issues (3) Work, unemployment, Leisure and time management
- Preparing for Teaching Practice (1)
- Teaching Practice
- Measurement, Assessment and Evaluation
- Developmental Psychology and implications for Mixed Ability, or Remedial teaching, Peer teaching
- Global moral issues (1) Trade and Aid, Hunger and
- Poverty
- Global moral issues (2) United Nations and Human Rights, Children’s Rights, Women’s Rights Animal’s Rights, War and peace
- Global moral issues (3) Environmental degradation, conservation and sustainable development
- Final Examinations

- Preparing for Teaching Practice (2)
- Teaching Practice
- Professionalism of the Moral Education teacher
- Skills in curriculum development

ASSESSMENT

The course will be assessed according to the Academic regulations for a Major course. The assessment will be carried out through assignments, tests, examinations and Third Year Research Project. In each year, the students receive continuous assessment subject work marks and at the end of the year, students of Years 1 & 2 will sit End of Year Examinations and Year 3 students will sit Final Examinations.

MUSIC EDUCATION



HEAD OF DEPARTMENT

Bongalo L. A.
M.A Music (Kwazulu Natal) B.A Music
(University of Natal) DSE (MCE)

SENIOR LECTURERS

Ndlovu W.M.
B.A Music (Pretoria), DSE (MCE)
(Study Leave)

Thaba G.P.
B.A Music (University of Natal), DSE (MCE)
(Study Leave)

J.B. Mongologa
MA (Music), Reading (UK) BA (Hons)



L.B. Bogosing
MA (Music) Reading (UK)

LECTURER

Rabatoko F A
B.A Music (University of Natal), DSE (TCE)
(Study Leave)

S. R. Orapeleng
M.Ed, UNISA DSE, BA UNISA

ENTRY REQUIREMENTS

Regular entry

Interest in Music

Supporting subject: A course in
Music

COURSE CONTENT

Music Education focuses on three basic
areas: (i) Theory (ii) Professional Studies,

and (iii) Practical work, all of which
emphasize:

- Music composition
- Music performance
- Music appraisal
- Music teaching methods

Audition exercises - by listening
(actively) to different kinds of music,
students are likely to develop aurally,
thus enabling them to understand and
interpret several kinds of -music.

Research work - designed to encourage
students to conduct their own research
projects and ultimately develop elements
of curiosity, self-confidence,
independence, and responsibility.

ASSESSMENT

Assessment procedures will be
carried out in conformity with the Academic
Regulations of the Affiliated Colleges.
Assessment will cover both content
and professional studies in a ratio of
2:1. Assessment comprises supervised

papers/practical and take-home assignments. In each Year, the student receives 4 or 5 Continuous Assessment course-work marks expressed as a percentage. At the end of every Year, students have an End of Year Examination. In Music, this examination includes a supervised practical component that counts for as much as half of the examination grade.

It also exposes them to contemporary social and moral issues and the reaction of the religions studied to such issues.

The course promotes openness to change as outlined in RNPE Report 1994, Botswana Long Term Vision 2016 that aims at building a moral, humane and tolerant Nation.

RELIGIOUS EDUCATION

HEAD OF DEPARTMENT

VACANT

SENIOR LECTURERS

P. G. Motumise
M.A Theology and Religious Studies(UB)
B.A, (UB), PGDE (UB)

L. Bosaakane
M.Ed (Religious Education) (UB)
B.Ed (UB)

P.A. Matlhoko
BA (Humanities) TRS (UB)
PGDE (UB)
Diploma Pastoral Theology & Social
Services (UB)

Modiakgotla M.
M.Ed (Religious Education) (UB)
BA + PGDE (UB)

INTRODUCTION

Religious Education course provides students with a theoretical framework for religious education. The course seeks to develop in students a broader holistic understanding of the concept of religion as well as from the perspective the World Religions studied including African Traditional Religions.

