



*Knowledge
Skills
A Better
Tomorrow*

Ilays National University

Jaamacadda Ummadda Ilays

POSTGRADUATE DIPLOMA IN EDUCATION



1 YEAR
DURATION



2
SEMESTERS



12
COURSES



36
CREDIT HOURS



EDUCATE
EMPOWER
TRANSFORM



BETTER
TEACHERS
BRIGHTER
SOCIETY



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PROGRAM OVERVIEW

The Postgraduate Diploma in Education (PGDE) is a one-year, two-semester professional postgraduate program designed to strengthen the pedagogical, psychological, curricular, managerial, research, assessment, and educational technology competencies required for effective educational practice. It is particularly suitable for graduates who seek a structured professional preparation in education or who wish to deepen their understanding of teaching, learning, school organization, learner development, and the Somali educational context.

The program combines foundational educational studies with applied professional knowledge. Semester One emphasizes the philosophical and psychological foundations of education, learner diversity, mental health, educational technology, and curriculum in Somalia. Semester Two develops knowledge of human development, educational administration, research methodology, learning theories, measurement and evaluation, and the history of education in Somalia. Together, these areas create a coherent progression from foundational understanding to applied professional competence.

Program at a Glance



VISION, MISSION AND EDUCATIONAL PHILOSOPHY



Educational Philosophy

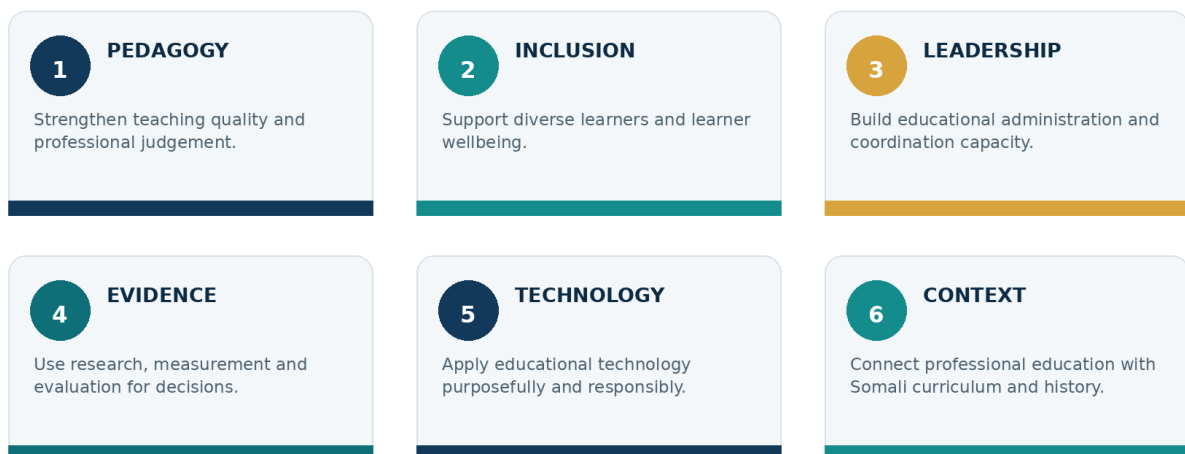
The program is guided by the principle that effective education requires more than subject knowledge. Professional educators need an understanding of learners, learning processes, curriculum, assessment, institutional leadership, ethical responsibility, social context, and evidence-informed practice. The PGDE therefore promotes reflective practice, learner-centered teaching, inclusion, responsible use of technology, culturally responsive education, continuous professional learning, and the use of research and assessment evidence to improve educational decisions.

PROGRAM RATIONALE

Education systems depend on well-prepared professionals who can translate knowledge into effective teaching, curriculum implementation, learner support, assessment and institutional improvement. Graduates entering education from different academic backgrounds may possess strong disciplinary knowledge but require systematic preparation in pedagogy, educational psychology, learning theory, curriculum, assessment, research and school organization. The PGDE provides this professional bridge.

