COLLEGE OF HUMANITIES

HANDBOOK FOR 2022

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Professor MC Matoane
BA.Ed (Univ of Venda), BSc. Hons (Medunsa), MA (Natal), D.Litt et Phil (UNISA)

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BAHons, MA, PhD (Natal)

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For Postgraduate admission enquiries, kindly contact the relevant School/Discipline.

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COLLEGE OF HUMANITIES

VISION AND MISSION

The vision of the College of Humanities is to be a centre of excellence in African scholarship in the fields of education, humanities, development and social sciences. Its mission is to promote excellence in African-led scholarship through teaching, research and community engagement in a global context.

STAFF OF THE COLLEGE OF HUMANITIES

School of Applied Human Sciences

Dean and Head of School
Professor MC Matoane
BA.Ed (Univ of Venda), BSc. Hons (Medunsa), MA (Natal), D.Litt et Phil (UNISA)

Professors
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D (UKZN)
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KG Tomaselli *BAHons, MA, PhD (Wits), University Fellow*

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J Zeller *Staatsexamen, PhD (Frankfurt)*

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MW Nzama *BAHons, MA (UKZN)*
KR Olsen *BA (Unisa), BAHons, MA, PhD (UKZN), LTCL*
L Prinsloo *BEd, BAHons, MA, PhD (UKZN)*
WE Reddiar *MA Digital Arts (Wits)*
J Rossmann *BAHons, MA, PhD (UKZN)*
C Scott *BAHons, MA (UKZN), PhD (UWC)*
SE Shinga *STD, FDE(English UKZN), FDE(Education UP), BA Hons Natal), MA, MBA, PhD (UKZN)*
M Sibisi B *Paed(UniZul), BAHons, PG-TIP (UNISA), PG-HRM, MA (UKZN)*
A Stewart *BA,MA, PhD (UKZN)*
M Stewart *HDE,BAFA, MAFA, PhD (Natal)*
A Warburton *BMus (UN), MMus (UKZN), PHD (UKZN)*

HONORARY APPOINTMENTS

Emeritus Professors
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M J F Chapman *BAHons (London), MA (Natal), D Litt et Phil (Unisa), University Fellow*

M J Daymond *BAHons (Natal), MA (Cantab), PhD (Natal), University Fellow*
M Green *BAHons (Natal), MA (Standford), DPhil (York).*
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C Stobie *BAHons, MA (Natal), PhD (UKZN), UED*
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R Wildsmith-Cromarty *BA (Witwatersand), MA (Essex), PhD (London), HDE (Witwatersrand)*

Senior Research Associates
J Coullie *BAHons (Natal), MA (Syracuse), PhD (Natal), HDE*
J Leeb du Toit *BAHons, MA, PHD (Witswatersrand)*
JP Wade BA Hons (Natal), MA, PhD (Essex)

HONORARY APPOINTMENTS

Honorary Professors
E Oehrle *BA (Maryland), BAHons (UNISA), MA (Syracuse), BMus (Univ. of Rochester), PHD (UKZN)*

Honorary Associate Professors
I Calder *BAFA, MAFA (Natal)*
MA Maphumulo *BA Hons, UED, BEd, Ma, DLitt et Phil(UNISA)*
N N Mathonsi *BPead (UZ), BAHons, MA, PHD (Natal)*
NS Turner *BAHons, HDE(UDW), MA, PhD(UKZN)*

Honorary Senior Lecturer
S Rudwick *MA (Munich), PhD (UKZN)*

Honorary Lecturer
A Sewchurran *BA Hons, MA (Natal) PhD (UKZN)*

Honorary Research Fellows
A Imorou *MA (University of Burgundy) D.E.A. D. ès L.(University of Cergy-pontoise)*

Built Environment and Development Studies

Dean and Head of School
Professor EN Khalema
BA; G.Ed; MEd; PhD (University of Alberta, Canada)

Professors
P Maharaj *BSocSc Hons (Natal) MSocSc (Natal), PhD (London)*

Associate Professors
EN Khalema *BA; G.Ed; MEd; PhD (University of Alberta, Canada)*
O Mtapuri *ACIS (Zimbabwe), MBA (University of Zimbabwe), PhD (UKZN)*
Y Zembe-Zondi, BSocSc (UCT), BSocSc, Honors (UCT), MA (UWC), PhD (Karolinska Institutet, Sweden)
C Sutherland *BSc (Hons); HDE; MSc (UCT); PhD (UKZN*
HH Magidimisha, *BA, MTRP (UKZN) Cert. Project Management (Boston College), PhD (UKZN)*
M Ngcoya ***BAHons*** *(UNISA), PhD (American University)*

Senior Lecturers
PW Adebayo *BAHons, MA (Nairobi), PhD (UKZN)*
S Bodei *March (IUAV, Venice), PhD (UPC, Barcelona)*
G Boyce *BSc (UCT), BComm Hons (UND), MComm, PhD (UKZN)*
L Chipungu *BScRUPHons, MScRUP (Zimbabwe), PhD (UKZN)*
C Loggia *MEng, PhD (Cagliari), PrEng (Italy*)
Y Luckan *BTech, M.Arch, PhD (UKZN)*
M Matse, *BA (UNISWA), Mph & PGDip (Wits), PhD (Cambridge UK)*
MT Mgwaba *B. Comm, PG Diploma (Pers Mgt), MA Dev Studies (UND), PhD (UKZN)*
S Mottiar *BAHons, MA, PhD (Wits)*
SL Myeni *NDip (DUT), B-Tech (DUT), MA (UKZN), PhD (Manchester)*

Lecturers
M Cloete *BArch (Natal), BArch Advanced (UFS), MArch (UKZN), PrArch.*
DM Duma *STD (Amanzimtoti CoE), BA, BEdHons (Natal), BComHons (UKZN), MA (Wits), MA(UKZN), MscVRP (Natal).*
V Govender, *BAS (UKZN), MArch (UKZN), PRARCH*
H Hargovan *BA (Law) Hons-Criminology(UDW), LLB(Natal) LLM(UNISA) PhD Criminology (UKZN) Advocate of the High Court South Africa, Member of National Council for Correctional Services*
K Mchunu *BA (UKZN), MA (Cornell University, USA), PhD (Oxford-Brookes University, UK)*
C Mosima *BSc (Agric) (Unin) PG Dip Sc (Environmental Sciences) (Wits) MSc. (GEO) (ITC, Netherlands) MTRP (UP), AMDP (UP)*
MN Mthethwa *BAS, BArch (Auckland), MArch (UCT),* PhD (Arch*) (UKZN)*
V Myeni *BSocSc, PGDipHRM (Natal), MHous (UKZN)*
L Ogunsanya *BSc Arch (OAU Ife), BArch Advanced, MHousing (UKZN), PrArch*
D -Ntlhe *BA HED (UNIN), PGDip LIS (UCT), MURP (UFS), PhD (Northwest University)*

E Ntini *BA (UniZul), Bed Hon (UNISA), Grad Cert Ed (UniZul), MA (UNISA)*
B Ntuli *NDip Arch Tech (DUT), BAS, MArch (UKZN)*
N Nzimande *BSocSc Hons (Nata), MSocSc (Natal), MScDem (University of Wisconsin-Madison)*
S Sithole *BAS, MArch (UKZN)*
JI Solis-Arias *BArch (Javeriana, Colombia), MArch (York, UK)*
N Thabethe *BA (UZ), MEd, PhD (UKZN)*
N Tshishonga *BA Hons (UNISA), MM-P+DM (Wits), MA (Goldsmith College, University of London)*
K Vermaak *BSocSc (Natal), BSocSc Hons (Natal), MSocSc (Natal), PhD (UKZN)*
B Horner BArch (NMU), MSc (University College London), PhD (UKZN)

Lecturer:
N Singh *BArch, BArch Advanced (UKZN), MArch (UKZN)*

HONORARY APPOINTMENTS

Emeritus Professors
AA Adebayo *MArch (Vienna), Dr.Techn (Vienna), ArchSA, MIArch, MISOCARP*
G Mare *BA, MA (Witwatersrand), BAHons, PhD (Natal)*

Honorary Professors
P Bond *BA (Swarthmore), PhD (Johns Hopkins)*
AD Cimadamore *BA (Universidad Nacional de Rosario), MA (FLASCO-Agentina), PHD(University of Southern California)*
R Harber *BArch, Master of Urban and Regional Planning, (University of Natal)*
L Sachikonye *B.A Hons (Ahmadu Bello); M.Sc (Bello); PhD*
N Zeferatos *BA (State University of New York), MSc (Huxley College of Environmental Studies), Dphil (University of Washington)*
T Lodge *BA, B Phil & Ph D (University of York)*

Honorary Research Fellows
N Kumarakulasingam *BA (University of Texas)), PhD (American University)*
M Hunter *BAHons (Sussex), MSocSc (Natal), PhD (Berkeley)*

Honorary Senior Lecturer
K Binghman *NHD (Technikon Natal) BArch (Natal University) MArch (UKZN)*
A Garcia *MA (FUB, Germany), PhD (Pontifical Catholic University of Rio De Janeioro)*
E Mccandless *B.A. (University of California, Berkeley); M.Sc (London School of Economics, England); Ph.D American University, Washington D.C*
S Mukiibi *PGDip (Uganda); MSc Arch (Ukraine); MPhil (UK); PhD (UK)*

Honorary Lecturer
M Stern *B.S. (Schreyer Honors College); M.A (Teachers College,ColumbiaUniversity);Ph.D(Syracuse University, Cultural Foundations of Education)*

School of Education

Dean and Head of School
Professor TP Msibi
BEdHons (UKZN), EdM (TC: Columbia), PhD (Cambridge)

Professors
S Bansilal *BPaed (UDW), BScHons, MSc (UNISA), DEd (Curtin)*
D Bhana *BPaed, BEdHons (UDW). MEd, PhD (Natal)*
V Chikoko *CertEd, DipEdTech, BEdHons, MEd (Zimbabwe), PhD (UKZN)*
DW Govender *JSED (SCE), BCom (Unisa), BScHons (UDW), MA (Natal), PhD (UKZN)*
DJ Hlalele *BAEd (UNIN). BEd, MEd, MA, PhD (UFS)*
VM John *BAHons, MA (Natal), PhD (UKZN)*
SM Maistry *BPaed (UDW), BComHons (Unisa), BEdHons, MEd (Natal), PhD (UKZN)*
R Moletsane *BA, UED, BEdHons (Fort Hare), MSc, PhD (Indiana)*
V Mudaly *BPaed (UDW), BEdHons (Unisa), MEd (UDW), DEd (UKZN)*
K Pithouse-Morgan *BA, HDE, BEdHons, MEd (Natal), PhD (UKZN)*
P Ramrathan *BSc, HED (Unisa), BEdHons, MEd, DEd (UDW)*
M A Samuel *BA (Natal), HDE, BEdHons (UDW), MA (Durham), DEd (UDW)*

Associate Professors
B P Alant *BPaed, MEd (UDW), PhD (UWC), Adv. of Dip. Mech. Eng. (EIT, Australia), Cert. in Res. & Comm. PV Systems (SEI, Paonia, USA)*
N Amin *DiplSenPrim (Transvaal CoE), BA, BEd Hons (Unisa), MEd (UDW), DEd (UKZN)*
CA Bertram *BSocSc, HDE, BEdHons, MEd (Natal), PhD (UKZN)*
TT Bhengu *STD, BPaed (Zululand), BEdHons (Unisa), MEd (Zululand), DEd (UKZN)*
MT Buthelezi *DipGen Nursing & Midwifery (Benedictine), ABETCert(Unisa), MPhil(Stellenbosch), SSTD, BPead, BEdHons, DLitt.(Zululand)*
N Govender *BPaed, BScHons, MSc (UDW), BEdHons (Unisa), PhD (UWC)*
SB Khoza *ND (UTC), NHD (S.RDTech), HDE (Natal), BEdHons, MEd (UDW), PhD (UKZN)*
G Pillay *BA, UHDE (UDW), BEdHons (Unisa), MEd, DEd (UDW)*
W Hugo *BA, BEdHons, MEd (Witwatersrand), PhD (Rhodes)*
S Manik *BPaed, BAHons, MA (UDW), DEd (UKZN)*
PJ Morojele *DipTechEd. (NTTC), BTech (Natal Tech), MEd, PhD (UKZN)*
TP Msibi *BEdHons (UKZN), MEd (TC: Columbia), PhD (Cambridge)*
R Mudaly *BPaed (UDW), BEdHons (Unisa), MEd (UDW), DEd (UKZN)*
P E Myende *BEd, BEdHons, MEd (UKZN), PhD (UFS)*
I Naicker *UDE (UDW), BA, BEdHons, MEd (Unisa), DEd (UKZN)*
J Naidoo *HDE (SCE), FDE (RAU), BEdHons (UKZN), MPhil (Nottingham), PhD (UKZN)*
A Philipp *Dipl.-Psych. (University of Leipzig). PhD (University of Freiburg)*
A Pillay *BAHons, UHDE (UDW), CEMT (Cambridge), Cert Gender Consciousness & Ldrship Trnng(UKZN), PGCAL (Natal), MEd, PhD(UKZN)*
S Reddy *NDipAEC (Natal Tech), HDE (UNISA), PGDipHE (UN), MEd, PhD (UKZN)*
A Sheik *BAHons (Eng); UHDE (UDW); BAHons (Hist) (Unisa); MA (UDW); PhD (UKZN)*
S Singh *BSc (UDW), HDE (UNISA), BedHons, MEd, DEd (UDW)*

Senior Lecturers
BM Anderson *HDE (University of Natal), BEd Hons (University of Natal), MEd, PhD (UKZN)*
SB Blose *BEd (DUT), ACE - Tourism Education (Unisa), BEdHons, MEd, PhD (UKZN)*
A Harley *BAHons (UCT), MEd, PhD (UKZN)*
A James *BScHons (Natal), HDE (Unisa), MEd (UDW), PhD (UP)*
J Jarvis *BAHons (Natal), HED, MEd (Stellenbosch) PhD (North-West)*
SD Khumalo *SSTD, BPead, BEd, MEd (UniZulu), PhD (UKZN)*
D Kortjass *PTD (Indumiso CoE), BA (Zululand), BEdHons (UNISA), MEd (UKZN), PhD (UKZN)*
LR Maharajh *BAHons (UDW), HED, BEdHons (Unisa), MEd (Natal), PhD (UKZN)*
MT Maposa *BA (Zimbabwe), PGCE, BEdHons, MEd, PhD (UKZN)*
LR Masinga *HDE (Edgewood CoE), BEdHons, MEd, PhD (UKZN).*
WT Mkhwanazi *BScHons, HDE, MSc (Natal)*
NP Mthiyane *PTD (Indumiso CoE), HDE, FDE (Natal CoE), BA (Unisa), MEd (UDW), PhD (UFS)*
JT Naidoo *BPaed (UDW), BEdHons, MEd (Natal), PhD (UKZN)*
ND Ngidi *BSS, M.Dev, Cert (leadership in HIV Prevention), PhD (UKZN)*
JC Ngwenya *STD (Indumiso CoE), BA (Vista), BAHons, BCompt (Unisa), MEd, PhD (UKZN)*
ZP Nkosi *SPTD (Azalia CoE), BA, ACE (Eng) (UNISA), ACE (Leadership) (UKZN), BAHons (UNISA), MEd, PhD (UKZN)*
N Nyika *BAHons (University of Zimbabwe); M.Ed (University of Botswana); PhD (Wits)*
MN Nzimande *STD (Indumiso CoE); ACE (Natal), ~~ET (UNISA),~~ BEdHons, MEd, PhD (UKZN)*
LB Shawa *BA (ED) (MW), MEd (SU), PhD (VUW, New Zealand)*
D Sibanda *Ced (GTC, Zimbabwe), AdDipEd (London), BEdHons (Zimbabwe), MEd, PhD (UKZN)*
A Singh-Pillay *JSED (Springfield CoE), BSc (UNISA), PGDipEd, MEd, PhD (UKZN)*

Lecturers
SD Bayeni *JSTC (Eshowe CoE), BA (Zululand), BA (Hons), BEdHons (Natal), MEd (Bristol) PhD (UKZN)*
B Campbell *BA, HDE (Natal), MEd, PhD (UKZN)*
T Chirikure *[Lic. Ed (Cuba); PGDipSciEd (UZ); MEd (Zimbabwe), PhD (UKZN)*
RL Cele*: PTD (Umbumbulu CoE); (SACOL); BEdHons, MEd (UKZN)*
A D'amant *BAHons, HDE, DSE, MEd (Natal), PhD (UKZN)*
E Dowlath *HDE (SCE), BEdHons, MEd (UKZN)*
W Gachie *BEdHons (Kenya), MA (Natal), MBA, PhD (UKZN)*
C Gaillard *HDE (Edgewood CoE); BEdHons; MEd (Natal), PhD (UKZN)*
B Goba *BSc, HDE (UDW), MEd (UKZN)*
M-A Good *BScHons, HDE (Natal), MEd (UKZN)*
RG Govender *BEd, BEd Hons, MEd (UKZN)*
P P Gumbi: *BA (UDW), PGCE (Edgewood), MA (Stellenbosch), PhD (UKZN)*
G Heath *BA, HDE, MCRP (UCT). PhD (Rhodes)*
ZA Hlela *PTD (Indumiso CoE), ACE (Unisa), BAHons, DipAdEd (Natal), MEd, PhD (UKZN)*
TS Hlongwa *BAHons (UND), GTC (University of Illinois at Urbana-Champain, USA), NALRC (University of Wisconsin-Madison, USA), MA (University of Illinois at Urbana-Champain, USA) PhD (UKZN)*
LM Iyer *BEd, BEd Hons, MEd (UKZN)*
V Jairam *BPaed, BAHons, MEd (UDW), PhD (UKZN)*
LM Kolobe *BSc (NUL), BscHons (Witwatersrand), MSc (Witwatersrand), PhD (UKZN)*
M Khosa *BA, HED (North), Further Dip in Education (RAU), BEd Hons, MEd (UJ)*
NF Madondo *BEd, BEdHons, MEd (UKZN)*

NP Madonda *SPTD (Mpumalanga CoE), ACE-English (Cambridge College), BEdHons (UNISA), M.Ed. (UKZN)*
A Mahadew *HED (Springfield CoE), FDE (UNISA), MEd (UKZN)*
RM Mahlomaholo *B.Com Accounting (UFS), PGCE (UFS), BEdHons (UP), MBA (MANCOSA), PhD (UFS)*
SB Makhaba *BEd, BEdHons, MEd (UKZN)*
DR Malema *BSportSc, BSportScHons (Recreation Sciences), MSportSc(UKZN)*
EP Marais *BAHons, HDE, MA (Natal)*
M Martin *BA, HDE, BEd Hons (Natal), MEd, PhD (UKZN)*
NP Mbatha *BA T&P, PGCE (UCT), MEd (Concordia)*
S Mbhele *BPaed (UDW), Hons (Applied Linguistics) (NU), ABET (UNISA), M.Ed. (UKZN)*
F Mhlongo *HDE (UN), BAccSc (UNISA), BComHons (UNISA), MCom (UKZN)*
BY Mhlongo *JSTC (Eshowe CoE), BA (Natal), BEdHons, MEd (Northern Iowa) PhD (UNIZUL))*
BNCK Mkhize *SSTD, BPaed (Zululand), FDE (Pretoria), FDE (Natal), BEdHons, MEd, PhD (UKZN)*
Z Mkhabela *BEd, BEdHons, MEd (UKZN)*
NS Mkhize *BEd(UP), BEdHons, MEd, PhD (UKZN)*
T Mnisi *STD Comm (UNISWA), ACE, BEd Hons, MEd (UKZN), PhD (NMMU)*
JJL Molebale *STD (Indumiso CoE), FDE (Edgewood CoE), BEdHons (Natal), MEd (UKZN), PhD (UKZN)*
L Molefe *BSc.Ed (NUL); MPhil, PhD (UCT)*
BC Mokolopeng *NDip (TUT), Fellowship Dip (Trinity College of London), MA (Wits)*
MP Moodley *JSED, FDE (SCE), BCom (Unisa), MTech (DIT)*
JB Mpanza *B Paed (Unizulu), BA Hons (Pretoria), MA (Unizulu), SSTD*
CB Mpungose, *BSc, PGCE, BEdHons, MEd, PhD (UKZN)*
VJ Msiza *BEd, BEd Hons, MEd (UKZN)*
ASB Mthembu *SPTD (Mpumalanga CoE), MA (ELE) (Kent Univ), MCom (Natal), PhD (UNIZUL)*
P Mthembu *STD (Indumiso College), SDE (Natal), BEdHons, MEd (UKZN)*
TM Mthethwa *SSTDSci, BPaed Sci, BEd HonsSci (UZ), MSc, PHD (Wits)*
M Mtshali *STD (Adams CoE), BPaed (Zululand), BEdHons, MEd, PhD (UKZN)*
PJ Mzimela *JPTD (Mpumalanga CoE), HDE (JP Studies) (Natal CoE), ACE, BEdHons, MEd, PhD (UKZN)*
S Ndinisa *SPTD (Mpumalanga CoE), BA, BAHons (UNIZULU), MEd (UKZN)*
BP Ndlovu BEd (UP), BSc Hons, M Sc (Wits)
N Ndlovu *BSocSc (PPE), PGCE, BEdHons, MEd (UKZN)*
SG Ndovela *BEd (DUT), BEdHons, MEd (UKZN)*
SH Ngema *STD (Esikhawini CoE) ACE, BEdHons, MEd (UKZN)*
NY Ngcobo *BA, CDE (Swaziland); BAHons; BEdHons, MEd (Natal), PhD (UKZN)*
NN Ngcongo-James *NDip (DUT), BTech (TUT), MTech (TUT), PhD (UKZN)*
SZ Ntshangase *DLitt et Phil, PGCE (UNISA); MA, BA-Hons, BA (UKZN)*
SA Nxumalo *Cert. Sport Management (NMMU), SSTD, BPaed, BA (Hons) Bio kinetics, MSc(Unizulu)*
JAS Pennefather *BA, HDE, BEdHons, MEd (Natal), PhD (UKZN)*
J Quinn BSoc, BEdHons, MEd *(UKZN)*
J Ramdhani *BPaed (UDW), BEd (UDW), MBA (DUT) PhD (UKZN)*
B Sader *BA, UHDE (UDW), BEdHons, MEd (Natal) PhD (UKZN*
ME Shoba *SPTD (Ntuzuma CoE), HDE (Natal CoE), BEdHons (Natal), MEd, PhD (UKZN)*
B Shongwe *BPaed (UL), BScHons, MSc (Wits), PhD (UKZN)*

ZL Sibisi *BA (UDW); HDE (UDW); BEd, MA (UDW); PhD (UKZN)*
BM Thabethe ACE; BEdHons; MEd; PhD *(UKZN)*
MC Van Wyk *BEdHons (Natal), MEd (UKZN)*
ZHW Dube-Xaba *BPaed (UNIZULU), BEdHons, MEd (UOFS), MBA (MANCOSA), MEd, PhD (UKZN)*
Z Zama *PTD (Mpumalanga CoE), ACE, ABET, BA, BEDHons (UNISA); MEd (UKZN);*
TA Zondi *BEd, BEdHons, MEd (UKZN)*
F-QB Zulu *BEd Hons, MEd, PhD (UKZN)*

Senior Tutors
BP Mabaso *STD (Indumiso CoE); FDE (Natal); ACE (UKZN); ABET (Unisa), BEdHons, MEd (UKZN)*

HONORARY APPOINTMENTS

Emeritus Professors
J Aitchison, *BA Hons, MA (Natal), DTE (SA)*
K Harley, *BA, UED, BEd, (Natal), PhD*
A Muthukrishna, *BA, BEd, UED, DipSpEd (UNISA), MEd (Birmingham), MSc (Oregon), PhD (Notre Dame). Registered Educational Psychologist*
J Preece *BA (Hons), PGCE, BPhil (Bham), MEd (Warwick), PhD (Lancaster)*

Senior Research Associate
E Dempster *DSE (Remedial Education), HDE (Unisa), PhD (Natal)*
M Stears *BScHons, MSc (Stellenbosch), HDE (Unisa), DEd (UKZN)*

Honorary Professor
R Grosfoguel BA (Temple University), MA, PhD (University of Puerto Rico)
N Maldonaldo-Torres BA (Summa Cum Laude), PhD (University of Puerto Rico
C Mitchell *BA(Brandon),MA (Mt St Vincent), PhD (Alberta)*
S Ndlovu-Gatsheni BA Hons, MA, DPhil (University of Zimbabwe); PGDE (Wits)
JM Wassermann *FDE (Natal CoE), BAHons, HDE (Potchefstroom), MA (UFS), MEd (Rhodes), DPhil (Pretoria)*,

Honorary Associate Professor
P Hobden *BSc, HED (Natal), BEdHons (UNISA), MEd, PhD (Natal)*
R Sookrajh *BPead, BEdhons, MEd (UDW), DEd (Unisa)*
VR Wedekind *BA, HDE, BEdHons, MEd (Natal), PhD (Manchester)*

School of Religion, Philosophy and Classics

Dean and Head of School
Professor DJ Spurrett
BAHons, MA, PhD (Natal)

Senior Professors
P Denis *Licentiate History (Liège), PhD (Liège), Lectorat en théologie (Dominican CEI, Lille)*

Professors
JA Smit *BA, BTh, LIC Theol, MTh (Stellenbosch), DLitt (UDW)*
DJ Spurrett *BAHons, MA, PhD (Natal)*

Associate Professors
H Keith-van Wyk (AKA Efthimiadis-Keith) *BAHons, MA, DPhil (NMMU)*
RS Kumalo *BTh, BThHons (Natal), MTh (Unisa), PhD (UKZN)*
S Masondo *BA, BAHons, MA, HDE (Secondary), PhD (UCT)*
B Matolino *BAHons, MA, PhD (UKZN)*
H Moyo *DipEdu (UZ), BTh, BThHons (Natal), MTh, PhD (UKZN)*
F Settler *BAHons (Durham), MA, PhD (UCT)*
L Siwila *HDE (Unisa), BAHons, MA (Natal), PhD (UKZN)*
GM Swer *BAHons (Liverpool), MA (Leeds), PhD (UKZN*
C Van der Walt *BTh, MDiv, Licentiate in Theology, MTh, DTh (Stellenbosch)*

Senior Lecturers
H Matisonn *BA (Natal), BAHons, MA (UCT), MRes, PhD (LSE)*
WH Meyer *BA (Rhodes), BTh, MTh, PhD (Natal)*
B Okyere-Manu *BThHons (Natal), MTh (Natal), PhD (UKZN)*
E Steinmeyer *Staatsexamen, MA (Berlin), PhD (UKZN*)
MS Tshehla *BTh, BThHons, MTh, PhD (UKZN)*

Lecturers
J Brzozowski *MSocSci (Natal), PhD (ANU)*
C Chetty *BSocSc, Hons, MA (UKZN),*
J Clare *BSocSc, Hons, MA (Natal), PhD (UKZN)*
M Maraganedzha *BAHons, MA, PhD (UKZN)*
L Mbatha *BAHons, MA (UKZN)*
D Mistrey *BAHons, MA (Natal), PhD (UKZN)*
CL Muslim *BArts, PGDip Industrial Relations (Natal), BAHons, MA, PhD* **(***UKZN), PGCE (Unisa)*
X Sakuba *BTh, MTh, PhD (UWC)*
N Shandu *BSS, BAHons, MA (UKZN)*
FT Sitoto *Diploma in Arabic (King Saud), MSocSc, PhD (UCT)*
R Sivil *BAHons (UDW), MA (Natal), UPGDE, PhD (UKZN)*
M Thekiso *BTh, BThHons, MTh (UKZN*)
B Vencatsamy *BA, BAHons (UDW), MA (UKZN)*
M Whitaker *BAHons, MA (UCT), MA, PhD (CUNY)*
S Zwane *DipTh (EBSEMSA), BThHons (Natal), MTh, MA Development Studies (UKZN)*

HONORARY APPOINTMENTS

Emeritus Professors
SE Dangor *BAHons, MA (UDW), Higher Dip. Arabic (Riyadh), DPhil (UDW)*
JA Draper *BAHons (Durham), BD (Rhodes), LTh (St Paul's College), PhD (Cantab), PGCertEd (Oxon)*
AFM Ebrahim *BA (Al-Azhar), MA, PhD (Temple)*
RB Nicolson *BAHons, PhD (Natal), DTE (Unisa)*
K Nürnberger *BSc Agric (Pretoria), Dr Theol (Unisa)*
PK Penumala *BA (Andhra), MA (Venkatesvara), PhD (California)*
M Prozesky *BA (Rhodes), MA (Oxon), DPhil (Rhodesia)*
GO West *BAHons, HDE (Rhodes), MA, PhD (Sheffield)*

Senior Research Associates
A Balcomb *BSc (Natal), BA (Unisa), MA (Natal), PhD (Natal)*
P Barrett *BSc (UCT), BA (Oxon), PhD (Imperial College London)*
P Giddy *BA (Cape Town), MA (Stellenbosch), PhD (Cape Town)*
BG Haddad *BA Social Work (Wits), MA Development Studies (Western Cape), PhD (Natal), DipTheol (St Paul's College)*
J Hilton *BA (UCT), BAHons (Unisa), MA (Reading), PhD (Natal), STD (UCT)*
HAJ Kruger *BA (UOFS), BTh, LICTheol, MTh, DTh (Stellenbosch)*
A Palma *Diploma Scuola Normale Superiore, Laurea cum laude (Pisa), PhD (Indiana University)*
IA Phiri *BEd (Malawi), MA (Lancaster*), *PhD (UCT)*

Honorary Research Associates
P Lenta *BAHons, MA, LLB (Natal), PhD (Cantab)*
D Muvandi *HND (Harare Polytechnic), BScHons (Chinhoyi Univ. of Technology), M Com (Midlands State Univ.), PhD (UKZN)*

Honorary Professors
PB Decock *Cand. Class. Phil. (Leuven), MA (Natal), PhD (Rome)*
RR Hewitt *BAHons (UWI), MPhil, PhD (Kings, London)*
S Nadar *BA, BSocScHons, MA (UCT), PhD (Natal)*
S Rakoczy *BA (Marygrove College), MA (Fordham), PhD (Cath. Univ. America)*
T Wyller *MA, PhD (Oslo)*

Honorary Senior Lecturers
H Perdicoyianni-Paleologou *MA (Paris V), MA, PhD (Paris IV), PhD (Paris III)*
S Sharland *MA, PhD (UCT*
D Wallace *BA (UCT), BThHons (Unisa), MED (Natal), PhD (UKZN)*

Honorary Lecturers
A Henriques *MTh (Natal), Lic, PhD (Rome)*
C Kaunda *MTh (UKZN), MAS (Bossey), PhD (UKZN)*
M Mchunu *MSocSc, PhD (UKZN)*
K Owino *BTh, MTh, PhD (UKZN)*

Honorary Research Fellows
JF Dickie *MA (Wheaton College), PhD (UKZN)*

School of Social Sciences

Acting Dean and Head of School
Professor V Ojong
BA (Cameroon, Buea), MA, PhD (UZ)

Professors
K Hiralal *BPaed, BAHons, MA (UDW), PhD (Natal)*
R Hoskins *BA, AUDIS, BProc, BBiblHons, MIS (Natal), PhD (UKZN)*
SM Mutula *MLIB, PGDLIB (Wales), PGD.CompSci, BEd (Nairobi), PhD (Johannesburg)*
M Naidu BAHons, *MA (UDW), PhD (UKZN)*
V Ojong *BA (Cameroon, Buea), MA, PhD (UZ)*
A Singh *BAHons (UDW), MA (UCT), MSc (London), PhD (UDW)*
R Sooryamoorthy *BSc, MA, PhD (Kerala)*
G Vahed BAHons *(UDW), MA, PhD (Bloomington, Indiana*

Associate Professors
S Khan *BAHons, MA, DPhil (UDW), BASS (SW) (Unisa) Registered Social Worker*
R Maart *MA (York), PhD (Birmingham)*
K Mtshali *BA (Brandon), MA, PhD (York)*
I Narsiah *BAHons, MA, HDE (UDW), PhD (Clark, Massach (USA)*
J Ndlovu *BEdHons(UNISA), MSc(UZ), PhD(UP)*
M Seedat Khan *BSocSc (Toronto), MSocSc (Natal), PhD (UKZN)*

Senior Lecturers
E Cebekhulu *BAdmin, BAHons, MA, PhD (UDW)*
N Cele *BA (Natal), BAHons, MA (UDW), PhD (Michigan State)*
N Chellan *BA, BAHons, HDE, MA (UDW), PhD (UKZN)*
M Emser *BA, BAHons (UND), MA (HSB), PhD (UKZN)*
D Ettang *BAHons (Bishops), MA (UWindsor), PhD (UKZN)*
F Garaba *BA, BAHons (UniZim), MA, PhD (UKZN)*
J Govender BA, *BAHons (UDW), MPA (UWC), DAdmin (UKZU)*
G Jagganath *BAHons, MA (UDW), PhD (UKZN)*
MC Kgari-Masondo *BA, Hons, MA, HDE (UCT), PhD (US)*
D Manicom *BSocSc, HDE (UCT), BSocScHons, MSocSc (Natal), PhD (UKZN)*
G Mkhize *BAHons (Natal), MA, PhD (Ohio)*
CN Mohamed Sayeed *BSocScHons (UND), MA (East Anglia – UK), PhD (UKZN)*
JM Muthuki *BEd(Egerton), MSocSc, PHD(UKZN)*
SL Nadvi *BAHons (UDW), MA (Coventry), PhD (UKZN)*
V Noble *BAHons, MA (Natal), PhD (Michigan)*
Z Nsibirwa *BA SWSA, Dip.IT, PGDIS, MIS, PhD (UKZN)*
G Olasina *BA (Ilorin), MLS (Ibadan), PhD (UKZN)*

S Rama *BA, BAHons, MA (Natal), PhD (UKZN), PGDip in Higher Education*
K Pillay *BA, BAHons, MA (Natal), PhD (UKZN)*
JR Rudigi *BAHons, MA, PhD (UKZN)*

Lecturers
M Bydawell *BSS, BSSHons, MSocSc (Natal), PhD (UKZN)*
R Chetty *BA, BCrimHons (UDW), LLM (UKZN)*
N Gumede *BA, BAHons, MA (UZ), PhD(UKZN)*
P Gwala *BSocScHons, MSocSc (UKZN)*
B Johnson *BAHons, MA (Natal)*
SE Kheswa *BSocSc, PGDIS, MIS, MEd (UKZN, PhD(UKZN)*
SP Lamula *BA (UFS), BSocScHons, MSocSc (UKZN)*
M Makhoba *BSocSc, BSocScHons, MSocSc (UKZN)*
B Misgun *BA (UA), BSocScHons, MSocSc (UKZN), PhD(UKZN)*
S Mnguni *BSocSc, BSocScHons, MSocSc (UKZN)*
Z Ndlovu *BA Hons, MA (Brandies: USA)*
M Ngidi *BSoSc, BSocScHons, MSS (UKZN)*
S Nomsenge *PhD (RU), MA (NMU), BSocScHons (RU), BSocSc (RU)*
S Ntombela *BSocSc (UKZN); MA (UKZN)*
B Nzimande *BSocSc, BSocScHons, MSocSc (UKZN*), *PhD(UKZN)*
NY Nzuza *BSocSc, BSocScHons, MSocSc (UKZN), PhD(UKZN)*
TA Phoofolo *STD (Tshiya CoED), BA, BAHons, MA (North), PhD (UKZN)*
N Phungula *BA (UKZN) BA Hons (UKZN) MA (UKZN) PhD (UKZN)*
M Rieker *BSocSc, BSocScHons, MSocSc (Natal)*
KP Thwala *BPaed (UDW), BA Hons (UDW), MA (UDW)*
F Vilakazi *MA DevStud (UWC), PhD(UKZN)*
B Zondi *BCommDevStud, BSocScHons (Pol & Dev.Stud), BSocScHons (Socio), MSocSc, PhD (UKZN)*

Professor Emeritus
I Filatova *BA, MA, PhD, Senior PhD (Moscow)*
W R Guest *BAHons, MA (Natal), PhD (Natal)*
R Lawrence *BAHons (Natal), MA (UCT), MPhil (London)*
C Stilwell *BAHons, HDLS, MIS, PhD (Natal)*
P Thompson *BA (Virginia Military Institute), MA, PhD (Virginia)*
JB Wright *BAHons, MA (Natal), PhD (Witwatersrand)*
P Zulu *NDip(UNISA), Diagnostic Radiography (Dept of National Education), BAHons, MSoc.Sc (Natal), PhD (Natal) Senior Research Associates*

Honorary Professors
J du Plessis *PhD (UTAH State University)*
P Ngulube *BAHons (Zim), MSc (Addis Ababa), PhD (Natal)*
W Olatokun *PhD (Ibadan, Nigeria)*
HS Simelane, *BA (U Botswana) MA Ohio University (US), PhD. University of Toronto (Canada)*
P Underwood *MBA (Cranfield), FCLIP, MInfoSc (Wales)*

Honorary Associate Professors
J Parle *BA, BAHons, MA* (Natal) *PhD (UKZN)*
Sl R Burton *BA, BSoc.Sc (UCT), BAHons (Socio)(UCT), MSoc.Sc (Socio)(Natal)*

PhD(Socio)(Natal), MURP (UFS)

Honorary Senior Lecturers
D Bonnin *BSocSc, BSocSc Hons, MSoc.Sc (Natal), PhD (Wits)*

Honorary Lecturers
FR Bell *BA, HDLS, BBiblHons, MIS (Natal)*
P Dewah *BA (UZ), MSc(NUST), PhD (Univ. Of Fort Hare)*
D Du Bois *BA, BAHons, MA, UED (Natal), PhD (UKZN)*
T Kwanya *BSc (Info Sc) (Moi); MA (Comm) (Nairobi), PhD (Info.Stud) (UKZN).*

Honorary Research Fellows
P Alegi *BA (Trinity College, Connecticut USA), MA (Yale), PhD (Boston)*
I Buccus *BPaed, MA (UKZN)*
R Deacon *BAHons, MA, PhD (Natal)*
J Hollman *BSocSc (UCT), MA (Witwatersrand), PhD (UWC)*
M Goedhals *BAHons, MA, PhD, HDipLib (Rhodes)*
C Ndinda *BAHons, MSc, PhD (Natal)*
G Whitelaw *BScHons, MSc (Witwatersrand)*

THE UKZN TRANSFORMATION CHARTER

OUR VISION

The vision of the University of KwaZulu-Natal (the University) is "to be the Premier University of African Scholarship". The achievement of this vision is dependent on the transformation of the University.

The notion of transformation which the University embraces is deeper and broader than a narrow categorization based on race and gender representation. . It means changing the identity and culture of the University in every aspect of its mission.

Transformation is profoundly advanced by improving the quality of human relationships, and meaningful behavioural change can best bring the identity and culture of the University into alignment with its vision.

OUR ASPIRATIONS

We ASPIRE TO BE a transformed university which:

- Heals the divisions of our nation's past, bridges racial and cultural divides, and lays the foundations for a university that is united in its diversity;
- Promotes high quality research, excellent teaching and learning, and responsible community engagement;
- Promotes African scholarship in every discipline and uBuntu/Botho in its organisational culture;
- Embraces socially and contextually relevant curricula that reflect the University's location in South Africa, Africa and the World;
- Recognises the importance and value of African languages as academic languages;
- Prioritises the well-being and growth of every individual student and staff member;
- Reflects race and gender representation in its management structures, personnel profile, and student population;
- Is socially cohesive and inclusive;
- Is free of discrimination on the basis of ethnicity, race, gender, class, nationality, religion sexual orientation and disability;
- Nurtures collegiality, recognises and respects difference, and celebrates diversity;
- Reflects a new and refreshing culture of tolerance, understanding and vibrant engagement within the University community.

OUR CURRENT CONTEXT

We RECOGNISE that:

a) Our transformation has already begun, and that considerable progress has been made;

b) The University nevertheless still has much to achieve to realize its transformation objectives.

OUR COMMITMENT

We COMMIT ourselves:

- to the principles and values enshrined in the Constitution of the Republic of South Africa, notably:
  - Human dignity, the achievement of equality and the advancement of human rights and freedoms; and
  - Non-racialism and non-sexism.
- to the principles of efficiency, integration and devolution that underpin the Statute of the University;
- to the UKZN PACT, which promotes mutual respect, responsibility, and excellence in teaching and learning;
- to work together until the objectives set out below are manifested in our University.

Therefore, we the staff and students of the University of KwaZulu-Natal adopt this Transformation Charter.

OUR CHARTER

The University shall be a place where:

Research, Teaching, Learning and Scholarship are a Vocation for All

- Access to learning will continue to be promoted to advance social transformation and redress;
- Scholars will pursue their studies in accordance with the principle of freedom of inquiry and research;
- Scholars will advance knowledge and culture through globally-competitive research and scholarship, and research-led teaching and learning;
- Research and curricula will be socially and contextually relevant;
- African languages will be promoted as academic languages;
- The University will be student-centred and provide a caring environment for every student;

- A holistic approach to education, characterized by excellence in teaching and learning, will produce skilled self-confident and socially responsible graduates, conscious of their role in contributing to the national development effort and social transformation.

Race and Gender Representation is Evident in All Structures

(a) The staff profile of the University at all occupational levels will reflect the demographics of our province and country;

(b) Gender equity within the management levels of the University will be ensured, and women will be adequately represented in all management structures;

(c) The implementation of employment equity and the advancement of designated groups within the University structures will be part of the performance management requirements of all line managers;

(d) Mentorship programmes that develop, support and nurture black and female academic staff members will be provided;

(e) Mentorship and professional development programmes that attract and retain staff of the highest calibre, develop all staff to their full potential, and meet equity objectives will be developed.