The course further drives principles of the global frameworks such as Millennium Development Goals (MDGs), Education for All (EFA), Child Friendly Schools (CFS) & other policy documents that advocates for quality and relevance particularly in a world that is becoming more globalizing

The department offers both Content and Professional Studies. The content is intended to equip students with knowledge religion and religious education while the professional studies aims at equipping them with relevant teaching skills & competencies in religious education particularly in multi cultural contents.

ENTRY REQUIREMENTS

Regular Entry

At least a B in Religious Education

Supporting Subjects: (Grade C in any of these) English Language, Literature in English, History, Geography, Development Studies, Sociology or Setswana

Mature Entry

At least a C in Religious Education

Supporting Subjects: (At least a D in any of these) English Language, Literature in English, History, Geography, Development Studies, Sociology or Setswana

COURSE CONTENT

Major

Year 1

- Introduction to Religion
- African Traditional Religion
- Hinduism
- Introduction to Religious Education
- Buddhism
- Sikhism
- Research on Judaism
- Teaching skills in Religious

- Education
- Christianity
- Islam.
- Demonstration of teaching skills

Year 2

- Introduction to Theology
- Preparation for teaching practice
- Systematic Study of Theology
- Modes of assessment in Religious Education
- Religion and Morality in Contemporary Botswana and Other societies.
- Teaching resources and learning aids

Year 3

- Contextual Theology
- Teaching skills in Religious Education
- Contextual Theology continued
- Liberation Theology
- Feminist Theology
- Independent African Churches
- Professional input in Religious Education
- Testing in Religious Education
- Development of Christianity in Africa
- The religious education classroom teacher
- Recording and reporting in Religious Education

Minor

Year 1

- Introduction to Religion
- Origins of Different Religions
- Concept of Supreme Being
- Worldviews of Different Religions
- The Various Religions of the World
- Introduction to Religious Education
- Religious Practices
- Teaching Skills in Religious Education
- Religious Practices
- The Various Religions of the World
- Demonstration of teaching skills

Year 2

- Introduction to Theology
- Preparation for teaching practice
- Comparative study of Christian and Sikh Theology
- Introduction to modes of assessment
- Religion and Morality in Contemporary Botswana and Other Societies
- Teaching resources and learning aids

Year 3

- Contextual Theology
- Teaching skills in Religious Education
- Development of Christianity and Islam in Southern Africa
- Professional Input in religious education
- Testing in Religious Education
- Independent Churches in Southern Africa
- Church and State Relationship
- The Religious Education classroom teacher
- Recording and reporting in Religious Education

ASSESSMENT

For continuous assessment, grades would be in accordance with the requirement as laid down in the assessment guidelines of the college. Assessment is done through tests, assignments, presentations, project and examination.



HEAD OF DEPARTMENT

Isabella P. Ntsabane
M.Sc, PGDE, B.Sc (UB)

SENIOR LECTURERS

K. Kotlhao
M.Sc, B.Ed Science (UB)

K. Khimbele
M.Ed, B.Ed Science (UB)

K. Maripe
M.Ed (Science) UB, B.Ed (Science) UB

T. Motlogelwa
M.Ed (Science) UB, B.Ed (Science) UB

I. Seetso
M.Ed (Science) UB, B.Ed (Science) UB

A. Phetogo
M.Ed, B.Ed (Science) (UB)

LECTURERS

S.M. Ndolo
M.Ed, B.Ed (Science) (UB) Understanding BOS ISO/IEC & Standard (Botswana Bureau of Standards)

LABORATORY TECHNICIAN

W. S. Masire
City and Guilds: 755 Science Laboratory technicians Certificate (Botswana Polytechnic); Basic Science Laboratory Technology (UB).

INTRODUCTION

Students are involved in Science activities for 12 hours each week. Nine of these periods are normally devoted to the teaching of Science content (Biology, Chemistry or Physics) and three periods to the training students on methodologies in science (Professional Studies).

In professional studies, students:

- become familiar with the Junior Secondary Science syllabus

content

- learn how to prepare for lessons
 - assess pupils' performance, and
 - evaluate the effectiveness of their delivery methods.
- The students are also trained in
- the preparation of lesson plans and the schemes of work, and
 - the development and/or preparation of teaching aids for use during science lessons.