The program is also relevant to the Somali educational context, where institutions require educators who can respond to expanding access, learner diversity, changing technologies, quality assurance expectations, curriculum development needs and the professionalization of educational practice. Courses on General Curriculum in Somalia and the History of Education in Somalia anchor the program in its national context, while courses in educational technology, research methodology and measurement and evaluation strengthen contemporary professional capacity.

WHY THE PROGRAM MATTERS



Key Reasons for the Program

- To provide structured pedagogical preparation for graduates who intend to enter or advance within education.
- To strengthen teaching quality through deeper understanding of learning, development, assessment and curriculum.
- To support inclusive and learner-sensitive educational practice through special education and mental health studies.
- To develop educational leadership and administrative understanding for school and institutional settings.
- To improve evidence-based decision-making through research methodology, measurement and evaluation.
- To connect professional education with the historical and curricular realities of Somalia.
- To prepare educators to use educational technologies responsibly and purposefully.

PROGRAM AIM AND OBJECTIVES



Detailed Program Objectives

1. Develop a sound understanding of the philosophical, historical and social foundations of education.
2. Build knowledge of educational psychology, human development and major theories of learning.
3. Enable graduates to plan and support inclusive learning for students with diverse needs and abilities.
4. Promote awareness of learner wellbeing, mental health and supportive educational environments.
5. Develop competence in the selection and use of educational technologies for teaching and learning.
6. Strengthen understanding of curriculum principles, with particular attention to curriculum in Somalia.
7. Build foundational competence in educational administration, organization and leadership.
8. Equip students with research knowledge and skills for investigating educational problems systematically.
9. Develop competence in measurement, assessment, evaluation and the interpretation of educational evidence.
10. Enable graduates to connect contemporary educational practice with the historical development of education in Somalia.
11. Cultivate professional ethics, reflective practice, communication, collaboration and lifelong professional learning.

GRADUATE ATTRIBUTES AND PROGRAM LEARNING OUTCOMES

On successful completion of the program, graduates should demonstrate a balanced set of academic, professional and transferable capabilities. The following outcomes are recommended as the program-level expectations against which course teaching and assessment can be aligned.



A. Knowledge and Understanding

- Explain major philosophical, psychological, historical and curricular foundations of education.
- Describe key principles of human development, learning, inclusion, mental health and learner support.
- Explain principles of educational administration, research methodology, assessment and evaluation.
- Discuss the development, organization and contemporary challenges of education in Somalia.
- Explain the role, opportunities and limitations of educational technology in teaching and learning.

B. Cognitive and Analytical Skills

- Analyze educational issues using relevant theories, evidence and contextual understanding.
- Compare alternative approaches to teaching, learning, curriculum and assessment.
- Interpret educational data and research findings carefully and appropriately.
- Evaluate educational practices and propose justified improvements.

C. Professional and Practical Skills

- Plan learning activities using sound pedagogical and curriculum principles.
- Design or select appropriate assessment methods and interpret learner performance evidence.
- Use educational technologies to support access, engagement and learning.
- Apply inclusive approaches that recognize learner diversity and educational support needs.
- Conduct a small-scale educational inquiry using ethical and systematic research procedures.

D. Transferable and Professional Attributes

- Communicate educational ideas clearly in oral and written forms.
- Collaborate professionally with colleagues and educational stakeholders.
- Demonstrate ethical responsibility, fairness, respect and confidentiality.
- Reflect on professional practice and identify priorities for continuing development.
- Organize tasks, manage time and use evidence to support decisions.

ADMISSION, TARGET GROUP AND ENTRY PROFILE

Admission Requirements

- A recognized bachelor's degree or equivalent qualification from an accredited institution.
- Interest in teaching, educational leadership, curriculum, training, learner support or education-related professional practice.
- Ability to undertake postgraduate-level reading, writing, discussion and assessment.
- Meeting any language, documentation and admissions requirements established by the University.