A Socially Cohesive and Inclusive Institutional Culture Thrives

a) Social cohesion will be valued and promoted through engagement and understanding, tolerance and respect for diversity in all its forms;

b) Every individual will be encouraged to promote social interaction among diverse social groupings, whether among or between staff and students;

c) The University will adopt, implement and monitor policies and procedures that aim to eliminate discrimination in all its manifestations including ethnicity, race, gender, nationality, class, religion, sexual orientation and disability;

d) Processes will be devised in such a way as to break a code of silence around instances of discrimination in any form;

e) Structures and procedures for problem-solving and dispute resolution will be strengthened to handle grievances in a fair and constructive manner;

f) The University will enhance on-going education and training for staff and students that sensitises the University community to the lived experiences of its diverse constituencies. It will in this way foster understanding and tolerance, and promote the celebration of diversity;

g) The social and personal well-being of staff and students, and an enabling environment for the realization of their full human potential, will be actively promoted.

Good Modes of Governance are Enshrined

a) Good corporate governance will be ensured through commitment to democratic representation, devolution, consultation, accountability and transparency;

b) Governance, leadership and management will be practiced in a manner that encourages and facilitates positive, proactive, and continuous institutional transformation;

c) The University leadership and management will be responsible and directly accountable for creating an environment that cherishes diversity and equity, and which is conducive to respect, tolerance and understanding.

The Right to Freedom of Expression is Guaranteed

a) Every individual whether student or staff is a valued member of the University community, and each voice will have the right to be heard;

b) Ongoing debate and dialogue on all aspects of transformation and organisational culture will be fostered;

c) The University will enhance its role as a leader in transformation by holding regular debates and discussions that will broaden understanding, and identify trends that inhibit and obstruct transformation;

d) These engagements will be conducted according to commonly developed "rules of debate" appropriate to a university that espouses critical thinking and well-founded argument;

e) Members of Senate will participate actively in debates and discussions and will assume a responsibility in preparing the University for the advent of the broader transformational challenges inherent in global change and the achievement of the University's vision;

f) The right to freedom of expression will be counterbalanced by responsibility, accountability and the limitations spelt out within the Constitution of the Republic of South Africa.

Advancement of the Transformation Agenda is the Responsibility of All

(i) All members of the University community will understand the meaning of transformation and accept individual and collective responsibility for its advancement;

(ii) Leaders within all stakeholder groupings will play a critical role in advancing the transformation agenda;

(iii) Leaders will develop a shared understanding of transformational leadership behaviour, and practice it;

(iv) Key stakeholder groupings will commit to the process of transformation, and contribute actively to it by clearly defining their roles and responsibilities, and improving interpersonal stakeholder relationships at all levels;

(v) Academics will embrace the notion that universities are places of reflection to extend the boundaries of human existence and will acknowledge the centrality of human relationships in meeting the challenges of our times, and in realising the vision and strategic objectives of the University;

(vi) Students will recognise that they have individual and collective responsibilities to participate in the building of an institutional identity based on mutual respect and tolerance;

(vii) Staff members will take pride in making the University an institution where courtesy; accountability; mutual respect and efficiency are core values.

University of KwaZulu-Natal Pact

We, the staff and students
of the University of KwaZulu-Natal
agree to treat each other with respect,
to abide by the rules and regulations of the institution
and to commit ourselves to excellence in research-led
teaching and learning

Isivumelwano seNyuvesi yaKwaZulu-Natali

Thina, singabasebenzi nabafundi
baseNyuvesi yaKwaZulu-Natali
sivumelana ngokuthi siphathane ngenhlonipho,
silandele yonke imithetho nemigomo yesikhungo
futhi sizibophezela ekufundeni nasekufundiseni
okuholwa ucwaningo nokunobunyoningco

SESSIONAL DATES 2022

HOWARD COLLEGE, PIETERMARITZBURG AND WESTVILLE CAMPUSES

FIRST SEMESTER	:	Monday, 14 February – Tuesday, 28 June
EASTER VACATION	:	Saturday, 09 April – Monday, 18 April
WINTER VACATION	:	Wednesday, 29 June – Sunday, 24 July
SECOND SEMESTER	:	Monday, 25 July– Monday, 5 December
MID-TERM BREAK	:	Saturday, 24 September – Sunday, 02 October

	Sat, 01 Jan	*Sat, 01 Jan*	*New Years Day (Public Holiday)*
	Mon, 03 – Fri, 7 Jan	Mon, 03 Jan	University opens.
		Fri, 07 Jan	Deadline for Re-Registration Appeals to School Higher Degree Offices
	Mon, 10 – Fri, 14 Jan	Mon, 10 Jan	Remote online registration opens for returning students
		Fri, 14 Jan	School Higher Degree Committees to consider re-registration appeals from PG students, for recommendation to CAAB
	Mon, 17 – Fri, 21 Jan	Wed, 19 Jan	Deadline for the submission of exclusion appeals from UG/Hons and PG Dip students
		Fri, 21 Jan	USAf download of NSC results (provisional)
		Mon, 17 – Fri, 21 Jan	Special exams week (Remote online). Students with a maximum of 2, Semester 2, modules outstanding, having been regisgtered for the modules in September 2:2021.
	Mon, 24- Fri, 28, Jan	Mon,24 – Fri, 28 Jan	Special exams marking week
	Mon, 31 Jan – Sat, 05 Feb	Mon,31 Jan – Tue 1 Feb	Capture and approve change of marks (Special exams)
		Fri, 04 Feb	CAECOM meetings
		Sat, 05 Feb	Parents Day
	Mon, 07 – Sat, 12 Feb	Mon, 07 Feb – Sat, 12 Feb	Orientation and dedicated remote online registration of First time entering new (FTEN) students
		Wed, 9 Feb	AECOM meeting

		Thu, 10 Feb	For Higher degrees students: Final date for submission of bound examination copies with respect to any intention to submit received in semester 2:2021, without having to register for semester 1 of 2022.

SEMESTER 1:			
1	Mon, 14 – Fri, 18 Feb	Mon, 14 Feb	First semester and lectures commences
2	Mon, 21 Feb – Fri, 25 Feb	Fri, 25 Feb	Final date for submitting curriculum changes
			Final date for requests for extended DPs for those modules that had DPs in 2021
			Final date for minimum fee payment required for registration
			Final date for first semester academic registration
3	Mon, 28 Feb – Fri, 04 Mar		
4	Mon, 07 – Fri, 11 Mar		
5	Mon, 14 – Fri, 18 Mar	Tue, 15 Mar	Final day for capturing graduation decisions onto ITS (Bachelors, Honours, Diplomas and Certificates)
6	Mon, 21 – Fri, 25 Mar	*Mon, 21 Mar*	*Human Right's Day (Public Holiday)*
7	Mon, 28 Mar – Fri, 01 Apr	*Thu, 31 Mar*	Final day for capturing graduation decisions onto ITS (Masters and Doctoral Students)
8	Mon, 04 – Fri, 08 Apr	*Fri, 08 Apr*	Lectures end
		Fri, 08 Apr	Final date for withdrawal from a module and for withdrawal from the University (Semester 1)
		Fri, 08 Apr	Final timetable for main and supplementary examinations released
	Sat, 09 April to Mon, 18 Apr	**EASTER VACATION: STUDENT MID-TERM BREAK**	
	Mon, 11 – Fri 15 Apr	*Fri, 15 Apr*	*Good Friday*
9	Mon, 18 – Fri, 22 Apr	*Mon, 18 Apr*	*Easter Monday*
		Tue, 19 Apr	Lectures commence
		Wed 20 Apr – Tue 26 Apr	Graduation ceremonies (Westville)
10	Mon, 25 – Fri, 29 Apr	*Wed, 27 Apr*	*Freedom Day (Public Holiday)*

		Fri, 29 Apr – Sat, 30 Apr	Graduation ceremonies (Pietermaritzburg)
11	Mon, 02 – Fri, 06 May	*Mon, 02 May* *Mon, 02 May – Tues, 03 May*	*Workers' Day (Public Holiday observed on the Monday)* *Eid al Fitr (condoned absence) (provisional)*
12	Mon, 09 – Fri, 13 May	*Tue, 10 May*	Tuesday 10 May follows a Monday timetable
13	Mon, 16 – Fri, 20 May		
14	Mon, 23 – Fri, 27 May	Tue, 24 May	DP refusals to be published for those modules with formal sit-down examinations
		Wed, 25 May	Lectures end for those modules with formal sit-down examinations. Lectures continue for those modules taught online with continuous assessment.
		Fri, 27 May	Final date for submission of DP refusal appeals to School offices for those modules with formal sit-down examinations
	Mon, 30 May – Fri, 03 Jun	Tue, 31 May	First semester examinations commence (including Saturdays) for those modules with formal sit-down examinations
	Mon, 06 – Fri, 10 Jun		
	Mon, 13 – Fri, 17 Jun	*Tue, 14 Jun*	First semester examinations end for those modules with formal sit-down examinations
		Wed, 15 – Mon, 20 Jun	Break between examinations for those modules with formal sit-down examinations
		Thur, 16 Jun	*Youth Day (Public Holiday)*
	Mon, 20 – Fri, 24 Jun	Tue, 21 Jun	Supplementary examinations commence (including Saturday) for those modules with formal sit-down examinations
		Fri, 24 Jun	Semester 1 Lectures end for all modules taught online incuding all continuous assessment opportunities
	Mon, 27 Jun – Fri, 01 Jul	Tue, 28 Jun	Supplementary examinations end
		Tue, 28 Jun	First semester ends for all students

Semester 1: **Teaching days for modules with formal sit-down examinations**

- Teaching days: Monday 12 , Tuesday 13 , Wednesday 13 , Thursday 13 , Friday 13 : **64 days**
- Compensatory day: (Tuesday 19 April, follows Monday's timetable)
- Study leave: 5 days; Main Examinations: 14 days; Supplementary Exams: 7 days;

Wed 29 Jun – Sun 24 Jul	**MID-YEAR BREAK (Winter Vacation)**

SEMESTER 2:			
	Mon, 04 – Fri, 08 Jul	Thu, 07 Jul	Supplementary exam marks for formal sit-down examinations and all continuous assessment marks to be to be captured on SMS by 12h00
	Mon, 11 – Fri, 15 Jul	Mon, 11 Jul	*Eid al Adha (condoned absence)(provisional)*
		Thu, 14 Jul	*Exam Boards*
		Fri, 15 Jul	*Release of results at 00h01*
	Mon, 18 – Fri, 22 Jul	Thu, 21 Jul	For Higher degrees students: Final date for submission of bound examination copies with respect to any intention to submit received in semester 1:2022, without having to register for semester 2 of 2022.
		Fri, 22 Jul	Deadline for applications for remarks for those modules with formal sit-down examinations
		Fri, 22 Jul	Deadline for submission of exclusion appeals
1	Mon, 25 – Fri, 29 July	Mon, 25 Jul	Second semester and Lectures commence
		Wed, 27 Jul	CAECOM meetings
		Fri, 29 Jul	AECOM meeting
2	Mon, 01 Aug – Fri, 05 Aug	Fri, 05 Aug	Final date for submitting curriculum changes
		Fri, 05 Aug	Final date for requests for extended DPs for those modules that had DPs in 2021
		Fri, 05 Aug	Final date for minimum fee payment required for registration
		Fri, 05 Aug	Final date for second semester academic registration
3	Mon, 08 – Fri, 12 Aug	*Tues, 09 Aug*	*National Women's Day (Public Holiday)*

4	Mon, 15 – Fri, 19 Aug	Fri, 19 Aug	Final day for capturing graduation decisions onto ITS (Bachelors, Honours, Diplomas and Certificates)
5	Mon, 22 – Fri, 26 Aug		
6	Mon, 29 Aug – Fri, 02 Sep	Fri, 02 Sep	Final day for capturing graduation decisions onto ITS (Masters and Doctoral Students)
7	Mon, 05 – Fri, 09 Sep	Mon, 05 Sep	Monday 5 September follows a Tuesday timetable
8	Mon, 12 – Fri, 16 Sep	Fri, 16 Sep	Final date for withdrawal from a module and for withdrawal from the University (Semester 2)
		Fri, 16 Sep	Final timetable for main and supplementary examinations released
9	Mon, 19 – Fri, 23 Sep	Mon, 19 to Fri, 23 Sep	Spring graduation ceremonies (Westville)
		Fri, 23 Sep	Lectures end
	Sat, 24 – Sun, 02 Oct	**STUDENT MID-TERM BREAK**	
	Mon, 26 – Fri, 30 Sep		
10	Mon, 03 Oct – Fri, 07 Oct	Mon, 03 Oct	Lectures resume
11	Mon, 10 – Fri, 14 Oct		
12	Mon, 17 – Fri, 21 Oct		
13	Mon, 24 – Fri, 28 Oct	*Mon, 24 Oct*	*Diwali/Deepavali (condoned absence)*
14	Mon, 31 Oct – Fri, 04 Nov	Mon, 31 Oct	DP refusals to be published on the noticeboards for those modules with formal sit-down examinations
		Tue, 01 Nov	Lectures end for those modules with formal sit-down examinations. Lectures continue for modules taught online and assessed by continuous assessment
		Thu, 03 Nov	Final date for submission of DP appeals to School offices for those

			modules with formal sit-down examinations
	Mon, 07 – Fri, 11 Nov	Mon, 07 Nov	Second semester examinations commence (including Saturdays) for those modules with formal sit-down examinations
	Mon, 14 – Sat, 19 Nov	Sat, 19 Nov	Second semester examinations end for those modules with formal sit-down examinations
	Mon, 21 – Fri, 25 Nov		
	Mon, 28 – Fri, 02 Dec	Mon, 28 Nov	Second semester supplementary examinations commence for those modules with formal sit-down examinations
		Fri, 02 Dec	Final date for submission of theses/dissertations to the School/College Higher degrees offices for possible April 2023 graduation
		Fri, 02 Dec	Semester 2 Lectures end for all modules taught online incuding all continuous assessment opportunities
	Mon, 05 Dec	Mon, 05 Dec	Second semester supplementary examinations end for those modules with formal sit-down examinations.
		Mon, 05 Dec	Second semester ends for all students

Semester 2: For modules with formal sit-down examinations

- Teaching days: Monday 13 , Tuesday 13 , Wednesday 13 , Thursday 13 , Friday 13 : **65 days**
- Compensatory days: (Monday 5 September follows a Tuesday timetable)
- Study leave: 5 days; Examinations: 14 days; Supplementary Exams: 7 days

YEAR-END BREAK:			
	Mon, 05 – Fri, 09 Dec		
	Mon, 12 – Fri, 16 Dec	Tue, 13 Dec	Supplementary exam marks to be captured on SMS by 12h00
		Fri, 16 Dec	*Day of Reconciliation (Public Holiday)*
	Mon, 19 – Fri, 23 Dec	Tue, 20 Dec	School Examination Boards
		Wed, 21 Dec	Results to be released at 00h01
		Fri, 23 Dec	University Offices close at 12h00.

PLEASE NOTE:

- Sessional Dates for both the School of Medicine and the School of Education will be published separately.
- BComHons(Acc) and PGDip(Acc) : Winter vacation TBA; Lectures will end on TBA. Mid-term break TBA. Year-end exams TBA.
- All Bachelor of Nursing students are required to attend clinical training and community work during vacations in the year from the 01 January 2022 until 31 December 2022
- The University of KwaZulu-Natal reserves the right to change any of the said Sessional Dates, solely in its discretion, and without any liability for inconvenience and/or loss occasioned thereby.

SESSIONAL DATES 2022

SCHOOL OF EDUCATION

FIRST SEMESTER	:	Monday, 14 February – Tuesday, 28 June
EASTER VACATION	:	Saturday, 09 April – Monday, 18 April
WINTER VACATION	:	Wednesday, 29 June – Sunday, 24 July
SECOND SEMESTER	:	Monday, 25 July– Monday, 5 December
MID-TERM BREAK	:	Saturday, 24 September – Sunday, 02 October

	Sat, 01 Jan	*Sat, 01 Jan*	*New Years Day (Public Holiday)*
	Mon, 03 – Fri, 7 Jan	Mon, 03 Jan	University opens.
		Fri, 07 Jan	Deadline for Re-Registration Appeals to School Higher Degree Offices
	Mon, 10 – Fri, 14 Jan	Mon, 10 Jan	Remote online registration opens for returning students
		Mon, 10 Jan- Fri, 14 Jan	Special Exams week [BEd and PGCE only] Special exams week (Remote online). Students with a maximum of 2, Semester 2, modules outstanding, having been registered for the modules in September 2:2021.
		Fri, 14 Jan	School Higher Degree Committees to consider re-registration appeals, for recommendation to CAAB
	Mon, 17 – Fri, 21 Jan	Wed, 19 Jan	Deadline for the submission of exclusion appeals from UG/Hons/ and PG Dip students
		Fri, 21 Jan	USAf download of NSC results (provisional)
		Mon, 17 Jan – Fri, 11 Feb	B.Ed EDTP420, EDTP321 to complete (COVID)
		Mon, 17 Jan – Fri , 25 Feb	PGCE EDTP611 (4 weeks 11 Feb), EDTP612 to complete TP (COVID) (6 weeks end 25 Feb)
	Mon, 24- Fri, 28, Jan	Mon, 24 -Fri, 28 Jan	Special Exam marking week
	Mon, 31 Jan – Fri, 05 Feb	Mon, 31 Jan –Tue, 01 Feb	Capture and approve change of mark (Special Exams)
		Fri, 04 Feb	CAECOM meetings
		Sat, 05 Feb	Parents Day

	Mon, 07 – Fri, 12 Feb	Mon, 07 Feb – Sat, 12 Feb	Orientation and dedicated remote online registration of First time entering new (FTEN) students
		Wed, 09 Feb	AEACOM meeting
		Mon, 07 Feb – Fri, 06 May	B.Ed EDTP421 Commence
		Thu, 10 Feb	For Higher degrees students: Final date for submission of bound examination copies with respect to any intention to submit received in semester 2:2021, without having to register for semester 1 of 2022.
		Fri, 11 Feb	BEd EDTP420, EDTP321, to complete TP (COVID) End
			PGCE EDTP611, EDTP612 to complete (COVID) End

SEMESTER 1:			
1	Mon, 14 – Fri, 18 Feb	Mon, 14 Feb	First semester commences and lectures commences
		Mon, 14 Feb – Thu, 31 Mar	PGCE EDTP611 CT and SSD commence
2	Mon, 21 Feb – Fri, 25 Feb	Fri, 25 Feb	Final date for submitting curriculum changes
			Final date for requests for extended DPs for those modules that had DPs in 2021
			Final date for minimum fee payment required for registration
			Final date for first semester registration
3	Mon, 28 Feb – Fri, 04 Mar		
4	Mon, 07 – Fri, 11 Mar		
5	Mon, 14 – Fri, 18 Mar	Tue, 15 Mar	Final day for capturing graduation decisions onto ITS (Bachelors, Honours, Diplomas and Certificates)
6	Mon, 21 – Fri, 25 Mar	*Mon, 21 Mar*	*Human Right's Day (Public Holiday)*
7	Mon, 28 Mar – Fri, 01 Apr	*Thu, 31 Mar*	Final day for capturing graduation decisions onto ITS (Masters and Doctoral Students)

			PGCE EDTP611 CT and SSD End
8	Mon, 04 – Fri, 08 Apr	Mon, 04 April	PGCE EDTP611 School Experience Commence [2022 Cohort]
			PGCE EDTP612 School Experience Commence [2021 Cohort]
		Fri, 08 Apr	Lectures end
		Fri, 08 Apr	Final date for withdrawal from a module and for withdrawal from the University (Semester 1)
		Fri, 08 Apr	Final timetable for main and supplementary timetable released
	Sat, 09 April to Mon, 18 Apr	**EASTER VACATION: STUDENT MID-TERM BREAK**	
	Mon, 11 – Fri 15 Apr	*Fri, 15 Apr*	*Good Friday*
9	Mon, 18 – Fri, 22 Apr	*Mon, 18 Apr*	*Easter Monday*
		Tue, 19 Apr	Lectures commence
		Wed, 20 Apr – Tue, 26 Apr	Graduation ceremonies (Westville)
10	Mon, 25 – Fri, 29 Apr	*Wed, 27 Apr*	*Freedom Day (Public Holiday)*
		Thu, 28 – Fri, 29 Apr	Graduation ceremonies (Pietermaritzburg)
11	Mon, 02 – Fri, 06 May	*Mon, 02 May* *Mon, 02 May – Tues, 03 May*	*Workers' Day (Public Holiday observed on the Monday)* *Eid al Fitr (condoned absence) (provisional)*
		Fri, 06 May	BEd EDTP421 End
			EDTP611 School Experience End
12	Mon, 09 – Fri, 13 May	Tue, 10 May	Tuesday 10 May follows a Monday timetable
13	Mon, 16 – Fri, 20 May	Fri, 20 May	EDTP612 School Experience End [2021 Cohort]
14	Mon, 23 – Fri, 27 May	Tue, 24 May	DP refusals to be published for those modules with formal sit-down examinations
		Wed, 25 May	Lectures end for those modules with formal sit-down examinations. Lectures continue for those modules taught online with continuous assessment.

		Fri, 27 May	Final date for submission of DP refusal appeals to School offices for those modules with formal sit-down examinations
	Mon, 30 May – Fri, 03 Jun	Tue, 31 May	First semester examinations commence (including Saturdays) for those modules with formal sit-down examinations
	Mon, 06 – Fri, 10 Jun		
	Mon, 13 – Fri, 17 Jun	*Tue, 14 Jun*	First semester examinations end for those modules with formal sit-down examinations
		Wed, 15 – Mon, 20 Jun	Break between examinations for those modules with formal sit-down examinations
		Thur, 16 Jun	*Youth Day (Public Holiday)*
	Mon, 20 – Fri, 24 Jun	Tue, 21 Jun	Supplementary examinations commence (including Saturday) for those modules with formal sit-down examinations
		Fri, 24 June	Semester 1 Lectures end for all modules taught online including all continuous assessment opportunities
	Mon, 27 Jun – Fri, 01 Jul	Tue, 28 Jun	Supplementary exams end
		Tue, 28 Jun	First semester ends for all students

Semester 1:

- Teaching days: Monday 12 , Tuesday 13 , Wednesday 13 , Thursday13 , Friday 13 : **64 days**
- Compensatory day: (Tuesday 19 April, follows Monday's timetable)
- Study leave: 5 days; Main Examinations: 14 days; Supplementary Exams: 7 days;

Wed 29 Jun, – Sun 24 Jul,	**MID-YEAR BREAK (Winter Vacation)**

SEMESTER 2:			
	Mon, 04 – Fri, 08 Jul	Thu, 07 Jul	Supplementary exam marks for formal sit-down examinations and all continuous assessment marks to be to be captured on SMS by 12h00

	Mon, 11 – Fri, 15 Jul	Mon, 11 Jul	*EID al Adha (condoned absence)(provisional)*
		Thu, 14 Jul	*Exam Boards*
		Fri, 15 Jul	*Release of results at 00h01*
	Mon, 18 – Fri, 22 Jul	Thu, 21 Jul	For Higher degrees students: Final date for submission of bound examination copies with respect to any intention to submit received in semester 1:2022, without having to register for semester 2 of 2022
		Fri, 22 Jul	Deadline for applications for remarks for those modules with formal sit-down examinations
		Fri, 22 Jul	Deadline for submission of exclusion appeals
1	Mon, 25 – Fri, 29 July	Mon, 25 Jul	Second semester and Lectures commence
			Lectures commence: [BEd 4th Year]
			PGCE EDTP612 Commence
			BEd EDTP221, EDTP321 Commence
			BEd EDTP121 Commence
		Wed, 27 Jul	CEACOM meetings
		Fri, 29 Jul	AECOM meeting
2	Mon, 01 Aug – Fri, 05 Aug	Fri, 05 Aug	Final date for submitting curriculum changes
		Fri, 05 Aug	Final date for requests for extended DPs for those modules that had DPs in 2021

		Fri, 05 Aug	Final date for minimum fee payment required for registration
		Fri, 05 Aug	Final date for second semester academic registration
3	Mon, 08 – Fri, 12 Aug	*Tues, 09 Aug*	*National Women's Day (Public Holiday)*
4	Mon, 15 – Fri, 19 Aug	Fri, 19 Aug	Final day for capturing graduation decisions onto ITS (Bachelors, Honours, Diplomas and Certificates)
		Fri, 19 Aug	BEd EDTP221, EDTP321 End
5	Mon, 22 – Fri, 26 Aug	Mon, 22 Aug	Lectures commence: [BEd 1st, 2nd and 3rd Years]
		Fri, 26 Aug	PGCE EDTP612 End
			Final date for registration – 2nd Semester [BEd only] Final date for requests for extended DPs for those modules that had DPs in 2021 [BEd only] Final date for submitting curriculum changes [BEd only]
6	Mon, 29 Aug – Fri, 02 Sep	Mon, 29 Aug	Lectures commence: [PGCE students]
		Fri, 02 Sep	Final day for capturing graduation decisions onto ITS (Masters and Doctoral Students)
			Final date for registration – 2nd Semester [PGCE only] Final date for requests for extended DPs for those modules that had DPs in 2021 [PGCE only]

			Final date for submitting curriculum changes [PGCE only]
7	Mon, 05 – Fri, 09 Sep	Mon, 05 Sep	Monday 5 September follows a Tuesday timetable
8	Mon, 12 – Fri, 16 Sep	Fri, 16 Sep	Final date for withdrawal from a module and for withdrawal from the University (Semester 2)
		Fri, 16 Sep	Final timetable for main and supplementary timetable released
9	Mon, 19 – Fri, 23 Sep	Mon, 19 to Fri, 23 Sep	Spring graduation ceremonies (Westville)
		Fri, 23 Sep	Lectures end
	Sat, 24 September to Sun, 02 October – MIDTERM BREAK		
	Mon, 26 – Fri, 30 Sep		
10	Mon, 03 Oct – Fri, 07 Oct	Mon, 03 Oct	Lectures resume
11	Mon, 10 – Fri, 14 Oct		
12	Mon, 17 – Fri, 21 Oct		
13	Mon, 24 – Fri, 28 Oct	*Mon, 24 Oct*	*Diwali/Deepavali (condoned absence)*
14	Mon, 31 Oct – Fri, 04 Nov	Mon, 31 Oct	DP refusals to be published on the noticeboards for those modules with formal sit-down examinations
		Tue, 01 Nov	Lectures end for those modules with formal sit-down examinations. Lectures continue for modules taught online and assessed by continuous assessment
		Thu, 03 Nov	Final date for submission of DP appeals to School offices for those modules with formal sit-down examinations

	Mon, 07 – Fri, 11 Nov	Mon, 07 Nov	Second semester examinations commence (including Saturdays) for those modules with formal sit-down examinations
	Mon, 14 – Sat, 19 Nov	Sat, 19 Nov	Second semester examinations end for those modules with formal sit-down examinations
	Mon, 21 – Fri, 25 Nov		
	Mon, 28 – Fri, 02 Dec	Mon, 28 Nov	Second semester supplementary examinations commence for those modules with formal sit-down examinations
		Fri, 02 Dec	Final date for submission of theses/dissertations to the School/College Higher degrees offices for possible April 2023 graduation
		Fri, 02 Dec	Semester 2 Lectures end for all modules taught online including all continuous assessment opportunities
	Mon, 05 Dec	Mon, 05 Dec	Second semester supplementary examinations end for those modules with formal sit-down examinations.
		Mon, 05 Dec	Second semester ends for all students

Semester 2:

- Teaching days: Monday 13 , Tuesday 13 , Wednesday 13 , Thursday 13 , Friday 13 : **65days**
- Compensatory days: (Monday 5 September follows a Tuesday timetable)
- Study leave: 5 days; Examinations: 14 days; Supplementary Exams: 7 days

YEAR-END BREAK:			
	Mon, 05 – Fri, 09 Dec		
	Mon, 12 – Fri, 16 Dec	Tue, 13 Dec	Supplementary exam marks to be captured on SMS by 12h00
		Fri, 16 Dec	Day of Reconciliation
	Mon, 19 – Fri, 23 Dec	Tue, 20 Dec	School Examination Boards
		Wed, 21 Dec Results to be released at 00h01	
		Fri, 23 Dec	University Offices close at 12h00.

PLEASE NOTE:

- Sessional Dates for both the School of Medicine and the School of Education will be published separately.
- BComHons(Acc) and PGDip(Acc) : Winter vacation TBA; Lectures will end on TBA. Mid-term break TBA. Year-end exams TBA.
- All Bachelor of Nursing students are required to attend clinical training and community work during vacations in the year from the 01 January 2022 until 31 December 2022
- The University of KwaZulu-Natal reserves the right to change any of the said Sessional Dates, solely in its discretion, and without any liability for inconvenience and/or loss occasioned thereby

ACADEMIC MONITORING AND EXCLUSION

INFORMATION for STUDENTS

INTRODUCTION

The Academic Monitoring and exclusions Policy applies to all students registered in undergraduate degrees across all Colleges. An extract from the policy is included below for the information of students.

The Academic Monitoring and Exclusion Policy is based on a system of classifying student academic performance as “good academic standing”; “at risk” or “severely underperforming” with appropriate interventions and actions for each category. Every undergraduate student’s performance is assessed at the end of each semester and their status, based on their academic performance at the end of the semester or subsequent supplementary exams, is determined and reflected on the student administration system as “green”, “orange” or “red”.

The aim of this policy is to enable underperforming students to be identified early and offered academic, personal and careers counselling. Appropriate interventions and systems of support are expected to reduce dropout rates and exclusions and to improve throughputs and completion rates.

Specifically the implementation of this policy means that no academically underperforming student will be excluded from the university in their first year of study. However, it also means that if a student does not respond to support interventions and continues to underperform, s/he will be required to appeal for readmission to the same or a different College after three semesters at university. If readmitted and does not meet set probation requirement while on final probation, then the student will be excluded after four semesters and no further appeals allowed.

Appeals are first considered at College level (CEACOM). All unsuccessful appeals will be referred to a university wide committee (AEACOM) for final decision.

Students will finally be excluded from the university on account of poor academic performance after all other avenues have failed to restore their academic performance to the required level.

Exclusion holds for a minimum period of one year unless otherwise stipulated. Thereafter a student may apply for admission to the same or another College at UKZN if s/he is able to demonstrate that s/he has achieved a level of competence satisfactory to the relevant College or has resolved the personal circumstances that led to poor performance. Admission or readmission will be at the discretion of the College to which the student applies and according their admission requirements. Colleges will specify broad guidelines for what will be deemed satisfactory competence level for readmission.

CLASSIFICATION OF ACADEMIC PERFORMANCE

Each College defines minimum progression requirements, either on a College-wide basis or per qualification or group of qualifications. These are used in categorising academic performance. The categories of academic performance and the consequent interventions and actions are as follows:

Good academic standing (Green)

New students who register for the first time and have not transferred from another College of the university are initially deemed to be of good academic standing and coded green. A student remains coded green provided s/he has passed at least 75% of the maximum expected credit load to date and also has passed 70% or more of the normal credit load this semester. These are regarded as acceptable performance levels; however optional counselling and support is available if requested.

At risk (Orange)

A student who is at risk is required to participate in a compulsory developmental programme including academic counselling, a possible modified curriculum as well as student counselling for personal, life skills and/or career counselling.
A student may be deemed "at risk" when:

a) his/her performance is above the applicable minimum progression requirements for that qualification or College but is not at the level of "green", that is, s/he has not passed 75% of the maximum expected credits to date;

b) fewer than 70% of the normal credit load has been passed in the current semester.

c) credits are below the applicable minimum progression requirements for that qualification or College but the student has been registered for 1 semester only, the student is placed on academic probation with specific and realistic conditions. Even if such a student is performing below the applicable minimum progression requirements s/he will remain at risk (orange) provided s/he continues to meet the set probation requirements which are reviewed each semester

Underperforming (Red)

A student will be coded red when his/her performance falls below the applicable minimum progression requirements for that qualification or College and s/he has been registered for 2 semesters or more. The first time a student becomes "red" s/he is placed on strict academic probation. After **compulsory** academic and personal or career counselling s/he may be permitted to continue in the same qualification or may be advised to redirect to another qualification in the same or another College.

A student will become "red" for a second time if s/he does not achieve the probation conditions set in the previous semester or if, after improving performance for a period, the student again drops below the required levels. In this case, the student must appeal to be readmitted to the

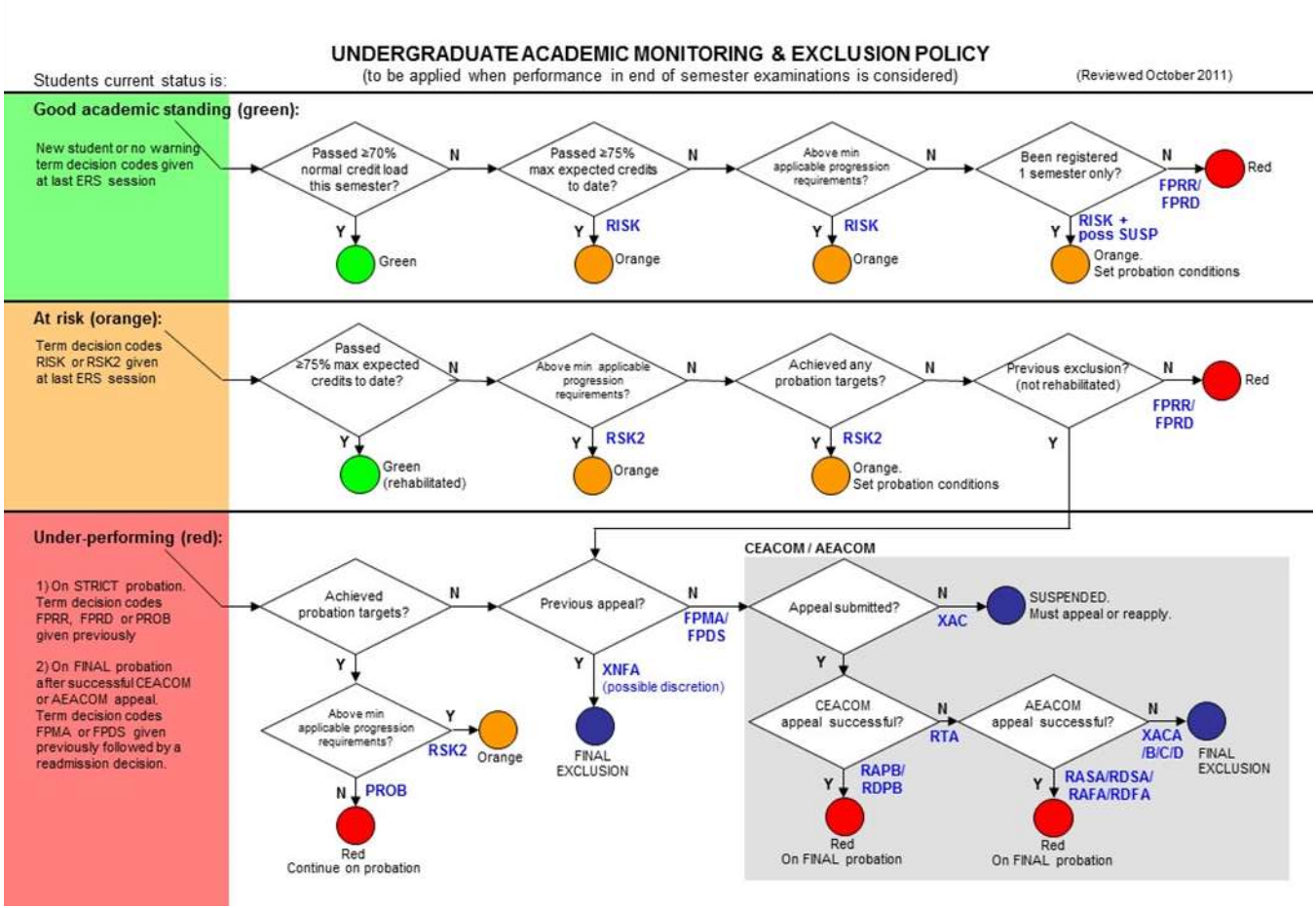
same or a different qualification or College. If a student is readmitted following a successful appeal, s/he is placed on final probation with specific conditions to be met and continued academic support.

If a student who was severely underperforming ("red") responds to interventions, achieves probation requirements and eventually works back to good academic standing ("green"), s/he will be deemed to be rehabilitated and the previous period as "red" will not be considered should s/he subsequently lapse.

If a student does not respond to such interventions and s/he continues to underperform s/he must appeal for readmission and may or may not be readmitted on final probation. If readmitted and still does not respond to interventions while on final probation the student will be excluded. No further appeals are allowed.

Students who transfer between qualifications carry their history and academic status with them. Students will normally only be accepted into a new qualification if they are able to complete the new degree in the maximum time permitted for this degree, which includes the semesters they have already spent at UKZN and for which they may have generated credits towards the new degree.

The implementation of the policy is illustrated in the flow diagram below.


UNDERGRADUATE ACADEMIC MONITORING & EXCLUSION POLICY
(to be applied when performance in end of semester examinations is considered)
(Reviewed October 2011)
Students current status is:
Good academic standing (green):
New student or no warning term decision codes given at last ERS session
Passed ≥70% normal credit load this semester?
Passed ≥75% max expected credits to date?
Above min applicable progression requirements?
Been registered 1 semester only?
Red
FPRR/ FPRD
Green
RISK
Orange
RISK
Orange
RISK + poss SUSP
Orange. Set probation conditions
At risk (orange):
Term decision codes RISK or RSK2 given at last ERS session
Passed ≥75% max expected credits to date?
Above min applicable progression requirements?
Achieved any probation targets?
Previous exclusion? (not rehabilitated)
Red
FPRR/ FPRD
Green (rehabilitated)
RSK2
Orange
RSK2
Orange. Set probation conditions
Under-performing (red):
1) On STRICT probation. Term decision codes FPRR, FPRD or PROB given previously
2) On FINAL probation after successful CEACOM or AEACOM appeal. Term decision codes FPMA or FPDS given previously followed by a readmission decision.
CEACOM / AEACOM
Achieved probation targets?
Previous appeal?
FPMA/ FPDS
Appeal submitted?
XAC
SUSPENDED. Must appeal or reapply.
Above min applicable progression requirements?
RSK2
Orange
XNFA (possible discretion)
FINAL EXCLUSION
PROB
Red
Continue on probation
CEACOM appeal successful?
RTA
AEACOM appeal successful?
XACA /B/C/D
FINAL EXCLUSION
RAPB/ RDPB
RASA/RDSA/ RAFA/RDFA
Red
On FINAL probation
Red
On FINAL probation

Calculation of Points for the National Senior Certificate

Points for the NSC are calculated according to the table below:

NSC Rating	NSC Percentage	NSC Points Rating for UKZN
	90% to 100%	8
7	80% to 89%	7
6	70% to 79%	6
5	60% to 69%	5
4	50% to 59%	4
3	40% to 49%	3
2	30% to 39%	2
1	0% to 29%	1

Note that the points will be calculated from six Subjects **excluding Life Orientation**.

GENERAL ACADEMIC RULES FOR DEGREES, DIPLOMAS AND CERTIFICATES

(These Rules have been made by the Senate and approved by the Council in terms of the Higher Education Act (Act No. 101 of 1997), as amended.)

PREAMBLE:

(a) The Council and/or the Senate may from time to time amend, alter or delete any rule, whether a General Rule or a rule relating to a specific module or qualification.

(b) Where applicable, the interpretation of these Rules is informed by the Definitions of Terms preceding them.

(c) The provisions of these Rules, as applied in particular colleges, may be restricted in circumstances provided for in the rules of those colleges as approved under Rule GR4.h

(d) Except as otherwise stated or prescribed by the Senate and the Council, Rules GR1 to GR33 shall be applicable to every student of the University of KwaZulu-Natal (hereinafter referred to as "the University").

Definitions of Terms

"academic exclusion" means termination of a student's registration on academic grounds, resulting in exclusion from the university.

"admission" means the act by which the university admits person to study, after acceptance by an applicant of an offer of a place at the University.

"ancillary module" means a module required as a corequisite or prerequisite to a proposed module. All such modules must have been passed before the relevant qualification may be awarded. **Note:** if module A is an ancillary for module B and B is an ancillary for C, then A is necessarily an ancillary for C.

"assessment" means the evaluation and grading of work, supervised or unsupervised, carried out by a student in satisfying the requirements of a module.

"credit points" are a measure of the volume of learning required for a qualification, quantified as a number of notional study hours.

"credit-weighted average" is the average mark of a set of modules weighted in proportion to the credit value of the modules concerned.

"college academic affairs board" means the board established in each college as provided for in the statute and is responsible for the academic and research functions of the school in the college.

"corequisite module" means a module for which a student must register in the same semester

as the proposed module, unless the ancillary module has already been passed or attempted with satisfaction of the DP requirements.

"Council" means the Council of the University of KwaZulu-Natal.

"coursework modules" refers to the taught components of all coursework degrees specified in the curriculum and does not include the dissertation or project modules.

"curriculum" means the combination of modules which together comprise the programme of study leading to a qualification. An individual student's curriculum refers to the specific selection of modules within the broad framework of the curriculum prescribed for a qualification, which enables the student to meet the requirements for the qualification.

"degree credits" are used to satisfy the requirements for qualifications. Unless otherwise stated "credits" means degree credits and the term "degree credits" is used only when it is necessary to distinguish them from foundation credits.

"**dissertation**" means a work involving personal research, that is (a) capable of being recorded in any form or medium, and (b) capable of being evaluated, that is submitted for a degree and satisfies degree specific requirements (for doctoral degrees, see "thesis").