The students practice different ways of teaching in order to prepare them for a one term Teaching Practice session in schools. These include:

- Peer-teaching - using their colleagues as model pupils to practice the art of teaching
- Microteaching – using small groups of Standard 7 classes from primary schools for a 25 minutes session.
- The following classroom activities are explored: group discussions, development of teaching and learning aids, improvisation, learning theory in the teaching and learning of science, use of different teaching and learning methodologies in science and others.

Instructional techniques include lectures, discussions, small groups and individual work, practical investigations and experiments, reading, use of audio visual aids such as films, videocassettes and filmstrips. Future plans involve the use of computers in learning Science.

Students are expected to buy their textbooks in each area of Science (Biology, Chemistry, and Physics). Students use the many science books available in the library as well as

periodicals and reference materials. In professional studies, the junior science syllabus is provided as well as making reference to a number of books of the same level.

ENTRY REQUIREMENTS

Science Regular & Mature Entry
Separate Sciences

BGCSE

At least a:

C in Chemistry

C in Maths

C in Biology

C in Physics

BB in Double Award Sciences

Supporting subject: C in Mathematics

Pure Sciences

COSC

At least a:

C in Chemistry

C in Maths

C in Physics

C in Biology

Supporting Subject: C in Mathematics

Physical Science

At least a:

C in Physics + Chemistry

C in Biology

C in Biology + Chemistry

C in Physics

C in Physics + Biology

C in Chemistry

Supporting Subject: C in Mathematics

Additional Combined Science

At least a B in Additional Combined

Sci-ence

Supporting Subject: At least a C in

Math-ematics

Combined Science

At least a B in Combined Science

Supporting Subject: At least a C in

Math-ematics

COURSE CONTENT

Major

Year 1

- Cells
- Chemicals of life
- Heterotrophic nutrition
- Respiration
- Animal reproduction
- Particle nature of matter
- Structure & bonding
- Water
- Air & Gases
- Coordination
- Moles & Molarity
- Force & moment
- Measuring & calculating
- Optics
- Motion
- Waves
- Mathematics Skills
- Intro Science teaching
- Applying learning theories in Science
- Planning
- Equality issues
- Teaching methods & techniques
- Practical work in Science
- Peer teaching
- Micro-teaching

Year 2

- Support & movement
- Ecology
- Breathing, osmo-regulation and excretion
- Coordination
- Acids, bases & salts
- Redox reactions
- Basic electricity
- Metals & non-metals
- Electronics
- Teaching Practice
- Communicating in Science
- Teaching/learning aids

Year 3

- Nuclear division
- Genetics
- Transport in plants and animals
- Microbiology & Biotechnology
- Reaction rates

- Atoms, nuclei & Energy
- Organic chemistry
- Chemistry & Energy
- Astronomy
- Teaching Practice
- Wide ability teaching
- Assessment in Science
- The JC programme in action
- Lab skills & management

Minor

Year 1

- Characteristics of living things
- Human body system
- Reproduction in plants and humans.
- Transport systems in human and plant.
- Matter
- Water & separation techniques
- Safety and first aid
- Energy
- Heat transfer and its effects
- Forces and machines
- Solar system
- Atomic theory
- What is Science?
- Different teaching methods
- Wide ability I
- Equality issues in science education
- Planning
- Questioning techniques
- Micro-teaching

Year 2

- Food, nutrients, digestive system
- Photosynthesis and respiration
- Acids, bases and salts
- Electricity, magnetism, electronic devices
- Teaching Practice
- Practical work
- Supervision practical work
- Teaching/learning aids
- Models in Science

Year 3

- Diseases, personal hygiene, drugs
- Ecosystems and nutrient cycles
- Household chemicals
- Carbon compounds in everyday life
- Rocks and minerals

- Waves
- Teaching Practice
- Wide ability II
- JC program in Action
- Managing science Department