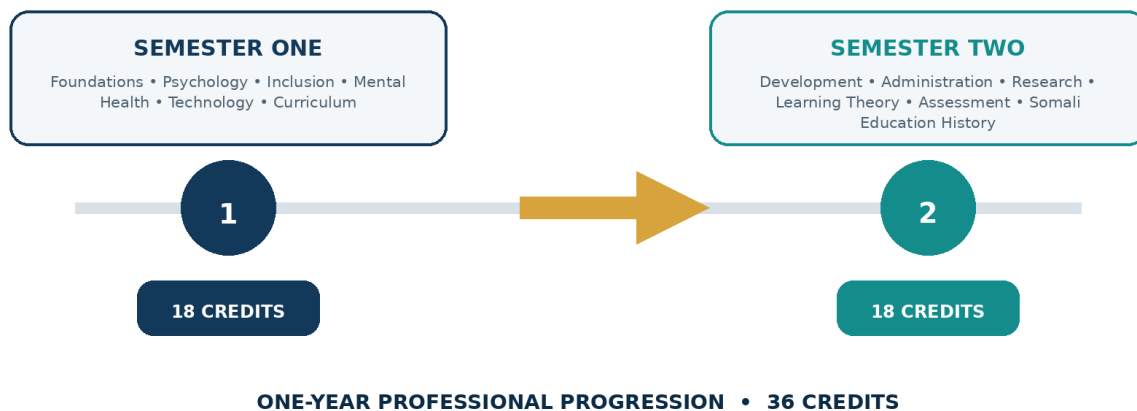
Target Participants

The program is appropriate for prospective and practicing teachers, graduates from non-education disciplines seeking professional educational preparation, school administrators, education officers, trainers, curriculum

personnel, educational support staff, and other professionals whose roles require a stronger foundation in education.

PROGRAM STRUCTURE AND ACADEMIC PROGRESSION

The PGDE follows a simple and coherent two-semester sequence. Each semester carries six courses at three credit hours per course, for a semester load of 18 credits. The overall program therefore comprises 36 credits. The sequence begins with foundations and core understanding of education and then progresses toward development, administration, research, learning theory, assessment and the historical context of Somali education.



CURRICULUM AND CREDIT DISTRIBUTION



SEMESTER ONE

6 courses • 3 credits each

18

SEMESTER TWO

6 courses • 3 credits each

18

SEMESTER ONE

1	Foundations & Philosophy	3
2	Educational Psychology	3
3	Special Education	3
4	Mental Health	3
5	Educational Technology	3
6	General Curriculum in Somalia	3

SEMESTER TWO

7	Developmental Psychology	3
8	Educational Administration	3
9	Research Methodology	3
10	Learning Theories	3
11	Measurement & Evaluation	3
12	History of Education in Somalia	3

Program Credit Summary

Component	Courses	Credits
Semester One	6	18
Semester Two	6	18
Total Program	12	36

TEACHING AND LEARNING STRATEGY

The program should use varied and active approaches appropriate to postgraduate professional education. Teaching should connect theoretical understanding with analysis of real educational situations and provide repeated opportunities for discussion, reflection, application and evidence-based judgment.



- Interactive lectures that introduce concepts, frameworks and scholarly perspectives.
- Seminars and guided discussions that require students to interpret and critique educational ideas.
- Case studies based on classroom, school and education-system situations.
- Collaborative tasks, presentations and peer learning.
- Curriculum, assessment and educational-resource analysis activities.
- Practical use of educational technologies and digital learning tools.
- Research exercises involving questions, literature, data collection, analysis and reporting.
- Reflective writing that links theory to professional experience or educational observation.
- Independent reading and structured self-study.

Recommended Learning Balance

A three-credit course should combine scheduled class engagement with guided and independent learning. The exact balance should follow University policy, but students should be expected to read beyond class notes, prepare for seminars, complete assignments, collaborate on academic tasks and undertake independent study commensurate with postgraduate-level work.