"duly performed (DP) requirements" means those college-approved requirements for a module which must be met to permit a student to be eligible for final assessment in that module.

"elective module", means a module that a student selects according to preference from a specified list of module options.

"examination" means a formal assessment, conducted within an officially designated examination session, usually invigilated, and bound by time constraints.

"exit-level module" means a module at the highest level required by the Higher Education Qualifications Framework (HEQF) for a qualification.

"external examination" means examination by a person, external to the university, who has not been involved with teaching including supervision at the University during the previous three (3) years.

"foundation credits" are a measure of the amount of formal foundational material in the curriculum, and may not be used in lieu of degree credits to satisfy the requirements of qualifications.

"full-time student" is a student who is able to devote at least 40 hours a week to their studies and undertake a full credit load of coursework and/or research in each semester.

"independent moderation" means examination by a person, internal or external to the university, who has not been involved with the teaching of the relevant module in that semester.

"internal examination" means examination by a person or persons involved with the teaching of the relevant module in that semester or, in the case of postgraduate qualifications, is a member of the University academic staff including persons who hold honorary appointments in

the University other than the supervisor(s).

"major" means completion of at least 64 credits at exit level and at least 32 credits in the preceding year in that discipline or in any other closely related specified discipline.

"matriculation certificate" means evidence to the satisfaction of Senate of having obtained a National Senior Certificate (NSC) endorsed for Bachelors degrees OR a Matriculation Certificate of the Matriculation Board OR a Matriculation Board Certificate stating that the candidate has satisfied the conditions prescribed by the Board for exemption from the Matriculation Examination.

"module" means any separate course of study for which credits may be obtained and may comprise a dissertation or thesis.

"qualification" means a degree, diploma or certificate.

"part-time student" is one who is unable to devote the required time to their studies and spreads their degree over a longer period, taking fewer credits than the required credit load of a full-time student in each semester.

"prerequisite module" means a module which must have been passed, with at least the minimum mark required, before registration for the proposed module is permitted.

"prerequisite requirement" means that requirement, whether a prerequisite module, a specified mark in a module or any other condition, which must have been met before registration for the proposed module is permitted.

"programme" means a purposeful and structured curriculum leading to a qualification.

"project" means a substantial assignment, whether comprising a single module or part of a module, and which requires research or equivalent independent work by a student.

"registered student" means a student who is registered to study in one or more modules offered by the University. Such registration will lapse on the date of the following registration session or earlier should the student cease to be an admitted student.

"registration" means completion by a student, and acceptance by the University, of a registration form, physical or electronic, and compliance with such other conditions as are required for entitlement to a current student card.

"Senate" means the Senate of the University of KwaZulu-Natal.

"special examination" means an examination awarded by the Senate to a student who has not been able to attempt or complete the original examination by reason of illness or any other reason deemed sufficient by the Senate. Only the component of the examination which has not been attempted or completed shall be re-written.

"student" means a person who has been admitted to the University for the purpose of studying or who has registered for a qualification. A student remains a student until such time as that

person graduates or otherwise completes studies, or withdraws from the University, or fails to attend or register in any semester, or is excluded and all appeal processes for readmission have been exhausted.

"supplementary examination" means an examination awarded by the Senate to a student, based on the student's performance in the original module assessment. All examination papers which constitute the module shall be re-written.

"suspended registration" means an agreement by which the University holds a student's registration in abeyance for a specified period of time.

"tertiary institution" means any institution that provides post-school education on a full-time, part-time or distance basis.

"**thesis**" means a work involving personal research, that is (a) capable of being recorded in any form or medium, and (b) capable of being evaluated, that is submitted for a doctoral degree and satisfies the requirements specified in the relevant rules.

"the University" means the University of KwaZulu-Natal.

"year of study" means the level at which undergraduate students are registered academically.

a) *foundation year*: applies to students who are registered in the first year of a foundation programme for a preparatory certificate

b) *first year of study*: applies to students who have not yet obtained at least 96 (degree) credits

c) *final year of study:* applies to students in a programme who have registered for such modules as will, if passed, lead to the completion of the qualification.

"working days" means any day of the week but excluding Saturdays, Sundays and public holidays.

General Rules

GR1 Changes in rules

(a) The University may revise or add to its rules from time to time, and any such alteration or addition shall become binding upon the date of publication or upon such date as may be specified by the Council and the Senate, provided that no change in rules shall be interpreted so as to operate retrospectively to the prejudice of any currently registered student.

(b) Any authority granted to colleges under these rules may be further delegated.

GR2 Degrees, diplomas and certificates

The University may confer or award such degrees, diplomas and certificates as approved by the Senate and the Council.

Note: *(a) The list of degrees, diplomas and certificates is available from the Registrar's Office on request.*

(b) Rules for specific qualifications will be found in the relevant college handbooks.

GR3 Approval of curricula

The Senate, after consultation with the relevant college academic affairs board, shall approve the curricula for all qualifications of the University.

GR4 College rules

Subject to the provisions of the Higher Education Act, the Statute of the University, and the following Rules, the Senate may make or amend rules for each college relating to:

a) the eligibility of a student as a candidate for any qualification and/or module, which may include recognition of prior learning (RPL);

b) the selection process;

c) the period of attendance;

d) the curriculum, work and other requirements for each qualification;

e) progression and academic exclusion; and

f) any other matter relating to the academic functions of the University.

GR5 Application to study

a) Applications to study must be made in such manner as prescribed, and must include presentation of the Matriculation Certificate where this is required.

b) An applicant who has studied at any other tertiary education institution must, in addition, present an academic record and a certificate of conduct from that institution.

GR6 Selection requirements

All applicants shall produce evidence satisfactory to the Senate of their competence to work for the qualification sought. The Senate may decline to admit as a candidate for the qualification any person whose previous academic attainments are, in its opinion, not sufficiently high to warrant such admission.

GR7 Selection for postgraduate studies

a) Graduates of any other recognised university (whether a Public Higher Education Institution in the Republic of South Africa, or elsewhere) may, for the purpose of proceeding to a postgraduate qualification of the University, be admitted by the Senate to a status in the University equivalent to that which they possess in their own university by virtue of any degree held by them.
b) An applicant who has graduated from a South African registered and accredited Private Higher Education Institution or who has in any other manner attained a level of competence which, in the opinion of the Senate, is adequate for the purpose of postgraduate studies or research, may be admitted as a student of the University.

GR8 Exemption from a module

a) Exemption from a module may be granted without credit, where an applicant can demonstrate an equivalent level of competence through prior learning.
b) Exemption and credit from a module may be granted where an applicant has already obtained credit for an equivalent module at this or another recognized university or a South African registered and accredited Private Higher Education Institution.
c) Credit cannot be obtained for more than one module where the contents of the modules overlap or are partially or substantially the same.

GR9 Registration

a) In order to pursue their studies in any semester, all students of the University shall complete the applicable registration procedure, thereby affirming their acceptance of the rules of the University.
b) The Council, on the recommendation of the Senate, may impose conditions for the registration of any student.
c) Except as provided for hereunder, a student shall register in consecutive semesters.
    (i) On application in advance to the relevant college and with the approval of the college academic affairs board, a student's registration may be suspended for a period of time not exceeding 2 semesters. Under exceptional circumstances, a further such suspension of 2 semesters may subsequently be applied for and approved.
    (ii) The deputy vice chancellor and head of college may require that a student suspend his/her studies for a maximum of 1 semester should the student be unable to register

for a valid curriculum that will allow satisfactory progress to be made towards the attainment of the qualification.

(iii) A student with a suspended registration remains subject to the rules of the University, and may return to register before or at expiry of the period of suspension. The period during which registration is suspended shall not be included in and calculation towards the minimum and maximum periods prescribed for any qualification in terms of Rule GR12, nor for the evaluation of eligibility for the award of degrees *cum laude* or *summa cum laude* in terms of Rules BR6, HR8, CR17 and MR13.

d) Should a student fail to register for a semester:

(i) In the case of a postgraduate student who has not been granted suspension as provided for in (c) (i) or (ii) above the student must apply to the relevant college for readmission should she/he subsequently wish to return to resume studies. Such readmission shall only be approved under the conditions, rules and curricula applicable at the time of readmission and, in the case of a postgraduate research student, provided that supervisory capacity is available.

(ii) In the case of an undergraduate student, should the break in studies exceed one semester and the student has not been granted suspension as provided for in (c)(i) or (ii) above, the student must apply to the relevant college for readmission should he/she subsequently wish to return to resume studies. Such readmission shall only be approved under the conditions, rules and curricula applicable at the time of readmission.

e) (i) A student may register as a full-time or part-time student (see definitions); such initial registration status shall persist for a minimum period of two semesters after first registration.

(ii) A part-time student may not register for more than 65% of the normal full-time credit load of coursework modules in each semester unless otherwise provided for in the College rules.

(iii) In the case of a full-time student who subsequently changes registration status to part-time, the full-time criteria for award of degree cum laude or summa cum laude shall apply;

(iv) In the case of a student who changes registration status from full-time or vice-versa, the semesters allowed for completion of the qualification will be prorated accordingly.

GR10 Payment of fees

a) Save by special permission of the Senate and the Council:

(i) An applicant shall not be registered until all relevant prescribed fees are paid;

(ii) A student shall not be entitled to admission to an examination, nor to receipt of examination results, until all relevant prescribed fees are paid.

b) A student shall not be entitled to the conferral or award of a qualification until all monies due to the University have been paid.

GR11 Concurrent registration

a) Save by special permission of the Senate:

a) no student shall be registered for more than one qualification at the same time; nor
b) shall any student, while registered at any other tertiary institution, be registered concurrently at the University.

GR12 Period of attendance

Every candidate for a qualification shall meet the relevant attendance and performance requirements for each module and qualification as prescribed by the relevant college and approved by the Senate, in order to obtain the requisite credit.

GR13 Module registration

a) Subject to Rule GR14, no student shall be registered for any module unless his or her curriculum has been approved by the Senate. An approved curriculum may be modified only with the consent of the Senate.
b) Save by special permission of the Senate, no student may attend a module for which he or she is not registered.

GR14 Ancillary, prerequisite and corequisite requirements

a) A college may prescribe ancillary modules in any curriculum.
b) A college may specify the attainment of a minimum mark of more than 50% in a prerequisite module, a specified mark in a module or any other requirement before registration for the proposed module is permitted.
c) Registration for a module will be conditional on meeting all corequisite and prerequisite requirements for that module**.**

GR15 Obsolete modules

In readmitting a student, the Senate may withhold recognition, for the purposes of a qualification, of credits previously obtained in modules which have subsequently become obsolete.

GR16 Duly Performed (DP) certification

a) Students shall not present themselves for examination in any module unless the moduleco-ordinator / lecturer has certified that they have met the DP requirements for the specified module.
b) Such DP certification shall be valid only for the examinations, including supplementary examinations, of the semester in which it is issued.

c) With the consent of the school board concerned, in exceptional circumstances, the DP certification may be extended to the relevant subsequent semester, in which case the board may allow the student to retain the relevant class mark.
d) The DP requirements for each module shall be published in the college handbook and in any other manner deemed appropriate by the college.
e) Save as may otherwise be provided by the college, for each module a list of those students refused DP certification shall be published, in a manner deemed appropriate by the college on or before the last day of teaching in each semester.

GR17 DP certification - right of appeal

a) Students have the right to appeal against the refusal of a DP certification in terms of Rule GR16.
b) An appeal must be lodged with the relevant school, in the prescribed manner, on or before the date specified in the sessional dates which shall be no less than three (3) working days after the last day of notification of DP refusals.
c) Such appeal shall be considered by an appropriate committee, the composition of which shall be approved by the Senate.
d) The decision of the committee shall be final.

GR18 Examinations

a) An examination may be written and/or oral, and may include practical work.
b) With the approval of the college academic affairs board, a written examination may, for a particular student, be replaced or supplemented by an oral examination.

GR19 External examination and moderation

a) Except with the permission of the Senate, all modules, other than exit-level modules, shall be subject to internal examination and independent moderation.
b) Except with the permission of the Senate, all exit-level modules shall be subject to internal and external examination.
c) The portion of the total assessment subject to independent moderation or external examination, in terms of (a) or (b) above, shall be at least 50%.

GR20 Examination scripts

a) To aid academic development, students may view their examination scripts under supervision.
b) (i) A student may, on formal application and after payment of the applicable fee, have all his/her examination scripts for a module re-marked, normally by the original examiners, in accordance with the policies approved by the Senate and the Council.
(ii) Such application shall be lodged with the relevant school office, in the prescribed

manner, on or before the date in the sessional dates.

(iii) The student's final mark for the module shall be that determined by the re-mark.

(iv) The fee shall be refunded only if the re-mark causes an improvement in the class of result as reflected in Rule GR29(a).

c) Re-marking as contemplated in (b) above shall not be permitted for honours and equivalent projects, master's dissertations and doctoral theses.

d) Examination scripts shall be stored by the University for a maximum period of one (1) year or such longer period required by contractual or professional obligations.

GR21 Examination sessions

All examinations shall be held in the prescribed sessions approved by the Senate.

GR22 Supplementary examinations

Supplementary examinations may be awarded in terms of these rules and the relevant college rules. Supplementary examinations shall not be awarded for any continuously assessed modules or components of modules.

GR23 Special examinations

- An undergraduate student may elect to write all the examination papers for a particular module in either the main or supplementary examination session, provided that such a supplementary examination is scheduled. The provisions of rule GR25(b) shall apply.
- A student who has not been able to complete the original final examination by reason of illness or any other reason deemed sufficient by the Senate, may, on application, be granted permission to sit a special examination, during the next applicable supplementary examination session.
- An application for a special examination shall be made on the prescribed form, accompanied by all relevant documentation, and lodged in the relevant college within five (5) working days of the date of the examination concerned. It is the responsibility of the student to ascertain whether or not the special examination has been granted.
- If an application for a special examination is approved, the examination result, if any, from the original examination shall be regarded as null and void. If such an application is not approved the original examination result shall stand.

GR24 Standard of supplementary and special examinations

To pass supplementary and special examinations, students must demonstrate a level of academic competence equivalent to that required in the original examination.

GR25 Limitation on awarding supplementary and special examinations

- A supplementary or special examination shall not be granted in respect of any supplementary examination awarded in terms of Rule GR22.
- A supplementary or special examination shall not be granted in respect of any special examination awarded in terms of Rule GR23.

GR26 Completion of modules

Every module shall be completed by passing the Senate-approved assessment in that module.

GR27 Pass mark

The pass mark for all modules in the University shall be 50%, provided that any sub-minima required in certain components of the Senate-approved assessment have been met.

GR28 Completion requirements

Save by special permission of the Council, upon the approval of the Senate, a qualification shall not be conferred or awarded until:

- credit has been obtained for all prescribed modules, including prerequisite and corequisite modules;
- all other Senate and college requirements have been met; and
- all monies due to the University have been paid.

GR29 Classification of results

a. Results may be classified as follows:
75% upward = 1st class;
70 – 74%. = 2nd class, upper division;
60 – 69% = 2nd class, lower division;
50 – 59% = 3rd class;
less than 50% = fail.
Based on the credit weighted average of all modules passed.

b) For Bachelors and Honours degrees, the academic record of the student shall reflect the class of pass if the student has obtained a pass in the first class or in the second class upper division.

c) On the recommendation of the school board, a module may be passed with such distinctions as may be prescribed by the Senate.

d) On the recommendation of the college academic affairs board, a qualification may be conferred or awarded with such distinctions as may be prescribed by the Senate.

GR30 Academic exclusion

a) The Council may, with the approval of the Senate, after each examination session exclude or refuse to renew or continue the registration of a student who has failed to meet the academic requirements for continued registration.
b) The Senate may cancel the registration of a student in all or one or more of the modules for which the student is registered in a semester if, in the opinion of the Senate, the academic achievement of the student is such that the student may not at the end of the semester obtain credit in such module or modules.
c) The Council may, with the approval of the Senate, refuse readmission to a student who fails to satisfy the minimum requirements for readmission.
d) Subject to Rule GR31, students excluded or refused re-registration may not be readmitted to the University until they are able to demonstrate that they have achieved a level of competence satisfactory to the relevant college and the Senate.

GR31 Academic exclusion – right of appeal

a) Students have the right to a single appeal against academic exclusion in terms of Rule GR30.
b) Such appeal shall be lodged with the college of registration, in the prescribed manner, on or before the date in the sessional dates.
c) The process for consideration of such an appeal shall be approved by the Senate.

GR32 Ethics

All academic activities and research in particular, shall comply with the relevant University policies on ethics and any related requirements as determined by the Senate and the Council.

GR33 Reproduction of work

Subject to the provisions of the University's policy on intellectual property rights and any limitations imposed by official contractual obligations:

a) In presenting an assignment, prescribed project, dissertation, thesis or any such work for assessment, a student shall be deemed by so doing to have granted the University a perpetual, non-exclusive, royalty-free licence to digitise, reproduce, share, disseminate and/or publicly distribute copies thereof for research and study purposes only, in whole or in part and in any format the University deems fit, provided that the University may waive its rights under this licence if the work in question has been or is being published in a manner satisfactory to the University.
b) Students shall forward master copies and electronic copies of all treatises, dissertations and theses to the University libraries by the date, in the numbers and in the format stipulated by the libraries in their policies existing at the time of creation of the treatise, dissertation or thesis concerned.

c) The work of students shall not be included in publications by academic staff without their express permission and acknowledgement; provided that such work may be included and acknowledged if all reasonable attempts to trace such students have been unsuccessful.

Rules for Bachelors Degrees

Note: The following Rules are additional to the preceding General Rules GR1 – GR33.

BR1 Applicability

The following Rules, BR2 to BR6 inclusive, shall be applicable to every candidate for a Bachelors Degree.

BR2 Criteria for admission to study

a) Applicants for a first or primary degree for which the Matriculation Certificate is a prerequisite, shall produce evidence to the satisfaction of the Senate that they have obtained such a certificate, or obtained a certificate of conditional exemption issued by the Matriculation Board to applicants from countries outside the Republic of South Africa, or satisfied the conditions of any alternative admission process approved by the Senate.

b) In addition to the requirements of a) above, the minimum requirements for admission to study in any college may include the requirement to have attained such minimum standard in a specified subject or subjects or such aggregate of points scored according to subjects passed in the Matriculation Examination, or in an examination recognised for the purpose by the Matriculation Board, or such other qualifications as may be prescribed. The selection process will be based on these requirements and may include academic ranking and other criteria as approved by the Senate and the Council.

BR3 Periods of attendance

Every candidate for a first or primary degree, shall be registered as a matriculated student, except as provided in Rule BR2, and have completed subsequent to the date of validity of the Matriculation Certificate or of the certificate of full exemption from the matriculation examination issued by the Matriculation Board, the minimum period of attendance prescribed by the rules of the relevant college.

BR4 Recognition of attendance

For the purpose of Rules GR12 and BR3, the Senate may accept as part of the attendance of a student for a degree of Bachelor, periods of attendance as a registered matriculated student at any other university or tertiary institution or in any other college in the University: provided that students shall not have the degree of Bachelor conferred unless:

a) their periods of attendance are together not less than the complete period prescribed for such degree; and
b) they attended at the University:
   (i) for a degree of Bachelor, the term of which is six semesters, at least three semesters which shall include the completion of at least half of the total number of credits prescribed for the degree and which, except with the approval of the Senate, shall include all those at the exit level; or
   (ii) for a degree of Bachelor, the term of wAhich is eight semester, at least four semesters which shall include the completion of at least half of the total number of credits prescribed for the degree and which, except with the approval of the Senate, shall include all those at the exit level; or

   (iii) for a degree of Bachelor, the term of which is ten or twelve semesters, at least six semesters which, except with the approval of the Senate, shall include the completion of all modules prescribed for the final six semesters of the curriculum.

BR5 Progression under conditional exemption

Applicants who are accepted with an ordinary conditional exemption that requires completion of additional credits to qualify for exemption, shall not be permitted to register for any module at level 3 or above before the requirements for exemption have been satisfied.

BR6 Supplementary examinations

Provided that the rules of any college do not prohibit this for a particular module:
a) a student who fails a module with a mark of at least 40%, or who obtains a passing mark less than that prescribed for registration for another module, shall be awarded a supplementary examination;
b) under exceptional circumstances, and with the permission of the college academic affairs board, a student who has failed a module with a mark of less than 40% may be awarded a supplementary examination.

BR7 Award of degree *cum laude* and *summa cum laude*

a) A degree of Bachelor may be conferred *cum laude* in accordance with the rules of the relevant college, provided that, subject to exceptions as approved by the college academic affairs board, the student has:
   (i) obtained a credit-weighted average of at least 75% in those modules required for the qualification; and
   (ii) successfully completed all modules in the curriculum at the first attempt and without recourse to supplementary examinations; and
   (iii) completed the degree in the prescribed minimum time.

b) A degree of Bachelor may be conferred *summa cum laude* in accordance with the rules of the relevant college, provided that, subject to exceptions as approved by the college academic affairs board, the student has:
   (i) obtained a credit-weighted average of at least 80% in those modules required for the qualification; and
   (ii) successfully completed all modules in the curriculum at the first attempt and without recourse to supplementary examinations; and
   (iii) completed the degree in the prescribed minimum time.

BR8 Deans Commendation

A student who is registered for the full load required for that qualification in a particular semester and passes all these modules at the first attempt, with no individual module mark of less than 60% and a credit-weighted average mark of at least 75%, will be awarded a Dean's commendation for that semester.

BR9 Completion of isiZulu module

For a degree of Bachelor, a student must either pass an approved module in isiZulu; or obtain exemption from the module under GR8a (competence through prior learning) in which case any shortfall in credit for the degree shall be made up; or obtain exemption and credit for the module under GR8b (an equivalent module has been passed).

Rules For Honours Degrees

Note: The following Rules are additional to the preceding General Rules GR1 – GR33.

HR1 Applicability

The following Rules, HR2 to HR8 inclusive, shall be applicable to every candidate for a degree of Honours.

HR2 Criteria for admission to study

a) Applicants may be registered for the qualification of Honours provided that they have:
   (i) completed a Bachelors degree regarded as appropriate by the college concerned; or
   (ii) been admitted to the status of that degree in terms of Rule GR7(a); or
   (iii) attained a level of competence as defined in Rule GR7(b).

b) A college may prescribe further minimum criteria for admission to study.

HR3 Attendance

1. Every student for a qualification of Honours shall attend an approved course of study as a registered student of the University for a period of at least two consecutive semesters after admission in terms of Rule HR2.
2. Except with by permission of the college academic affairs board, all modules shall be completed at the University.

HR4 Curriculum

The curriculum for a qualification of Honours shall include a prescribed research project as one of the modules which shall account for a minimum of 25% of the credits for the degree.

HR5 Supplementary examinations

Provided that the rules of a college do not prohibit this for a particular module:

- a student who fails a module other than the research prescribed project with a mark of at least 40% shall be awarded a supplementary examination; and
- under exceptional circumstances, and with the permission of the college academic affairs board, a student who has failed a module other than the research project with a mark of less than 40% may be awarded a supplementary examination.

HR6 Re-examination of prescribed project

Provided that the rules of a college, do not prohibit this, a research project that is assessed as unsatisfactory may be referred back once for revision and resubmission before the last day of examinations in that semester.

HR7 Progression

a) A student may repeat a failed coursework module not more than once.
b) Under exceptional circumstances, on the recommendation of the relevant School, the College Academic Affairs board may give permission to a student who has failed the prescribed project described in Rule HR4, to register for the research project module once more, with a new research topic.
c) A student who, after four semesters as a full time student or six semesters as a part-time student, has not completed the requirements for the degree, shall be excluded

HR8 Award of degree *cum laude* and *summa cum laude*

a) A degree of Honours may be conferred *cum laude* in accordance with the rules of the relevant college, provided that, subject to exceptions as approved by the college academic affairs board, the student has:

(i) obtained a credit-weighted average of at least 75% in those modules required for the qualification; and
(ii) a mark of at least 75% for the prescribed project; and
(iii) successfully completed all modules in the curriculum without recourse to supplementary examinations; and
(iv) completed the degree in the prescribed minimum time for a full-time student, or minimum time plus two semesters for a part-time student.

b) A degree of Honours may be conferred *summa cum laude* in accordance with the rules of the relevant college, provided that, subject to exceptions as approved by the college academic affairs board, the student has:
(i) obtained a credit-weighted average of at least 80% in those modules required for the qualification; and
(ii) a mark of at least 80% for the prescribed project; and
(iv) successfully completed all modules in the curriculum without recourse to supplementary examinations; and completed the degree in the prescribed minimum time for a full-time student, or minimum time plus two semesters for a part-time student.

Rules for Postgraduate Diplomas

Note: The following Rules are additional to the preceding General Rules GR1 – GR33.

PR1 Applicability

The following Rules, PR2 to PR8 inclusive, shall be applicable to every candidate for a Postgraduate Diploma

PR2 Criteria for admission to study

a) Applicants may be registered for the qualification of Postgraduate Diploma provided that they have:
(i) completed a Bachelors degree regarded as appropriate by the college concerned; or
(ii) been admitted to the status of that degree in terms of Rule GR7(a); or
(iii) attained a level of competence as defined in Rule GR7(b).

b) A college may prescribe further minimum criteria for admission to study.

c) A college may provide in its rules for an appropriate Advanced Diploma to be accepted for entry to a Postgraduate Diploma in accordance with the HEQF.

PR3 Attendance

- Every student for the qualification of Postgraduate Diploma shall attend an approved course of study as a registered student of the University for a period of at least two consecutive semesters after admission in terms of Rule PR2.
- Except with the permission of the college academic affairs board, all modules shall be completed at the University.

PR4 Curriculum

The curriculum for the Postgraduate Diploma will contain advanced reflection, practice and research methods in the area of specialisation and may include a sustained research project in accordance with college rules.

PR5 Supplementary examinations

Provided that the rules of a college do not prohibit this for a particular module:

a) a student who fails a module other than the research prescribed project with a mark of at least 40% shall be awarded a supplementary examination; and
b) under exceptional circumstances, and with the permission of the college academic affairs board, a student who has failed a module other than the research project with a mark of less than 40% may be awarded a supplementary examination.

PR6 Re-examination of research project

Provided that the rules of a college do not prohibit this, a research project that is assessed as unsatisfactory may be referred back once for revision and resubmission before the close of the applicable supplementary examination session.

PR7 Progression

a) A student may repeat a failed coursework module not more than once.
b) Under exceptional circumstances, on the recommendation of the relevant School, the College Academic Affairs board may give permission to a student who has failed the prescribed project described in Rule PR4, to register for the research project module once more, with a new research topic.
c) A student who, after four semesters as a full time student or six semesters as a part-time student, has not completed the requirements for the degree, shall be excluded.

PR8 Award of diploma with distinction

A qualification of Postgraduate Diploma may be conferred with distinction in accordance with the rules of the relevant college, provided that, subject to exceptions as approved by the college academic affairs board, the student has:

(i) obtained a credit-weighted average of at least 75% over all modules required for the

qualification; and

(ii) successfully completed all modules in the curriculum without recourse to supplementary examinations; and

(iii) completed the diploma in the prescribed minimum time for a full-time student, or minimum time plus two semesters for a part-time student.

Rules for Masters Degrees by Coursework

Note: The following Rules are additional to the preceding General Rules GR1 – GR33.

CR1 Applicability

The following Rules, CR2 to CR17 inclusive, shall be applicable to every candidate for a degree of Master by coursework.

CR2 Criteria for admission to study

(a) An applicant shall not be registered for the degree of Master by coursework unless the applicant has:

(i) satisfied the requirements for a relevant prerequisite degree as specified in the college concerned; or

(ii) been admitted to the status of that degree in terms of Rule GR7(a); or

(iii) attained a level of competence as defined in Rule GR7(b).

b) A college may prescribe further minimum criteria for admission to study.

CR3 Recognition of examinations

The Senate may accept examinations passed or certificates of proficiency completed in any module by a student of the University or of any other university or institution recognised by the Senate for this purpose, or accept demonstration of an equivalent level of competence through prior learning, in terms of Rule GR7(b), as exempting the student from examination in module(s) prescribed for a degree of Master by coursework, provided that:

a) no more than 50% of the required credits for the degree may be so exempted, provided that such credits shall be awarded for coursework modules only; and

b) students shall not have the degree of Master conferred unless the conditions laid down in Rules CR4 and CR5 are satisfied.

CR4 Periods of registration

A student registered for the degree of Master by coursework shall be so registered for a minimum period of two consecutive semesters before the degree may be conferred.

CR5 Recognition of attendance

The Senate may accept as part of the attendance of a student for a degree of Master by coursework, periods of attendance as a registered or graduated student at any other university

or institution or in any other college, provided that students shall not have the degree of Master conferred unless:

a) their periods of attendance are together not less than the complete period prescribed for conferral of the degree; and
b) the research component is completed at the University.

CR6 Curriculum

a) A student shall complete all prescribed modules, at least one of which shall be a dissertation module comprising research on a particular topic approved by the college academic affairs board, and comply with such other conditions as may be prescribed by the Senate and the rules of the college concerned.
b) Except with the permission of Senate, the dissertation module shall comprise 33% to 50% of the total credits for the degree.

CR7 Proposed research topic

a) The college academic affairs board may, at its discretion, decline to approve a research topic if in its opinion:
   (i) it is unsuitable in itself; or
   (ii) it cannot effectively be undertaken under the supervision of the University; or
   (iii) the conditions under which the student proposes to work are unsatisfactory.
b) Ethical approval in terms of Rule GR32 is required where applicable.

CR8 Supervision

The school board shall, in terms of the policies of the Senate, appoint one or more appropriate supervisors, at least one of whom shall be a member of the University academic staff, to advise a student whose research topic is approved, and the student shall be required to work in such association with the supervisor or supervisors.

CR9 Supplementary examinations

Provided that the rules of a college do not prohibit this for a particular module:

a) a student who fails a module other than the dissertation with a mark of at least 40% shall be awarded a supplementary examination;
b) under exceptional circumstances, and with the permission of the college academic affairs board, a student who has failed a module other than the dissertation with a mark of less than 40% may be awarded a supplementary examination.

CR10 Failed coursework modules

Failed coursework modules may not be repeated, except with the permission of the College Academic Affairs Board.

CR11 Progression

A student who, after four semesters as a full-time student or six semesters as a part-time student, has not completed the requirements for the degree shall be required to apply for re-registration, which will only be permitted on receipt of a satisfactory motivation.

CR12 Submission of dissertation

At least three months before the dissertation is to be submitted for examination, a student shall give notice, in writing, of their intention to submit such dissertation and the title thereof, provided that, in the event of a student failing to submit the dissertation for examination within six months thereafter, the notice will lapse and a further notice of intention shall be submitted.

CR13 Format of dissertation

a) Every dissertation submitted shall include a declaration to the satisfaction of the Senate stating that it has not previously been submitted for a degree in this or any other university, and that it is the student's own original work.
b) Every dissertation submitted shall be in such format as prescribed by the Senate and the rules of the relevant college; provided that each dissertation shall include an abstract in English not exceeding 350 words.
c) A dissertation may comprise one or more papers of which the student is the prime author, published or in press in peer-reviewed journals approved by the relevant college academic affairs board or in manuscripts written in a paper format, accompanied by introductory and concluding integrative material.
d) A dissertation submitted under (c) above shall include a detailed description of the student's own distinct contribution to the papers.
e) All dissertations are subject to full examination in terms of these rules, the rules of a college and the normal policies and procedures applicable to dissertations.

CR14 Supervisor's report

Upon submission of the dissertation, the supervisor or supervisors shall furnish a report on the conduct of the student's work; the report shall not include an evaluation of the quality of the dissertation.

CR15 Examination of dissertation

a) The college academic affairs board shall appoint for each dissertation two examiners, at least one of whom shall be responsible for external examination.

b) A supervisor or co-supervisor shall not be appointed as an examiner.
c) The names of the examiners shall not be known to either the candidate or to one another.

CR16 Re-examination of dissertation

A failed dissertation may not be re-examined.

CR17 Award of degree *cum laude* and *summa cum laude*

The degree of Master by Coursework may be awarded *cum laude or summa cum laude* on the recommendation of the examiners of the dissertation and, in accordance with rules of the college provided that, subject to exceptions approved by the college academic affairs board,

a) For *cum laude*:
   i) the student has obtained a credit weighted average of at least 75% in the coursework component of the degree at the first attempt and without recourse to supplementary examinations; and
   ii) the degree was completed in the prescribed minimum time plus two semesters for a full-time student, or minimum time plus four semesters for a part-time student.
b) For *summa cum laude*:
   i) the student has obtained a credit weighted average of at least 80% in the coursework component of the degree at the first attempt and without recourse to supplementary examinations; and
   ii) the degree was completed in the prescribed minimum time for a full-time student, or minimum time plus two semesters for a part-time student.

Rules for Masters Degrees by Research

Note: The following Rules are additional to the preceding General Rules GR1 – GR33.

MR1 Applicability

The following Rules, MR2 to MR13 inclusive, shall be applicable to every candidate for a degree of Master by research.

MR2 Criteria for admission to study

a) An applicant shall not be registered for the degree of Master by research unless the applicant has:
   (i) satisfied the requirements for a relevant prerequisite degree as specified in the college concerned; or
   (ii) been admitted to the status of that degree in terms of Rule GR7(a); or
   (iii) attained a level of competence as defined in Rule GR7(b).
b) A college may prescribe further minimum criteria for admission to study.

MR3 Periods of registration

A student registered for the degree of Master by research shall be so registered for a minimum period of two consecutive semesters before the degree may be conferred.

MR4 Curriculum

a) A student for the degree of Master by research shall be required to pursue an approved programme of research on some subject falling within the scope of the studies represented in the University.
b) A student shall also comply with such other conditions as may be prescribed by the Senate and the rules of the college concerned.

MR5 Proposed subject of study

a) Before registration, an applicant for the degree of Master by research shall submit for the approval of the college academic affairs board a statement of the proposed subject of study.
b) The college academic affairs board may, at its discretion, decline to approve such subject if, in its opinion:
   (i) it is unsuitable in itself, or
   (ii) it cannot profitably be studied or pursued under the supervision of the University, or
   (iii) the conditions under which the applicant proposes to work are unsatisfactory.
c) Ethical approval in terms of Rule GR32 is required where applicable.

MR6 Supervision

The school board shall, in terms of the policies of the Senate, appoint one or more appropriate supervisors, at least one of whom shall be a member of the University academic staff, to advise a student whose research topic is approved, and the student shall be required to work in such association with the supervisor or supervisors.

MR7 Progression

A student who, after four semesters as a full-time student or six semesters as a part-time student, has not completed the requirements for the degree shall be required to apply for re-registration, which will only be permitted on receipt of a satisfactory motivation.

MR8 Submission of dissertation

a) Every student for the degree of Master by research shall be required to submit a dissertation embodying the results of their research.
b) At least three months before the dissertation is to be submitted for examination, a student shall give notice, in writing, of their intention to submit such dissertation and the title thereof, provided that, in the event of a student failing to submit the dissertation for examination

within six months thereafter, the notice will lapse and a further notice of intention shall be submitted.

MR9 Format of dissertation

a) Every dissertation submitted shall include a declaration to the satisfaction of the Senate stating that it has not previously been submitted for a degree in this or any other university, and that it is the student's own original work.
b) Every dissertation submitted shall be in such format as prescribed by the Senate and the rules of the relevant college; provided that each dissertation shall include an abstract in English not exceeding 350 words.
c) A dissertation may comprise one or more papers of which the student is the prime author, published or in press in peer-reviewed journals approved by the relevant college academic affairs board or in manuscripts written in a paper format, accompanied by introductory and concluding integrative material.
d) A dissertation submitted under (c) above shall include a detailed description of the student's own distinct contribution to the papers.
e) All dissertations are subject to full examination in terms of these rules, the rules of a college and the normal policies and procedures applicable to dissertations.

MR10 Supervisor's report

Upon submission of the dissertation, the supervisor or supervisors shall furnish a report on the conduct of the student's work; the report shall not include an evaluation of the quality of the dissertation.

MR11 Examination

a) The college academic affairs board shall appoint for each dissertation two examiners, at least one of whom shall be responsible for external examination.
b) A supervisor or co-supervisor shall not be appointed as an examiner.
c) the names of the examiners shall not be known to either the candidate or to one another.

MR12 Re-examination of dissertation

A failed dissertation may not be re-examined.

MR13 Award of degree *cum laude* and *summa cum laude*

The degree of Master by research may be awarded cum *laude or summa cum laude* on the recommendation of the examiners, and in accordance with rules of the relevant college provided that the degree was completed:

a) For *cum laude*: in the prescribed minimum time plus two semesters for a full-time student, or minimum time plus four semesters for a part-time student.

b) For *summa cum laude*, in the prescribed minimum time for a full-time student, or minimum time plus two semesters for a part-time student.

Rules for the Doctoral Degree by Research

Note: The following Rules are additional to the preceding General Rules GR1 – GR33.

DR1 Applicability

The following rules, DR2 to DR13 inclusive, shall be applicable to every candidate for a Doctoral degree.

DR2 Criteria for admission to study

a) An applicant shall not be registered for a Doctoral degree unless the applicant has:
   (i) satisfied the requirements for a relevant prerequisite degree as specified in the college concerned; or
   (ii) been admitted to the status of that degree in terms of Rule GR7(a); or
   (iii) attained a level of competence as defined in Rule GR7(b).

b) A college may prescribe further minimum criteria for admission to study.

c) Candidates, registered for a research Masters degree, who have completed the requirements for the Masters degree, may apply to have their registration converted to a Doctoral degree registration before the Masters degree is awarded. The time allowed for the Doctoral degree would be reduced by two semesters. The material from the Masters dissertation may then be used towards the Doctoral degree. If the Doctoral degree is not completed, the Masters degree will be awarded.

DR3 Periods of registration

A student registered for a Doctoral degree shall be so registered for a minimum period of four semesters before the degree may be conferred.

DR4 Curriculum

a) A student for a Doctoral degree shall be required to pursue an approved programme of research on some subject falling within the scope of the studies represented in the University.

b) Such programme shall make a distinct contribution to the knowledge or understanding of the subject and afford evidence of originality shown either by the discovery of new facts and/or by the exercise of independent critical power.

c) A student shall also comply with such other conditions as may be prescribed by the Senate and the rules of the college concerned.

DR5 Proposed subject of study

a) Before registration, an applicant for a Doctoral degree shall submit for the approval of the college academic affairs board a statement of the proposed subject of study.
b) The Senate may, at its discretion, decline to approve such subject if, in its opinion:
   (i) it is unsuitable in itself, or
   (ii) it cannot profitably be studied or pursued under the supervision of the University, or
   (iii) the conditions under which the applicant proposes to work are unsatisfactory.
c) Ethical approval in terms of Rule GR32 is required where applicable.

DR6 Supervision

The school board shall appoint one or more appropriately qualified supervisors, at least one of whom shall be a member of the University staff, to advise a student whose research topic is approved, and the student shall be required to work in such association with the supervisor or supervisors.

DR7 Progression

A student who, after eight semesters as a full-time student or ten semesters as a part-time student, has not submitted a thesis for examination shall be required to apply for reregistration, which will only be permitted on receipt of a satisfactory motivation.

DR8 Submission of thesis

a) Every student for a Doctoral degree shall be required to submit;
   (i) a thesis embodying the results of their research, together with
   (ii) one (1) published paper or an unpublished manuscript that has been submitted to an accredited journal, arising from the doctoral research unless the thesis is in the format as described in DR9 c).
b) At least three months before the thesis is to be submitted for examination, a student shall give notice, in writing, of their intention to submit such thesis and the title thereof, provided that, in the event of a student failing to submit the thesis for examination within six months thereafter, the notice will lapse and a further notice of intention shall be submitted.

DR9 Format of thesis

a) Every thesis submitted shall include a declaration to the satisfaction of the Senate stating that it has not previously been submitted for a degree in this or any other university, and that it is the student's own original work.
b) Every thesis submitted shall be in such format as prescribed by the Senate and the rules of the relevant college; provided that each thesis shall include an abstract in both English and IsiZulu. Each English and isiZulu abstract shall not exceed 350 words.
c) A thesis may comprise one or more original papers of which the student is the prime author,

published or in press in peer-reviewed journals approved by the college academic affairs board, accompanied by introductory and concluding integrative material.

d) A thesis submitted under c) above shall include a detailed description of the student's own distinct contribution to the papers.

DR10 Supervisor's report

Upon submission of the thesis, the supervisor or supervisors shall furnish a report on the conduct of the student's work; the report shall not include an evaluation of the quality of the thesis.

DR11 Examination

a) The college academic affairs board shall appoint for each thesis three examiners, at least two of whom shall be responsible for external examination.
b) Except with the permission of the college academic affairs board, at least one of the external examiners shall be based external to the country.
c) A supervisor or co-supervisor shall not be appointed as an examiner.
d) The names of the examiners shall not be known to either the candidate or to one another.

DR12 Defence of thesis

As part of the examination process, a student may be required to defend a thesis.

DR13 Re-examination of thesis

A failed thesis may not be re-examined.

Rules for Senior (Unsupervised) Doctoral Degrees

Note: The following Rule is additional to the preceding General Rules GR1 – GR33.

DS1 Applicability

a) The following rules, DS2 to DS7 and DR 12 and DR13 inclusive shall also be applicable to every candidate for a senior (unsupervised) Doctoral degree.
b) Additional rules governing the requirements for senior Doctoral degrees in particular colleges may be prescribed by the Senate and the Council.