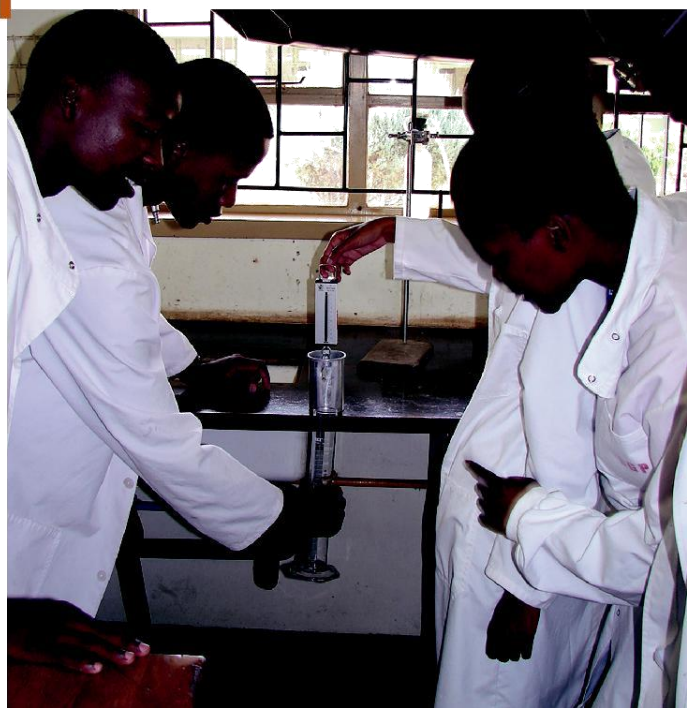
ASSESSMENT

Major

Assessment is three quarters science content and one quarter professional studies. Continuous assessment throughout the three years includes tests, a variety of assignments, development of lesson plans, and peer teaching. Information on the end of year and final examinations can be found in the academic regulations section of the prospectus.

Minor

The Minor Science course is a reduced version of the major science course. Students who qualify for this option and who complete the course are expected to be able to assist in teaching science in schools for short periods when teachers holding science majors are not available. Two thirds of the minor assessment on content and one third is on professional studies. Information for both the end of year and final examination can be found on the academic regulations section of the prospectus.



SETSWANA DEPARTMENT

HEAD OF DEPARTMENT

K. C. Arabang
M.Ed (OHIO University), BA (Humanities)
+PGDE (UB)

SENIOR LECTURERS

M. D. Kgosiyame
M.A - Applied Linguistics (Edith Cowan),
Graduate Dip. in Language Studies (Edith
Cowan), B.A Humanities, PGDE (UB)

D. Ramontshonyana
M.A – (Setswana), B.A
Humanities, PGDE

Ntsayakgosi K L
M.A African Languages & Literature B.A
Humanities PGDE (UB)

Leshoma M P
M.A, B.A Hons(University of Northwest, SA)
B.Ed Primary (UB) PTC
(Serowe TTC)

Moswete T G
MA, B.A Hons ((University of Northwest,
SA) B.Ed Primary (UB), PTC (Lobatse
TTC)

INTRODUCTION

The Setswana programme of study covers skills and competencies in language, literature, culture and professional studies. In language the programme of study is designed to cover the historical background of Setswana, sound system, language skills and comparative study, which evaluates what different scholars, say about the same concept.

The literature component is designed to equip students with skills to critique literary texts. In this component students also study oral literature and evaluate what different authorities say about it.

The culture component seeks to develop skills in the cognitive as well as the affective domain. Students are to recognize the universal diversity as well as the dynamic nature of culture to foster unity. Students are also accorded a chance to evaluate the past and the present traditional practices in order to choose and preserve or discard the practices depending on their cultural significance.

ENTRY REQUIREMENTS

Regular Entry

At least a B in Setswana
Supporting Subjects: (Grade C in English
Language

Mature Entry

At least a C in Setswana

Supporting Subjects: (At least a D in English Language.)

COURSE STRUCTURE

Year 1 (Major)

Term 1

- Definition of language, language acquisition and change
- Setswana language policy
- What is Professional studies, Evaluation of Setswana JC syllabus
- Teaching strategies
- Introduction to the study of culture
- Introduction to the study of literature.

across ethnic groups.