ASSESSMENT AND FEEDBACK FRAMEWORK

BALANCED ASSESSMENT FRAMEWORK



Assessment Component	Indicative Weight	Purpose
Coursework / Assignments	20–30%	Application, analysis, written communication and independent study
Presentation / Seminar / Practical Task	10–20%	Communication, collaboration and professional application
Mid-Semester Assessment	20–30%	Monitoring progress and consolidating core learning
Final Examination or Major Final Task	30–50%	Integrated demonstration of course outcomes

Assessment Principles

- Alignment: assessment tasks should directly measure stated course learning outcomes.
- Validity and fairness: tasks should assess relevant knowledge and skills without unnecessary barriers.
- Variety: programs should use more than one form of evidence where appropriate.
- Authenticity: applied tasks should reflect realistic educational decisions and professional practice.
- Transparency: students should receive clear criteria, deadlines and expectations.
- Feedback: students should receive timely, constructive guidance that supports improvement.
- Academic integrity: submitted work should demonstrate honest authorship and appropriate acknowledgment of sources.

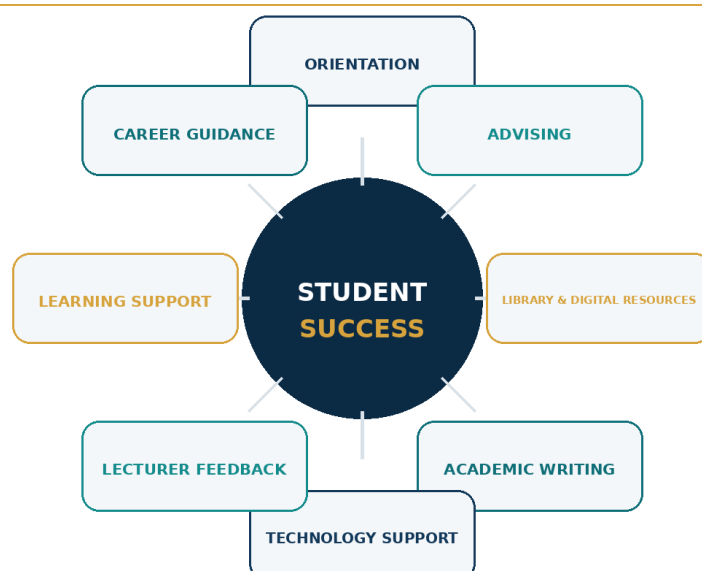
ACADEMIC POLICIES AND STUDENT EXPECTATIONS

Professional and Academic Expectations

- Regular attendance and punctual participation in scheduled learning activities.
- Completion of required readings, assignments and assessment tasks by published deadlines.
- Respectful academic discussion and professional conduct toward peers, staff and educational stakeholders.
- Honest academic practice, including proper citation and avoidance of plagiarism, contract cheating and unauthorized assistance.
- Responsible and ethical use of digital technologies and artificial intelligence tools in accordance with University guidance.
- Protection of confidentiality when discussing school, learner or professional cases.
- Active engagement with feedback and evidence of continuous improvement.

STUDENT SUPPORT AND LEARNING RESOURCES

Successful delivery of the PGDE requires academic and professional support that enables students from varied disciplinary backgrounds to succeed in postgraduate education. Support should be visible, accessible and integrated throughout the academic year.



Available Support

- Academic orientation at the beginning of the program.
- Course advising and clear communication of program requirements.
- Access to library materials, education journals, textbooks and digital resources.
- Academic writing, referencing and research-method support.
- Access to learning technologies and basic technical assistance.
- Consultation hours and timely lecturer feedback.
- Guidance for students who experience academic difficulty or require additional learning support.
- Career and professional-development guidance where available.

QUALITY ASSURANCE AND PROGRAM REVIEW

Quality assurance will ensure that the program remains academically coherent, professionally relevant and consistently delivered. Review will consider student achievement, teaching quality, assessment standards, curriculum relevance, resource adequacy and stakeholder feedback.

Quality Mechanisms

- Course files containing syllabi, assessments, marking guides and samples of student work.
- Moderation or review of major assessment tasks and examinations.
- Student course evaluations and structured opportunities for feedback.
- Periodic program review by the College and relevant University academic bodies.
- Review of course content to reflect changes in education, technology, curriculum and professional practice.
- Use of achievement data to identify strengths, gaps and priorities for improvement.
- Consultation with schools, education stakeholders and graduates where feasible.

CAREER RELEVANCE AND GRADUATE PATHWAYS

The PGDE strengthens professional readiness for education-related roles by combining pedagogy, learner development, curriculum, assessment, research, administration and technology. It is particularly valuable for graduates whose first degree provided disciplinary expertise but limited formal preparation in education.