DS2 Criteria for admission

a) An applicant shall not be registered for the Senior (unsupervised) Doctoral degree through research unless the applicant:
   (i) has a doctoral degree, and
   (ii) is a graduate of this or another University of not less than 10 years standing.

b) With the permission of the college academic affairs board, a candidate who does not meet the requirements in a) above may be admitted in terms of Rule GR7(b).
c) A college may prescribe further minimum criteria for admission.

DS3 Period of registration

A candidate for the degree of Senior Doctoral must register for at least two semesters.

DS4 Subject of study

a) A candidate for the senior (unsupervised) Doctoral degree shall submit for the approval of the college academic affairs board a summary in not more than 500 words, specifying the field of research covered by the published works and their appropriateness for the degree.
b) The senate may, at its discretion, decline to accept the published works if, in its opinion:
   (i) they are unsuitable in themselves, or
   (ii) the published work does not fall within the colleges of the University.

DS5 Submission of thesis

a) Every candidate for the senior (unsupervised) Doctoral degree through research shall be required to submit a thesis or a portfolio embodying a collection of published work, representing a significant contribution of knowledge and showing evidence of originality and clarity of thought, and of application of research methods appropriate to the particular field of study.
b) The published work submitted by a candidate may range over a number of different topics, but these should normally relate in a coherent way to a body of knowledge within a field recognized by the college. The amount of work submitted should be substantial, and concluded over a significant period of time having regard to the contribution to the discipline.
c) Candidates may not submit work previously submitted as a thesis for the Doctoral degree.
d) The college academic affairs board may appoint an appropriately qualified academic who is a member of the University staff, to advise the candidate on how to present the material for submission.

DS6 Format of thesis

a) Every thesis submitted shall include a declaration to the satisfaction of the Senate stating that it has not previously been submitted for a degree in this or any other university.
b) Every thesis submitted shall be in such format as prescribed by the Senate and the rules of the relevant college; provided that each thesis shall include an introduction in English linking the published work and explaining its significance and coherence.
c) Every thesis submitted shall include a signed statement indicating the level of contribution

to each publication and role of the candidate as sole author, senior/principal author or co-author.

d) A thesis may comprise of published books and monographs, chapters in books, edited works, refereed conference proceedings, papers in peer-reviewed journals, accompanied by a comprehensive concluding integrative chapter.

DS7 Assessment

a) The Senate shall appoint for each thesis five persons to act as examiners, at least three of whom shall be responsible for external assessment.

b) Except with the permission of the Senate, at least two of the external examiners shall be based external to the country.

Rules for Certificates and Diplomas

Note: The following Rules are additional to the preceding General Rules GR1 – GR33.

CD1 Applicability

The following Rules, CD2 – CD3 inclusive, shall be applicable to every candidate for a Certificate and/or Diploma.

CD2 Admission

Applicants may be registered for a Certificate or Diploma provided that they have met the minimum criteria for admission to study as prescribed by the college.

CD3 Award of Certificate or Diploma with distinction

A qualification of Certificate or Diploma may be conferred with distinction in accordance with the rules of the relevant College, provided that, subject to exceptions as approved by the College Academic Affairs Board, the student has:

(i) obtained a credit-weighted average of at least 75% over all modules required for the qualification; and

(ii) successfully completed all modules in the curriculum without recourse to supplementary examinations; and

(iii)completed the certificate or diploma in the prescribed minimum time.

COMMUNICATION PROTOCOL FOR ADDRESSING STUDENT GRIEVANCES

The following communication channels should be followed in addressing grievances, concerns or complaints (hereafter referred to as grievances) by students:

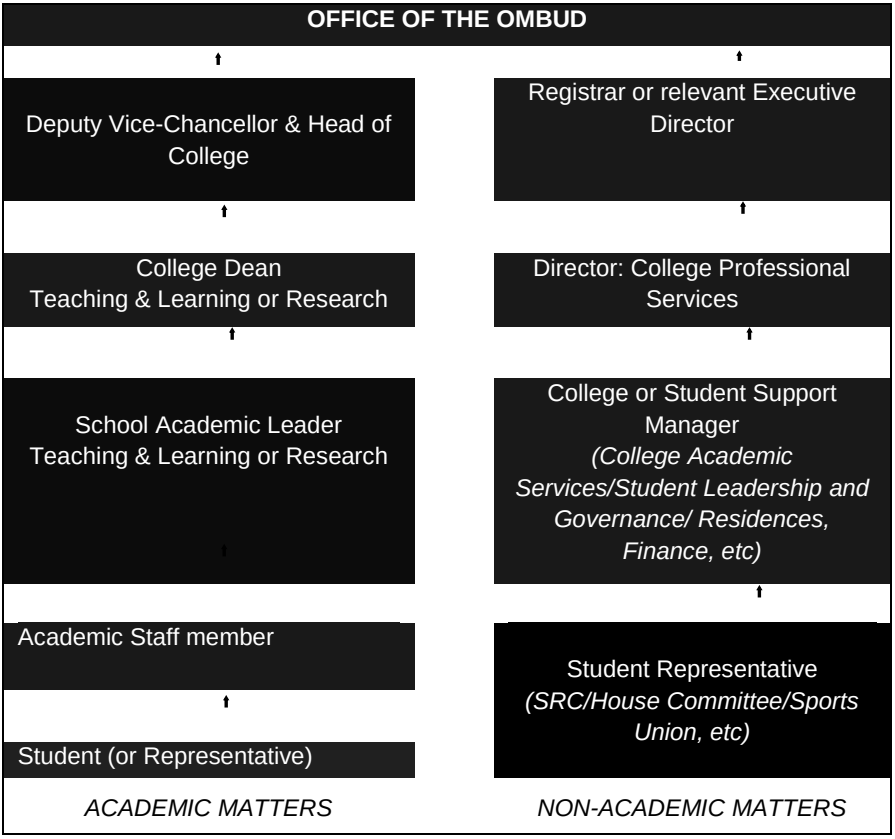


Figure 1

Academic matters include matters relating to lectures and lecturers, assessment, marks, plagiarism and cheating.

Non-academic matters include all other matter such as registration, financial queries such as fees and funding, residence matters … etc.

OUTLINE OF MEASURES TO BE TAKEN IN RESOLVING GRIEVANCES

1. Grievance in the first instance. Grievances should be clearly communicated in writing to the relevant Academic staff member or Support staff member (as illustrated in Figure 1) and where necessary, a formal meeting should be convened with the relevant responsible office at the onset of the grievances.

2. In the event that there has been no response or the grievances have not been resolved within 3 working days from the initial written communication or formal meeting respectively, follow-up measures telephonically, in writing and through a formal meeting, should be instituted using the proper chains of command as outlined in Figure 1.

3. In the event that the grievances are still not resolved through the follow-up communication and/or meeting, the grievances should be escalated to the higher level within the chain of command as outlined in Figure 1 until all avenues have been exhausted.

4. The Office of the Ombud serves as a point of last resort and will consider grievances when all formal University channels have been exhausted.

5. Once all avenues have been exhausted, proper protocols should be followed (as outlined in the Regulations for Staff and Student Gatherings, Demonstrations, Marches or Rallies) for embarking on a legal protest action.

6. All evidence relating to all attempts towards resolving grievances in the form of written communication and/or minutes of meetings which detail a record of decisions taken accompanied by a signed attendance register, should be properly documented and be made available by the aggrieved party(ies) upon request.

7. A summary of evidence of all attempts at resolving grievances documenting the dates, actions taken, the responsible individual(s) and the results of the actions taken should be made available, together with the supporting documentary evidence, by the responsible officer, upon request.

COLLEGE OF HUMANITIES ACADEMIC RULES

RULES FOR DEGREES AND DIPLOMAS

- **The General Academic Rules of the University shall, where applicable, also apply to the qualifications offered in the College**
- **Students are advised that not all modules listed in this handbook will necessarily be offered and that the University reserves the right to withdraw modules at short notice if and when necessary**
- **All first entry undergraduate students from 2014 must pass a module in isiZulu in order to be degree complete; or obtain exemption from the module under rule GR8a.**

Definition of Terms

College Academic Affairs Board (CAAB): The College of Humanities Academic Affairs Board.

College refers to the College of Humanities.

Dean and Head of School(s) refers to the following six Dean and Head of Schools in the College: Dean and Head of School of Applied Human Sciences (SAHS); Dean and Head of School of Arts (SoA); Dean and Head of School of Built Environment and Development Studies (SoBEDS); Dean and Head of School of Education (SoE); Dean and Head of School of Religion, Philosophy and Classics (SRPC); and Dean and Head of School of Social Sciences (SSS).

Extended programme is a Bachelor of Social Science qualification that extends over a four-year period, and incorporates prescribed foundation modules, and mainstream modules that are extended through additional tutorials.

National Senior Certificate (NSC) is the Grade 12 results that are used as one of the main criteria for admission by the University.

COLLEGE RULES FOR CERTIFICATES, DIPLOMAS AND DEGREES

HUM1 Precedence

The General Academic Rules of the University of KwaZulu-Natal shall, take precedence over all rules and where applicable, apply to all the qualifications offered in the College.

HUM2 Applicability

Except with the permission of Senate, the rules for degrees, diplomas and certificates offered in the College shall apply.

HUM3 Qualifications

The following certificates, diplomas and degrees are awarded:

UNDERGRADUATE

Diplomas

Diploma in Jazz and Popular Music	DipJazzPop
Diploma in Music Performance	DipMusicPerf

Advanced Diploma

Advanced Diploma in Music	AdvDipMusic

Bachelor Degrees

Bachelor of Architectural Studies	BAS
Bachelor of Arts	BA
Bachelor of Education	BEd
Bachelor of Music	BMus
Bachelor of Social Science	BSocSc
Bachelor of Social Work	BSW
Bachelor of Theology	BTh

POSTGRADUATE

Postgraduate Certificate in Education	PGCE

Postgraduate Diploma

Postgraduate Diploma in African Indigenous Knowledge Systems	
Postgraduate Diploma in Child Protection in Emergencies	PCPIE
Postgraduate Diploma in Fine Arts	PGDipArt
Postgraduate Diploma in Higher Education	PGDipEd
Postgraduate Diploma in Information Studies	PGDipInfoStud
Postgraduate Diploma in Records and Archives Mgnt	PGDipRecArchMgnt
Postgraduate Diploma in Social Sciences	PGDipSocSc
Postgraduate Diploma in Psychological Counselling	PGD-PS

Honours

Bachelor of Arts Honours	BAHons
Bachelor of Community & Development Studies Honours	BCommDevHons
Bachelor of Education Honours	BEdHons Bachelor
of Library and Information Science Honours	BBiblHons
Bachelor of Social Science Honours	BSocScHons
Bachelor of Theology Honours	BThHons

Masters (by Coursework and/or Research)

Master of Architecture	MArch
Master of Arts	MA
Master of Arts in Fine Art	MAFA
Master of Development Studies	MDevStud
Master of Education	MEd
Master of Housing	MHous
Master of Information Studies	MIS
Master of Music	MMus
Master of Population Studies	MPopStud
Master of Science in Urban and Regional Planning	MScURP
Master of Social Science	MSocSc
Master of Social Work	MSW
Master of Theology	MTh
Master of Town and Regional Planning	MTRP

Doctoral Degree by Research

Doctor of Philosophy	PhD

Senior (Unsupervised) Doctoral Degrees

Doctor of Architecture	DArch
Doctor of Education	DEd
Doctor of Literature	DLitt
Doctor of Music	DMus
Doctor of Social Science	DSocSc
Doctor of Theology	DTh

HUM4 General Structure of Certificates, Diplomas and Degrees

To qualify for Certificates, Diplomas and Bachelor degrees students are required to obtain the minimum credits indicated in Table 1.

Table 1

No	Qualification	Credits
1	Undergraduate Certificates	128
2	Undergraduate Diploma (3-years)	384
3	Bachelor's Degrees (3-years)	384
4	Bachelor's Degrees (4-years)	512
5	Postgraduate Certificate in Education	128
6	Postgraduate Diplomas	128
7	Honours	128
8	Master of Arts	192
9	Master of Education	192
10	Master of Social Science	192
11	Doctoral qualification	384

HUM5 Bachelor's – Degree Structure

a) To qualify for a Bachelor's degree, students must obtain at least 96 credits at levels one and two and 128 credits at level three and must register for additional modules, ensuring that they accumulate a minimum of 384 credits for a three-year degree. These qualifications extend over a minimum of six semesters.
b) Four-year degrees have an additional minimum requirement of 128 credits in the fourth-year of study. These qualifications extend over a minimum of eight semesters.
c) At least 64 credits per annum must be chosen from modules offered by the College (as listed in the syllabus section of this Handbook).
d) Students registered for the general Bachelor of Arts must complete 16 credits in a language that was not their first language in Grade 12.
e) No more than one major can be selected from outside this College (as listed in this Handbook).

Students, whose first language at Grade 12 is not English, may take any of the following 16- credit modules in order to fulfil the language requirement:

ACLE101	ELDV100
LING102	CCCV101
	ZULM203 (only to be taken in the second year of study)
FREN101	FREN102

HUM6 Limitations

Except with the prior permission of the College, students may not register for more than 80 credits in any semester. Credit will not be given for modules taken in excess of this limit unless with the permission of the College, prior to the start of the semester/year concerned.

HUM7 Progression and Suspension

a) In order to proceed to the second level of study, a student must pass at least 80 credits at the first level.
b) Students who have, by the end of their fourth semester of registration, have completed 128 at first year and a minimum of 80 credits at second year, shall be eligible to proceed to the third level of study.
c) Except with the permission of the College, any candidate who has registered for and failed a module after three attempts, shall not be eligible for readmission to that module.

Semesters	Main Stream	BEd and BSS4
1	32	16
2	64	48
3	96	80
4	144	112
5	176 (at least 16 at Level 2)	144
6	224 (at least 64 at Level 2)	192 (at least 32 at Level 2)
7	256 (at least 96 at Level 2 or 3)	224 (at least 64 at Level 2)
8	304 (at least 96 at Level 2 and 48 at Level 3)	256 (at least 96 at Level 2 or 3)
9	336 (at least 80 at Level 3)	288 (at least 96 at Level 2 and 32 at Level 3)
10	384 (3-year qualification complete)	320 (at least 64 at Level 3)
11		352 (at least 96 at Level 3)
12		384 (3-year qualification complete) (4-year qualification: at least 96 at Level 3)
13		448 (4-year qualification: at least 64 at Level 7)
14		512 (4-year qualification complete)

HUM8 Changes of Qualification

1. Students may not change from one undergraduate qualification to another within the College:
   a) more than twice; or
   b) later than at the commencement of their third level of study.
2. Students from the Bachelor of Social Science Extended Programme (BSS4), who meet specific criteria and in consultation with the College may change their qualifications at the end of the first semester.

HUM9 Award of BEd Cum Laude and Summa Cum Laude

In addition to General Rule BR7(a) and (b) the award of the Bachelor of Education degree *Cum Laude* or *Summa Cum Laude* will follow the requirements prescribed in rules HUM-BED6 and HUM-BED7 respectively.

HUM10 Distinctions for Certificates and Diplomas

The award of distinctions will follow the requirements prescribed in the General Academic Rules of the University.

HUM11 Humanities Extended Programmes

There are two 4-year programmes; Bachelor of Social Science (BSS4) degree, also known as the Humanities Extended Programme (HEP) - and Bachelor of Arts in Music Foundation (BAMUS4) degree, both of which extend over eight semesters.

HUM12 Structured Degrees

a) Structured Bachelor's degrees shall bear a descriptor indicative of the specific specialisation.
b) The descriptor may refer either to a disciplinary major (BA in Drama and Performance Studies) or to the defining component of a curriculum of cognate modules whose credit value shall not be less than the minimum credit value of a disciplinary major (BSocSc in International Studies).
c) The Rules pertaining to the general studies BA/BSocSc degrees shall be applicable to the structured Bachelor's degrees, except for to the language requirement.
d) At least 128 credits must be for modules taken at the third level.
e) These qualifications extend over six semesters.

HUM13 Admission to Bachelor's Study

1. Degrees: Regular Selection

a. Applicants who have obtained the National Senior Certificate (for degree study) examinations must achieve at least an Academic Performance Score (APS) of 28 points with at least one of the following modules at Level 5: any language (HL or FAL), Business Studies, Consumer Studies, Dramatic Arts, Economics, Geography, History, Information Technology, Life Sciences, Mathematical Literacy, Music, Religion Studies, Visual Arts.
b. In addition to (a) above, candidates shall be eligible to apply to register for under- graduate qualifications if they are in possession of a matriculation exemption with at least 32 points.

These are the minimum requirements that will ensure that an applicant can be considered for admission to the majority of degrees offered by this College, subject to the availability of places.

The minimum requirements of 28 points does not guarantee a space in the programme.

2. Degrees with Additional or Different Requirement

Applicants for the following degrees must meet additional and/or different requirements for admission:

Bachelor of Architectural Studies	An APS of 30 with Mathematics at Level 5, PLUS a portfolio of creative work, an essay, and completion of a questionnaire

Bachelor of Music, and other degrees involving practical skills in music	Audition and tests (in addition to an APS of 28)
BA in Philosophy, Politics & Law BA/BSS (Legal Studies)	An APS of 30

3. Degrees: Alternative Selection

a) Applicants with a National Senior Certificate (for degree study) and an APS of 20 – 27 With English (HL or FAL) and Life Orientation at Level 4, will have to undergo further admission procedures, which will involve a Matric Exemption with 24 – 31 points Depending on the applicants' educational background and subject to the availability of places, they may:

i. gain admission to study for the degree they have chosen;
ii. gain admission to the BSocSc (Four-Year) Extended Curriculum programme;
iii. be refused admission.

b) Applicants who do not hold either a National Senior Certificate (for degree study) or a Senior Certificate with Endorsement or a Certificate of Exemption may qualify to be admitted to degree study in one of the following ways:

i. Acceptance into the Humanities Extended Programme in exceptional cases.
ii. Selection under HESA's Mature Age provision. Mature Age applicants must be at least twenty-three years of age or turning twenty-three in their first year of registration for the degree, and must have passed, at Matriculation (Grade 12) level (with an 'E' symbol or better), at least one subject at the Higher Grade and at least three subjects at the Standard Grade.
iii. Acceptance into the Industrial and Working Life Project (Howard College Campus only). Workers College diplomates may be considered for access to part-time study in this programme. Selection will be done in conjunction with the Workers College.
iv. Acceptance into the BA in Music via recognition of prior learning.
v. Acceptance into BA, BSocSc, BComDev or BEd, provided the applicant has a Certificate in Education from UKZN and undergoes further admission procedures.

c) Students who have attended the University or any other tertiary institution for at least one complete semester will not be admitted to this programme.

HUM14 Holders of School-Leaving Qualifications other than the South African Matriculation

Applicants with School-leaving qualifications other than the National Senior Certificate (for degree study) will be considered for admission in terms of the regulations in force at the time of their application. International applicants will also need to produce proof of their proficiency in English.

COLLEGE ACADEMIC RULES FOR EXTENDED PROGRAMMES, CERTIFICATES, DIPLOMAS, and BACHELOR'S DEGREES

Humanities Extended Curriculum Programme (BSS4)

HUM-HEC1 Duration

The programme will extend over a minimum of eight semesters (4 years) of full-time registration, at the end of which students who have successfully completed all the required modules will graduate with a Bachelor of Social Science Degree. This programme is intended for applications from disadvantaged schools and preference will be given to students from quintiles 1-3 schools.

HUM-HEC2 Structure of the BSS (Four-Year) Extended Curricula

First Year

Students must take all of the following modules:

Semester 1		
ACLT001	Academic Literacy A	16 FC
ELDV001	English Language Development A	16 FC
BCLT001	Basic Computer Literacy	8 FC
BNMR001	Basic Numeracy*	8 FC

*Only students with a maximum APS of 3 for Maths or 4 for Maths Literacy

plus ONE set from the following choices:

POLS101 & POLS095	Introduction to Political Science Augmenting Introduction to Political Science	16C 16FC
PSYC101 & PSYC095	Introduction to Psychology A Augmenting Introduction to Psychology A	16C 16FC
SOCY101 & SOCY095	Introduction to Sociology 101 Augmenting Introduction to Sociology	16C 16FC

Semester Two		
ACLT100	Exploring Literacies in the Humanities	16FC

plus TWO sets from the following choices:

POLS102 & POLS096	Introduction to Global Politics Augmenting Introduction to Global Politics	16C 16FC

PSYC102 & PSYC096	Introduction to Psychology B Augmenting Introduction to Psychology B	16C 16FC
SOCY102 & SOCY096	Introduction to SA Society Augmenting Introduction to SA Society	16C 16FC

HUM-HEC3 DP Policy

(applicable only to students taking Foundation modules) In order to qualify for a DP Certificate for each module, students must:

A. attend at least 90% of all counselling workshops, lectures and tutorials;

B. submit all assignments punctually.

HUM-HEC4 Progression

1. Students are permitted to register for a maximum of **64 mainstream credits** in year one and 48 mainstream credits for each semester in year 2 and 3 of this qualification. For the final 2 semesters of year 4 students will register for 64 mainstream credits per semester.
2. In each semester of the first year of the qualification, students must choose one mainstream module from one of the following: Political Science, Psychology or Sociology. These module offerings could change from time to time.
3. Normal College progression rules will apply from second year.
4. Student who fail two language/literacy modules in the first year **must** register for ACCS
5. / ACLE in the first semester of their second year.
6. In special circumstances, either for excellent students or if a student needs to repeat a module, permission may be granted for them to register for a maximum of 64 credits per semester. However, these requests will be considered on merit and permission will be granted at the discretion of the College.
7. Only students who have gained at least 48 mainstream credits by the end of the first year may proceed to second year.

Bachelor of Arts in Music Extended Curriculum (BAMUS4)

Duration

The programme will extend over a minimum of eight semesters (4 years) of full-time registration, at the end of which students who have successfully completed the entire required modules graduate with a Bachelor of Arts in Music degree. This programme is intended for (1) applicants from disadvantaged schools and (2) applicants with no prior formal musical training.

Structure of the BAMUS4 programme

First year

Students must take all of the following modules:

Semester 1	Semester 2
MUSC101 Foundational Practical Studies A (16F) MUSC103 Foundational Performance Skills A (16F)	MUSC102 Foundational Practical Studies B (16F) MUSC104 Foundational Performance Skills B (16F)

MUSC105 Introduction to Music Fundamentals A (16F) MUSC107 Introduction to Academic Literacy in Music A (16F)	MUSC106 Introduction to Music Fundamentals B (16F) MUSC108 Introduction to Academic Literacy in Music B (16F)

Second, third and fourth years
See Bachelor of Arts in Music curriculum

Rules

1. All students complete eight compulsory modules: MUSC101, MUSC102, MUSC103, MUSC104, MUSC105, MUSC106, MUSC107, MUSC108.

2. Students must pass ALL modules to be admitted to the formal Bachelor of Art in Music (second year of study).

The credits for the foundation programme (Foundational Credits) do not count towards the BA in Music degree

Bachelor of Social Science in Industrial and Working Life

HUM-IWLP1 Admission

1. Should have completed at least one of the four Workers' College diplomas –
   - Labour Studies
   - Labour Economics
   - Gender and Labour Studies
   - Political Studies
2. Should be in a position to attend classes every Friday, including the Winter School, which is held in June/July each year.

HUM-IWLP2 Progression

The Industrial and Working Life Programme (IWLP) is a self-funded programme that offers workers from certain trade unions the opportunity to enrol for a degree in the Social Sciences. Students major in Sociology and in Industrial, Organisational and Labour Studies, students will be advised of ancillary modules required to complete the degree. The degree is offered part- time over a five-year period. The programme serves the perceived need for trade unionists to develop their capacities to enable them to engage more effectively in debates, to undertake their own research, and to evaluate critically and analyse economic and social phenomena.

YEAR 1		
Semester	Modules	Credits
Semester 1	POLS 101 Introduction to Political Science SOCY101 Introduction to Sociology	16 16
Winter School	ANTH102Culture and Society in Africa	16
Semester 2	SOCY102 Introduction to South African Society IOLS101 Workers and Industrialisation in SA	16 16
Total Credits – 80		

YEAR 2		
Semester	Modules	Credits
Semester 1	ECHS101 Political Economy of Food IOLS 201 Organising Production IOLS205 Introduction to Labour Markets	16 8 8
Winter School	POLS 102 Introduction to Global Politics	16
Semester 2	ECHS102 Globalisation Then and Now IOLS204: Trade Unions in South Africa IOLS202 Globalisation & World Class Manufacturing	16 8 8
Total Credits – 80		
YEAR 3		
Semester	Modules	Credits
Semester 1	SOCY201 Classical Sociology Theory POLS 201 Issues in International Affairs ECHS 209 Capitalism and Development	16 16 16
Semester 2	SOCY202 Social Change POLS 206 Contemporary Africa Politics and Development	16 16
Total Credits – 80		
YEAR4		
Semester	Modules	Credits
Semester 1	IOLS301 Organisational Restructuring & Change IOLS303 Labour, Capital & State in Contemporary SA	16 16
Winter School	ECHS210 Development in Southern Africa	16
Semester 2	IOLS302 Diversity & Equity in the Workplace IOLS305 Economic Policy, Labour Markets & Jobs	16 16
Total Credits – 80		
YEAR 5		
Semester	Modules	Credits
Semester 1	SOCY301 Contemporary Sociological Theory SOCY302 Contemporary Theory -Theorists	16 16
Semester 2	SOCY305 Research Design - An Introduction SOCY306 Social Issues - Practice and Theory	16 16
Total Credits – 64 **Total Credits for Degree – 384**		

Diploma in Jazz and Popular Music

This programme is in the process of being phased out. No new admissions have been accepted for 2022.

HUM-DJP1 Admission

Candidates shall be eligible to apply for the qualification of Diploma in Jazz and Popular Music or Diploma in Music Performance if they hold a National Senior Certificate (**for diploma study)**, equivalent qualification or alternative access certificate approved by Senate. In addition they must;

i. successfully complete an audition demonstrating proficiency deemed adequate to pursue the anticipated first level course of study in singing, playing an instrument or African Music and Dance;
ii. demonstrate their ability to read music and their knowledge of the basic rudiments of music; and
iii. complete a diagnostic English proficiency test.

HUM-DJP2 Progression

The curriculum for the Diploma in Jazz and Popular Music and for the Diploma in Music Performance shall extend over a minimum of six consecutive semesters of full-time study.
Students shall not be permitted to progress to the third year of study unless they have obtained credit for all the modules prescribed for the first year of study and at least a further 80 credits for modules prescribed in the second year of study (208 credits altogether).

Structure: Diploma in Jazz and Popular Music

LEVEL 1	**MODULE CODE**
First Practical Study 1A(16C)	MUSC1PA
and First Practical Study 1B (16C)	MUSC1PB
Workshop in Jazz & Popular Music 1A(8C)	MUSC1W1
Workshop in Jazz & Popular Music 1B (8C)	MUSC1W2
Music Ensemble 1A (8C)	MUSC1E1
and Music Ensemble 1B (8C)	MUSC1E2
Jazz & Popular Music Theory 1A (8C)	MUSC1T1
and Jazz & Popular Music Theory 1B (8C)	MUSC1T2
Aural Perception 1A (8C)	MUSC1A1
and Aural Perception 1B (8C)	MUSC1A2
Jazz & Popular Music History 1A (8C)	MUSC1T1
and Jazz & Popular Music History 1B (8C)	MUSC1T2
ACLE (or other English language module) (16C)	ACLE102
	Total credits: 128
LEVEL 2	
First Practical Study 2A (16C)	MUSC2PA
First Practical Study and 2B (16C)	MUSC2PB
Workshop in Jazz & Popular Music 2A (8C)	MUSC2W1
and Workshop in Jazz & Popular Music 2B (8C)	MUSC2W2
Music Ensemble 2A (8C)	MUSC2EA
Music Ensemble 2B (8C)	MUSC2EB

Jazz & Popular Music Theory (8C)	MUSC2T1
and Jazz & Popular Music Theory 2B (8C)	MUSC2T2
Aural Perception 2A (8C)	MUSC2A1
and Aural Perception 2B (8C)	MUSC2A2
*Composition & Arranging in J&PM 1A (8C)	MUSC2C1
and *Composition & Arranging in J&PM 1B (8C)	MUSC2C2
Jazz & Popular Music History 2A (8C)	MUSC2H1
and Jazz & Popular Music History 2B (8C)	MUSC2H2
	Total credits: 128

LEVEL 3 (Diploma exit level)	
First Practical Study 3A (16C)	MUSC3PA
First Practical Study 3B (16C)	MUSC3PB
Music Ensemble 3A (8C)	MUSC3EA
Music Ensemble 3B (8C)	MUSC3EB
Jazz & Popular Music Theory 3A (8C)	MUSC3T1
Jazz & Popular Music Theory 3B (8C)	MUSC3T2
Each student chooses to specialise in TWO of the following disciplines: 1. Performance 2. Composition & Arranging 3. Electro-Acoustic Music by selecting TWO options to the value of 32 credits each from the following list: 4. Performance in Jazz & Popular Music 1A and 1B (examination recital) (16C) MUSC3P1 &MUSC3P2 5. Composition & Arranging in J&PM 2A and 2B (16C): 6. Electro-Acoustic Music 1A and 1B (16C) : MUSC3LA & MUSC3LB	
	Total credits: 128

Notes: *Over the 3 years of the Diploma, the content of the modules entitled 'Composition & Arranging in Jazz and Popular Music' may include such topics as song writing, big-band arranging, jingle writing, and film music.*

Diploma in Music Performance

This programme is in the process of being phased out. No new admissions have been accepted for 2022.

Structure: Diploma in Music Performance
Students must gain credit for the following common modules and also for the specialist modules in Western Classical Music or African Music and Dance or Opera or Choral Studies, as outlined below:

LEVEL ONE
Common Modules
Introduction to Music Fundamentals A and B (16 + 16) **or** Music Theory and Perception 1A and 1B (16 + 16)
ELDV001 English Language Development A (0 credits) and/or ELDV100 English Language Development

B and/or ACLE102 Academic Learning in English (16)

***Note**: English Language Development A and/or B may be required according to recommendations based on a diagnostic language test. Students intending to register for a BA in Music or in Music and Drama Performance or for the BMus degree must pass the language module approved for such purposes.*

NB: All Music modules are subject to change. Consult the Music Cluster for the latest module offerings.

Specialised Modules

Classical Music	**African Music and Dance**
First Practical Study 1A & 1B(16+16) MUSC1PA & 1PB	African Music and Dance 1A & 1B (16+16) MUSC1AA & 1AB
Music Ensemble 1A & 1B (8+8) : MUSC1EA & 1EB	Music Ensemble 1A & 1B (African Music Ensemble) (8+8) : MUSC1EA & 1EB
*Electives (32)	ALE (16) + **Elective (16) or **Electives (32)
Opera	**Choral Studies**
First Practical Study 1A & 1B(16+16) :MUSC1PA&1PB	Choral Studies 1A & 1B (16+16) : MUSC1CA & 1CB
Music Ensemble 1A & 1B (8+8) : MUSC1EA&1EB	Music Ensemble 1A & 1B (8+8) : MUSC1EA & 1EB
Western Classical Music: an introduction MUSC1HB (16C)	Western Classical Music: an introduction MUSC1HB (16C)
Vocal Workshop[1] 1A & 1B (8+8) : MUSC1VA & 1VB	Vocal Workshop[1] 1A & 1B (8+8) : MUSC1VA & 1VB
Total for level One – 128 credits	

Note. *Vocal Workshop includes Movement, Stagecraft, Italian German for singers, keyboard skills.*

LEVEL TWO

Classical Music	**African Music and Dance**
First Practical Study 2A & 2B(16 + 16): MUSC2PA & 2PB	African Music and Dance 2A & 2B (16 + 16): MUSC2AA & 2AB
Music Ensemble 2A & 2B (8 + 8) : MUSC2EA & 2EB	Music Ensemble 2A & 2B (African Music Ensemble) (8 + 8) : MUSC2EA & 2EB
Introductory Music Theory & Perception A and B (16+16) MUSC2FA & 2FB (16) MUSC2FA or Music Theory & Perception 2A & 2B (16+16): MUSC2TA & 2TB	Elective (16) Elective (16)
*Electives (48)	**Electives (48)
Opera	Choral Studies
First Practical Study 2A & 2B (16+16) : MUSC2PA & 2PB	Choral Studies 2A & 2B (16+16) : MUSC2CA & 2CB
Music Ensemble 2A & 2B (8+8) : MUSC2EA & 2EB	Music Ensemble 2A & 2B (8+8) : MUSC2EA & 2EB

Introductory Music Theory and Perception A and B (16+16) : MUSC2FA & 2FB or Music Theory and Perception 2A & 2B (16 + 16): MUSC2TA & 2TB	Introductory Music Theory and Perception A and B (16+16) : MUSC2FA & 2FB or Music Theory and Perception 2A & 2B (16 + 16): MUSC2TA & 2TB
Music Culture and History 2A MUSC2HA (16C)	Music Culture and History 2B MUSC2HA (16C)
Vocal Workshop[1] 2A & 2B (8+8) : MUSC2VA & 2VB	Vocal Workshop[1] 2A & 2B (8+8) : MUSC2VA & 2VB
Languages for Singers A & B (8+8) : MUSC2GA & 2GB	Languages for Singers A & B (8+8) : MUSC2GA & MUSC2GB
Total for Level Two – 128 credits	

LEVEL THREE

Classical Music	**African Music and Dance**
First Practical Study 3A & 3B (16 + 16) : MUSC3PA & 3PB or Performance 1A & 1B (16+16) : MUSC3XA &3XB	African Music and Dance 3A & 3B (16+16): MUSC3AA & MUSC3AB
Music Ensemble 3A & 3B (8+8) : MUSC3EA & MUSC3EB	Music Ensemble 3A & 3B (African Music Ensemble) (8+8) : MUSC3EA & 3EB
Intermediate Music Theory and Perception A & B (16+16) MUSC3FA & 3FB Or Electives (16+16)	African Music Outreach: Music Education (16): MUSC3AE
Electives (48)	African Music Outreach: Community Development (16) : MUSC3CD
	**Electives (48)

	Choral Studies
First Practical Study 3A & 3B(16+16):	Choral Studies 3A & 3B (16+16)MUSC3CA &
Music Ensemble 3A & 3B (8+8):	Music Ensemble 3A & 3B (8+8)
Intermediate Music Theory and Perception A & B	Intermediate Music Theory and Perception A &
Instrumental Teaching Method 1A (16) : MUSC3IA	Instrumental Teaching Method 1BA(16) :
Electives (32)	Advanced Musical Studies 1A & 1B(Choral)
Total for Level Three – 128 credits	

*** Electives for Specialisation in Classical Music**

Popular & Traditional Musics: Africa & Beyond (16) : MUSC1HA Music Culture and History 2A, 2B, 3A, 3B (16 each): MUSC2HA,2HB,3HA,3HB	Music Theory and Perception 2A, 2B, 3A, 3B (16 each) :,MUSC3TA,3TB Second Practical Study 1A, 1B, 2A, 2B (16 each) : MUSC1SA,1SB,MUSC2SA,2SB Instrumental Teaching Method 1A, 1B (16 each); MUSC3IA & 3IB

Other electives with approval of School

**** Electives for Specialisation in African Music and Dance**

Basic Computer Literacy (0) - recommended Academic Learning in English (16) African Music Outreach: Documentation (16) Arts Administration (16) English Language Development B (16) LIIS120 Internet Expertise (16) IsiZulu 101, 102, 201, 202 (16 each) IsiZulu Language Studies 101, 102, 201, 202 (16 each) Introduction to Tourism (16C) Introduction to Cultural & Heritage Tourism (16C) Principles of Tourism Marketing (16C)	Festivals and Performances (16C) Contemporary Leaders and Related Sites Introductory Music Theory and Perception A, B (16 each) Popular and Traditional Musics: Africa and Beyond (16) Second Practical Study 1A, 1B, 2A, 2B (16 each) Keyboard Studies 1A, 1B, 2A, 2B (16 each) Choral Studies 1A, 1B, 2A, 2B, 3A, 3B (16 each) Introduction to Media Studies (16)

Advanced Diploma in Music

This programme is in the process of being phased out. No new admissions have been accepted for 2022.

Students who wish to complete a one-year Advanced Diploma in Music must initially register for the Diploma in Jazz and Popular Music or for the Diploma in Music Performance.

NB: All Music modules are subject to change. Consult the Music Consult for the latest modules offerings.

FOURTH LEVEL	*CREDITS*
Jazz and Popular Music	
Each student continues a specialisation commenced at the third level by taking two further modules (to the value of 64 credits) from the relevant discipline below: • Performance in Jazz and Popular Music 2A and 2B (examination recital) MUSC4P1 and P2 • Composition & Arranging in J & PM 3A (32C): MUSC4C1 and MUSC4C2 • Electro-Accoustic Music 2A (32C) and 2B (32C): MUSC4LA and LB MUSC4MA and MB	(32+32)
Electives to the value of 64 credits from the following list: • Music ensemble 4A and/or 4B (8each): MUSC4EA and/or 4EB • African Music & Dance 1A and/or 1B (16 each): MUSC1AA and/or 1AB Arts Administration (16): ARAD101	(64)
	Total credits: 128

Notes:

a. All modules are semester modules
b. The content of the modules entitled 'Composition & Arranging in Jazz and Popular Music' may include such topics as song writing, big-band arranging, jingle writing, and film music.

FOURTH LEVEL	CREDITS
African Music and Dance	
African Music and Dance Performance A and B : MUSC1AA and 1AB	32
Music Ensemble 4A and 4B: MUSC4EA and 4EB	16
African Music Outreach: Documentation: MUSC3DO	16
Electro-Acoustic Music: Live sound: MUSC3LS	16
	(80)

Electives to the value of 48 credits from the following list: • Electro-Acoustic Music: Deejaying (16): MUSC3DJ • Electives in IsiZulu and Drama and Performance Studies: ZULM101 and DRAM101 • Other electives with permission from the school	(48)
	Total credits: 128

FOURTH LEVEL	CREDITS
Choral Studies	
Choral Studies 4A & 4B: MUSC4CA & 4CB	16+16
Vocal Development Method A & B: MUSC42A & 42B	8+8
Supplementary Keyboard Skills A & B: MUSC4KA & MUSC4KB	8+8
Choral Composing and Arranging A & B: MUSC41A & MUSC41B	16+16
Ensemble Direction A & B: MUSC4DA & 4DB	16+16
	Total Credits: 128

FOURTH LEVEL	CREDITS
Opera Studies (Stream 1- Performance)	
Performance 2A & 2B: MUSC4XA & 4XB	32+32
Advanced Vocal Teaching Method A & B: MUSC4VA & 4VB	8+8
Supplementary Keyboard Skills A & B: MUSC4GA & MUSC4GB	8+8
Advanced Language Skills for Singers A & B: MUSC4GA & MUSC4GB	16+16
	Total Credits: 128

RULES FOR (THREE-YEAR) BACHELOR DEGREES

All first entry undergraduate students from 2014 must pass a module in isiZulu in order to be degree complete; or obtain exemption from the module under rule GR8a.

Bachelor of Arts and Bachelor of Social Science

HUM-UG1 Duration

The specific curriculum for these degrees is listed under the Rules of Combination and shall extend over a minimum of six academic semesters.

HUM-UG2 Majors

1. Students for the general studies **Bachelor of Arts** must select at least one major from List A below. The other major may be selected from List A, List B or List C below.
2. Students for the general studies **Bachelor of Social Science** must select one major from List B below. The other major may be selected from List A, List B, or List C below.
3. Only one major may be selected from List C.

List A: BA Majors*

Applied Language Studies	Ethics Studies	Linguistics
Art History	Fine Art	Media and Cultural Studies
Biblical Studies	French	Music
Classical Civilisation	Greek	Philosophy
Cultural and Heritage Tourism	History	Political Science
Digital Arts	IsiZulu	Theology
Drama and Performance Studies	Latin	Translation Studies
English Studies	Religion	

List B: BSocSc Majors*

Anthropology	Industrial, Organisational and Labour Studies
Classical Civilisation	Industrial Psychology
Community Development	Media and Cultural Studies
Criminology and Forensic Studies	Philosophy
Biblical Studies	Political Science
Economic History & Development Studies	Psychology
Education and Development	Religion
Ethics Studies	Sociology
History	Theology
Geography	

List C: Majors from other Colleges accepted for the BA and/or BSocSc*

Computer Science	Management
Economics	Marketing
Human Resource Management	Mathematics
Information Systems & Technology	Statistics
Legal Studies	

** Some of these majors are available on only one of the two campuses. Please see Undergraduate Curricula in the Section entitled INFORMATION FOR STUDENTS for more detailed information.*

RULES OF COMBINATION

1. Anthropology

Anthropology is the study of humankind, its common roots and the sources of its rich diversity. The discipline's uniqueness lies in its global, comparative, and diachronic perspective. Anthropologists believe that a true understanding of the human condition can only be achieved by studying the distant as well as the near, the ancient as well as the modern. Different branches of the discipline focus on different aspects of human experience, such as how our species evolved, how traditions of thought and behaviour are learned, how and why cultures change or persist. As the 'global village' and its development challenges expand, people who possess different values, religions, customs and perspectives increasingly find themselves competing for scarce resources while trying to live together. For such reasons, there is a growing demand for the expertise and methodologies of people trained in anthropology.

Structure of the Major

Semester 1	Semester 2
Level 1	
ANTH101 Introduction to Anthropology (16C)	**ANTH102** Culture & Society in Africa (16C)
Level 2	
ANTH201 Culture, Health & Illness(16C)	**ANTH202** Families & Households (16C)
Level 3	
ANTH301 Applied Anthropology (32C)	**ANTH302** Research plus Special Topic (32C)

2. Applied Language Studies

(Not offered in 2022)

Applied Language Studies is a discipline that deepens capacity to study, understand and use language to communicate more powerfully and develop professional expertise in educational and organizational discourse, language planning and policy making, and language learning and teaching. It also examines language in relation to issues of identity, power, gender, sexism and racism in various professional contexts.