Term 2

- Planning
- Language skills
- Poetry and its societal importance
- Social norms continued
- Language as a science

Term 3

- Language skills continued, syntax and morphology
- Teaching approaches
- Preparation for Micro - teaching
- Characteristics of modern poetry and evaluation of selected poems
- Forms of religion across Botswana.

Year 2 (Major)

Term 1

- Language arts
- Preparation for Teaching practice
- Evaluation of prescribed literature texts
- Cultural change and diversity in Botswana

Term2

- Teaching practice evaluation
- Remedial and mixed ability teaching
- Characteristics of traditional poetry and playwright
- Evaluation of types of plays
- Parts of speech.

Term 3

Assessment and types of tests

Designing of teaching and learning aids

- Forms of traditional literature and their characteristics
- Chieftainship
- Initiation ceremonies and marriage.

Year 3 (Major)

Term 1

Teaching Practice preparation

- Language as science
- characteristics of a short story
- Social norms and differences

Term 2

- Language as science continued and Parts of speech
- Teaching practice evaluation and Language skills
- Critical evaluation of selected traditional poems and Oral literature
- Critical evaluation of selected plays
- Chieftainship and initiation

Term 3

- Language policy and parts of speech
- Problems of teaching Setswana and responsibilities of a Setswana teacher
- Family institutions and crafts
- Critical evaluation of a selected short story

MINOR

Year 1

Term 1: Same as major

Term 2

- Planning and language skills.
- Social norms
- Characteristics of traditional literature,
- Languages science

Term 3

- Syntax and morphology
- Planning and language skills
- Critical evaluation of a novel
- Forms of religion across Botswana.

Year 2

Term 1: Same as Major

Term 2

- Teaching Practice evaluation
- Communicative skills
- social norms
- Characteristics of poetry”
- Parts of speech.

Term 3

- Parts of speech
- Designing of teaching and learning aids.
- Modern poetry and oral literature
- Social norms continued

Year 3

Term 1

- Language as a Science
- Communication skills
- Characteristics and types of plays.

Term 2

- Teaching practice evaluation
- Debate and speech writing
- Characteristics of modern poetry
- Types of traditional literature in general.

Term 3

- Language policy and parts of speech
- Problems of teaching Setswana
- Critical evaluation of selected plays
- Family institution' and crafts
- Forms of traditional literature continued.

ASSESSMENT

For continuous assessment, grades would be in accordance with the requirement as laid down in the assessment guidelines of the college. A grade may be an average of a number of grades from different assignments and or tests depending on the required number of grades. Students would be given at least one piece of work on each component in a tern where students are not going out for Teaching Practice.

For final assessment, students will be examined on all the 4 components of the programme and computed according to the assessment regulations in operation. There is also a research project, which is part of the final assessment. This is a requirement for all students doing Setswana as their major subject.

SPECIAL NEEDS DEPARTMENT

HEAD OF DEPARTMENT

Bulawa H.
M.Ed. Special Education Needs
(Manchester); B.A & PGDE (UB)

SENIOR LECTURERS

Ntswe V N
M.Ed, B.Ed Hons Special Education (University of NorthWest, SA), B.Ed Primary (UB), Certificate (MR) Lusaka College, Zambia

Molefi L.R.
MA Special and Inclusive Education
Joint Masters by Roehampton University (London) University of Oslo (Norway) and Univerzita Karlora V Praze (Czech Republic)

Bachelors of Special Education
Major: High Incidence Disabilities
Minor: Communicative Disorders

Letsebe T.
B.Ed Special Education (Learning Difficulties & Environmental Science) (UB)
MA Special & Inclusive Education
(Roehampton University)

Mareme B.
MEd (Psychology of Education in inclusive education)
BEd Honors (Professional Psychology of Education)
BEd (Special Education)

INTRODUCTION

In consonance with the Revised National Policy on Education, Recommendations on Special Education: Rec. 95(a) and (b), Molepolole College of Education Department of Special Needs Education Department offers elements of Special Education to all students.