Potential Professional Pathways

- Teaching roles, subject to applicable employment and professional requirements.
- School coordination, supervision or administrative support roles.
- Education program officer or project-support roles in public, private or non-governmental organizations.
- Training and learning-facilitation roles in institutions and organizations.
- Curriculum, assessment or educational-resource support functions.

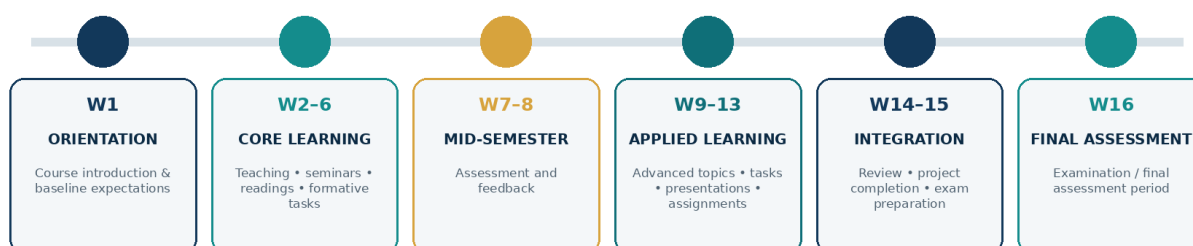
- Foundation for further study in education, subject to the admission requirements of the receiving institution.

IMPLEMENTATION AND DELIVERY FRAMEWORK

Academic Calendar

The program is delivered over one academic year divided into two semesters. Each semester contains six three-credit courses. Where a 16-week semester is used, the academic calendar should provide sufficient time for teaching, continuous assessment, feedback, revision and final assessment.

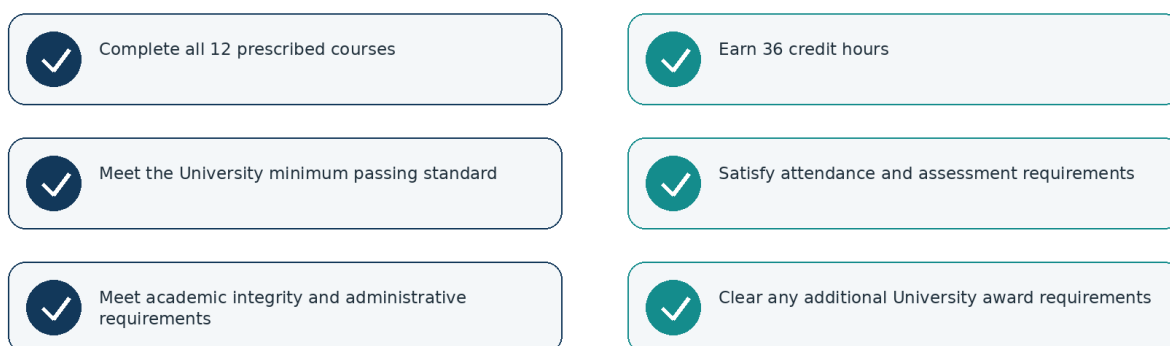
ILLUSTRATIVE 16-WEEK SEMESTER PATTERN



Curriculum Coherence

Lecturers should coordinate overlapping themes across courses. For example, Educational Psychology, Developmental Psychology and Learning Theories can share a common language about learners; General Curriculum in Somalia and Measurement and Evaluation can align curriculum outcomes with assessment; Educational Technology can support teaching strategies across courses; and Research Methodology can provide tools for evaluating educational issues studied elsewhere in the program.

PROGRAM COMPLETION AND AWARD REQUIREMENTS



AWARD: POSTGRADUATE DIPLOMA IN EDUCATION (PGDE)

- Successful completion of all twelve prescribed courses.
- Completion of a total of 36 credit hours.
- Achievement of the minimum passing standard established by Ilays University in every required course.
- Satisfaction of attendance, assessment, academic integrity and administrative requirements.
- Clearance of any other University requirements applicable to postgraduate diploma awards