Structure of the Major

Semester 1	Semester 2
Level 1	
APLS101 Language, Society & Power (16C)	APLS102 Understanding Literacy (16C)
Level 2	
APLS202 Intercultural Communication (16C) APLS203 Further Studies in Applied Linguistics (16C)	APLS201 Understanding Language Structure (16C)
Level 3	

APLS301 Discourse in Professional Contexts (16C) APLS305 Further Studies in Applied Linguistics (16C)	APLS302 Globalization, Language and Power (16C) APLS304 World English (16C)

APLS303 Communication for Professional Purposes (16C)	

3. Biblical Studies

Structure of the Major

Semester 1	Semester 2
Level 1	
BIST121 The Bible and Popular Culture (16C)	BIST122 Introduction to African Biblical Interpretation (16C)
Level 2	
BIST221 The Bible, Culture and Class (16C)	BIST222 The Bible, Gender and Sexuality(16C)
Level 3	
BIST321 The Bible and Mother-tongue Exegesis (16C)	BIST322 The Bible, Trauma and Counselling (16C)
BIST323 Text, Interpretation and African Appropriation (16C)	BIST324 The Bible, Intertextuality and Receptions (16C)

4. Classics

Classics is in general terms the study of ancient civilisations, particularly those of ancient Greece and Rome. The discipline offers three study-routes, which can be followed independently or in combination through the BA and the BSocSc (General Studies) degrees: Classical Civilisation (the study of literatures, mythologies, art and archaeology, history and culture, with particular focus on aspects of the ancient Mediterranean world relevant to Africa); Classical Greek
language and literature; and Classical Latin language and literature. In all these study-routes,
students acquire skills of analytical and comparative thinking, articulate and intelligent use of written and spoken language, and broad cultural literacy.

5. Classics: Classical Civilisation

Howard College

The major normally consists of eight Classical Civilisation semester-modules. Classical Latin and Classical Greek modules may also form part of the Classical Civilisation major, but credit for these modules cannot be claimed later for a major in Classical Latin or Classical Greek. ***Some modules may not be offered in 2022***

Structure of the Major

CCCV101 Classical Civilisation 1A (16C)*	CCCV102 Classical Civilisation 1B (16C)*

CCCV201/203 (16C)	CCCV202/204 (16C)
CCCV301/305 (16C) Additional Classics Module A (16C)	CCCV302/306 (16C) Additional Classics Module B (16C)

Classics: Greek
Structure of the Major

CCGK101 Greek 1A (16C)	CCGK102 Greek 1B (16C)
CCGK201 Greek 2A (16C)	CCGK202 Greek 2B (16C)
CCGK301 Greek 3A (32C)	CCGK302 Greek 3B (32C)

Classics: Latin
Structure of the Major

CCLT101 Latin 1A (16C)	CCLT102 Latin 1B (16C)
CCLT201 Latin 2A (16C)	CCLT202 Latin 2B (16C)
CCLT301 Latin 3A (32C)	CCLT302 Latin 3B (32C)

6.Community Development

Structure of the Major

Semester 1	**Semester 2**
Level 1	
CMDV101 Intro to Community Development Theory (16C)	CMDV104 Institutions in Community Development (16C)
Level 2	
CMDV203 Development Theories (16C)	CMDV201 Community Economic Dev (16C) **OR** CMDV202 Programme/Project Planning (16C)
Level 3	
CMDV301 Issues in Community Development(32C)	CMDV303 Local Govt & Community Dev (32C)
or CMDV304 Community Profiling (16C) and CMDV305 Population and Community Development (16C)	or CMDV302 Community Based Learning (32C) - Year module

7. Computer Science

Offered by the College of Agriculture, Engineering and Science

Structure of the Major

Year 1	COMP100 (16), COMP102 (16), MATH130 (16), MATH140 (16)
Year 2	COMP200 (16), COMP201 (16) , 16C from MATH at Level 2
Year 3	Pietermaritzburg: COMP304 (16), 313 (16), 314 (16), 315 (16)

	Westville: COMP314 (16), 315 (16), two of (COMP300 (16), 301 (16), 304 (16), 305 (16), 306 (16), 313 (16), 3158 (16))

8. Criminology and Forensic Studies

(Offered on Howard College and Pietermaritzburg Campus)

Criminology is the scientific exploration, description, and analysis of the multifaceted concept of 'crime' and interrelated phenomenon. More specifically, nature and extend, causes, development, consequences, justice, prevention, intervention, treatment, and future.

Structure of the Major

Semester 1	Semester 2
Level 1	
CFSD101 Introduction to Criminology (16C)	CFSD102 Introduction to Criminal Justice (16C)
Level 2	
CFSD201 Criminalistics: Crime Scene Investigation (16C)	CFSD202 Victimology (16C)
Level 3	
CFSD301 Research Methodology: Criminology (16C) CFSD302 Criminology: Biopsychosocial Perspectives (16C)	CFSD303 Forensic Criminology (16C) CFSD304 Correctional Theory and Practice (16C)

Note: *Students who intend to take Honours in Criminology and Forensic Studies must complete the module CFSD301 Research Methodology: Criminology.*

9. Cultural and Heritage Tourism

Cultural and Heritage Tourism is an inter-disciplinary field of study, which focuses on various aspects of local culture and heritage and on the implications of their development as tourist attractions.

Structure of the Major

Semester 1	Semester 2
Level 1	
CHTM101 Introduction to Tourism (16C)	CHTM102 Intro to Cultural & Heritage Tourism (16C)
Level 2	
CHTM201 Policy and Law in Heritage Tourism (16C) CHTM202 Environmental Impact of Tourism (16C)	CHTM206 Principles of Tourism Marketing (16C) CHTM209 Survey of Heritage Sites in S.A. (16C)
Students registering for any 3rd year modules should have passed all the compulsory cultural and heritage tourism 1st and 2nd year modules.	

Level 3	
CHTM308 Tourism Policy, Planning & Development (16C)	CHTM304 Research Methods and IT for Heritage Tourism (16C)
CHTM302 Economic Dev. & Tourism (16C)	CHTM307 Theories of Tourism, Culture & Heritage (16C)

10. Digital Arts

The undergraduate major encompasses two areas of study: a creative component aimed at helping students develop the skills needed to exploit the multi-creative possibilities that have been unleashed by the digital revolution and a theoretical component in which contextualizes the creative practices of Digital Arts in terms of its historical and contemporary discourses. The undergraduate programme consists of 8 modules, 2 taken in the 1st year of study, 2 in the 2nd and 4 in the 3rd. These modules are divided into 4 "theory" modules and 4 "practical" modules, although this is a very loose distinction, since the theory modules incorporate a certain amount of practical work and the practical components draw on and extend students' theoretical understanding*.

Structure of the Major Level One (64 Credits)	
Semester 1	**Semester 2**
Level 1	
DIGA110 Introduction to Digital Media Theory (16C)	DIGA101 Introduction to Digital Arts (16C)
Elective 1 Choose an elective from a 100-level module from another discipline.	**Elective 2** Choose an elective from a 100-level module from another discipline.
Level 2	
DIGA201 Applied Digital Art (16C)	DIGA210 Film Studies (16C)**
Elective 3 Choose an elective from a 200-level module from another discipline. (16C)	**Elective 4 Choose an elective from a 200-level module from another discipline. (16C)**
Level 3	
DIGA310 Advanced Film Studies (16)	DIGA311 Advanced Digital Theory (16C)
DIGA301 Advanced Digital Arts 1(16C)	DIGA302 Advanced Digital Arts (16C)

11. Drama and Performance Studies

Drama and Performance Studies involves the creation, performance and appreciation of drama, *movement, theatre and theatre-related media, as well as the study of applied drama for education and development, in theory and practice, within the local and global contexts. It promotes personal growth with special emphasis on cognitive, social and communication skills by* developing internal and external personal resources and modes of critical thinking.

Structure of the Major (Pietermaritzburg)

Level 1	
DRAM101 Drama & Performance Studies 101 (16C)	DRAM102 Drama & Performance Studies 102 (16C)
Level 2	
DRAM201 Drama & Performance Studies 201 (16C) DRAM203/303* Production (16C)	DRAM204 Drama & Performance Studies 204 (16C) DRAM203/303* Production (16C)
Level 300 Core Modules	
DRAM306 Acting and Dance (16C) DRAM307 Education and Development A (16C)	DRM309 Directing and Choreography (16C) DRAM310 Playwriting (16C)
Level 300 Elective Modules	
DRAM203/ 303* Production (16C)	DRAM310 Playwriting (16C)
	DRAM203/303* Production (16C)

Level 1	
DRAM101 Drama & Performance Studies 101 (16C)	DRAM102 Drama & Performance Studies 102 (16C)
Level 2	
DRAM201 Drama & Performance Studies 201 (16C)	DRAM205 Drama & Performance Studies 204 (16C)
Level 300 Core Modules	
DRAM301 Drama & Performance Studies 301 (16C) DRAM302 Drama & Performance Studies (Elective) (16C)	DRM304 Drama & Performance Studies 304 (16C) DRAM305 Drama & Performance Studies (Elective) (16C)

Structure of the Major (HC)

**** This module is not offered in 2022***

12. Economic History & Development Studies

This programme examines the broad thrust of economic change and structure through the ages. It is an inter-disciplinary programme that introduces students to a variety of issues relating to development and economic change. It provides grounding in ideas about history, society and economics as a foundation for

an understanding of the world we live in. The programme seeks to provide students with a foundation towards a practical and critical understanding of the development issues at hand, with a strong emphasis on the nature of North-South relationships and how these determine global economic development.

Structure of the Major

Semester 1	Semester 2
Level 1	
ECHS101 Political Economy of Food (16C) (Recommended)	ECHS102 Globalisation Then and Now (16C) (Recommended)
Level 2	
ECHS209 Capitalism and Development (16C) or ECHS205 Political Ecology (16C)	ECHS210 Development in Southern Africa (16C)
Level 3	
ECHS303 Development in a Changing World Economy (32C)	ECHS304 Key Themes in Development Today (32C)

At the first level, ECHS101 and ECHS102 are recommended but are not prerequisites for Development Studies Suggested co-majors are: Community Development, Economics; Geography; History; Industrial, Organisational and Labour Studies; Political Science; Anthropology; Sociology.

13. Economics

Offered by the College of Law & Management Studies

Structure of the Major

Semester 1	Semester 2
Level 1	
ECON101 Principles of Microeconomics (16C)	ECON102 Principles of Macroeconomics (16C)
Level 2	
ECON201 Intermediate Macroeconomics & Applications (16C)	ECON202 Intermediate Microeconomics & Applications (16C)
Level 3	
ECON301 Economic of Africa (16C) ECON305 Industrial Organisation (16C)	ECON309 Macroeconomic Policy in SA (16C) ECON314 Quantitative Economics*(16C)

14. Education and Development

There is worldwide recognition of the importance of education in achieving a sustainable future for all. Education is seen as key in poverty alleviation, environmental sustainability, removal of prejudice and economic growth. This major explores these themes and equips graduates to enter into the burgeoning field of training, capacity building, development, policy design, teaching and education research generally.

Structure of the Major

Semester 1	Semester 2
Level 1	
EDDE110 Education and Development 110 (16C)	EDDE120 Education and Development 120 (16C)
Level 2	
EDDE210 Education Development and Power (16C)	EDDE220 Comparative Studies in Education and Development (16C)
Level 3	
EDDE301 Environment & Sustainability: Education Development (16C) EDDE302 Issues in Education and Development (16C)	EDDE303 Service Learning for Education and Development (16C) EDDE304 Rural Education and Development (16C)

15. English Literary Studies

English Studies covers important areas of literature and essay-writing as part of its concern with developing critical and communicative skills, and extends its interest in expressive modes such as translation. Both the material and the skills taught in English Studies have proved themselves extremely adaptable: apart from excelling in the field of English Studies itself, students have gone on to careers that include education, the media, law, public administration, and management.

In order to complete the major, all students must take eight modules across three levels of study. Not all modules are necessarily available on both campuses.

Structure of the Major (Howard College)

Semester 1	Semester 2
Level 1	
ENGL101: Introduction to English Studies A (16) OR ELDV100 H1 (English Language Development A) OR ACLE102 H1 (Academic Literacy in English A).	ENGL102: Introduction to English Studies B (16) OR ELDV100 H2 English Language Development B, OR ACLE102 H2 (Academic Literacy in English).

Level 2	
Pre-requisites: 32 credits in English Studies ENGL201:Period/Genre/Ceative Writing A (16)	Pre-requisites: 48 credits in English Studies ENGL202: Period/ Genre/Creative Writing B (16)

Level 3	
Pre-requisites:64 credits in English ENGL301: Canonical/Period Studies A (16) ENGL308: Postmodermisms/Gender (16)	Pr-reqisites: 80 credits in English ENGL303: Literature and Journalism (16) ENGL306: South/African Literature (16)

Structure of the Major (Pietermaritzburg)

Semester 1	Semester 2
Level 1	
ENGL101: Introduction to English Studies A(16)	ENGL102: Introduction to English Studies B(16)
Level 2	
Pre-requisities: 32 credits in English Studies ENGL201 : Period/Genre/Creative Writing A (16)	Pre-requisities: 48 credits in English Studies ENGL202: Period/Genre/Creative Writing B (16)
Level 3	
Pre-requisities: 64 credits in English Studies ENGL301: Canonical/Period Studies A(16) ENGL305: Canonical/Period Studies B (16)	Pre-requisities: 80 credits in English Studies ENGL303: Literature and Journalism (16) ENGL306 : South/African Literatures (16) ENGL308 : Postmodernisms/Gender (16)

16. Ethics Studies (Pietermaritzburg)

Ethics Studies deals in an inter-disciplinary way with behaviour, traditions and institutions that seek to foster that which is judged to be right and good by society's main value-systems, drawing on historical, comparative, philosophical and scientific insights, with a strong emphasis on applied ethical issues.

Structure of the Major

Semester 1	Semester 2
Level 1	
ETHS110 Ethics 1: Introduction to EthicalTheoires (16)	ETHS102 Ethics 1: Life, Sexuality & Death (16C)
Level 2	
ETHS204 Environmental Philosophy & Ethics (16C)	ETHS201 The Ethics of Power (16C)
Level 3	
ETHS303 African Ethics & the Post-Colonial Condition (16C) ETHS312 Introduction to Professional & Workplace Ethics (16C)	ETHS310 Ethics & contemporary Issues in Africa (16C) ETHS311 Ethics of Literature & Media (16C)

17. Fine Art

Students may take Fine Art as a major in a Bachelor of Arts Degree, or a Bachelor of Social Science degree, or do the Bachelor of Visual Arts (BAVA) structured degree.

Fine Art offers modules in drawing, painting, printmaking, ceramics* and art theory (AHIS). Level 3 students may work in an interdisciplinary manner or choose to specialise in certain media.

Structure of the Major

Semester 1	Semester 2
Level 1	
FIAR101 Drawing and design (16C)	FIAR102 Two-dimensional studio work (16C)
FIAR103 Ceramics* (16C)	AHIS110 Western Art (16C)
Level 2	
FIAR202 Two dimensional studio work (16C)	FIAR201 Expressive drawing (16C)
AHIS210 Africa: Art of a continent (16C)	FIAR203 Ceramics* (16C)
Level 3	
FIAR301 Studio work A (32C)	FIAR302 Studio work B (32C)

Notes: * Ceramics modules in 2022 are subject to availability and may be amended.

Students wishing to major in Fine Art must complete the following modules at Level 1 and Level 2 (first and second year) in order to be able to enter Level 3 (third year):

- two 16 credit modules in their chosen area of specialization (i.e. FIAR102 & 202, *or* FIAR103*
- & 203*)
- two 16 credit Art History modules (AHIS110 & AHIS210)
- At least one of the 16 credit drawing modules as one of their electives, in addition to above compulsory modules. This means choosing FIAR101 or FIAR201 at some point during Level 1 and 2 studies:

At level 100 (first year): 32 credits selected from
AHIS110 Western Art (16C)
FIAR102 Fine Art 1: Two-Dimensional Studio-Work (16C)
FIAR103 Fine Art 1: Ceramics* (16C)
FIAR101 Fine Art 1: Drawing & Design (16C)

At level 200 (second year): 32 credits selected from
AHIS210 Africa: Art of a Continent (16C)
FIAR202 Fine Art 2: Two-Dimensional Studio-Work
(16C) FIAR203 Ceramics* (16C)
FIAR201 Fine Art 2: Expressive Drawing (16C)

At level 300 (third year): (Please note that FIAR301 P1 is a prerequisite for FIAR302 P2)
FIAR301 P1 – Fine Art 3: Studio-Work A(32C)
FIAR302 P2 – Fine Art 3: Studio-Work B(32C)
FIAR301 is a prerequisite for FIAR302

The list of Art history modules offered may be amended. For further information, contact the head of discipline.

18. French

French is an international language, which is spoken in more than twenty countries in Africa; it is valued highly as a vehicle for literature, thought, diplomacy, and is the third most useful language for business (Bloomberg rankings). The quickening pace of African co-operation, of globalization, with its developing opportunities for employment, makes a thorough knowledge of the language and culture of France and Francophone countries particularly relevant and rewarding.

The discipline offers stimulating, high-quality courses, which anticipate the changing needs of our society. It seeks to provide

a thorough knowledge of the language so as to allow our students to use French in the working world;
a critical understanding of the culture of France which has contributed to shaping today's world and provided concepts and paradigms which continue to influence contemporary South Africa and the world;

a challenge, through the confrontation of our world with the ideas contained in Francophone literature and thought;

an education, by teaching students to think critically and to express themselves logically and articulately, thus enabling them to communicate broadly in the family of nations.

Structure of the Major

Semester 1	Semester 2
Level 1	
FREN101 French 1A French for Beginners (16C)	FREN102 French 1B French for Beginners (16C)
Level 2	
FREN201 French 2A: Intermediate French (16C)	FREN202 French 2B: Intermediate French (16C)
Level 3	
FREN311 Advanced French: Language I (16C)	FREN313 Advanced French: Language II (16C)
FREN312 Advanced French: Cultural Studies I (16C)	FREN314 Advanced French: Cultural Studies II (16C)

Please note that persons who have Grade 12 French or have obtained other formal or informal qualifications in French may, at the discretion of the School, start with French level 2.

19. Geography

Offered by the College of Agriculture, Engineering and Science

Geography is available as a major and covers a range of physical and human geography modules. It is multi-disciplinary and provides a grounding for effective theoretical and practical understanding of a range of geographical phenomena. The programme focusses on spatial interpretation of the interaction between the human and physical environments as well as relevant theoretical and technical approaches to deal with this interaction.

Note: Students may not change campus registration without written consent from the Academic Leader: Geography

Students are reminded to follow relevant rules regarding their second major.

Structure of the Major

Semester 1	**Semester 2**
Level 1	
GEOG110 Human Environments(16)	ENVS120 Environmental Systems (16)

Level 2	
ENVS210 Biophysical Environments of Southern Africa (16)	ENVS211Geographic Information Systems (16) GEOG220Geographies of Urban and Rural Change (16)
Level 3	
Howard Campus **At least 48C from:** ENVS322(16), GEOG301(16), 314(16), GEOG330(16) **and at most 16C from** ENVS315(16), ENVS316(16) to make up to 64C ***Pietermaritzburg Campus*** **At least 48C from:** ENVS322(16), GEOG 301(16), 330(16), 320(16), **and at most 16C from** ENVS314(16), 315(16), 316(16), 319(16) to make up to 64C	

20. History

South Africa is changing fast, as is the global order in which we live. Understanding change, and managing it at personal and social levels, depends to a large extent on our appreciation and understanding of history. Courses and projects aim to help students to understand how major issues in today's world and in South Africa have come about - in the wider world, huge imbalances of power and wealth, skewed development, racial, gender and religious bigotry, rampant consumerism and environmental degradation; and in South Africa, the need to consolidate democracy, to expand urban and rural development, to raise levels of education and social welfare, to combat racism and other forms of discrimination and to promote a sense of national identity. The discipline gives students the opportunity to enter the exciting world of historical study and to apply what they learn to their own experience.

Structure of the Major *(all listed modules are core)*

Semester 1	**Semester 2**
Level 1	
HIST104 Making of the Modern World (16C)	HIST105 Empires of the Modern World (16C)
Level 2	

HIST201 Culture & History: 19th & 20th Century KZN (16C)	HIST206 Law, Crime and Society in History (16C)
Level 3	
HIST301 Topics in African History (32C)	HIST302 Topics in 20th Century History (32C)

21. Human Resource Management

Structure of the Major (Pietermaritzburg)

Semester 1	**Semester 2**
Level 1	
MGNT102 Management 120 (PMB) (16C)	MGNT102 Management 120 (HC) 16C)
Level 2	
HRMG2HM Intro to HRM (16C) *(Prerequisite MGNT102)*	ENTR2IE(Intro to Entrepreneurship (16C) *(Prerequisite MGNT102)*
Level 3	
HRMG3ER Employment Resourcing (16C) *Prerequisite (HRMG2HM)*	HRMG3CE Collective Employment Relations and Law (16C) *Prerequisite (HRMG2HM)*
HRMG3IE Individual Employment Relations and Law (16C) *Prerequisite (HRMG2HM)*	HRMG3OD Individual and Organisational Development (16C) *Prerequisite (HRMG2HM)*

22. Industrial, Organisational and Labour Studies

Industrial, Organisational and Labour Studies is a two-year major that coordinates modules leading to very relevant themes - the world of work, its people, and the processes and organisations involved in work. The focus is on the local, the national and, importantly, the global context of productive activity.

Structure of the Major

Level 1	
Semester 1	**Semester 2**
SOCY101 Introduction to Sociology (16C)	IOLS101 Workers and Industrialisation in SA (16C)
Level 2	
Semester 1	**Semester 2**
IOLS201 Organising Production (8C) IOLS205 Introduction to Labour Markets (8C)	IOLS202 Globalisation & World-Class Manufacturing (8C) IOLS204 Trade Unions in South Africa (8C)

Level 3	
Semester 1	**Semester 2**

IOLS301 Organisational Restructuring & Change (16C) IOLS303 Labour, Capital & State in Contemporary SA (16C)	IOLS302 Diversity & Equity in the Workplace (16C) IOLS305 Economic Policy, Labour Markets & Job Creation (16C) OR

Structure of the Major

Level 1	
Semester 1	**Semester 2**
SOCY101 Introduction to Sociology (16C)	IOLS101 Workers and Industrialisation in SA (16C)
Level 2	
Semester 1	**Semester 2**
IOLS201 Organising Production (8C) IOLS205 Introduction to Labour Markets (8C)	IOLS202 Globalisation & World-Class Manufacturing (8C) IOLS204 Trade Unions in South Africa (8C)

Level 3	
Semester 1	**Semester 2**
IOLS301 Organisational Restructuring &	IOLS302 Diversity & Equity in the Workplace
Change (16C) IOLS303 Labour, Capital & State in Contemporary SA (16C)	(16C) IOLS305 Economic Policy, Labour Markets & Job Creation (16C) OR

23. Industrial Psychology (Howard College)

Industrial and organisational psychology is the scientific study of human behaviour during our working lives. Industrial psychology aims to take the theories and research methods used in the study of psychology and employ them to better understand how people interact with their work. lives and how they interact with each other in this context. Further at its core industrial psychology aims to make the working lives of individuals better, and to allow them to be more productive and satisfied.

Structure of the Major

Semester 1	**Semester 2**
Level 1	
Introduction to Psychology A PSYC101 (16C)	Introduction to Psychology B PSYC102 (16C)
Level 2	
Introduction to Research PSYC201 (16C)	
Industrial Psychology 2A PSYC207(16C)	Industrial Psychology 2B PSYC208 (16C)

Level 3	
Organisational Development PSYC319 (16C)	Measurement, Experiment and Observation PSYC301 (16)
Labour Relations: Context, Law & Practice PSYC326 (16C)	Learning for the Workplace PSYC320 (16C)

	Work: Health and Ergonomics PSYC321 (16C)

Requirements for the Major:

Level 1	PSYC101, PSYC102
Level 2	PSYC201, PSYC207, PSYC208
Level 3	PSYC301, PSYC319, PSYC326 plus PSYC320 or PSYC321

Note: *Students majoring in both Industrial Psychology and General Psychology are required to take both PSYC320 and PSYC321.*

PSYC101, PSYC102, PSYC201 and PSYC301 are shared between General and Industrial Psychology. These modules only need to be taken once.

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24. IsiZulu

The School of Arts offers two majors:

24(a) IsiZulu (Mother-Tongue)

This major is for students who enter at Level 100 with a Grade 12 pass in IsiZulu, or Nguni, (first language) and/or with IsiZulu or another Nguni language as mother tongue or home language.

Structure of the Major

Semester 1	**Semester 2**
Level 1	
ZULM 101 Introduction to IsiZulu A (16C)	ZULM102 Introduction to IsiZulu B (16C)
Level 2	
ZULM201 Advanced IsiZulu A (16C)	ZULM202 Advanced IsiZulu B (16C)
Level 3	
ZULM301 Sociolinguistics & Lang. Planning(16C) ZULM304 IsiZulu Modern prose & Drama (16C) Level 300 IsiZulu elective (16C)	ZULM305 Traditional & Modern Poetry (16C) ZULM303 Onomastics & Semantics (16C)

24 (b) IsiZulu (Non-Mother Tongue) Language Studies

This major is for students whose mother tongue is not IsiZulu or another Nguni language, and who do not have IsiZulu (first language) as a Grade 12 subject.

Structure of the Major

Semester 1	**Semester 2**
Level 1	
ZULN101 Basic IsiZulu Language Studies A (16C)	ZULN102 Basic IsiZulu Language Studies B (16C)
Level 2	

ZULN201 Intermediate IsiZulu Language Studies A (16C)	ZULN202 Intermediate IsiZulu Language Studies B (16C)
Level 3	
ZULN301 Advanced IsiZulu Language Stud. A (16C) ZULN303 Advanced IsiZulu Literature A (16C)	ZULN302 Advanced IsiZulu Language Stud. B (16C) ZULN304 Advanced IsiZulu Literature B (16C)

25. Kiswahili

At the students' level, the contents in these modules are expected to satisfy students' desires to better enhance their knowledge about east and central Africa through language, culture, and research from multiple learning angles. Furthermore, knowledge in Kiswahili gives students,
especially South Africans not only a chance to socially, culturally, and politically integrate with
their ancestral sisters and brothers in the Kiswahili speaking countries, but most importantly a tool to economically function by widening their employment chances in the east and central Africa based South African companies.

Structure of the modules

Semester 1	**Semester 2**
Level 1	
KISW101 Elementary Kiswahili Language A (16C)	KISW102 Elementary Kiswahili Language B(16C)

26. Legal Studies

Offered by the School of Law

It is important to note that only students who intend to major in Legal Studies will be allowed to register for Introduction to Law and Aspects of South African Law, and that the pre-requisite for proceeding to Legal Studies 2 **is a combined average of at least 60% for these two first year modules.**

Structure of the Major

Level 1	
LAWS1LS Introductory Legal Studies to Law (16C)	LAWS1AS Aspects of South African Law (16C)
Level 2	
LAWS2LP Law of Persons (8C) LAWS2LR Legal Research, Writing & Reasoning Skills (8C)	LAWS2HR Human Rights (8C) LAWS2LW Interpretation of Law (8C)

Level 3	
LAWS3CR Criminal Law (16C) LAWS3FM Family Law (16C)	LAWS3DL Delict (16C) LAWS3CS Constitutional Law (16C)

Note: *Jurisprudence (LAWS3JP) may be taken as an additional Law module by students who are majoring in Legal Studies This concession is subject to approval from the School of Law.*

27. Linguistics

Linguistics is the scientific study of language. Modules offered in the Linguistics undergraduate programme systematically equip students with skills in analysing language structure, language in society and language as a cognitive ability of humans. These skills qualify students to work in a wide range of areas requiring a sound knowledge and understanding of how language is organised structurally and put to use. Included in these are, for example, translation and interpretation; media and publishing; law; speech therapy; tourism and public relations; language teaching; language policy consultancy; human resources management and intercultural communication.

Structure of the Major

First Semester	Second Semester
Level 1	
LING101 Understanding Language (16C)	LING102 Introduction to Language Study (16C)
Level 2	
LING201 Language and Diversity (16C)	LING204 The Multilingual Mind (16C)
Level 3	
LING301 Language and Power (32C)	LING302 Comparing Languages (32C)

28. Management

Offered by the College of Law & Management Studies

Structure of the Major

Semester 1	Semester 2
Level 1	
MGNT102 Management 120 (PMB) (16C)	MGNT102 Management 120 (HC) (PMB) (16C)
Level 2	
MGNT2SM Principles of Responsible and Sustainable Management (16C)	ENTR2IE Introduction to Entrepreneurship(16C)
Level 3	
MGNT307 Corporate Strategy (16c) MGNT314 Technology Management(16c)	MGNT315 International Business MGNT310 Business Ethics(16c)

29. Marketing

Offered by the College of Law & Management Studies

Structure of the Major

Semester 1	Semester 2
Level 1	
MGNT102 Management 120 (PMB)	MGNT102 Management 120 (HC)
Level 2	
MARK2IM Introduction to Marketing (HC & PMB)	ENTR2IE Introduction to Entrepreneurship
Level 3	

MARK301 Consumer BehaviourMARK303 Marketing Research	MARK305 Special Topics in Marketing MARK302 Marketing Communication

30. Mathematics

Offered by the College of Agriculture, Engineering and Science

Structure of the Major

Year 1	MATH130(16), 140(16C)
Year 2	MATH212(16), 251(16C)
Year 3	Pietermaritzburg: MATH310(16C), 323(16C), 340(16C), (MATH322(16C) or 334(16C)
	Westville: MATH310(16C), 340(16C), 32C from (MATH301(16C), 327(16C), 334(16C), 338(16C), 342(16C), 344(16C), 346(16C), 347(16C), 356(16C)

31. Media and Cultural Studies

Media and Cultural Studies is a cluster of disciplines related to the study of the modern mass media such as newspapers, radio, film, television and the new digital media. Although the main focus of the undergraduate degree is on the theoretical analysis and understanding of these media, we do also offer students some opportunities to develop their practical skills in media production.
In order to complete the major students must take eight modules across three levels of study, including modules that are designated as compulsory.
Note: not all modules for PMB are necessarily available on both campuses.

Structure of Major in PMB:

Semester 1	Semester 2
Level 1	
MECS101 Writing and the Media (16C)	MECS102 Intro to Media Studies (16C)
Level 2	
MECS202 Intro to Cultural Studies (16C) MECS201 Screen Studies (16C)*	MECS222 Media in South Africa (16C) MECS212 Public Relations (16C)*
Level 3	
MECS321 New Media Studies (16C) MECS311 Writing for the Media (16C)	MECS301 Advanced Cultural Studies (16C) MECS322 Television Studies (16C) MECS302 Cinema Studies (16C)* MECS312 Advertising and Marketing (16C)*

*** May not be offered in 2022**

Structure of Major on Howard College:

Semester 1	Semester 2
Level 1	
MECS101 Writing and the Media (16C)	MECS102 Intro to Media Studies (16C)
Level 2	
MECS201 Screen Studies (16C)	MECS222 Media in South Africa (16C)
Level 3	
MECS321 New Media Studies (16C) MECS302 Cinema Studies (16C)	MECS301 Advanced Cultural Studies (16C) MECS322 Television Studies (16C)

32. Music

This is the structure for the music major for those who registered in 2019.
Music practices can facilitate intercultural communication and understanding as well as contribute to the construction of one's own identity. The flexible structure of the music major allows students to tailor their study to their existing skills and their career interests, whether these are education, community development, music journalism, cultural tourism, music and arts administration and event management, music technology, or music research.

Structure of the Major

Level 1	
MUSC1HA- Popular & Traditional Musics: Africa and Beyond (16C)	MUSC1HB -Western Classical Music: An Introduction (16C)
Level 2	
Second-level music module other than MUSC2EA- Music Ensemble 2A or 2B (16C)*	Second-level music module other than MUSC2EB- Music Ensemble 2A or 2B (16C)*
Level 3	
Third-level music modules other than MUSC3EA- Music Ensemble 3A or 3B (32C)*	Third-level music modules other than MUSC3EB Music Ensemble 3A or 3B (32C)*

Students who major in African Music and Dance must also register for Music Ensemble A and B at each level of study

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32.1 Music

A three-year degree in which students can take a combination of different subject with music as a major. Those intending to do music as a major in the BA degree MUST complete an audition AND be accepted by the Discipline of Music before they can register.

Students wishing to pursue a major in music must choose one of three streams: performance; theory and composition; or research. Those who opt for either the performance or theory and composition streams must have passed music as a subject for matric (with an equivalence of at least Grade 5 practical and/or theory), and need to be auditioned by the music faculty before acceptance. The research stream does not require candidates to have studied music for matric, nor does it require an audition. Normally such research candidates would register for Introduction to Music Fundamentals A and B in their first year. However, if a student has completed music as a subject for matric, or has an equivalent theory background, this requirement may be waived at the discretion of the Discipline of Music after a competency test.

NOTE: The Discipline of Music does not offer tuition in all musical instruments and has a limited number of places for the instruments it does offer. Those registered for a BA in Music receive first preference for practical instrumental training.

Structure of the performance major

Semester 1	**Semester 2**
Level 1	
MUSC116 Practical Studies 1A (16C) Music Fundamentals A (16C)	MUSC118 Practical Studies 1B (16C) Music Fundamentals B (16C)
Level 2	

MUSC222 Practical Studies 2A (16C)	MUSC224 Practical Studies 2B (16C)
Level 3	
MUSC322 Practical Studies 3A (16C) Instrumental Teaching Method A (16C) *or* MUSC310 African Music Outreach A (16C)*	MUSC324 Practical Studies 3B (16C) Instrumental Teaching Method B (16C) *or* MUSC312 African Music Outreach B (16C)*

* In the 3rd year, those who are studying African Music and Dance *must* register for African Music Outreach A in the 1st semester and African Music Outreach B in the 2nd semester.

Structure of the theory and composition major

Semester 1	**Semester 2**
Level 1	
MUSC110 Theory and Perception 1A (16C)	MUSC112 Theory and Perception 1B (16C)
Level 2	
MUSC214 Theory and Perception 2A (16C)	MUSC216 Theory and Perception 2B (16C)
Level 3	
MUSC330 Theory and Perception 3A (16C) MUSC318 Composition A (16C)	MUSC332 Theory and Perception 3B (16C) MUSC320 Composition B (16C)

Structure of the research major

Semester 1	**Semester 2**
Level 1	
Music Fundamentals A (16C)	Music Fundamentals B (16C) MUSC111 Music and Society 1 (16C)
Level 2	
MUSC210 Music and Society 2A (16C)	MUSC212 Music and Society 2B (16C)
Level 3	
MUSC322 Music and Society 3A (16C) MUSC334 Musicology A (16C)	MUSC324 Music and Society 3B (16C) MUSC336 Musicology B (16C)

33. Philosophy

Philosophy means the love of wisdom. Students of Philosophy explore ideas about our world and ourselves, examining them systematically and critically, in order to work out what we should believe. Philosophy gives you the opportunity to carefully question, think about, write about, and discuss fundamental aspects of your existence. At the same time it fosters essential skills in analysing, constructing and evaluating arguments, critical reading, problem solving, and independent thinking.

Structure of the Major

Semester 1	**Semester 2**
Level 1	
PHIL110: Introduction to Philosophy A (16C)	PHIL120: Introduction to Philosophy B (16C)
Level 2	

PHIL210: Being and Knowing (16C)	PHIL220: Thinking and Doing (16C)
Level 3	
PHIL310: Study of a Central Philosophical Problem (16C) PHIL330: Issues in Ethical Theory (HC) (16C) PHIL340: African Philosophy (PMB) (16C)	PHIL320: Metaphysics (16C) PHIL350: Philosophy and Society (16C) PHIL360: History of Philosophy (HC) (16C)

34. Political Science

Political Science modules at the University of KwaZulu-Natal draw students into the systematic study of power and its exercise at the global, regional, national and local levels. The Discipline offers modules on the politics of South and Southern Africa, comparative politics and government, African politics, international relations and international political economy, the politics of developing countries and political theory. The Political Science major is structured so that students become familiar with each of the principal fields of political studies.

Structure of the Major (*Howard College & Pietermaritzburg Campuses)*
***Not all modules may be offered*

Semester 1	**Semester 2**
Level 1	
POLS101 Introduction to Political Science	POLS102 Introduction to Global Politics (16C)
Level 2	
POLS201 Issues in International Affairs (16C)	POLS206 African Politics and Development (16C)
Pols204 Law and Politics in South Africa (16) (Elective	POLS207 History of Political Thought (16C) (Elective)
Level 3	
POLS301 Modern Political Theory (16C)	POLS303 Political Change in Developing Regions (16C)
POLS308 International Relations (16C)	POLS304 Comparative Government (16C)

35. Psychology

Psychology broadly encompasses the scientific study of mental processes and individual and social behaviour. It includes a wide range of fields of study such as thinking, personality, development and social behaviour. It is grounded in systematic theory and research, thus making the study of research methods core to the discipline. Undergraduate psychological studies provide a general introduction to the field and a formative base for further specialisation toward a variety of professional qualifications within the discipline.

Structure of the Major:

PSYCHOLOGY (PMB)					
Subject	**Cr**	**Code**	**Subject**	**Cr**	**Code**
Semester 1			**Semester 2**		
Level 1					
Introduction to Psychology A	**16**	**PSYC101**	**Introduction to Psychology B**	**16**	**PSYC102**
Level 2					
Introduction to Research	**16**	**PSYC201**	Educational Applications of Psychology	16	PSYC204
Social Psychology of Intergroup Relation	16	PSYC223	African & International Perspectives	16	PSYC209
			Child and Adolescent Psychology	16	PSYC222
Level 3					
Psychology in Education	16	PSYC318	**Measurement, Experiment and Observation**	**16**	**PSYC301**
African Psychology	16	PSYC345	Psychology of Health and Illness	16	PSYC304
			Psychology and the Law	16	PSYC306

PSYCHOLOGY (Howard College)					
Subject	**Cr**	**Code**	**Subject**	**Cr**	**Code**
Semester 1			**Semester 2**		
Level 1					
Introduction to Psychology A	**16**	**PSYC101**	**Introduction to Psychology B**	**16**	**PSYC102**
Level 2					
Introduction to Research	**16**	**PSYC201**	Social Psychology	8	PSYC202
			Development Psychology	8	PSYC203
Level 3					
Counselling and Psychotherapy	16	PSYC342	**Measurement, Experiment and Observation**	**16**	**PSYC301**
Psychopathology	16	PSYC341	Community Psychology	16	PSYC343
African Psychology	16	PSYC345	Neuropsychology	16	PSYC322

Requirements for the Major

Level 1	PSYC101, PSYC102
Level 2	PSYC201 plus an additional 16cps General Psychology Level 2 modules
Level 3	PSYC301 plus an additional 48cps General Psychology Level 3 modules

36. Religion (Howard College & Pietermaritzburg)

The study of Religion encompasses the scientific study of the major world religions in context. Focused on the African continent, it engages the study of religious phenomena in terms of the significance of their historical, ritual, moral, organizational and belief systems. Contextually, the discipline engages a wide range of fields, as Religion intersects and engages with Community Development, Politics, Economics, Gender, Human Rights, Migration, and Health and Environmental Studies amongst others.

The major in Religion has 4 compulsory modules out of 8, and electives as co-requisites at the same level. The compulsory module and elective at level 1 are pre-requisites for level 2, and the compulsory module and elective at level 2 are pre-requisites for entry into level 3. These are in line with the basic format of the BA major at UKZN.

Structure of the Major

Semester 1	**Semester 2**
Level 1	
RELG101: Introduction to Religion (16C)	RELG106: Religion and Conflict (16C)
Level 2	
RELG203: Sociology of Religion (16C)	RELG217: Religion and the Media (16C)
Level 3	
RELG308: Research Methodology in Religion and Culture (16C) RELG309: Method and Theory in Religion and Culture Studies (16C)	RELG306: Colonialism, Post-Colonialism and Religion (16C) RELG311: Religion and Human Rights (16C)

37. Sociology

Sociology is concerned with the way in which we live in the social world, how we live with other people. Offered as individual modules, and as a major subject, Sociology, firstly, teaches students to think critically and to question what may seem obvious; and, secondly, provides skills such asresearch, accessing information, evaluating and presenting information, and becoming aware of ethical considerations in the practices of the discipline.