COURSE CONTENT

Year 1

Introduction to Special Education

- Special Education in Botswana:
Prevalence of special needs;
History; Disability; Attitudes
- Towards disability; Policy;
Resources

Types of Special Educational
Needs (SEN)

- General Learning Difficulties
- Specific Learning Difficulties
- Emotional and Behavioral Disorders
- Gifted and Talented Learners

Types of Special Educational Needs (SEN) II.

- Sensory Impairments (sight/hearing)
- Physical Impairments
- Mental Impairments
- Communication disorders

Year 2

- Observing and Assessing for Inclusive Teaching in School Environment(OAITSE)
- Consolidation and Evaluation of observed practices.
- Instructional planning for mixed ability teaching.
- The referral process
- Planning for and implementing differentiated teaching

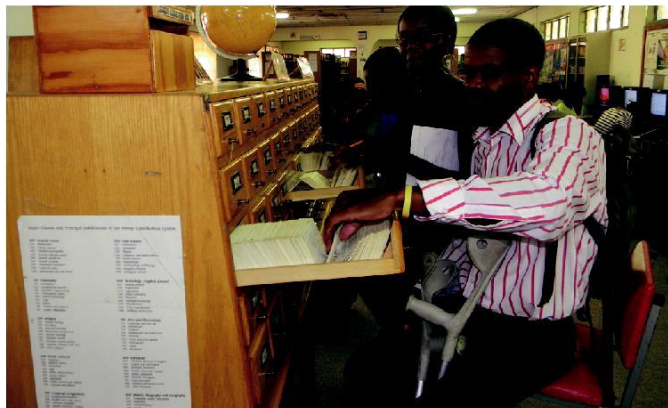
Year 3

- School based initiatives for meeting the needs of pupils with special educational needs
- Individual Educational Plan (IEP)
- School based initiatives for meeting the needs of pupils with special needs cont./ issues and trends
- Implementing I.E.Ps
- Trends and issues in Special Education: past; present and future.
- Networking resources for special education
- Community Resources
- Networking: locally; nationally; regionally; internationally

ASSESSMENT

The subject is assessed through course

COLLEGE LIBRARY



HEAD LIBRARIAN

N.N. Majaga
BLIS (UB), DLIS (UB)

ASSISTANT LIBRARIAN

O.T. Ngakaagae
BLIS (UB)

LIBRARY CLERK

Bantlogile Ramotsumi
Cert. in Archives and Records Management (IDM)

LIBRARY ATTENDANT

O. Badubi
Basic Library Skills

INTRODUCTION

The college library is designed to meet the needs of the college community with more emphasis on students and academic members of staff. There is a reading area for those opting to study within the library. Materials can be borrowed for reading out of the library.

The library contains a growing collection of multi-media information sources housed in different sections of the library. These include material like books, pamphlets, magazines, newspapers, CDs,

work only – there are no examinations. To proceed from year to year a student teacher has to pass each year's course work. The subject does not affect classification of the diploma but has to be passed for the diploma to be awarded.

Audiovisuals and Maps. The library subscribes to online journals(EBSCOHOST Database). The library is open to all students, academic staff, all college employees and the community at large.

Students can photocopy documents they need through the use of rechargeable photocopying cards. A4 size copy costs P0.20 while A3 costs P0.40

LIBRARY SERVICE DURING THE TERM

Daytime:

Monday - Friday
0900hrs - 1630 hrs

Evening:

Monday - Thursday
1900hrs - 2200 hrs

PUBLIC HOLIDAYS

During the holidays the library opens from 0900hrs to 1245hrs and then 1345hrs to 1630hrs. The library does not open in the evenings during holidays.

MEMBERSHIP

Membership of the MCE library is open to the college community free of charge. Non-MCE community can use library materials within the library but cannot take the same out of the library.

GENERAL RULES AND REGULATIONS OF THE LIBRARY

Library materials are borrowed using a valid MCE library pocket issued to the reader. The pockets are not transferable. To borrow from the library, readers will be asked to produce an identity card. The loan period for students is 14 days renewable if material is not booked. Lecturers are loaned the material for a period of one month. The material on the reserve section can only be borrowed for a period of 1 hour.