Structure of the Major

Semester 1	**Semester 2**
Level 1	
SOCY101 Introduction to Sociology (16C)	SOCY102 Intro to South African Society (16C)
Level 2	
SOCY201 Classical Sociology Theory (16C)	SOCY202 Social Change (16C)
Level 3	
Howard College	**Howard College**
SOCY301 Contemporary Sociological Theory (16C) SOCY302 Contemporary Theory -Theorists (16C)	SOCY305 Reseach Design – An introduction (16) SOCY306 Social Issues – Practice and Theory (16)
Pietermaritzburg	**Pietermaritzburg**
SOCY301 Contemporary Sociological Theory (16C) SOCY305 Reseach Design – An introduction (16C)	SOCY303 Contemporary Theory – Field of Theory (16) SOCY306 Social Issues – Practice and Theory (16)

The Sociology major is offered on the Howard College and Pietermaritzburg campuses only

38. Statistics

Offered by the College of Agriculture, Engineering and Science

Structure of the Major

Year 1	MATH130 (16), 140 (16), STAT130 (16), 140 (16)
Year 2	MATH212 (16), 251 (16), STAT230 (16), 240 (16)
Year 3	Pietermaritzburg: STAT301 (16), 305 (16), 350 (16), 360 (16)
	Westville: STAT301 (16), 320 (16), 330 (16), 350 (16)

39. Theology

(Pietermaritzburg)

Offered by the School of Religion, Philosophy and Classics

Structure of the Major

Semester 1	**Semester 2**
Level 1	
THEO 111 Introduction to Christian Beliefs and Worldviews (16C)	THEO112 Introduction to History of African Christianities (16C)
Level 2	
THEO211 Christian Beliefs and Practices (16C)	THEO212 Christianity and Social Movements (16C)
Level 3	
THEO311 Church, Politics and Governance (16C)	THEO312 Church, Media and Communication (16C)
THEO313 Gender, Theology and Society (16C)	THEO314 Theology, Development and Environment (16C)

40. Translation Studies

**These modules is not offered in 2022*

Owing to the increased demand for qualified translators, text editors and publishers in South Africa with its eleven official languages, a degree with Translation Studies as major is a very desirable option. Even if the whole programme in Translation Studies is not undertaken, Translation courses in a general degree can be valuable assets to journalists, media experts and language practitioners.

To major in Translation Studies students have to do two modules of a language in their first year and complete 2 Translation Studies modules in their second year plus another four at third-year level. In addition they must major in one of the languages listed below.

The degree structure for students wishing to **major** in Translation Studies is as follows:

Structure of the Major

Semester 1	**Semester 2**
Level 1	
French 101 (16C)	French 102)16C)

Level 2	
TRAN210 Introduction to Translation 1 (16C)	TRIC202 Translation & Intercultural Communication (16C)not on offer in 2022

Level 3	
TRAN310 Translation Theory 1 (16C) TRAN330 Practical Translation 1 (16C)	TRAN320 Translation Theory 2 (16C) TRAN340 Practical Translation 2 (16C)

STRUCTURED BACHELOR DEGREES

Bachelor of Architectural Studies

HUM-BAS1 Eligibility

Applicants are required to submit a portfolio of creative work, to write an essay, and to complete a questionnaire; and should have passed Mathematics at Level 5. They must also obtain an APS of at least **30**

HUM-BAS2 Structure of the Degree

The following modules are offered for the degree of Bachelor of Architectural Studies, shown in the order in which they must normally be taken:

Level 1						
1st Semester				**2nd Semester**		
Architectural Design & Technology 1A	32	ARCH101		Architectural Design & Technology 1B	32	ARCH102
Theory of Architecture 1A	8	ARCH103		Theory of Architecture 1B	8	ARCH104
History of Architecture 1A	8	ARCH105		History of Architecture 1B	8	ARCH106
Building Science (Solar Geometry)	8	ARCH107		Building Science 1 (Solar Movement)(8)	8	ARCH108
Theory of Structures 1A	8	ARCH109		Theory of Structures 1B	8	ARCH110
						128 credits
Level 2						
Architectural Design & Technology 2A	32	ARCH201		Architectural Design & Technology 2B	32	ARCH202
Theory of Architecture 2A	8	ARCH203		Theory of Architecture 2B	8	ARCH204
History of Architecture 2A	8	ARCH205		History of Architecture 2B	8	ARCH206
Building Science (Electricity & Illumin)	8	ARCH207		Building Science (Heat in Buildings) (8)	8	ARCH208
Theory of Structures 2A	8	ARCH209		Theory of Structures 2B	8	ARCH210
						128 credits
Level 3						
Architectural Design & Technology 3A	32	ARCH301		Architectural Design & Technology	32	ARCH302
Theory of Architecture 3A	8	ARCH303		Theory of Architecture 3B	8	ARCH304
History of Architecture 3A	8	ARCH305		History of Architecture 3B	8	ARCH306
Building Science (Acoustics)	8	ARCH307		Building Science (Passive Solar Design	8	ARCH308
Theory of Structures 3A	8	ARCH309		Theory of Structures 3B	8	ARCH310
						128 credits

A Comprehensive Review of all work is undertaken at the end of Semester 3.

Bachelor of Arts in Cultural and Heritage Tourism

This is a specialised degree intended to produce experts who are able to act as managers, administrators, entrepreneurs, tour operators, researchers and educators in the heritage field or cultural tourism industry. Graduates will be sensitized to the current debates in this interdisciplinary field of study, where 'heritage' extends beyond historical sites and artefacts to include the environment and contemporary cultural practices.

Structure of the Degree

Level 1 (128 credits)	
Semester 1	**Semester 2**
CHTM101 Introduction to Tourism (16C) Either **ECHS101** Political Economy of Food (16C) or **ECON111** Introduction to economic concepts	**CHTM102** Introduction to Cultural & Heritage Tourism (16C)

Select other electives to make up 128 credits:	
ECON111 Intro to Economic Concepts	(16C)
ANTH101 Introduction to Anthropology	(16C)
CMDV101 Introduction to Community Development Theory	(16C)
FREN101 French 1A: French for Beginners	(16C)
GEOG110 Human Environments	(16C)
HIST104 The Making of the Modern World	(16C)
POLS101 Introduction to Political Science	(16C)
Other electives with the permission of the School	(16C)

Level 2 (128 credits)	
CHTM201 Policy and Law in Heritage Tourism (16C)) **CHTM202** Environmental Impact of Tourism (16C) **HIST201** Culture and History: 19th & 20th Century KZN	**CHTM206** Principles of Tourism Marketing (16C) **CHTM209** Survey of Heritage Sites in S.A.(16C) ((strictly limited to students doing either a structured degree or major in cultural and heritage tourism) **CHTM211** Festivals and Events Tourism((16C)

Select other electives to make up 128 credits	
Any other relevant module in consultation with the School	(48C)

Level 3 (128 credits)	
Students registering for any third year level modules should have passed all the compulsory cultural and heritage tourism first level and second level modules.	
CHTM302 Economic Development and Tourism (16C) **CHTM308** Tourism Policy, Planning & Development (16C) **CHTM303** Contemporary Leaders and Related	**CHTM307** Theories of Tourism, Culture & Heritage (16C) **CHTM304** Research Methods and IT for Heritage Tourism (16C)

Sites (16C	**CHTM306** Oral Heritage (16C)

Select other electives to make up 128 credits	
Any other relevant module in consultation with the School	(32C)
Total credits	**384**

Bachelor of Arts in Drama and Performance Studies

This programme requires relevant Drama modules, with cognate modules

Level 1		
32C in Drama 128C in total	DRAM101 Drama & Performance Studies 101 (16C) and 3 other 16-credit modules on offer within the School	DRAM102 Drama & Performance Studies 102 (16C) and 3 other 16-credit modules on offer within the School
Level 2		
64C in Drama 128C in total	DRAM201 Drama & Performance Studies 201 (16C) DRAM203* Production (16C) Electives from within the School to make up 64C.	DRAM203* Production (16C) DRAM204 Drama & Performance Studies 204 (16C) DRAM270 Special Topics (16C) (acceptance by audition/interview) Electives from within the School to make up 64C

Level 3		
96C in Drama 128C in total	CORE DRAM306 Acting & Dance (16C) DRAM307 Education & Development A (16C) ELECTIVE: Choose one of DRAM303 Production* (16C) and 1 other 16-credit module within the School	CORE DRAM 309 Directing & Choreography (16C) DRAM310 Playwriting (16C) ELECTIVE: Choose one of DRAM303 Production* (16C) and 1 other 16-credit module within the School

** Students must include ONE Production module, but may do both within the BA in Drama and Performance Studies. Both DRAM203 and DRAM303 can be taken, but only ONCE each.*

Bachelor of Social Science in Geography & Environmental Management

The purpose of this interdisciplinary programme, offered on both the Howard and Pietermaritzburg Campuses, is to produce graduates who have a sound knowledge of, and training in, geography and environmental management. The degree is structured around core Geography, Environmental Sciences and Environmental Management modules. Students' training involves exposure to a range of elective modules in social science disciplines complementary to the focus on environmental management.

Structure of the Degree

Semester 1	Semester 2
Howard College Campus	
Level 1	
GEOG110(16) **48 credits from** ANTH101 (16), CHTM101 (16), CMDV101 (16), ECHS101 (16), PHIL101 (16), POLS101 16), PSCY101 (16), SOCY101 (16). Note: GEOG 110 This module is only available to students registered for the BSS – GEM programme or Geography as a major. Note: Students who do not meet the isiZulu requirement, must replace one elective with ZULN101 in either semester.	**ENVS120 (16); ACLE 102(16)** **32 credits from** ANTH102(16), CHTM102(16),CMDV102(16), ECHS102(16), PHIL102(16), POLS102(16), PSYC102(16), SOCY102(16). Note: ENVS120 This module is only available to students registered for the BSS-GEM programme only or Geography as a major.
Level 2	
ENVS210(16) **48 credits from** Level Two ANTH, CHTM, CMDV, ECHS, PHIL, POLS, PSYC, SOCY.	**ENVS211(16); GEOG220(16)** **32 credits from** Level Two ANTH, CHTM, CMDV, ECHS, PHIL, POLS, PSYC, SOCY
Level 3	
GEOG301(16), 314(16); ENVS316(16) **16 credits from** Level Three ANTH, CHTM, CMDV, ECHS, ENVS, PHIL, POLS, PSYC, SOCY	**GEOG330(16); ENVS322(16)** **32 credits from** Level Three ANTH, CHTM, CMDV, ECHS, PHIL, POLS, PSYC, SOCY.

Semester 1	Semester 2
Pietermaritzburg Campus	
Level 1	
ACLE101(16); GEOG110(16) **32 credits from** ANTH101(16), ETHS101(16), PHIL101(16), POLS101(16), PSCY101(16), SOCY101 (16). Note: Students who do not meet the isiZulu requirement, must replace one elective with ZULN101 in either semester.	**ENVS120(16);** **48 credits from** ANTH102(16), EDDE120, ETHS102(16), PHIL102(16), POLS102(16), PSYC102 (16), SOCY102 (16).
Level 2	

ENVS210(16) **48 credits from** Level Two ANTH, CHTM, CMDV, ECHS, PHIL, POLS, PSYC, SOCY	**ENVS211(16); GEOG220(16)** **32 credits from** Level Two ANTH, CHTM, CMDV, ECHS, PHIL, POLS, PSYC, SOCY
Level 3	
GEOG301(16); ENVS316(16) **32 credits from** Level Three ANTH, CHTM, CMDV, ECHS, PHIL, POLS, PSYC, SOCY	**GEOG320(16), 330(16); ENVS322(16)** **16 credits from** Level Three ANTH, CHTM, CMDV, ECHS, PHIL, POLS, PSYC, SOCY

Bachelor of Social Science in Government, Business and Ethics

This degree curriculum is designed to combine training in the Government and Business fields with a strong foundation in Ethics and Applied Ethics. Participants in the programme will have the opportunity to develop an understanding of, *inter alia*, the nature, responsibilities and values of good citizenship, the importance of intellectual probity, critical thinking and analysis and the development of innovative research and learning techniques, the societal norms, values and varied cultures that shape domestic and global worlds, and ethics in the pursuit of a variety of entrepreneurial initiatives.

Structure

In order to fulfil the requirements for a BSocSc (Government, Business and Ethics), each candidate shall complete the following:

Semester 1	**Semester 2**
Level 1	
Economics or Management	**Economics or Management**
ECON101 Principles of Microeconomics (16C)	ECON102 Principles of Macroeconomics (16C)
**Students who are going to take MGTN 102 / Management 120 in the second semester do not need to take Econ101	Or MGNT 102 Management 120 (16C)
Ethics or Philosophy ETHS101 Applied Global Ethics (16C) OR PHIL110 Introduction to Philosophy (16C)	**Ethics or Philosophy** ETHS102 Ethics: Life, Sexuality and Death (16C) OR Or Phil102 Philosophy and Ethics from Ancient (16C)
Political Science POLS101 Introduction to Political Science (16C)	**Political Science** Pols102 Introduction to Global Politics (16C)
Elective (16C)	Elective (16C)

Level 2	
Economics or Management 16 credits of Economics or Management	**Economics / Management** 16 credits of Economics or Management

Political Science POLS201 Issues in International Affairs	**Political Science** POLS206 Contemporary African Politics & Development
Ethics / Philosophy 16 Credits of Level 2 Philosophy or Ethics	**Ethics / Philosophy** 16 credits of Level 2 Philosophy or Ethics

Level 3
Option 1 **Government** 64 credits from Political Science level 300 (POLS 301, POLS 303 and POLS 304 are required) 16 credits from one of the following: Economics level 300 / Human Resources level 300 / Management level 300/ Marketing level 300 16 credits in Ethics level 300 or Philosophy level 300 16 credits GOBE 301: Independent Research 16 credits in an elective module at level 300 A total of 128 credits at level 3 **Option 2 Business** 64 credits from one or a combination of the following: Economics level 300 / Human Resources level 300 / Management level 300 / Marketing level 300 16 credits from Political Science level 300 16 credits in Ethics level 300 or Philosophy level 300 16 credits GOBE 301: Independent Research 16 credits in an elective module at level 300 A total of 128 credits at level 300

Bachelor of Social Science in Housing

Assessment of Housing Technology and Housing Theory and Practice is based on continuous assessment and portfolio-based examinations, for which no supplementary examinations are granted.

First Semester	**Second Semester**
Level 1	
HOUS101 Housing Technology 1A (16C)	HOUS102 Housing Technology 1B (16C)
HOUS103 Housing Theory & Practice 1A (16C)	HOUS104 Housing Theory & Practice 1B (16C)

CMDV101 Intro. to Community Development Theory (16C)	CMDV104 Institutions on Community Development (16C)
ECON111 Intro to Economic Concepts (16C)	MGNT102* Management 120 (16C)
	128 credits
Level 2	
HOUS201 Housing Technology 2A (16C)	HOUS202 Housing Technology 2B (16C)
HOUS203 Housing Theory & Practice 2A (16C)	HOUS204 Housing Theory & Practice 2B (16C)
CMDV203 Development Theories(16C)	HOUS206 Construction Economics (16C)
HOUS205 Human Habitat (16C)	CMDV202 Programme\Project Planning (16C)

	128 credits

Level 3	
HOUS301 Housing Theory and Policy (32C)	HOUS302 Housing Implementation and Management (32C)
HOUS306 Sustainable Human Settlements (16C)	HOUS303 (16C) Research Techniques in Housing
HOUS307 Estate Development & Management (16C)	HOUS305 Project Management for Housing (16C)
	128 credits

*****Please refer to relevant College Handbooks for detailed syllabus descriptions of these modules.*

Bachelor of Arts in International Studies

STRUCTURE

In order to fulfil the requirements of a BA in International Studies, Candidates shall:

1. Obtain 128credits in each of the core majors
2. Obtain 48credits in French at level 1 and 2
3. Obtain the remaining credits from groups A and B
4. Comply with College Rule HUM12

A. Core Majors	**B. Elective Modules**
Media and Cultural studies Economics French Historical Studies* Political Studies*	English Ethics Management Philosophy Psychology Religion Sociology

**Modules from Political Science, History and Religion may be cross-listed to make up the required credits.*

Semester 1	**Semester 2**
Level 1	
Choose two majors from this list	
ECON101 Principles of Microeconomics (16C) FREN101 French for Beginners A (16) HIST104 Making of the Modern World (16C) MECS101 Writing and the Media () (16C) POLS101 Introduction to Political Science (16C)	ECON102 Principles of Macroeconomics (16C) FREN102 French for Beginners B (16) HIST105 Empires of the Modern World (16C) MECS102 Introduction to Media Studies (16C) POLS102 Introduction to Global Politics (16C)

SOCY101 Introduction to Sociology (16C)	SOCY102 Introduction to South African Society (16C)

Level 2	
Continue with the two majors from this list	
Semester 1	**Semester 2**
Level 3	
Continue with the two majors from this list	
ECON314 Quantitative Economic (16C) ECON370 Development Economics (16C) FREN311 Advance French: Language I (16C) FREN312 Advance French: Cultural Studies I (16C) HIST301 Topics in African History (32C) MECS312 Corporate Communication (16C) MECS322 Television Studies (16C) POLS301 Modern Political Thought (16C) POLS307 SA: Apartheid & After (16C) POLS308 International Relations (16C) POLS312 Independent Research 2 (16C) POLS318 African Political Thought (16C) SOCY301 Contemporary Soc. Theory (16C) SOCY305 Research Design: An Intro.(16C)	ECON330 Applied Microeconomics (16C) ECON360 International Trade (16C) FREN312 Advanced French: Language II (16C) FREN314 Advanced French: Cultural Studies II (16C) HIST302 Topics in 20th Century History (32C) MECS311Writing for the Media (16C) MECS321New Media Studies (16C) POLS303 Political Change in Dev. Regions (16C) POLS304 Comparative Government & Politics (16C) POLS310 Policy Issues & Community Service (16C) POLS312 Independent Research 2 (16C) SOCY303 Contemporary Theory (16C) SOCY304 Social Studies in Conservation (16C)

Bachelor of Arts in Music

Old curriculum phasing out from 2020

The BA in Music offers students an opportunity to specialise in music to a greater extent than is possible in the general BA degree. The curriculum includes both the academic and the practical study of music and is flexible so that it can be tailored to students' career plans.

* Students may be advised to take a particular language module according to the College's assessment of their language requirements.
* Students who choose African Music and Dance must include Music Ensemble A and B at each level.

Students must complete at least 32 credits in non-music modules at first, second, or third level and at least 224 credits in music modules at first, second, and third level. Thus students may choose whether to study music or non-music modules for 128 credits of the 384-credit degree. This allows students to complete a second major, should they wish to do so. Students pursuing the BA in Music degree will be permitted to graduate with a minimum of two modules (namely, Music plus at least one non-Music module) instead of the four that are usually mandatory for the BA degree. Students majoring in African Music and Dance are encouraged to take modules from Cultural and Heritage Tourism in consultation with the Dean and Head of School.

Structure (modules belonging to the Music Major in bold)

Level 1 (96-160 credits)	**MUSC1HA- Popular & Traditional Music: Africa and Beyond (16C)** First-level language module* (16C) Other music** or non-music modules except MUSC1UA-Song, Culture and History 1A (32C – 48 C)***	**MUSC1HB- Western Classical Music: An Introduction (16C)** Other music** or non-music modules except **MUSC1UB-** Song, Culture and History 1B (16C – 64C)***
Level 2 (96- 160 credits)	**Music module other than MUSC2EA- Music Ensemble 2A or 2B (16C)** Other music or non-music modules (32-64C)***	**Music module other than MUSC2EB- Music Ensemble 2A or 2B (16C)** Other music or non-music modules (32-64C)***
Level 3 (128 credits)	**Music module(s) other than MUSC3EA- Music Ensemble 3A or 3B (32C)** Other music or non-music modules (32C)***	**Music module(s) other than MUSC3EB-Music Ensemble 3A or 3B (32C)** Other music or non-music modules (32C)***

**Students may be advised to take a particular language module according to the College assessment of their language requirements.*

***Students who choose African Music and Dance must include Music Ensemble A and B at each level.*

Bachelor of Arts in Music
(New Curriculum starting 2020 and onwards)

The new BA in Music programme is designed to allow students the opportunity to specialize in music, while also being able to carry a second non-musical major. For those intending to be teachers, this degree can be structured according the requirements of the PGCE. There are three possible majors in the degree: Performance, Theory and Composition, or Research. Students must complete between 96 – 160 credits at level 1, 96 – 160 credits at level 2 and 128 credits at level 3.

Structure of the performance major

Semester 1	Semester 2
Level 1	
MUSC116 Practical Studies 1A (16C) MUSC110 Theory and Perception 1A (16C) BA prescribed language module (16C) BA non-music module (16C)	MUSC118 Practical Studies 1B (16C) MUSC114 Performance Skills 1 (16C) 1st Year Elective (16C) 1st Year Elective (16C)
Level 2	
MUSC222 Practical Studies 2A (16C) MUSC218 Performance Skills 2A (16C) 2nd Year Elective (16C) 2nd Year Elective (16C)	MUSC224 Practical Studies 2B (16C) MUSC220 Performance Skills 2B (16C) 2nd Year Elective (16C) 2nd Year Elective (16C)
Level 3	
MUSC322 Practical Studies 3A (16C) MUSC338 Performance Skills 3A (16C) Instrumental/vocal Teaching Method A (16C) 3rd Year Elective (16C)*	MUSC324 Practical Studies 3B (16C) MUSC340 Performance Skills 3B (16C) Instrumental/vocal Teaching Method B (16C) 3rd Year Elective (16C)*

* In the 3rd year, those who are studying African Music and Dance *must* register for MUSC310 African Music Outreach A in the 1st semester and MUSC312 African Music Outreach B in the 2nd semester.

1st year electives:
MUSC111 Music and society 1 (16C)
MUSC112 Theory and Perception 1B (16C)
BA non-music module (16C)

2nd year electives:
MUSC214 Theory and perception 2A (16C)
MUSC216 Theory and perception 2B (16C)
MUSC210 Music and society 2A (16C)
MUSC212 Music and society 2B (16C)
BA non-music module (at level 1 or 2) (16C)

3rd year electives:
MUSC314 Choral studies A (16C)
MUSC316 Choral studies B (16C)
MUSC318 Composition A (16C)
MUSC320 Composition B (16C)
MUSC322 Music and Society 3A (16C)
MUSC324 Music and Society 3B (16C)
MUSC334 Musicology A (16C)
MUSC336 Musicology B (16C)
MUSC328 Music Technology A (16C)
MUSC326 Music Technology B (16C)
MUSC330 Theory and perception 3A (16C)
MUSC332 Theory and perception 3B (16C)
BA non-music module (3rd level only) (16C)

If a student intends to continue to a PGCE, the electives must be:
1st year: BA non-music module (continuation of BA non-music module from the 1st semester)
2nd year: BA non- music module (continuation of BA non-music module from 1st year), MUSC214 Theory and perception 2A and MUSC216 Theory and perception 2B.

A BA non-music subject may be taken as a second major except for African music and dance candidates.

Structure of the theory and composition major

Semester 1	**Semester 2**
Level 1	
MUSC116 Practical Studies 1A (16C) MUSC110 Theory and Perception 1A (16C) BA prescribed language module (16C) BA non-music module (16C)	MUSC118 Practical Studies 1B (16C) MUSC112 Theory and Perception 1B (16C) 1st Year Elective (16C) 1st Year Elective (16C)
Level 2	
MUSC222 Practical Studies 2A (16C) MUSC214 Theory and Perception 2A (16C) 2nd Year Elective (16C)	MUSC224 Practical Studies 2B (16C) MUSC216 Theory and Perception 2B (16C) 2nd Year Elective (16C)

2nd Year Elective (16C)	2nd Year Elective (16C)
Level 3	
MUSC322 Practical Studies 3A (16C) MUSC330 Theory and Perception 3A (16C) MUSC318 Composition A (16C) 3rd Year Elective (16C)	MUSC324 Practical Studies 3B (16C) MUSC332 Theory and Perception 3B (16C) MUSC320 Composition B (16C) 3rd Year Elective (16C)

1st year electives:
MUSC111 Music and society 1 (16C)
MUSC114 Performance Skills 1 (16C)
BA non-music module (16C)

2nd year electives:
MUSC218 Performance Skills 2A (16C)
MUSC220 Performance Skills 2B (16C)
MUSC210 Music and Society 2A (16C)
MUSC212 Music and Society 2B (16C)
BA non-music module (at level 1 or 2) (16C)

3rd year electives:
MUSC314 Choral studies A (16C)
MUSC316 Choral studies B (16C)
Instrumental/vocal teaching methods A (16C)
Instrumental/vocal teaching methods B (16C)
MUSC322 Music and Society 3A (16C)
MUSC324 Music and Society 3B (16C)
MUSC334 Musicology A (16C)
MUSC336 Musicology B (16C)
MUSC328 Music Technology A (16C)
MUSC326 Music Technology B (16C)
BA non-music module (3rd level only) (16C)

If a student intends to continue to a PGCE, the electives must be:
1st year: BA non-music module (continuation of BA non-music module from the 1st semester)
2nd year: BA non- music module (continuation of BA non-music module from 1st year), MUSC222 Practical Studies 2A and MUSC224 Practical Studies 2B.

Structure of the research major

Semester 1	**Semester 2**
Level 1	
MUSC116 Practical Studies 1A (16C) MUSC110 Theory and Perception 1A (16C) BA prescribed language module (16C) BA non-music module (16C)	MUSC112 Theory and Perception 1B (16C) MUSC111 Music and Society 1 (16C) 1st Year Elective (16C) 1st Year Elective (16C)
Level 2	
MUSC210 Music and Society 2A (16C) MUSC214 Theory and Perception 2A (16C) 2nd Year Elective (16C) 2nd Year Elective (16C)	MUSC212 Music and Society 2B (16C) MUSC216 Theory and Perception 2B (16C) 2nd Year Elective (16C) 2nd Year Elective (16C)

Level 3	
MUSC322 Music and Society 3A (16C) MUSC330 Theory and Perception 3A (16C) MUSC334 Musicology A (16C) 3rd Year Elective (16C)	MUSC324 Music and Society 3B (16C) MUSC332 Theory and Perception 3B (16C) MUSC336 Musicology B (16C) 3rd Year Elective (16C)

1st year electives:
MUSC118 Practical Studies 1B (16C)
MUSC114 Performance Skills 1 (16C)
BA non-music module (16C)

2nd year electives:
MUSC218 Performance Skills 2A (16C)
MUSC220 Performance Skills 2B (16C)
MUSC222 Practical Studies 2A (16C)
MUSC224 Practical Studies 2B (16C)
BA non-music module (at level 1 or 2) (16C)

3rd year electives:
MUSC314 Choral studies A (16C)
MUSC316 Choral studies B (16C)
MUSC318 Composition A (16C)
MUSC320 Composition B (16C)
Instrumental/vocal teaching methods A (16C)
Instrumental/vocal teaching methods B (16C)
MUSC328 Music Technology A (16C)
MUSC326 Music Technology B (16C)
BA non-music module (3rd level only) (16C)

If a student intends to continue to a PGCE, the electives must be:
1st year: BA non-music module (continuation of BA non-music module from the 1st semester) and MUSC118 Practical Studies 1B (16C).
2nd year: BA non- music module (continuation of BA non-music module from 1st year), MUSC222 Practical Studies 2A and MUSC224 Practical Studies 2B.

Bachelor of Arts in Music and Drama Performance

This degree is being phased out. No new registrations will be accepts from 2022.

No audition is required for the Drama & Performance Studies modules in this Degree

This programme has a strongly 'practical' focus in music and drama. It has been designed to cater

primarily for students hoping for a versatile career in performance, in fields such as theatre, cabaret, radio, television, or film, with a specific emphasis on the particular South African context.

a) To be accepted for the degree, students must perform well enough in an audition to register for African Music and Dance 1A or for either First Practical Study 1A or Second Practical Study.
b) Students majoring in African Music and Dance must take Music Ensemble A and B (8C + 8C) at

each level, instead of one 16C elective per level.

c) The School administers a diagnostic test to determine whether students should register for Introduction to Fundamentals or Music Theory 1A.

d) Students will be advised to take a particular language module according to the College's assessment of their language requirements. A student who needs English Language Development A and/or B will then also have to complete Academic Literacy in English.

Electives recommended for students registering for African Music and Dance: Keyboard Studies, Second Practical Study, IsiZulu, and Music Ensemble.

Notes:

- *It is essential that students who register for this programme consult with the Academic Leader of School before registration, to ensure that they structure their options correctly.*
- *No audition is required for entry into Drama and Performance Studies modules.*

Structure of Major

	Semester One	**Semester Two**
Level One (128C)	Drama & Performance Studies 101	Drama & Performance Studies 102
	MUSC1AA- African Music & Dance 1A* Or MUSC1PA-First Practical Study 1A* Or MUSC1SA -Second Practical Study 1A*	MUSC1AB- African Music & Dance 1B* Or MUSC1PB-First Practical Study 1B Or MUSC1SB-Second Practical Study 1B
	MUSC1FA- Introduction to Music Fundamentals A (Or MUSCT1A- Music Theory 1A**)	MUSC1FB-Introduction to Music Fundamentals B (Or MUSCT1B-Music Theory 1B)
	1 English Language Course***	Elective
Level Two (128C)	Drama & Performance Studies 201	Drama & Performance Studies 205
NB: At least 96 of the required 128 credits in 2nd year must be level 2 modules.	MUSC2AA-African Music & Dance 2A* Or MUSC2PA-First Practical Study 2A Or MUSC2SA- Second Practical Study 2A	MUSC2AB- African Music & Dance 2B* Or MUSC2PB-First Practical Study 2B Or MUSC2SB-Second Practical Study 2B
	Music Elective	Music Elective
		Elective (16 credits)
Level Three (128C), all of which must be from level 3 modules	Drama & Performance Studies 301 Drama & Performance Studies 302 – Elective	Drama & Performance Studies 304 Drama & Performance Studies 305 - Elective
	MUSC3AA- African Music & Dance 3A* Or MUSC3PA -First Practical Study 3A Or MUSC3SA- Second Practical Study	MUSC3AB - African Music & Dance 3B* Or MUSC3PB -First Practical Study 3B Or MUSC3SB- Second Practical Study

	Elective at Third Level (which can be Music) *MUSC3AF- African Music Outreach: Music Education is recommended for students who have taken African Music and Dance*	Elective at Third Level (which can be Music) *MUSC3CD- African Music Outreach: Community Development is recommended for students who have taken African Music and Dance*

*To be accepted for the degree, students must perform well enough in an audition to register for **African Music and Dance 1A or for either First Practical Study 1A or Second Practical Study 1A**
NB Students majoring in African Music and Dance must take Music Ensemble A and B (8C + 8C) at each level, instead of one 16C elective perlevel

** The School of Arts administers a diagnostic test to determine whether students should register for **Introduction to Fundamentals or Music Theory 1A**

*** Students will be advised to take a particular language module according to the College assessment of their language requirements. A student who needs English Language Development A and/or B will then also have to complete Academic Literacy in English.

All queries should be directed to the School of Music.

Bachelor of Arts in Philosophy, Politics and Law

The Philosophy, Politics and Law degree offers a structured programme constructed out of those three disciplines, with a focus on Philosophy and one other and the relation between those two.

HUM-PPL1 Admission

Admission to this degree requires 30 APS, as required for the Legal Studies major.

In order to be admitted to any module, students must satisfy the prerequisites/requirements of that module. To graduate with a BA (Philosophy, Politics and Law) students must complete at least 384 credit points of which

a. at least 64 credit points are obtained in each of Philosophy, Politics and Law at levels 100 and 200.
b. at least 128 credit points are obtained in any combination of Philosophy, Politics, and Law at level 300.

Students wishing to pursue an Honours in a particular discipline need to obtain 64 credit points at level 300 in that discipline.

Structure of the Programme: modules in BOLD are required modules

Level1 (128 credits)	
First Semester	**Second Semester**
PHIL110 Introduction to Philosophy A (16C) **LAWS1LS** Introductory Legal Studies (16C) **POLS101** Introduction to Political Science (16C) Elective (16C)	**PHIL120** Introduction to Philosophy B (16C) **LAWS1AS** Aspects of SA Law (16C) **POLS102** Introduction to Global Politics (16C) Elective (16C)

Level Two (128 credits)	
PHIL210 Being and Knowing (16C)	**PHIL220** Thinking and Doing (16C)
POLS201 Issues in International Affairs (16C) **LAWS2LP** Law of Persons (8C) **LAWS2LR** Legal Research, Writing & Reason (8C) Elective (16C)	**POLS206** Contemporary African Politics and Development (16C) **LAWS2HR** Human Rights (8C) **LAWS2LW** Interpretation of Law (8C) Elective (16C)
Level Three (128 credits)	
*Choose **128 credits** from any of the following modules*	
PHIL310 Study of a Central Phil. Problem (16C) **PHIL330** Issues in Ethical Theory (HC) (16C) **PHIL340** African Philosophy (PMB) (16C)	**PHIL320** Metaphysics (PMB) (16C) **PHIL350** Philosophy and Society (16C) **PHIL360** History of Philosophy (HC) (16C)
POLS301 Modern Political Thought (16) Any other 16 credit POLITICS module	**POLS303** Political Change in Dev. Regions(16) **POLS304** Comparative Government & Politics (16)
LAWS3CR Criminal Law (16) **LAWS3FM** Family Law (16)	**LAWS3JP** Jurisprudence (16) **LAWS3CS** Constitutional Law (16)

Bachelor of Arts in Visual Art (BAVA)

Fine Art offers a range of modules in drawing, painting, printmaking, ceramics* and art theory (AHIS). Modules from Digital Art are included at Level 1 and 2 as core electives. Level 3 students may work in an interdisciplinary manner or choose to specialise certain media

Semester 1	**Semester 2**
Level 1	
FIAR101 Drawing and design (16C)	FIAR102 Two-dimensional studio work (16C)
FIAR103 Ceramics* (16C)	AHIS110 Western Art (16C)
DIGA110 Introduction to Digital Media Theory	DIGA101 Introduction to Digital Art (16C)
Elective	Elective
Level 2	
FIAR202 Two dimensional studio work (16C)	FIAR201 Expressive drawing (16C)
AHIS210 Africa: Art of a continent (16C)	FIAR203 Ceramics* (16C)
DIGA201 Applied Digital Art (16C)	Elective
Elective	Elective
Level 3	
FIAR301 Studio work A (32C)	FIAR302 Studio work B (32C)
AHIS310 20th Century Art, Visual Culture & Theory I (16C)	AHIS340 Contemporary African Art (16C)
AHIS330 Art and Museum Practice (16C)	AHIS370 Special Topics in Art History (16C)

NOTES:
***Ceramics modules at level 1 and 2 may be amended in 2022.**

Art history modules offered at Level 3 may be amended. For further information, contact the head of discipline.
At Level 3, BAVA students may substitute AHIS modules with Level 3 Diga modules, in consultation with Digital Arts staff.

At level 100 (first year): 128 credits selected from
FIAR101 Fine Art 1: Drawing & Design (16C)
FIAR102 Fine Art 1: Two-Dimensional Studio-Work (16C)
FIAR103 Fine Art 1: Ceramics* (16C)
DIGA101 Introduction to Digital Arts (16C)
DIGA110 Introduction to Digital Art Theory (16C)
Two approved electives in other subjects, to the value of 32 credits.

At level 200 (second year): 128 credits selected from
FIAR201 Fine Art 2: Expressive Drawing (16C)
FIAR202 Fine Art 2: Two-Dimensional Studio-Work (16C)
FIAR203 Fine Art 2: Ceramics* (16C)
AHIS210 – Africa: Art of a Continent (16C)
DIGA201 Applied Digital Art (16C)
Three approved electives in other subjects to the value of 48 credits.

At level 300 (third year): 128 credits selected from
FIAR301 Fine Art 3: Studio-Work A (32C)
FIAR302 Fine Art 3: Studio-Work B (32C)
AHIS310 20th Century Art, Visual Culture & Theory I (16C)
AHIS330 Art and Museum Practice (16C)
AHIS340 Contemporary African Art (16C)
AHIS370 Special Topics in Art History (16C)
DIGA modules may be substituted for AHIS modules, in consultation with the Digital Arts discipline head.
FIAR301 is a prerequisite for FIAR302

Bachelor of Community Development Studies (Howard College)

Not offered in 2022

First Level (128 credits)
CMDV101 Introduction to Community Development Theory (16C)
CMDV104 Institutions in Community Development (16C)

Electives to the value of 80 credits*

Second (Diploma) Level (128 credits)
CMDV201 Community Economic Development (16C)
CMDV203 Development Theories (16C)
CMDV202 Programme/Project Planning (16C)
Electives to the value of 64 credits*

Third Level (128 credits)

CMDV301 Issues in Community Development (32C) **or**
CMDV304 Community Profiling (16C) **and**
CMDV305 Population and Community Development (16C)
CMDV302 Community-Based Learning (32C)
CMDV303 Local Government & Community Development (32C)
Electives to the value of 32 credits*

a) Please consult with the School for Community Development for guidance in the selection of electives.

Bachelor of Theology

HUM-BTH1 Structure

a) Students shall complete BILA110 Classical Hebrew and BILA120 Hellenistic Greek. With permission of Dean and Head of School, these may be replaced by another approved language module.
b) Students intending to major in Practical Theology are required to do two level 200 Practical Theology modules, this may include RELG101.

HUM-BTH2 Majors

a) The following majors are offered:
Biblical Studies
History of Christianity
Practical Theology
Systematic Theology

The Bachelor of Theology (BTh) degree prepares students either for the ordained ministry in a Christian church, or for a wider engagement in society from a theologically responsible position. The degree introduces students to the four basic disciplines of theology, namely Biblical Studies and Literature, the History of Christianity, Practical Theology and Systematic Theology in the first two years, and then students are able to major in one or two of these disciplines in the third year.

Level One (128 Credits)	
Semester 1	**Semester 2**
THEO111 Introduction to Christian Beliefs and Worldviews (16C)	THEO112 Introduction to History of African Christianities (16)
BIST121 The Bible and Popular Culture (16)	BIST122 Introduction to African Biblical Interpretation (16)
RELG101Introduction to Religion (16)	SYTH120Introduction to Theological Method (16)
Choose one of the following electives	*Choose one of the following electives*
BILA110 Classical Hebrew ACLE102 Academic Learning in English ACCS110 Effective Writing for Social Sciences ZULN101 Basic IsiZulu Language Studies A	BILA120 Hellenistic Greek ACCS120 Effective Research for Social Sciences ZULN102 Basic IsiZulu Language Studies B

Level Two (128 Credits)	
Semester 1	**Semester 2**
THEO211 Christian Beliefs and Practices (16)	THEO212 Christianity and Social Movements (16)
BIST221The Bible, Class and Culture (16)	BIST222 The Bible, Gender and Sexuality (16)
RELG203 Sociology of Religion (16)	SYTH222 Introduction to Christian Ethics (16)
HICH210 History of Christianity – Reformation (16)	PRTH220 Introduction to Christian Education (16)

Level Three (128 Credits)	
Semester 1	**Semester 2**
SYTH310 Systematic Theology (16)	BIST310 Biblical Theology (16)
PRTH341 Christian Counselling (16	HICH311History of Christianity: The Modern Period (16)
Choose a combination of 4 modules from the 300 Level modules listed below.	
BIST321 The Bible and Mother-tongue Exegesis BIST323 Text, Interpretation and African Appropriation BIST330 Old Testament Texts BIST340 New Testament Exegesis in English THEO311 Church, Politics and Governance THEO313 Gender, Theology and Society SYTH380 Political and Economic Ethics PRTH310 Community Development	BIST322 The Bible, Trauma and Counselling BIST324 The Bible, Intertextuality and Receptions BIST370 Biblical Studies - Special Focus THEO312 Church, Media and Communication THEO314 Theology, Development and Environment SYTH350 Systematic Theology - Special Focus PRTH330 Congregational Skills HICH370 History of Christianity: Special Focus PRTH370 Practical Theology - Special Focus

RULES FOR (FOUR-YEAR) BACHELOR DEGREES

The attention of all students registering from 2014 is drawn to Rule BR9 requiring them to take and pass a module in isiZulu if they do not qualify for the exemption.

Bachelor of Education (BEd)

The existing BEd rules and structure will continue until 2023. The last enrolment for the first time entering students into the old BEd is 31 December 2018. The old BEd will be phased out in 2021. Pipeline students in the old BEd will be allowed until 2023 to complete their degree.

HUM-BEd1 Specialisations
Students must register for one of the following specialised curricula:

Early Childhood Development *(includes Foundation Phase)*
Foundation and Intermediate Phases
Intermediate and Senior Phases
Senior Phase and FET
Further Education and Training (FET)

HUM-BEd2 Curriculum

Candidates for the degree shall complete one of the following curricula and shall obtain at least 512 credits.

* **All students** must complete the following core components of the curriculum:

	*EDES213	Education Studies 210 (16C)
	*EDES220	Education Studies 220(16C)
	*EDES310	Education Studies 310 (16C)
	*EDES320	Education Studies 320 (16C)
	*EDES410	Education Studies 410 (16C)
	*EDES420	Education Studies 420 (16C)
	*EDES110	Professional Studies 110(16C)
	*EDES120	Professional Studies 120 (8C)
	*EDES210	Professional Studies 210 (8C)
	*EDTP120	Teaching Practice 120 (8C)
	*EDTP220	Teaching Practice 220 (8C)
	*EDTP320	Teaching Practice 320 (8C)
	*EDTP420	Teaching Practice 420 (8C)*
(b)	*EDLE100	Academic Literacy for Undergraduate Students (16C)
	*EDCM101	Computer Literacy (8C)
	*EDMA135	Basic Mathematics for Educators (16C), **or**
	*EDMA144	Mathematics for Life and Teaching (16C)

(Students with a grade 12 pass in Mathematics are exempt from these Mathematics modules without credit)

(c) Any **one** of the following modules:
*EDHS101 Africa in a Globalizing World (16C)
*EDSJ101 Diversity and Learning (16C)
*EDPY101 Perspectives on Human Nature (16C)
*EDMA119 Mathematics 110 (16C)
*EDES101 Critical Inquiry in Early Childhood Development ** (16C)
** *(Not for Senior and FET specialisations)*
Any other foundational module approved by the Dean and Head of School

(d) **Two** modules in a second language from the following:
*EDZU110 Communication in isiZulu 110 (16C) and
*EDZU120 Communication in isiZulu 120 (16C)
or
*EDZU111 Conversational isiZulu 110 (16C) and
*EDZU121 Conversational isiZulu 120 (16C)

Provided that:
(1) students registered for either the Senior and FET or FET specialisations need do only one module in a second language from either EDAF110 or *EDZU111 or *EDZU110 where they can demonstrate communicative competence in a second official language they may be exempt from this requirement without credit. However, students who do not speak isiZulu are required to complete EDZU111 to fulfil the University's language policy requirements.
(2) students may with the permission of the Dean and Head of School fulfil this requirement by studying one of the other official languages
(3) international students may, with the permission of the Dean and Head of School, be exempt without credit from this requirement.

2) **In addition to the core components** in (1) above, students must complete one of the following specialist components:

1. Students who register for the Early Childhood Development specialisation must include the following components:
(i) **One** of the following modules:
*EDEN101 English Language Course (16C)
*EDEN110 English Communication 110(16C)
ii) **All** of the following modules:
*EDMA134 Primary Mathematics Education 110 (16C)
*EDMA211 Primary Mathematics Education 210 (16C)
*EDLE120 Language and Literacy 120 (16C)
*EDLE220 Language and Literacy 220 (16C)
*EDLE320 Language and Literacy 320 (16C)
*EDPY300 Life Skills Learning Area Studies (16C)
*EDES240 Professional Studies 240 (8C)

iii) **All** seven of the compulsory modules in list A (below)
iv) **At least two** further modules from lists A, B or D

2. Students who register for the Foundation and Intermediate Phase specialisation must include the following components:

i. **One** of the following modules:
   *EDEN101 English Language Course (16C)
   *EDEN110 English Communication 110 (16C)
ii. **All** of the following modules:
   *EDMA134 Primary Mathematics Education 110 (16C)
   *EDMA211 Primary Mathematics Education 210 (16C)
   *EDMA311 Primary Mathematics Education 311 (16C)
   *EDLE120 Language and Literacy 120 (16C)
   *EDLE220 Language and Literacy 220 (16C)
   *EDLE320 Language and Literacy 320 (16C)
   *EDAR200 Arts and Culture Learning Area Studies (16C)
   *EDAC200 Life Orientation & EMS Learning Area Studies (16C)
   *EDNS310 Natural Science & Technology Learning Area Studies (16C)
   *EDPY300 Life Skills Learning Area Studies (16C)
   *EDES221 Professional Studies 220 (8C)
iii. **At least five** modules from lists A, B or D provided that at least two modules shall be at level 300

3. Students who register for the Intermediate and Senior Phase specialisation must include the following components:

i. **One** of the following modules:
   *EDEN101 English Language Course (16C)
   *EDEN110 English Communication 110 (16C)

ii. **All** of the following modules:
   *EDMA211 Primary Mathematics Education 210 (16C)
   *EDMA311 Primary Mathematics Education 311 (16C)
   *EDLE220 Language and Literacy 220 (16C)
   *EDLE320 Language and Literacy 320 (16C)
   *EDAR200 Arts and Culture Learning Area Studies (16C)
   *EDAC200 Life Orientation & EMS Learning Area Studies (16C)
   *EDNS310 Natural Science & Technology Learning Area Studies (16C)
   *EDES221 Professional Studies 220 (8C)
iii. **Six modules** from **List B** to construct two Learning Area specialisations in the combinations indicated in that list provided that one of the Learning Areas must be Mathematics, Natural Science or Technology.
iv. **At least** four Learning Area methodology modules from List C with two modules in each Learning Area selected.

4. Students who register for the Senior Phase and FET specialisation must include the following components:

i. *EDES230 Professional Studies 230 (8C)
ii. **At least five** subject specialisation modules from List D in one subject specialisation.
iii. **Six** modules from List B to construct two Learning Area specialisations in the combinations indicated in that list provided that one of the Learning Areas must be Mathematics, Natural Science or Technology.
iv. **Three** subject methodology modules from List E appropriate to the subject specialisation chosen from List D.
   (i) At least four Learning Area methodology modules from List C with two modules in each Learning Area

b. **Students who register for the FET specialisation** must include the following components:

i. *EDES230 Professional Studies 230 (8C)
ii. **At least twelve** subject specialisation modules from List D with at least 5 modules each in two separate specialisations.
iii. **At least six** subject methodology modules from List E appropriate to the subject specialisations chosen from List D.
iv. Additional modules from any listed in this rule and as approved by the Dean and Head of School, to meet the credits specified for this qualification.

LIST A - ECD and Foundation specialisation and other elective modules

*EDLE102 Children's Literature (16C)
*EDES301 **Creative Arts in ECD (16C)
*EDES401 **Curriculum Development in ECD (16C)
*EDLA201 **Integrated Learning Area Studies: Life Skills(16C)
*EDES402 *Introduction to Research in ECD (16C)
*EDES100 **Issues and Perspectives in ECD (16C)
*EDMA126 **Numeracy in the Early Years (16C)
*EDES111 **Reception Year Studies (16C)
*EDES202 **Understanding Child Development for ECD (16C)

** indicates compulsory modules for ECD specialisation

LIST B - Learning area specialisation modules

Arts and Culture Learning Area

*EDAR110 Arts and Culture 110 (16C)
*EDAR120 Arts and Culture 120 (16C)
*EDAR210 Arts and Culture 210 (16C)

Economic Management Sciences Learning Area

*EDAC210 Accounting Education 210 (16C)
*EDBU210 Business Management 210 (16C)

And either

*EDAC220 Accounting Education 220 (16C) **or**
*EDBU220 Business Management 220 (16C)

Language and Literacy Learning Area

*EDEN210 English Major 210 (16C)
*EDEN220 English Major 220 (16C)
*EDEN310 English Major 310 (16C)

or

*EDZU210 isiZulu (mother tongue) 210 (16C)
*EDZU220 isiZulu (mother tongue) 220 (16C)
*EDZU310 isiZulu (mother tongue) 310 (16C)

Life Orientation Learning Area

*EDLF110 Life Orientation 110 (16C)
*EDLF120 Life Orientation 120 (16C)
*EDLF210 Life Orientation 210 (16C)

Mathematics Learning Area

*EDMA210 Mathematics for Educators 210 (16C)

*EDMA220 Mathematics for Educators 220 (16C)
*EDMA310 Mathematics for Educators 310 (16C)

Natural Sciences Learning Area

*EDNS110 Natural Science 110 (16C)
*EDNS120 Natural Science 120 (16C)
*EDNS210 Natural Science 210 (16C)

Social Sciences Learning Area

*EDGG210 Geography for Educators 210 (16C) and
*EDHS210 History for Educators 210 (16C)

And either

*EDGG220 Geography for Educators 220 (16C) **or**
*EDHS220 History for Educators 220 (16C)

Technology Learning Area

*EDTE111 Technology Education 111 (16C)
*EDTE121 Technology Education 121 (16C)
*EDTE220 Technology Education 220 (16C)

LIST C - Learning Area Methodology Modules *(8 credits each)*

*EDAR201 Arts and Culture Method 1 (8C) and
*EDAR301 Arts and Culture Method 2 (8C)
*EDAC201 Accounting Method 1 (8C) and
*EDBU201 Business Management Method 1 (8C)
*EDGG201 Geography for Educators Method 1 (8C) **and**
*EDHS201 History for Educators Method 1 (8C)
*EDTE201 Technology Education Method 1 (8C) **and**
*EDTE301 Technology Education Method 2 (8C)
*EDMA201 Mathematics for Educators Method 1 (8C) **and**
*EDMA301 Mathematics for Educators Method 2 (8C)
*EDLF201 Life Orientation Method 1 (8C) **and**
*EDLF202 Life Orientation Method 2 (8C)
*EDNS201 Natural Science Method 1 (8C) **and**
*EDNS202 Natural Science Method 2 (8C)
*EDEN201 English Major Method 1 (8C) **and**
*EDEN301 English Major Method 2 (8C)
*EDAF201 Afrikaans Methods 1 (8C)
*EDAF301 Afrikaans Method 2 (8C)
*EDZU201 isiZulu (mother tongue) Method 1 (8C) **and**
*EDZU301 isiZulu (mother tongue) Method 2 (8C)

LIST D - FET Subject Specialisation Modules (All modules are 16 credits)

Codes	Titles
*EDAC210, 220, 310, 320, 410, 420	Accounting Education 210, 220, 310, 320, 410, 420
*EDBS210, 220, 310, 320, 410, 420	Biological Science for Educators 210, 220, 310, 320, 410, 420
*EDBU210, 220, 310, 320, 410, 420	Business Management 210, 220, 310, 320, 410, 420
*EDCM210, 220, 310, 320, 410, 420	Computer Science Education 210, 220, 310, 320, 410, 420
*EDDR210, 220, 310, 320, 410, 420	Drama Education 210, 220, 310, 320, 410, 420
*EDEN210, 220, 310, 320, 410, 420	English Major 210, 220, 310, 320, 410, 420
*EDGG210, 220, 310, 320, 410, 420	Geography for Educators 210, 220, 310, 320, 410, 420
*EDHS210, 220, 310, 320, 410, 420	History for Educators 210, 220, 310, 320, 410, 420
*EDIS210, 220, 310, 320, 410, 420	Information Systems Education 210, 220, 310, 320, 410, 420
*EDMA210, 220, 310, 320, 410, 420	Mathematics for Educators 210, 220, 310, 320, 410, 420
*EDPS210, 220, 310, 320, 410, 420	Physical Science for Educators 210, 220, 310, 320, 410, 420
*EDSP210, 220, 310, 320, 410, 420	Sports Science for Educators 210, 220, 310, 320, 410, 420
*EDTT210, 220, 310, 320, 410, 420	Travel and Tourism Education 210, 220, 310, 320, 410, 420
*EDZU210, 220, 310, 320, 410, 420	isiZulu (mother tongue) 210, 220, 310, 320, 410, 420

LIST E - Subject Methodology Modules (all modules are 8 credits)

Codes	Titles
*EDAC201, 301, 401	Accounting Method 1, 2, 3
*EDBS201, 301, 401	Biological Science Method 1, 2, 3
*EDBU201, 301, 401	Business Management Method 1, 2, 3
*EDCM201, 301, 401	Computer Science Education Method 1, 2, 3
*EDDR201, 301, 401	Drama Education Method 1, 2, 3
*EDEN201, 301, 401	English Major Method 1, 2, 3
*EDGG201, 301, 401	Geography for Educators Method 1, 2, 3
*EDHS201, 301, 401	History for Educators Method 1, 2, 3
*EDIS201, 301, 401	Information Systems Education Method 1, 2, 3
*EDMA201, 301, 401	Mathematics for Educators Method 1, 2, 3
*EDPS201, 301, 401	Physical Science for Educators Method 1, 2, 3
*EDSP201, 301, 401	Sports Science for Educators Method 1, 2, 3
*EDTT201, 301, 401	Travel and Tourism Education Method 1, 2, 3
*EDZU201, 301, 401	isiZulu (mother tongue) Method 1, 2, 3

HUM-BEd3 Language Proficiency

Candidates shall demonstrate a standard of proficiency, as determined by Senate, in at least two official languages one of which must be at a standard appropriate as a medium of instruction in Schools.

HUM-BEd4 Assessment

The assessment of students' work in a module will be based on examinations, course work and practical work in such combinations as may be prescribed by Senate.

The examiners may require *viva voce* questioning of students in addition to such written and practical examinations as may be prescribed by Senate.

1. Students who, by virtue of their conduct are found to have contravened the Code of Professional Ethics of the South African Council of Educators shall be excluded from further

study towards the BEd qualification. Prior to such exclusion the student shall be given the opportunity to be heard.

2. Students who do not demonstrate a level of competence which, in accordance with criteria approved by Board would enable them to practice as an educator, may be excluded from further study towards the BEd qualification. Prior to such exclusion the student shall be given the opportunity to be heard.

HUM-BEd5 Award of the BEd *cum laude*
In addition to General Rule BR7 (a), the degree of Bachelor of Education shall be awarded *cum laude* if a student obtains a minimum of 75% in EDTP420.

HUM-BEd6 Award of the BEd *summa cum laude*
In addition to General Rule BR7 (b), the degree of Bachelor of Education shall be awarded *summa cum laude* if a student obtains a minimum of 75% in both EDTP320 and EDTP420.

BACHELOR DEGREES IN EDUCATION

The attention of all students registering from 2014 is drawn to Rule BR9 requiring them to take and pass a module in isiZulu if they do not qualify for the exemption.

Students enrolled for the first time in 2019

HUM- BEd1 Specialisations

Students must register for one of the following specialised curricula:
Foundation Phase
Intermediate Phase
Senior Phase and Further Education and Training

HUM- BEd 2 Curriculum

Candidates for the degree shall complete the following curricula and shall obtain the following minimum credits per specialisation:
Foundation Phase: 552 credits
Intermediate Phase: 544 credits (for students choosing Mathematics teaching specialisation)
Intermediate Phase: 560 credits (for students choosing Science & Technology teaching specialisation)
Senior and FET Phase: 512 credits

1. All students must complete the following core components of the curriculum:

a) Education Studies: An Introduction into the Study of Education(16C)
Education Studies: Teaching, Learning and Classroom Practices (16C)
Education Studies: Curriculum (16C)
Education Studies: Psychology (16C)
Education Studies: Philosophy and Sociology (16C)
Education Studies: Researching Education (16C)

b) Teaching Practice 1 (16C)
Teaching Practice 2 (8C)
Teaching Practice 3 (8C)

Teaching Practice 4 (16C)

c) English Education (LLT): Language, learning and teaching in education (16C)
d) IsiZulu Communication and language usage in Education (16C)
e) Computer Literacy (8C) (Students who provide proof of competence will be granted exemption without credit)

2. **In addition to the core components** in (1) above, students must complete one of the following specialist components:

(a) **Students who register for the Foundation Phase specialisations must include the following components:**

(i) Mathematics Education for Foundation and Intermediate Phase 1 (16C)
Mathematics Education for Foundation and Intermediate Phase 2 (16C)
Mathematics Education for Foundation and Intermediate Phase 3 (16C)
Mathematics Education Method 1 for Foundation Phase (16C)
Mathematics Education Method 2 for Foundation Phase (16C)

(ii) English Education 1: Foundations (16C)
English Education 2: Introduction to Theory & Practice (16C)
English Education 3: Teaching Theory & Practice using Contemporary Literature (16C)
Literacy in the Foundation Phase 1 English (FAL) (16C)
Literacy in the Foundation Phase 2 English (FAL) (16C)

(iii) isiZulu Education 1: isiZulu Education 1: Nature of isiZulu language (16C)
isiZulu Education 2: Integrated isiZulu Language & Literacy Studies (16C)
isiZulu Education 3: isiZulu Film, Poetry & Drama in Education (16C)
Literacy in the Foundation Phase 1 isiZulu (HL) (16C)
Literacy in the Foundation Phase 2 isiZulu (HL) (16C)

(iv) Life Skills 1 (16C)
Life Skills 2 (16C)
Life Skills 3 (16C)
Life Skills Method 1 (16C)

(v) Life Skills Method 2 (16C)

(vi) Numeracy in the Early Years (16C)

(vii) Contextual Realities in ECE (16C)

(viii) Understanding child development and learning in the FP (16C)

(b) **Students who register for the Intermediate Phase specialisations** are required to complete four (4) teaching subjects. Three (3) of these teaching subjects are compulsory, while the 4th teaching subject is based on the student's preference.

All students must complete the following teaching subjects:

(i) English Education 1: Foundations (16C)
English Education 2: Introduction to Theory & Practice (16C)
English Education 3: Teaching Theory & Practice using Contemporary Literature (16C)
English Education Method 1 for Intermediate Phase: Introducing Concepts (HL or FAL) (16C)
English Education Method 2 for Intermediate Phase: Literacies in the English Classroom (HL or FAL) (16C)

(ii) isiZulu Education 1: isiZulu Education 1: Nature of isiZulu language (16C)
isiZulu Education 2: Integrated isiZulu Language & Literacy Studies (16C)
isiZulu Education 3: isiZulu Film, Poetry & Drama in Education (16C)
isiZulu Education Method 1 for Intermediate Phase: Language Acquisition, Learning and Teaching

(HL or FAL) (16C)
isiZulu Education Method 2 for Intermediate: isiZulu Prose, Language Skills, Structure and Conventions (HL or FAL) (16C)

(iii) Social Science Education

For Social Science Education, students are required to select three out four Social Science Education content modules (in addition to two method modules), depending on their selected subject specialisation.

For students who select History Education as subject specialisation, two content modules must be completed in History Education and one content module must be completed in Geography Education. The modules are as follows:

History Education 1: History Philosophy, Theory and Method (16C)
Geography Education 1: Development Studies (16C)
History Education 4: Themes from South African History (16C)

AND

Social Science Education Method 1 for Intermediate Phase (Geography & History)(16C)
Social Science Education Method 2 for Intermediate Phase (History) (16C)

For students who select Geography Education as subject specialisation, two content modules must be completed in Geography Education and one content module must be completed in History Education.

The modules are as follows:

Geography Education 1: Development Studies (16C)
Geography Education 4: Map work and Geographic Information Systems (16C)
History Education 4: Themes from South African History (Content 1) (16C)

AND

Social Science Education Method 1 for Intermediate Phase (Geography & History)(16C)
Social Science Education Method 3 for Intermediate Phase (Geography) (16C)

Students are required to select a fourth subject from either Mathematics or Science & Technology. Depending on preference, students must complete the following modules associated with their teaching subject:

(iv) Mathematics

Mathematics Education for Foundation and Intermediate Phase 1 (16C)
Mathematics Education for Foundation and Intermediate Phase 2 (16C)
Mathematics Education for Foundation and Intermediate Phase 3 (16C)
Mathematics Education Method 1 for Intermediate Phase (16C)
Mathematics Education Method 2 for Intermediate Phase (16C)

OR

(v) Science & Technology

S & T 1: Introduction to Science and Technology (16C)
S & T 2: Earth and its Resources (16C)
S & T 3: Matter and Materials (16C)
S & T 4: Structures and Processes (16 C)) (Only for NS/TECH students)
S & T Method 1: Teaching and Learning Science and Technology (16C)
S & T Method 2: Issues in teaching and learning Science and Technology (16C)

In addition to the above compulsory subjects, students are required to select **2 additional** modules from the list below:

(a) Mathematics Foundations for Intermediate Phase Teachers (16C) (only if Mathematics is not chosen as a teaching subject)
(b) Economic Management Sciences 2 (16C)
(c) Life Skills 3 (16C) (Not for Science & Technology students)

(vi) Students who register for the Senior Phase and FET specialisations must select ONE (1) subject package from the ELEVEN (11) subject packages given below. (Column A lists the approved Further Education and Training subjects, and Column B and Column C lists the Senior Phase subjects. Column D lists the elective for packages 4A, 4B, 6A, 6B, 10 & 11)

Table 1: Subject Packages

	COLUMN A	COLUMN B	COLUMN A	COLUMN B
	FET SUBJECT (5 content and 3 method modules) (16C each)	**SENIOR PHASE SUBJECT 1 (4 content and 3 method modules) (16C each)**	**SENIOR PHASE SUBJECT 2 (4 content and 3 method modules) (16C each**	**ELECTIVE (4 content modules) (16C each)**
1	**Accounting Education** Accounting Education 1 Accounting Education 2 Accounting Education 3 Accounting Education 4 Accounting Education 5 Accounting Education Method 1 Accounting Education Method 2 Accounting Education Method 3	**Economic Management Sciences** Economic Management Sciences 1 Economic Management Sciences 2 Economic Management Sciences 3 Economic Management Sciences 4 Economic Management Sciences Method 1 Economic Management Sciences Method 2 Economic Management Sciences Method 3	**Creative Arts Education** Creative Arts Education 1 Creative Arts Education 2 Creative Arts Education 3 Creative Arts Education 4 Creative Arts Education Method 1 Creative Arts Education Method 2 Creative Arts Education Method 3 **OR** **Mathematics Education** Mathematics Education for Senior Phase 1 Mathematics Education for Senior Phase 2 Mathematics Education for Senior Phase 3 Mathematics Education for Senior Phase 4 Mathematics Education Method 1 for Senior Phase Mathematics Education Method 2 for Senior Phase Mathematics Education Method 3 for Senior Phase	
2	**Computer Science Education** Computer Science Education 1	**Technology Education** Technology Education 1	**Mathematics Education**	

	Computer Science Education 2 Computer Science Education 3 Computer Science Education 4 Computer Science Education 5 Computer Science Education Method 1 Computer Science Education Method 2 Computer Science Education Method 3	Technology Education 2 Technology Education 3 Technology Education 4 Technology Education Method 1 Technology Education Method 2 Technology Education Method 3	Mathematics Education for Senior Phase 1 Mathematics Education for Senior Phase 2 Mathematics Education for Senior Phase 3 Mathematics Education for Senior Phase 4 Mathematics Education Method 1 for Senior Phase Mathematics Education Method 2 for Senior Phase Mathematics Education Method 3 for Senior Phase	
3	**Drama Education** Drama Education 1 Drama Education 2 Drama Education 3 Drama Education 4 Drama Education 5 Drama Education Method 1 Drama Education Method 2 Drama Education Method 3	**Life Orientation Education** Life Orientation Education 1 Life Orientation Education 2 Life Orientation Education 3 Life Orientation Education 4 Life Orientation Education Method 1 for Senior Phase Life Orientation Education Method 2 for Senior Phase Life Orientation Education Method 3 for Senior Phase	**Creative Arts Education** Creative Arts Education Creative Arts Education 1 Creative Arts Education 2 Creative Arts Education 3 Creative Arts Education 4 Creative Arts Education Method 1 Creative Arts Education Method 2 Creative Arts Education Method 3	

4A	**English Education** English Education 1 English Education 2 English Education 3 English Education 4 English Education 5 English Education Method 1 for FET English Education Method 2 for FET English Education Method 3 for FET	**Social Science Education** Geography Education 1 Geography Education 4 History Education 1 History Education 4 Social Science Education Method 1 for Senior Phase Social Science Education Method 2 for Senior Phase Social Science Education Method 3 for	**English Education** English Education 1 English Education 2 English Education 3 English Education 4 English Education Method 1 for Senior Phase English Education Method 2 for Senior Phase English Education Method 3 for Senior Phase	**Creative Arts Education*** Creative Arts Education 1 Creative Arts Education 2 Creative Arts Education 3 Creative Arts Education 4 **replaces English Education 1, 2, 3 & 4 from Column C*

		Senior Phase **OR** **Economic Management Sciences** Economic Management Sciences 1 Economic Management Sciences 2 Economic Management Sciences 3 Economic Management Sciences 4 Economic Management Sciences Method 1 Economic Management Sciences Method 2 Economic Management Sciences Method 3		
4B	**English Education** English Education 1 English Education 2 English Education 3 English Education 4 English Education 5 English Education Method 1 for FET English Education Method 2 for FET English Education Method 3 for FET	**Social Science Education** Geography Education 1 Geography Education 4 History Education 1 History Education 4 Social Science Education Method 1 for Senior Phase Social Science Education Method 2 for Senior Phase Social Science Education Method 3 for Senior Phase **OR** **Economic Management Sciences** Economic Management Sciences 1 Economic Management Sciences 2 Economic Management Sciences 3 Economic Management Sciences 4 Economic Management Sciences Method 1 Economic Management Sciences Method 2 Economic Management Sciences Method 3	**English Education** English Education 1 English Education 2 English Education 3 English Education 4 English Education Method 1 for Senior Phase English Education Method 2 for Senior Phase English Education Method 3 for Senior Phase	**Social Science*** Geography Education 2 Geography Education 3 History Education 2 History Education 3 **replaces English Education 1, 2, 3 & 4 from Column C*
5	**Information Systems Education** Information Systems Education 1 Information Systems Education 2 Information Systems	**Technology Education** Technology Education 1 Technology Education 2 Technology Education 3 Technology Education 4 Technology Education Method 1	**Economic Management Sciences** Economic Management Sciences 1 Economic Management Sciences 2 Economic Management	

	Education 3 Information Systems Education 4 Information Systems Education 5 Information Systems Education Method 1 Information Systems Education Method 2 Information Systems Education Method 3	Technology Education Method 2 Technology Education Method 3	Sciences 3 Economic Management Sciences 4 Economic Management Sciences Method 1 Economic Management Sciences Method 2 Economic Management Sciences Method 3 **OR** **Mathematics Education** Mathematics Education for Senior Phase 1 Mathematics Education for Senior Phase 2 Mathematics Education for Senior Phase 3 Mathematics Education for Senior Phase 4 Mathematics Education Method 1 for Senior Phase Mathematics Education Method 2 for Senior Phase Mathematics Education Method 3 for Senior Phase	
6A	**isiZulu Education** isiZulu Education 1 isiZulu Education 2 isiZulu Education 3 isiZulu Education 4 isiZulu Education 5 isiZulu Education Method 1 for FET isiZulu Education Method 2 for FET isiZulu Education Method 3 for FET	**Social Science Education** Geography Education 1 Geography Education 4 History Education 1 History Education 4 Social Science Education Method 1 for Senior Phase Social Science Education Method 2 for Senior Phase Social Science Education Method 3 for Senior Phase **OR** **Economic Management Sciences** Economic Management Sciences 1 Economic Management Sciences 2 Economic Management Sciences 3 Economic Management Sciences 4 Economic Management Sciences Method 1 Economic Management	**isiZulu Education** isiZulu Education 1 isiZulu Education 2 isiZulu Education 3 isiZulu Education 4 isiZulu Education Method 1 for Senior Phase isiZulu Education Method 2 for Senior Phase isiZulu Education Method 3 for Senior Phase	**Creative Arts Education*** Creative Arts Education 1 Creative Arts Education 2 Creative Arts Education 3 Creative Arts Education 4 **replaces isiZulu Education 1, 2, 3 & 4 from Column C*

		Sciences Method 2 Economic Management Sciences Method 3		
6B	**isiZulu Education** isiZulu Education 1 isiZulu Education 2 isiZulu Education 3 isiZulu Education 4 isiZulu Education 5 isiZulu Education Method 1 for FET isiZulu Education Method 2 for FET isiZulu Education Method 3 for FET	**For Social Science Education** Geography Education 1 Geography Education 4, History Education 1 History Education 4 Social Science Education Method 1 for Senior Phase Social Science Education Method 2 for Senior Phase Social Science Education Method 3 for Senior Phase **OR** **Economic Management Sciences** Economic Management Sciences 1 Economic Management Sciences 2 Economic Management Sciences 3 Economic Management Sciences 4 Economic Management Sciences Method 1 Economic Management Sciences Method 2 Economic Management Sciences Method 3	**isiZulu Education** isiZulu Education 1 isiZulu Education 2 isiZulu Education 3 isiZulu Education 4 isiZulu Education Method 1 for Senior Phase isiZulu Education Method 2 for Senior Phase isiZulu Education Method 3 for Senior Phase	**Social Science*** Geography Education 2 Geography Education 3 History Education 2 History Education 3 ** replaces isiZulu Education 1, 2, 3 & 4 from Column C*
7	**Mathematics Education** Mathematics Education for FET 1 Mathematics Education for FET 2 Mathematics Education for FET 3 Mathematics Education for FET 4 Mathematics Education for FET 5 Mathematics Education Method 1 for FET Mathematics Education Method 2 for FET Mathematics Education Method 3 for FET	**Technology Education** Technology Education 1 Technology Education 2 Technology Education 3 Technology Education 4 Technology Education Method 1 Technology Education Method 2 Technology Education Method 3	**Maths Education** Mathematics Education for Senior Phase 1 Mathematics Education for Senior Phase 2 Mathematics Education for Senior Phase 3 Mathematics Education for Senior Phase 4 Mathematics Education Method 1 for Senior Phase Mathematics Education Method 2 for Senior Phase Mathematics Education Method 3 for Senior Phase	
8	**Life Sciences Education** Life Sciences Education 1 Life Sciences Education 2	**Natural Science Education** Natural Science	**Technology Education** Technology Education 1 Technology Education 2	

	Life Sciences Education 3 Life Sciences Education 4 Life Sciences Education 5 Life Sciences Education Method 1 Life Sciences Education Method 2 Life Sciences Education Method 3	Education 1 Natural Science Education 2 Natural Science Education 3 Natural Science Education 4 Natural Science Education Method 1 Natural Science Education Method 2 Natural Science Education Method 3	Technology Education 3 Technology Education 4 Technology Education Method 1 Technology Education Method 2 Technology Education Method 3	
9	**Physical Science Education** Physical Science Education 1 Physical Science Education 2 Physical Science Education 3 Physical Science Education 4 Physical Science Education 5 Physical Science Education Method 1 Physical Science Education Method 2 Physical Science Education Method 3	**Natural Science Education** Natural Science Education 1 Natural Science Education 2 Natural Science Education 3 Natural Science Education 4 Natural Science Education Method 1 Natural Science Education Method 2 Natural Science Education Method 3	**Mathematics Education** Mathematics Education for Senior Phase 1 Mathematics Education for Senior Phase 2 Mathematics Education for Senior Phase 3 Mathematics Education for Senior Phase 4 Mathematics Education Method 1 for Senior Phase Mathematics Education Method 2 for Senior Phase Mathematics Education Method 3 for Senior Phase	
10	**Life Orientation Education** Life Orientation Education 1 Life Orientation Education 2 Life Orientation Education 3 Life Orientation Education 4 Life Orientation Education 5 Life Orientation Education Method 1 for FET Life Orientation Education Method 2 for FET Life Orientation Education Method 3 for FET	**Life Orientation Education** Life Orientation Education 1 Life Orientation Education 2 Life Orientation Education 3 Life Orientation Education 4 Life Orientation Education Method 1 for Senior Phase Life Orientation Education Method 2 for Senior Phase Life Orientation Education Method 3 for Senior Phase	**Social Science Education** Geography Education 1 Geography Education 4 History Education 1 History Education 4 Social Science Education Method 1 for Senior Phase Social Science Education Method 2 for Senior Phase Social Science Education Method 3 for Senior Phase	**Social Science Education*** Geography Education 2 Geography Education 3 History Education 2 History Education 3 ** replaces Life Orientation Education Education 1, 2, 3 & 4 from Column B*
11	**History Education** History Education 1 History Education 2 History Education 3 History Education 4 History Education 5	**Social Science Education** Geography Education 1 Geography Education 4 History Education 1 History Education 4	**isiZulu Education** isiZulu Education 1 isiZulu Education 2 isiZulu Education 3 isiZulu Education 4 isiZulu Education Method	**Social Science Education*** Geography Education 2 Geography Education 3 **replaces History Education 1 & 4 from*

	History Education Method 1 for FET History Education Method 2 for FET History Education Method 3 for FET	Social Science Education Method 1 for Senior Phase Social Science Education Method 2 for Senior Phase Social Science Education Method 3 for Senior Phase	1 for Senior Phase isiZulu Education Method 2 for Senior Phase isiZulu Education Method 3 for Senior Phase **OR** **English Education** English Education 1 English Education 2 English Education 3 English Education 4	*Column B*

(i) Students who choose English Education (Package no 4A in the table above) as their FET specialisation and Economic Management Sciences as their Senior Phase specialisation are required to select four additional content modules from Creative Arts Education.

(ii) Students who choose English Education (Package no 4B in the above table) as their FET specialisation and Social Science Education (Geography Education 1; Geography Education 4, History Education 1 and History Education 4) as their Senior Phase specialisation are required to select the four remaining content modules from Social Science Education (Geography Education 2, Geography Education 3, History Education 2 and History Education 3).

(iii) Students who choose isiZulu Education (Package No 6A in the table above) as their FET specialisation and Economic Management Sciences as their Senior Phase specialisation are required to select four additional content modules from Creative Arts Education.

(iv) Students who choose isiZulu Education (Package No 6B in the table above) as their FET specialisation and Social Science Education (Geography Education 1; Geography Education 4, History Education 1 and History Education 4) as their Senior Phase specialisation are required to select the four remaining content modules from Social Science Education (Geography Education 2, Geography Education 3, History Education 2 and History Education 3).

(v) Students who choose Life Orientation Education (Package No 10 in the table above) as their FET specialisation are required to select four additional content modules from Social Science Education (Geography Education 1; Geography Education 4, History Education 1 and History Education 4)

(vi) Students who choose History Education (Package No 11 in the table above) as their FET specialisation are required to select two additional content modules from Geography Education (Geography Education 2 and Geography Education 3).

Progression rules for the B Ed (Foundation, Intermediate and Senior/FET Phase) programme:
Progression rules from one academic year to another are guided by the university's policy of student progression.

a) In order to progress to the second year level of study, a student must pass at least 80 credits at the first year level;
b) Students, who have by the end of the fourth semester of registration, completed 112 credits at first year level and a minimum of 80 credits at the second year level, shall be eligible to proceed to the third level of study;
c) Students, who have by the end of the sixth semester of registration, completed 112 credits at second year level and a minimum of 80 credits at third year level, shall be eligible to proceed to the fourth year level of study.

HUM-BEd3 Language Proficiency
Candidates should be proficient in the use of at least one official South African language as a language of learning and teaching (LoLT), and partially proficient (i.e. sufficient for purposes of basic conversation) in at

least one other official African language as a language of conversational competence (LoCC).

HUM-BEd4 Assessment
The assessment of students' work in a module will be based on examinations, course work, and practical work in such combinations as may be prescribed by Senate. The examiners may require *viva voce* questioning of student in addition to such written and practical examinations as may be prescribed by Senate.

1. Students who, by virtue of their conduct are found to have contravened the Code of Professional Ethics of the South African Council of Educators shall be excluded from further study towards the BEd qualification. Prior to such exclusion the student shall be given the opportunity to be heard.
2. Students who do not demonstrate a level of competence which, in accordance with criteria approved by Board would enable them to practice as an educator, may be excluded from further study towards the BEd qualification. Prior to such exclusion the student shall be given the opportunity to be heard.

HUM-BEd5 Award of the BEd *cum laude*
In addition to General Rule BR7 (a), the degree of Bachelor of Education shall be awarded *cum laude* if a student obtains a minimum of 75% in EDTP430

HUM-BEd6 Award of the BEd *summa cum laude*
In addition to General Rule BR7 (a), the degree of Bachelor of Education shall be awarded summa *cum laude* if a student obtains a minimum of 75% in both EDTP321 and EDTP430

Bachelor of Music

This degree is not being offered to new students registering in 2022

The BMus degree provides a specialised professional training that combines practical work and music theory with the study of music from historical, critical, anthropological and sociological perspectives. Nine areas of specialisation are offered within the BMus degree: African Music and Dance, Composition, Jazz Studies, Music Education, Music Technology, Musicology and Ethnomusicology, Orchestral Performance, Performance, and Popular Music Studies. Within the BMus programme, students may take a limited number of modules other than music. The BMus degree requires four years of full-time study.

HUM-MUS1 Admission
Candidates must meet the normal College requirements for admission to degree study, and have successfully completed an audition and aural perception test as well as a diagnostic music theory test administered by the academic staff in Music; or (alternative route) must successfully complete all modules prescribed for the first semester of the Diploma in Jazz and Popular Music or the Diploma in Music Performance and including the module Academic Literacy in English.

Common modules and specialist modules
Students shall obtain credit for the following common modules as well as for the specialist modules in one of the specialist fields offered:
**NB: ALL Music modules are subject to alteration. Consult the Music Cluster directly for the latest module offerings.*

COMMON MODULES

1st Year	2nd Year	3rd Year	4th Year
MUSC1HA -Popular & Traditional Musics (16)	MUSC2HA - Music, Culture & History 2A	MUSC3HA-Music, Culture & History 3A	
MUSC1HB - Introduction to Western Classical Music (16)	(16) MUSC2HB - Music, Culture & History 2B (16)	(16) MUSC3HB - Music, Culture & History 3B (16)	
MUSC1FA&FB- Intro to Music Fundamentals A & B **or** MUSC1TA&TB - Music Theory and Perception 1A & 1B (16+16)	MUSC2TA&TB - Introductory Music Theory & Perception A & B **or** MUSC2TA&TB - Music Theory & Perception 2A & 2B (16+16)	MUSC3FA&FB- Intermediate Music Theory & Perception A & B **or** MUSC1KB-Keyboard Studies 1B (or, if exempt, Elective) plus Electives* (16+16)	
MUSC1EA&EB-Music Ensemble 1A & 1B (8+8)	MUSC2EA&EB-Music Ensemble 2A & 2B (8+8) MUSC2KA&KB - Keyboard Studies 1A (or, if exempt, Elective)(16)		Music Ensemble 3A 3B (8+8)
MUSC1PA&PB-First Practical Study 1A & 1B **or** MUSC1AA&AB-African Music & Dance 1A & 1B (16+16)	MUSC2PA&PB-First Practical Study 2A & 2B **or** MUSC2AA&AB-African Music & Dance 2A & 2B (16+16)	MUSC3PA&PBFirst Practical Study 3A & 3B **or** MUSC3AA&AB-African Music & Dance 3A & 3B (16+16)	
Approved Language Module (16)	Elective(s) (16)	*Electives only if Theory 2A& 2B already passed)	Electives (48)* (*Must include Keyboard Studies 1B not exempt and not already passed)

Notes

*(i) Students must complete **either** Music Theory & Perception 1A, 1B, 2A and 2B **or** Music Fundamentals 1A and 1B, Introductory Theory and Perception A and B, and Intermediate Theory and Perception A and B.*

(ii) Students who specialise in Performance and Orchestral Performance shall normally choose Electives instead of First Practical Study 3A and First Practical Study 3B. See Note (iii) below.

(iii) Keyboard Studies is compulsory for all BMus students except those who are studying piano or pipe organ or who are exempted on the basis of an audition.

SPECIALISATIONS

Specialisation	3rd Year	4th Year
African Music & Dance	MUSC3AE-African Music Outreach: Education (16) MUSC3CD-African Music Outreach: Community Development (16)	MUSC4AA-African Music & Dance Performance A (16) MUSC4AB-African Music & Dance Performance B (16) MUSC3ZA&ZB- Musicology & Ethnomusicology 1A (16) African Music Outreach: Documentation (16)
Composition	MUSC3CY-Composition 1 (32)	MUSC3CY-Composition 2 (32)
Jazz Studies **Note:** Students specialising in Jazz Studies must take (MUSC1WA) Jazz Workshop 1A, 1B, 2A, & 2B as electives.	MUSC3JA-Jazz Performance 1A (16) MUSC3JB-Jazz Performance 1B (16)	MUSC4JA- Jazz Performance 2A (16) MUSC4JB- Jazz Performance 2B (16) MUSC4AA- Jazz Composition & Arranging 1A (16) MUSC4AB- Jazz Composition & Arranging 1B (16)
Music Education	MUSC3MA- Music Education 1A (16) MUSC3AB- Music Education 1B (16)	MUSC2MA- Music Education 2A (32) MUSC2MB- Music Education 2B (32)
Musicology & Ethnomusicology	MUSC3ZA- Musicology & Ethnomusicology 1A (16) MUSC3ZB- Musicology & Ethnomusicology 1B (16)	MUSC3RM - Music Research: Methods (32) MUSC4RH - Music Research: History and Ideas (32)
Music Technology	MUSC3LA-Electro-Acoustic Music 1A (16) MUSC3LB-Electro-Acoustic Music 1B (16)	MUSC4LA-Electro-Acoustic Music 2A (32) MUSC4LB-Electro-Acoustic Music 2B (32)

Specialisation	2nd Year	3rd Year	4th Year
Orchestral Performance	MUSC2OA-Orchestral Performance 1A(16) [replaces Elective(s)] MUSC2OB-Orchestral Performance1B(16) [replaces Elective(s)]	MUSC3OA-Orchestral Performance2A(16) MUSC3OB-Orchestral Performance 2B (16)	MUSC4OA-Orchestral Performance 3A (32) MUSC4OB-Orchestral Performance 3B (32)

Performance	MUSC3XA-Performance 1A (16) MUSC3XB-Performance 1B (16)	MUSC4XA-Performance 2A (32) MUSC4XB-Performance 2B (32)
Popular Music Studies	MUSC3LA-Electro-Acoustic Music1A(16) MUSC3LB-Electro-Acoustic Music 1B (16)	MUSC4PM-Thinking Popular Music (32) MUSC4PS-Popular Music Production in SA (32)

Notes:

(i) *It is recommended that (a) students specialising in Popular Music Studies take Jazz Workshop 1Aand 1B as electives, and (b) students specialising in Music Education take Foundations for Music Education A & B.*

(ii) *Popular Music students who complete First Practical Study 2B have a choice between First Practical Study 3A/B, African Music & Dance 1A/B, or Drama and Performance Studies 101/102.*

(iii) *Popular Music students who complete African Music and Dance 2B have a choice between African Music and Dance 3A/B, First Practical Study 1A/B, Performance 1A/B or Drama and Performance Studies 101/102.*

ELECTIVES

MODULE DESRIPTION	MODULE CODE	CREDIT
Advanced Musical Studies 1A, 1B	MUSC3DA MUSC3DB	(16 each)
African Music and Dance 1A, 1B, 2A, 2B	MUSC1AA MUSC1AB MUSC2AA MUSC2AB	(16 each)
Choral Studies 1A, 1B, 2A, 2B, 3A, 3B	MUSC1CA MUSC1CB MUSC2CA MUSC2CB MUSC3CA MUSC3CB	(16 each)
Electro-Acoustic Music 1A, 1B	MUSC3LA MUSC3LA	(16 each)
Electro-Acoustic Music: Live Sound Reinforcement	MUSC3LS	(16each)
Electro-Acoustic Music: Deejaying	MUSC3DJ	(16each)
First Practical Study 4A, 4B	MUSC4PB MUSC4PB	(16 each)
Foundations for Music Education A, B	MUSC2MA MUSC2MB	(16 each)
Instrumental Teaching Method 1A, 1B	MUSC3IA MUSC3IB	(16 each)
Jazz Workshop 1A, 1B, 2A, 2B	MUSC1WA MUSC1WB	(16 each)

Keyboard Studies 1A, 1B, 2A, 2B	MUSC1KA MUSC1KB MUSC2KA MUSC2KB	(16 each)
Languages for Singers A, B	MUSC2GA MUSC2GB	(16 each)
Music Ensemble 4A, 4B	MUSC4EA MUSC4EB	(8 each)
Music Education 1A, 1B	MUSC3MA MUSC3MB	(16 each)

Music Theory and Perception 3A, 3B	MUSC3TA MUSC3TB	(16 each)
Musicology and Ethnomusicology 1A, 1B	MUSC3ZA MUSC3ZB	(16 each)
Orchestral Performance 1A, 1B	MUSC2OA MUSC2OB	(16 each)
Second Practical Study 1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B	MUSC1A MUSC1B MUSC2S MUSC2B MUSC3A MUSC3B MUSC4A MUSC4SB	(16 each)
Short Independent Study A, B	MUSC3YA MUSC3YB	(16 each)

**may be admitted to the course at the discretion of the relevant Academic Co- ordinator.*

Bachelor of Social Work

The purpose of the undergraduate Social Work programme is to provide graduates with knowledge, skills, values and competencies for practice in governmental and non-governmental organisations or as private practitioners within urban and/or rural contexts.