A borrower will be held responsible for all library materials borrowed in his/her name. In the event of loss, damage or mutilation, the user will be charged the current market price of replacing the material plus handling charges.

Library material should be returned before

or on the due date. Overdue materials will not be renewed.

College students are issued with 3 pockets, staff members get 6 pockets for the purpose of general borrowing.

Lost pockets should be reported to the library staff as soon as possible so that measures are taken to prevent their use by any member of the community.

Library materials may be removed from the library if they are correctly issued to the borrower. Users who are caught removing library materials illegally from the library will be liable to disciplinary action including loss of library privileges. Library users are urged to return library materials that the library recall immediately.

Users found mutilating or defacing library materials will be responsible for replacing such material with new copies.

A library item not returned on the date due will attract a fine of P0.45 per day. If the item is from the reserve section the fine of P3.00 per hour will be charged.

Eating, drinking and smoking are forbidden in the library. Talking in the library disturbs the rest of the library users. Patrons are therefore requested to lower their voices if they must speak to someone in the library. As a whole silence, is recommended. Library users are not permitted to take their bags, briefcases, overcoats, food and drinks into the library.

The library management reserves the right to withdraw access to the library to any person whose general conduct impairs the value of the library to other users.

RESERVATION

Certain library materials which are on high demand may be reserved by lecturers for students to have equal access to them. This includes both personal and library copies. Reserved materials can be

borrowed overnight and returned at 0900hrs the next morning. The fine for late return is P3.00 per hour. If the delay is more than 3 hrs a student will be charged P10.00.

REFERENCE

Materials on the reference section should be used inside the library only. These materials include atlases, dictionaries and encyclopedias.

NEWSPAPERS AND PERIODICALS

These publications contain the most recent information should be used inside the library only. Readers are free to photocopy the articles within the library. The publications include magazines, print journals and newspapers.

INTERNET

Each student is given an hour at a time to access the internet. Students are required to present their identity cards and also register themselves at the circulation desk before they access the internet.

TEACHING PRACTICE

HEAD OF DEPARTMENT

K. Khoomane
MEd (New Castle), BA, PGDE (UB)
Basic Library Skills

SENIOR LECTURE I (TEACHING PRACTICE)

O. Masege
M.Ed RE (UB), PGDE, B.A (UB)

Teaching Practice is a central component of the college's Teacher Education programme. Through the experience of Teaching Practice student teachers are afforded the opportunity to develop in a blend of professional, technical and social skills essential for effective practice in the field.
Teaching Practice Department

Mission Statement:

To provide student teachers with training opportunities to become competent and committed Junior Secondary School teachers, through appropriate professional

studies tuition, supervised microteaching and field experience.

Goals of Teaching Practice:

The goals of the Teaching Practice department are to:

- Translate Teacher Training and Development policies into Teaching Practice specific policies, through consultative processes.
- Ensure continuous monitoring and evaluation of policy implementation.
- Enhance stakeholder participation in the preparation of teachers through effective consultation.
- Establish effective management/communication structures with college departments and schools for effective student teacher preparation and supervision.
- Facilitate the creation of a conducive environment for student teachers to translate theory into practice.
- Offer learning opportunities that produce competent and committed teachers who are adaptable to the rapidly changing environment.
- Enforce quality assurance and monitoring systems related to Teaching Practice.

Broad objectives of Teaching Practice:

The teaching practice experience we offer should provide student teachers with opportunity to:

- experience the teacher's world of work and develop proficiency in a blend of professional, social and technical skills essential for practice and coping with the demands of learning situations;
- grow professionally through analysis, discussion, reflection and self evaluation of their practice;
- develop greater understanding of children, their learning needs and how to respond appropriately to them.
- experience success in teaching situations and so acquire

SPORTS

- confidence;
- develop knowledge of and understanding of school curricula and the ability to plan, and organise content and resources for teaching;
- discover their strengths and weaknesses and develop ways to consolidate and remedy them respectively;
- develop their own theories of educational practice through action research;
- evaluate their TP experience, provide feedback on its strengths and weaknesses and make appropriate recommendations for future improvement..

HOW THE DEPARTMENT PREPARES STUDENTS FOR THE TEACHING PROFESSION

Teaching Practice component
Microteaching Teaching Practice
Teaching Practice. Where conducted At
college using standard 7 Primary School
pupils In Junior Secondary Schools In
Junior Secondary Schools
Duration 2hrs per week for 2 weeks 8hrs
per week for at least 7weeks 8hrs per
week for at least 7weeks
Assessment PASS /FAIL PASS /FAIL
20% of Final College Marks
Who assesses College
lecturers Schools supervisors
College lecturers School supervisors
College lecturers
Internal Moderators
External Moderators



Molepolole College of Education (MCE) sports division is responsible for encouraging staff and students to be active through sport, recreation, and other physical activity pursuits. MCE sport policy is positioned in the context of the powerful contributions which sport can make in terms of social and personal development; health and well being; culture; education; economic development and prosperity, tourism, and entertainment. In other words, the policy positions sport as an integral part of college life with many benefits to be derived from good quality participation in sport, regardless of the form in which the participation occurs; be it as an athlete, a coach, an official, a supporter, or as a spectator.

The college is affiliated to Botswana Tertiary Students Sport Association (BOTESSA) and our sport team participates in BOTESSA competitions from Bracket level to National level. MCE athletes can certainly be proud of their involvement in sports competitions; they have won their own share of medals and many athletes have recorded “personal bests” over the years and all athletes have carried the spirit of the college into each set of games. No matter what the outcome, we can be proud of their efforts and their role as goodwill ambassadors for the college. They have represented our college with pride and given their best effort. Our sport division mandate is as follows:

- Provide increased support to athletes, coaches and officials who excel on the national and international fields of play.
- Create greater awareness of the



benefits of physical activity and its contribution to healthy lifestyle.

- Provide access to recreation and sport opportunities throughout the college.
- Maximize resource allocation to sport and recreation.
- Provide access to college facilities.
- Enhance equity in all aspects of sport and recreation.
- Increasing costs of participation.



STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council is composed of 13 members who are elected into office by the students to represent their interests and concerns in the College. These are realized through serving in various relevant committees and boards.

Functions of the SRC

The SRC is elected to coordinate students' activities in an integrated accountable and transparent manner.

Through communication and consultation between the council, management and staff, a more conducive learning environment is created that embraces, College values and thereby promoting academic excellence and social wellness in the College.

Since the SRC is the link between the College Management and the Student Body, all concerns that need the attention of the senior management are channeled through this council. It is expected that the council not only behave responsibly but also comply with College Regulations and the Laws of Botswana.

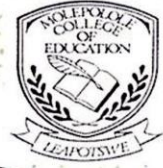
All information, which has a bearing on the lives of the students, has to be communicated to them by the council through student body meetings.

The SRC works under the auspices of the office of the Dean of Students Affairs and re-ports to the same office on matters of students' welfare on a day-to-day basis.





SRC CABINET 2011-2012



SEC GEN
PHOMOLO KATONTO



HIS EXCELLENCY PRESIDENT
OTSILE MATSHELE
72555348



VICE PRESIDENT
Hon MOFFAT MOKGATLE



ACADEMICS
Hon. DIAMOND TSHENOLO



FINANCE
Hon. NASH SEBINA



ADMIN SEC
Hon. RAYMOND
MOGALE



JUSTICE & SECURITY
Hon. SEAMAN OLEBILE



HEALTH
Hon. KARABO MASILO



STUDENT AFFAIRS
Hon. TSHEPO ORAPELENG



PUBLICITY
Hon. BARULAGANYE
GADISE



SPORTS
Hon. BONIFACE
PHETOLO



REFECTORY
Hon. TSHEPHO LEKAU



ASS ENTERTAINMENT
Hon. K SNARROW
SETLHARE



ENTERTAINMENT
Hon. MICHAEL MAKGOLELA



ASS SPORTS
Hon. SIMON BEHNK
KGOSIEMANG