South African Council for Social Service Professions

From their second year of study all students registered for the Bachelor of Social Work are required to register with the South African Council for Social Service Professions (SACSSP) and are bound by the Council's regulations. A once-off fee is charged for registration with the Council as a student social worker. Students will be advised of their responsibilities and the fee requirement at the beginning of the second year of study. Students may not undertake any practice course in social work unless they are registered with the SACSSP as student social workers. Failure to comply with this requirement is a criminal offence. It is the students' responsibility to ensure that they are registered with the Council. Students will be required to provide proof of registration with the Council in order to register for the level 3 and 4 practice modules.

Module Structure for Social Work

Subject	Cr	Code	Subject	Cr	Code
Semester 1			**Semester 2**		
LEVEL 1					
Social Work and Developmental Social Welfare	16	SOWK103	Human Behaviour & the Social Environment	16	SOWK102
Introduction to Professional Social Work Practice	16	SOWK113	Fields of Practice and Organisations in Social Work	16	SOWK112
LEVEL 2					
Helping Theories in Social Work	16	SOWK203	Child, Youth and Family Centred Work	16	SOWK202
Working with Individuals and Families	16	SOWK211	Working with Groups	16	SOWK212
LEVEL 3					
Engaging Communities in Action	16	SOWK305	Critical Theory & Anti-Oppressive Practice	16	SOWK303
YEAR MODULE					
Social Work Practice 3				32	SOWK320
LEVEL 4					
Advanced Clinical Methods	16	SOWK401			
Gender, AIDS and Violence	16	SOWK402			
Social Policy	16	SOWK403			
YEAR MODULES					
Advanced Social Work Practice				48	SOWK4AP
Research Methods and Research Report				32	SOWK4RP

Requirements for the Degree

Level 1	SOWK102,SOWK103,SOWK112,SOWK113	64CPS
	Ancillary Module	16CPS
	Electives	48CPS
	TOTAL LEVEL 1	**144CPS**
Level 2	SOWK202,SOWK203,SOWK211,SOWK212	64CPS
	Electives	64CPS
	TOTAL LEVEL 2	**128CPS**
Level 3	SOWK303,SOWK305	32CPS
	SOWK320 (Social Work Practice 3)	32CPS
	Electives	64CPS
	TOTAL LEVEL 3	**128CPS**
Level 4	SOWK401,SOWK402,SOWK403	48CPS
	SOWK4AP (Advanced Social Work Practice)	48CPS
	SOWK4RP (Research Methods and Research Report)	32CPS
	TOTAL LEVEL 4	**128CPS**
	TOTAL DEGREE	**528CPS**

Note on Registration

It is crucial that all students who register for BSW programme consult with the Academic Staff or Academic Leader of the discipline before registration, to ensure that they structure their options correctly and they adhere to progression rules.

Ancillary Module

Any one of the following modules are required at first year level as part of the requirement for the structured BSW degree programme.

- ACLE101 Academi Literacy in English (16C)
- ELDV100 English Language Development B (16C)
- ZULN101 Basic isiZulu Language Studies A (16C) **or** ZULN102 Basic isiZulu Language Studies B (16C) **(***NB: This module is for those students whose mother tongue is not isiZulu and who do not have isiZulu (first/ second language) as a Grade 12 subject).*
- Any module approved by the Academic Leader.

Recommended Electives

It is recommended that students select electives from the following cognate disciplines:

- Psychology
- Criminology and Forensic studies
- Community Development
- Sociology

Other electives could be selected from the following fields

1. Anthropology
2. Industrial, Organisational and Labour Studies
3. Religion
4. Gender Studies
5. Legal Studies
6. Management
7. Media and Cultural Studies
8. Political Science
9. Any module approved by the Academic Leader.

RULES FOR POSTGRADUATE DEGREES, CERTIFICATES AND DIPLOMAS

The College of Humanities is a large and diverse college that is home to a great number of disciplines and postgraduate offerings. The ready-reference section that follows is intended to facilitate your navigation through the plethora of modules on offer. The section is arranged alphabetically by discipline.

A more detailed description of each discipline's module offerings will be found elsewhere.
The disciplines were asked to provide the most comprehensive listings possible. It goes without saying, however, that not every one of the offerings listed by the disciplines will necessarily be available every year. Some will not be - normally as a consequence of non-availability of staff and/or lack of student interest. Naturally, disciplines reserve the right to add or withdraw offerings from time to time.

A Key to the Postgraduate Module Codes

We use a coding system consisting of nine characters that is used as follows:

The first four characters are alphabetical and identify the discipline: e.g. CLAS stands for Classics.

- The fifth character is numerical and identifies the **level** of the offering: 6 refers to a Postgraduate Diploma
  7 refers to Honours level
  8 refers to Masters level
  9 refers to Doctoral level
  The next two characters may be either numerical or alphabetical.
  If they are numerical they are a taught-course descriptor: e.g. the 02 in CMDV602HC refers to the taught module "Ethical Issues and Social Responsibility", a taught module in the Diploma programme offered by the discipline of Community Development.

  If the sixth and seventh characters are alphabetical, they are ordinarily a **research** descriptor: e.g. the RP in AHIS7RPP2 refers to an Honours level Research Paper (or Project) forming part of the Art History Honours programme. Similarly, the SD in DEVS8SDHC refers to the Short Dissertation forming part of the taught Masters programme in Development Studies.

  At the Honours level, there are two Research options:
  RP: A project or paper of approx. 7000 words (approx. 24 pages) counting 32 credits. RZ: A project of approx. 3500 words (approx. 12 pages) counting 16 credits.

  At the Masters level, three Research options are available:
  MD (192C): the full Masters dissertation (Masters by dissertation only). This entails the writing of a dissertation of approx. 40 000 words (approx. 135 pages).
  CD (128C): Coursework Dissertation. This is a document of approx. 27 000 words (approx. 90 pages).

SD (96C): Short Dissertation. This is a document of approx. 20 000 words (approx. 68 pages).

The Doctoral Thesis is coded DO. This research undertaking should be approximately 80 000 words long (approx. 270 pages). It carries a credit value of 384 credits.

The eighth character is a location designator: H stands for Howard College, P for Pietermaritzburg, W for Westville. Sometimes you will come across a configuration that includes both an H and a P, for example: AFRN724HC PC. What this signals is that the module in question (here the Afrikaans/Nederlands Honours module "Jeugliteratuur") is offered on **both** the Howard College and Pietermaritzburg campuses.

The ninth and last character is an academic-session designator. Accordingly, 1 stands for the first semester, 2 for the second. C stands for **C**hoice: in other words, the module could run in either semester. B stands for **B**oth semesters, and ordinarily appears in the Research codes. Y stands for **Y**ear and refers to a taught module extending over both semesters. (Apart from a few exceptions that extend over both semesters, taught modules are organised on either a semester-long (ordinarily 13 week) or quarter-long (ordinarily 6/7 week) basis. Typically, a semester-long taught module forms part of a larger semester- based structure, while a quarter-long taught module forms part of a larger quarter-based structure. Whether a module extends over a semester or over a quarter has no necessary bearing upon its credit value.)

POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

The last enrolment date for first time entering students into the old PGCE is 31 December 2018. The old PGCE will be phased out in 2018.

HUM-PGC1: Admission
A candidate may apply for selection provided they have obtained a relevant bachelor degree, or an equivalent qualification approved by Senate as suitable for School teaching in the Foundation, Senior and Further Education phases of Schooling. Total credits for the Postgraduate Certificate in Education are 128.

HUM-PGC2 Prohibition of registration for modules
Students may only register for modules as indicated in the curriculum.

HUM-PGC3 Curriculum
1. Candidates must register for one of the following specialisations:
   Further Education and Training (FET)
   Senior Phase of General Education and FET
   Senior Phase of General Education and Training
   Foundation Phase of General Education and Training
2. All candidates must complete **all** of the following modules

EDPD610	Education and Professional Development 610	(16C)
EDPD620	Education and Professional Development 620	(16C)

EDPD630 Education and Professional Development 630(16C)
EDTP601 School Experience 610 (16C)
EDTP602 School Experience 620 (16C)

3. Candidates who register for the **Further Education and Training** specialisation must complete one of the following combinations:

Combination A:

(i) Two Teaching Subject specialisation (FET) modules for which a minimum of 64 credits (with at least 32 credits at NQF level 6) have previously been obtained in an undergraduate degree AND

(ii) one other appropriate module at NQF level 5 or higher, with the permission of the Dean and Head of School.

Combination B:

(i) One Teaching Subject specialisation (FET) module for which a minimum of 64

(ii) credits (with at least 32 credits at NQF level 6) have previously been obtained in an undergraduate degree;

(iii) one Learning Area studies (GET) module AND

(iv) one other appropriate module at NQF level 5 or higher, with the permission of the Dean.

4. Candidates who register for the **Senior Phase of General Education and Training and FET** specialisation must complete:

(i) one Teaching Subject specialisation (FET) module for which a minimum of 64 credits (with at least 32 credits at NQF level 6) have previously been obtained in an undergraduate degree;

(ii) one Learning Area studies (GET) module (in Mathematics, Natural Sciences or Technology), and

(iii) one other module from the list of electives below. With the permission of the Dean and Head of School, the candidate may replace this elective with another appropriate module at NQF level 5 or higher.

1) Candidates who register for the **Senior Phase of General Education and Training** specialisation must complete:

(i) one Learning Area Studies (GET) module (in Mathematics, Natural Sciences or Technology), and

(ii) two Learning Area Studies (GET) modules congruent with the learning area for which a minimum of 32 credits at NQF level 5 have previously been obtained in an undergraduate degree.

2) Candidates who register for the **Foundation Phase of General Education and Training** specialization must complete the following three modules:
EDES601 Numeracy for Foundation Phase (16C)
EDES602 Literacy for Foundation Phase (16C)
EDES603 Life Skills for Foundation Phase (16C)

3) Elective Modules

Learning Area Studies Modules

EDAR604 Arts and Culture Learning Area Studies (16C)
EDBU605 Economics and Management Sciences Learning Area Studies (16C)
EDLE604 Languages Learning Area Studies (16C)
EDLF604 Life Orientation Learning Area Studies (16C)

EDMA606	Mathematics Learning Area Studies (16C)
EDNS604	Natural Sciences Learning Area Studies (16C)
EDSS604	Social Sciences Learning Area Studies (16C)
EDTE604	Technology Learning Area Studies (16C)

Teaching Specialisation Modules

EDAC604	Accounting Teaching 401 (16C)
EDAF605	Afrikaans (B) Teaching 401 (16C)
EDBS604	Biology/ Life Sciences Teaching 401 (16C)
EDBU604	Business Economics Teaching 401 (16C)
EDBU606	Economics Teaching 401 (16C)
EDCM604	Computer Science/ Information Technology Teaching 401 (16C)
EDDR604	Drama Teaching 401 (16C)
EDEN604	English (A) Teaching 401 (16C)
EDGG604	Geography Teaching 401 (16C)
EDHS604	History Teaching 401 (16C)
EDMA604	Mathematics Teaching 401 (16)
EDPD654	Agricultural Science Teaching 401(16C)
EDPD657	Music Teaching 401(16)
EDPD658	Visual Art/Fine Art Teaching 401(16)
EDPS604	Physical Sciences Teaching 401 (16C)
EDSP604	Sport Science Teaching 401(16)
EDTD604	Technical Drawing Teaching 401 (16C)
EDTT604	Travel and Tourism Teaching 401(16C)
EDZU604	Zulu (A) Teaching 401 (16C)
EDZU605	Zulu (B) Teaching 401 (16C)

Extension Studies

EDSJ600	Cross Curriculum Studies (16)

HUM-PGC4 Progression

(1) Students who, by virtue of their conduct are found to have contravened the Code of Professional Ethics of the South African Council of Educators shall be excluded from further study towards the PGCE qualification, save, prior that the student shall be given the opportunity to be heard.

(2) Students who do not demonstrate a level of competence which, in accordance with criteria approved by Board would enable them to practice as an educator, may be excluded from further study towards the PGCE qualification, save, prior that the student shall be given the opportunity to be heard.

HUM-PGC5 Award of the PGCE with distinction

The Certificate may be awarded with distinction if a student:

1. completes all the requirements for the Certificate in the minimum time,
2. obtains a credit weighted average of 75%;
3. achieves at least 75% in EDTP620

POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

HUM-PGC 1 Admission

A student may apply for selection provided they have obtained a relevant bachelor's degree, or an equivalent qualification approved by Senate as suitable for School teaching in the Senior Phase and Further Education and Training Phase of Schooling. Total credits for the Postgraduate Certificate in Education are 128.

The minimum entry qualification into a Postgraduate Certificate in Education is an approved undergraduate Bachelor's degree (NQF Level 7 or 8), which includes appropriate and sufficient academic subject content knowledge to teach school subjects for a particular phase of schooling. The basic qualification should include at least 24 credits at Level 6 for teaching a Senior Phase subject specialisation and 48 credits (at least 24 credits at NQF Level 7) to teach a Further Education and Training subject specialisation.

HUM-PGC2 Prohibition of registration for modules

Students may only register for modules as indicated in the curriculum.

HUM-PGC3 Curriculum

1. ***Students must register for one of the following specialisations:***
   - ***1.1 PGCE Further Education and Training Teaching (Grades 10 -12)***
   - ***1.2 PGCE Senior Phase and Further Education and Training Teaching (Grades 7 -12)***

2. ***All students must complete ALL the following modules:***
   - ***a) Education Studies: Teaching, Learning and Contexts (16 C)***
   - ***b) Education Studies: Curriculum and Policy (16C)***
   - ***c) School Experience 601 (16 C)***
   - ***d) School Experience 602 (16 C)***
   - ***e) Students must obtain an endorsement for language competence in teaching through the medium of English and must obtain an endorsement for conversational competence in one other of the official languages of South Africa. The language achievements in the undergraduate degree and the Matriculation examination will be used to determine these endorsements.***
   - ***f) Students must demonstrate competence in the use of Computers.***

3. Students who register for the Further Education and Training Teaching specialisation need to qualify for **TWO FET** Teaching specialisations from the list of approved FET teaching specialisations in **Table 1.**

TABLE 1: List of approved FET Teaching Specialisations (Grades 10 to 12): 2022	
FET TEACHING SPECIALISATION	**SPECIALISATION MODULES WITH MODULE CODES (16 CR each)**
Accounting Teaching	Accounting Teaching 601: EDAC601 Accounting Teaching 602: EDAC602
Business Studies Teaching	Business Studies Teaching 601: EDBU601 Business Studies Teaching 602: EDBU602
Computer Application Technology Teaching	Computer Application Technology Teaching 601: EDCM602 Computer Application Technology Teaching 602: EDCM603

Dramatic Arts Teaching	Dramatic Arts Teaching 601: EDDR601 Dramatic Arts Teaching 601: EDDR602
Economics Teaching	Economics Teaching 601: EDAC605 Economics Teaching 602: EDAC606
English Home Language Teaching	English Home Language Teaching 601: EDEN606 English Home Language Teaching 602: EDEN608
English First Additional Language Teaching	English First Additional Language Teaching 601: EDEN610 English First Additional Language Teaching 602: EDEN612
Geography Teaching	Geography Teaching 601: EDGG601 Geography Teaching 602: EDGG602
History Teaching	History Teaching 601: EDHS601 History Teaching 602: EDHS602
Information Technology Teaching	Information Technology Teaching 601: EDCM610 Information Technology Teaching 602: EDCM611
IsiZulu Home Language Teaching	IsiZulu Home Language Teaching 601: EDZU601 IsiZulu Home Language Teaching 602: EDZU603
IsiZulu First Additional Language Teaching	IsiZulu First Additional Language Teaching 601: EDZU609 IsiZulu First Additional Language Teaching 602: EDZU613
Life Sciences Teaching	Life Sciences Teaching 601: EDBS601 Life Sciences Teaching 602: EDBS602
Life Orientation Teaching	Life Orientation Teaching 601: EDLF601 Life Orientation Teaching 602: EDLF603
Mathematics Literacy Teaching	Mathematics Literacy Teaching 601: EDMA601 Mathematics Literacy Teaching 602: EDMA602
Mathematics Teaching FET	Mathematics Teaching FET 601: EDMA600 Mathematics Teaching FET 602: EDMA603
Music Teaching	Music Teaching 601: EDPD601 Music Teaching 602: EDPD602
Physical Science Teaching	Physical Science Teaching 601: EDPS601 Physical Science Teaching 602: EDPS602
Tourism Teaching	Tourism Teaching 601: EDTT601 Tourism Teaching 602: EDTT602

4. Students who register for the **Senior Phase and Further Education and Training Teaching** specialisation need to qualify for **ONE FET** Teaching specialisation from the list of approved FET teaching specialisations in **Table 1** and **ONE SP** Teaching specialisation from the list of approved SP Teaching specialisations in **Table 2.**

TABLE 2: List of approved Senior Phase Teaching Specialisations (Grades 7 To 9): 2022	
SP TEACHING SPECIALISATION	**SPECIALISATION MODULES WITH MODULE CODES (16 CR EACH)**
Creative Arts Teaching	Creative Arts Teaching 601: EDAR610 Creative Arts Teaching 602: EDAR611
Economic & Management Sciences Teaching	Economic & Management Sciences Teaching 601: EDBU607 Economic & Management Sciences Teaching 602: EDBU608
Mathematics Teaching SP	Mathematics Teaching SP 601: EDMA607 Mathematics Teaching SP 602: EDMA608

Natural Science Teaching	Natural Science Teaching 601: EDNS601 Natural Science Teaching 602: EDNS602
Social Sciences Teaching	Social Sciences Teaching 601: EDSS601 Social Sciences Teaching 602: EDSS602
Technology Teaching	Technology Teaching 601: EDTE601 Technology Teaching 602: EDTE602

5. Progression rules for the PGCE Further Education and Training (PGCE FET) and Senior Phase and Further Education and Training (PGCE SPFET) Teaching Programme

a) *Students who, by virtue of their conduct are found to have contravened the Code of Professional Ethics of the South African Council of Educators shall be excluded from further study towards the PGCE qualification. Prior to such exclusion the student shall be given the opportunity to be heard.*

b) *Students who do not demonstrate a level of competence which, in accordance with criteria approved by Board would enable them to practice as an educator, may be excluded from further study towards the PGCE qualification. Prior to such exclusion the student shall be given the opportunity to be heard.*

POSTGRADUATE DIPLOMAS

Unless otherwise stated, these qualifications have a minimum of 128 credits

HUM-PDG1: Admission

Students shall be eligible to apply for selection to register for a Postgraduate Diploma if they:

1. have previously been awarded a Bachelor's Degree or
2. have a professional qualification, practical experience or other qualification acceptable to Senate.

1. Community Development (Howard College)

Offered in 2022

The Postgraduate Diploma in Community and Development Studies offers a foundation for understanding contemporary issues in Community Development. The course will broaden the experience of people in community development practice who work in such specific areas as health education, worker education, environmental education and training, rural development and local government, agriculture, public works programmes, etc. It will empower students to function effectively and expand their knowledge in a rapidly changing micro and macro development environment.

Core Modules

CMDV609	Principles of Community Development (32C)
CMDV612	Research Design 1 (16)
CMDV613	Research Methods 1 (16)
CMDV605	Independent Study: Community Development (32C)

Electives

CMDV601	Advanced Community Economic Development (16C)
CMDV602	Ethical Issues and Social Responsibility (16C)
CMDV606	Power, Participation and Social Change (16C)
CMDV607	Major Issues in Community Development (16C)
CMDV611	Project Management and Sustainability (16C)

2. Child Protection in Emergencies

Child protection in emergencies is a distinct but integral part of the broader child protection sector. The Post graduate Diploma in Child Protection in Emergencies was developed through close collaboration and support from international agencies such as Unicef, Child Protection Working Group (CPWG), and various relevant practitioner partners. Like health, education and other social welfare responses, child protection in emergencies is a sector with professional standards, ethics and practices developed from many years of practice and informed by many disciplines, such as international law, psychology, child development, gender studies, anthropology, sociology, international relations and political studies.

The diploma aims to introduce students to the humanitarian sector, as well as enhance knowledge and skills for those already working in the sector.

The diploma is an 18 month part-time programme which utilizes distance learning methodology. The programme is credit-based (128 credits in total). All modules are compulsory.

Module	Form	Credits
Principles in Child Protection in Emergencies	Distance	16
Theoretical Foundations in CPiE	Residential	32
Research Methods in CPiE	Distance	16
Project Planning in CPiE	Distance	16
Management and Coordination in CPiE	Distance	16
Service Placement in CPiE	Placement	32

3. Fine Arts (Pietermaritzburg)

HUM-PDFA1: Admission

Students doing the Postgraduate Diploma in Fine Arts create a body of practical work, assessed over two semesters. No written research project is required.

Students shall be eligible to apply for this qualification if they have previously been awarded a relevant Bachelor's Degree, or have relevant practical experience, or another qualification acceptable to Senate.

Core Module

FIAR601	Studio Specialisation A (64C)
FIAR602	Studio Specialisation B (64C

4. Higher Education

The programme is intended to contribute to the professional development of practitioners in Higher Education with particular reference to teaching and learning. It serves to promote deep reflection and conscious, ethical practice by such staff through interrogation of current research, theories and discourses of Higher Education.

Each module offers 16 credits to the 128 credit programme. Thus the three core modules must be supplemented by five elective modules.

The modules are:

Core Modules:

EDHE610 Higher Education Context and Policy (16C)
EDHE611 Researching in Higher Education (16C)
EDHE620 Practice, Reflection & Portfolio Development in Higher Education (16C)

Electives

EDHE621 Diversity and the Student in Higher Education (16C)
EDHE630 Designing and Evaluating Curricula in Higher Education (16C)
EDHE631 Teaching and Learning in Higher Education (16C)
EDHE640 Assessing Learning in Higher Education (16C)
EDHE641 Technology for higher education pedagogy (16C)
EDHE612 Supervising Research in Higher Education (16C)

One elective in the list may be substituted by an equivalent and relevant postgraduate module offered within this College or another subject to approval of the Head of Discipline or Dean of School and to the maximum value of 16 credits.

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5. Information Studies (Pietermaritzburg)

The aim of the Programme (Post-graduate Diploma in Information Studies) is to provide appropriate and academically excellent education at the postgraduate level in Library and Information Studies (LIS). The Programme addresses the need for knowledge and skills in information management and information storage and retrieval in a variety of situations, as well as in information literacy, information and communication technology, and records and archives management. This qualification is made up of a minimum of 128 credits.

Students must complete the following eight modules:

LIIS610	Descriptive Cataloguing(16C)
LIIS642	Records Management (16C)
LIIS643	Information Behaviour and Ethics(16C)
LIIS644	Digital Libraries and Repositories(16C)
LIIS645	Management of Information and Archival Agencies(16C)
LIIS652	Information Searching and Retrieval (16C)
LIIS660	Subject Analysis (16C)
LIIS690	Research Methodology for Information Professionals (16C)

Students without previous practical experience in an approved Library must complete a Fieldwork and Placement component.

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6. Museology (Pietermaritzburg)

HUM-PDM1 Admission

To be eligible to apply for selection to register for the qualification of Postgraduate Diploma in Museology, candidates must have completed a major in a field relevant to museum work.

HUM-PDM2: Curriculum Requirements and Duration

Students shall complete five modules at Level 600 (160 credits).

Core Modules

MUSM601 Museum Studies: History and Philosophy (32C)

MUSM602	Museum Studies: Collection Management (32C)
MUSM603	Museum Studies: Museums and the Public (32C)
MUSM604	Museum Studies: Preventive Conservation (32C)
MUSM605	Museum Studies: Internship (32C)

7. Records and Archival Management (Pietermaritzburg)

The aim of the Programme (Post-graduate Diploma in Records and Archival Management) is to provide appropriate and academically excellent education at the postgraduate level. The Programme addresses the need for knowledge and skills in records and archival management that ensure the proper creation of various formats of records, their maintenance, use and disposal to achieve efficient, transparent and accountable governance of institutions. In addition, issues related to the preservation and conservation of vital records that are transferred to the archive for permanent preservation are addressed. This qualification is made up of a minimum of 128 credits.
Students must complete the following eight modules:

Core Modules

LIIS642	Records Management (16C)
LIIS644	Digital Libraries and Repositories (16C)
LIIS645	Management of Information and Archival Agencies(16C)
LIIS652	Information Searching and Retrieval (16C)
LIIS682	Archival Administration (16C)
LIIS683	Preservation and Conservation(16C)
LIIS684	Managing Electronic and Audio-visual Resources (16C)
LIIS690	Research Methodology for Information Professionals (16C) additionally,

candidates without previous practical experience in an approved Facility must complete a Fieldwork and Placement component.

Students without previous practical experience in an approved Records and Archival Centre must complete a Fieldwork and Placement component.

8. Psychological Counselling (Pietermaritzburg)

The primary purpose of the Postgraduate Diploma in Psychological Counselling is to enable working professionals, particularly those working with children and youth, to undertake advanced reflection and development by means of a systematic survey of current thinking, practice and research methods in an area of specialisation.

The PGDip aims to equip learners with a level of knowledge and skills which will enable registration with the Professional Board of Psychology of the Health Professional Council of

South Africa as Psychological Counsellors, including those who may have taken the BA/BSc as a first degree.

Students shall complete the following modules:

PSYC621	Fundamentals of Psychological Assessment	(16C)

PSYC622	Community Interventions	(16C)
PSYC623	Counselling Psychology: Theory and Practicum	(32C)
PSYC624	Development Psychology and Applied Psychopathology	(16C)
PSYC6RM	Postgraduate Diploma: Research Methods	(16C)
PSYC6RS	Short Research Project	(32C)

Entrance: Undergraduate degree with Psychology major or equivalent and relevant experience. Subject to selection procedure.

RULES FOR HONOURS DEGREES

Bachelor of Honours

HUM-BAH1 Admission Criteria:
A minimum of 50% average across all modules of the major at level 3 is required for an application to an Honours degree. Many disciplines have limited capacity and practice a competitive selection through which places will be allocated on the basis of high academic achievement as well as considerations of equity. Some disciplines may require a portfolio of
work as a prerequisite for selection. These qualifications require a minimum of 128 credits. This is a one-year coursework programme with research project component.

Bachelor of Arts Honours

1. Applied Language Studies (Pietermaritzburg)

The postgraduate programmes in Applied Language Studies offers training in applied linguistics, psycholinguistics, sociolinguistics, discourse analysis and language learning and teaching theory.

Core Modules

APLS710	Research Methods in Applied Linguistics (32C)

Electives

APLS711	Advanced Academic Communication (Science)(16C)
APLS712	Advanced Academic Communication (General) (16C)
APLS721	Literacy in Society (32C)
APLS740	Applied Linguistics in the Classroom (32C)
APLS741	Language Education in South Africa (32C)
APLS742	Sociolinguistics and Language Teaching (32C)
APLS743	Psycholinguistics and the Classroom(32C)
APLS745	Language Learning and Teaching Theory(32C)
APLS750	Discourse as Social Practice (32C)
APLS755	English Language Teaching (16C)
APLS770	Special Topics in Applied Linguistics(32C)

Research

APLS7RP	Honours Project: Applied Language Studies (32C)

2. Art History

Core module

AHIS7RP	Research Project: Art History (32C)

Electives

AHIS720	Issues in Art and Art Theory (32C)

AHIS730	Issues in Art and Visual Culture (I)(32)
AHIS740	Selected Issues in Art History (32C) AHIS741 African Art and Culture (32C)
AHIS750	Issues in Art and Visual Culture (II)(32)
AHIS770	Special Topics in Art History (32C)

3. Classics (Classical Civilisation / Greek / Latin)

The postgraduate programmes in Classics offer students an introduction to research in Classics. Students must have a major in Classics (Classical Civilisation/Latin/Greek) in the Bachelor's degree to enter the programme. However, students from other disciplines may take up to 64 credits in the Classics Honours programme as electives towards the degree in their core discipline. In addition to all core modules and the research project, students must choose any two electives, in Classics or from other disciplines

Core Modules

CLAS701	Research Methodology in Classics (32C)
CLAS703	Classical Languages A (16C)
CLAS704	Classical Languages B (16C)

Electives (select any two of the list below) – may not be offered in 2022

CLAS705	Literature (Greek or Latin Author) 1 (16C)
CLAS707	Literature (Greek or Latin Genre) 1 (16C)
CLAS709	Classical Archaeology 1(16C)
CLAS711	Ancient History 1 (16C)
CLAS713	Ancient Philosophy 1 (16C)
CLAS715	Comparative Culture 1 (16C)

Research

CLAS7RP Research Project: Classics (32C)

4.Conflict Transformation and Peace Studies (Howard College)

Semester 1		Semester 2	
CTPS701	Issues and Themes in Peace Studies (16C)	CTPS706	Recovering from Conflict (16C)
CTPS703	Theory and Practice of Conflict Transformation (16)	CTPS7RP	Research Project in Conflict Transformation and Peace Studies
CTPS708	Research Methods in Conflict Transformation (16C)	POLS710	Selected Readings 1: Political Science (16)
POLS714	Ethics of Conflict, Diplomacy and Peace (16C)		

5.Culture and Heritage Tourism (Howard College)

The BA Honours in Tourism is designed to provide specialised in-depth knowledge of the tourism industry and cultural heritage sector, impart advance research skills and analytical skills based on a thorough understanding of critical concepts and theoretical framework.
This will enable success candidates to become specialist and competent experts in the tourism and heritage sector, who can not only conduct, but in fact provide leadership in such crucial areas as policy formulation, impact assessment, research, development, strategic analysis and planning. The BA Honours is offered on the Howard College Campus and the following modules are required:

Core Modules

CHTM701	Representation of Culture and Heritage in Tourism (32C)
CHTM702	Sustainable Tourism Development (32C)
CHTM703	Principles of Tourism Management (16C)
CHTM7RP	Postgraduate Research Project (32C)

Electives

Students must complete **one** elective of at least 16C.The following modules are options, but students should preferably elect modules that build up on their undergraduate electives.

ANTH701	Local knowledge and Sustainable Development(16C)
ANTH707	Globalisation, Migrancy and Diaspora Studies (16C)
CMDV708	Systems and Processes in Community Development
CMDV709	Principles of Community Development
IOLS702	Theories and Concept for the World of Work (16C) PPOL702
	Democracy and Public Policy in South Africa (32C) POLS703
	Political Communication: Mediated Democracies(32C)
RSTR709	African Religion and Culture in Southern Africa (16C)
SOCY707	Rural Studies, Gender and Development (32C)

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6. Digital Arts (PMB)

This programme aims to teach and develop specialized skills and knowledge within the Digital Arts at a postgraduate level. Emphasis will be on equipping students with specialised critical knowledge of and practical skills in Digital media production.

Core Modules

DIGA701P1	Studio Practices in Digital Art (32C) (compulsory)
DIGA702P2	Studio Specialisation in Digital Art (32C) (compulsory)
DIGA710P1	Critical Methodologies in the Digital Arts (32C) (compulsory)
DIGA7RPP2	Digital Arts Research Project (32)

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7. Drama and Performance Studies (Howard College & Pietermaritzburg)

At the postgraduate level of Drama and Performance Studies, students investigate and propose apposite paradigms to research and theorise the local cultural/performance polysystem as well as the global context, and experience the dialectical interrelationship between theory and practice through the production and analysisof performance forms.

Howard College

Core Modules (Theatre Studies Specialisation)

DRAM703 Directing - and the Actor (32C)
DRAM704 Acting - and the Director (32C)

Core Modules (Dance Studies Specialisation)

DRAM708 Contemporary Dance - History and Aesthetics(32C)
DRAM709 Dance in Education (32C)

Core Module (Applied Theatre Specialisation)

DRAM713 The Politics of Performance (32C)
DRAM714 Theatre of Debate: Creating Community Dialogue (32C)

Core Module (Research)

DRAM7RP Honours Research Paper: Drama and Performance Studies (32C)

Electives

The core modules of any one of the above specialisations qualify as **elective** modules for the other two specialisations.

Pietermaritzburg

Core Module (Research)

DRAM7RP Honours Research Paper: Drama and Performance Studies (32C)

Electives

DRAM720 Topics in Theatre Studies (32C)
DRAM721 Applied Participatory Drama (32C)
DRAM722 Performance Studies (32C)
DRAM770 Special Topics in Drama (32C)

8. Economic History (Howard College)

The Honours programme has a strong emphasis on South Africa, Africa and development issues. Modules focus on giving students a broad general introduction to a field of interest, as well as reflecting the research interests of staff. Students may proceed to Masters programmes in the fields of Economic History, Development Studies and Planning.

Core Module

SOCY700 Research Design, Methods and Analysis(32C)
ECHS7RP Research Paper: Economic History (32C)

Electives

ECHS703 Labour, Agriculture and Rural Development(32C)
ECHS704 African Economic History (32C)

9. English Studies (Howard College & Pietermaritzburg)

This postgraduate programme covers the rise of English Studies as a discipline, both in South Africa and worldwide. The course modules are designed to introduce higher-level students to the various historical movements and critical discourses that have shaped the subject of English, as we know it today, and to stimulate their research interests. In addition to considering different literary forms of the past in their contexts, the modules also focus on theoretical issues around the production of literary and non-literary cultural texts.

These include the politics of gender in Western European and African writing, and the responses to colonisation in the so-called new 'englishes' of the postcolonial world. The importance is recognised, too, of new areas of critical concern for English studies that have emerged in recent years, such as orality, the expression of identity in terms of mass and popular culture.

(Howard College) Electives- (dependent on Staff Availability)

ENGL701	Renaissance and Cultural Politics 1/2(32C)
ENGL704	Modern and Postmodern Texts 1/2 (32C)
ENGL705	Mediating South African Identities 1/2(32C)
ENGL706	SA Literature and Landscape 1/2 (32C)
ENGL710	Special Topics: Literary and Cultural Studies 1/2(32C)
ENGL711	Gender and Writing 1/2 (32C)
ENGL712	Creative Writing 1/2 (32C)
ENGL713	Autobiography and Identity 1/2 (32C)
ENGL714	Critical Theory 1/2 (32C) (Highly recommended for students wishing to pursue their studies beyond Honours level.
ENGL716	Writing across Worlds 1/2 (32C)
TRIC702	Intercultural Communication and Translation 1/2 (32C

(Pietermaritzburg)

ENGL706	SA Literature and Landscape ½ (32C)
ENGL707	Constructions of Self and Nations ½ (32C)
ENGL710	Special Topics: Literacy and Culture ½ (32C)
ENGL717	Countercultures ½ (32C)

Research (Howard College and Pietermaritzburg)

ENGL7RP	Research Paper: English Studies (32C)

10. Applied Ethics (Pietermaritzburg)

The programme provides a bridge between broad and trans-disciplinary topics covered in the undergraduate curriculum and the focused research that is required of an Applied Ethics scholar.

The purpose is to introduce students to a variety of different methodological approaches to Applied Ethics, which will prepare students for research based postgraduate study. The modules on offer will serve to consolidate and deepen students' expertise in Applied Ethics as well as develop research skills and opportunities for a high level of theoretical engagement and intellectual independence

Core modules

ETHS703	Comparative and Applied Ethics (32C)
ETHS704	African Feminist Ethics (16C)
ETHS705	Development Ethics (16C)
ETHS706	Alternative Methods and Approaches in Applied Ethics (16C)

Electives (select one from the list below)

ETHS707	Environmental Ethics: An African Perspective (16C)
ETHS708	Ethical Issues in African Indigenous Knowledge Systems (16C)

Research

ETHS7RP Research Paper (32C)

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11. Fine Art (Pietermaritzburg)

Core Modules

FIAR701	Studio Specialisation A (32C)
FIAR702	Studio Specialisation B (64C)
FIAR703	Honours Research Paper: Fine Art (32C)

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12. French (Howard College & Pietermaritzburg)

French Honours will be consolidated in Piertmaritburg

The programme offered in French aims to train and qualify students to work professionally with language and/or literature at an advanced level. In the context of globalisation on this continent,

where French is widely spoken, the French Programme offers students a particular vocational path and equips them to become active players in the fields of literature, diplomacy, tourism and business.

Electives

FREN708	Culture Littéraire (32)
FREN710	Teaching Internship (32C)
FREN720	African Literature in French (32C)
FREN730	French Translation, Part 1 (32C)
FREN731	French Translation, Part 2 (32C)
FREN770	Special Topics in French Studies (32C)
FREN771	Special Topics in French Literature (32C)
FREN772	Discourses about Language: French(32C)

Research

FREN7RP Research Paper: French (32C)

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13. Gender Studies (Howard College, Pietermaritzburg)

The programme in Gender Studies offer an interdisciplinary approach to current debates on the study of gender and the intersection of gender with other substantial categories of analysis and identity, including

sexuality, race, class and disability. It is a complex field to which many different discourses contribute: feminism, men's studies, queer studies. All focus on how gender operates in the lives of individuals; and how it functions as a social practice via institutional and cultural technologies. A number of interesting and relevant themes inform scholarship and training in Gender Studies.

Honours students whose home Programme is Gender Studies are required to complete the following compulsory modules: Gender, Politics and Theory (Semester 1) and Genders, Sexualities, Cultures & Histories (Semester 1), Research Design and Analysis(Semester 1) and

Research Project; Gender Studies (Semester 2). In cases where PhD students have no prior training in Gender Studies, such students will be required to complete Gender, Politics and Theory before proceeding to the proposal stage of the degree.

Honours Modules

GEST706	Gender, Sexualities, Cultures and Histories (32C)
GEST701	Gender, Politics and Theory (32C)
SOCY700	Research Design, Methods and Analysis (32C)
GEST7RP	Research Project: Gender Studies

14. History (Howard College & Pietermaritzburg)

The Honours programme in Historical Studies is designed to develop hands-on experience of research methodologies in historical research, and critical, in-depth, engagement with the most important schools of thought that have influenced the writing of history over the past century or so. These modules are of value to those who wish to pursue History as a career in an academic settingand/or to those who will pursue careers as researchers, in government and

non-governmental organisations, as educators in primary and secondary schools as well as in adult education, in journalism and publishing, or in the wide range of careers available in museums and in the heritage sector.

Students MUST choose ONE 32 credit elective (or TWO 16 credit electives) from another discipline/s to make up the 128 credits for the degree.

Howard College & Pietermaritzburg Core Modules

HIST700	Theory and Method in Historical Research(32C)
HIST7RP	Research Paper(32C)

Electives

From 2022, the ELECTIVE options are as follows:
GES706 H1/P1 (32C)
ECHS704 H1 (32C)
SOCY702 H1/P1 (32C)
CHTM701 H1 (32 C)
CHTM702 H2 (32C)
CHTM703 H2 (16C)
POLS714 H1/P1 (16C)
POLS712 P2 (16C)

NOTE: When selecting electives, students should ideally select an elective in a discipline that they majored in, or at least where they have done a good number of that discipline's modules as a cognate area as an undergraduate.

Not all electives are offered each year due to staff availability. A 32 credit elective may also be chosen from appropriate offerings within the College, subject to the School's approval.

15. Industrial, Organisational and Labour Studies (Howard College)

Industrial, Organisational and Labour Studies is an inter-disciplinary programme, with a thematic focus on industrial societies and the world of work. The teaching and research programme is informed by the following areas of interest and expertise: globalisation; workplace culture and identity; gender and the workplace; and industrial relations and conflict resolution.

Prerequisites:

The requirement for admission at the Honours level is a Bachelor's degree (or equivalent qualification) with a major subject in a relevant area that would provide students with an appropriate background. Industrial Psychology, Development Studies, Industrial Sociology and Industrial, Organisational and Labour Studies are particularly relevant.

Core Modules

IOLS702	Theories and Concepts for the World of Work (16C)
IOLS703	Research Methods: IOLS (32C)
SOCY700	Research Design, Methods and Analysis (32C)

Electives

IOLS704	New Economy: Systems, Logistics, Global Flows (32C) (not offered in 2022)
IOLS705	Information Technology, Work and Equity (32C) (not offered in 2022)
IOLS706	Difference and Diversity in the Workplace (32C)
IOLS707	Women, Work and Employment (32C)
IOLS708	Workplace Change in South Africa (16C)
IOLS709	Culture and Work (32C)(not offered in 2022)
IOLS710	Globalisation: Flexible Work and Labour Unions (32C)

16. International Relations

The International Relations (IR) Program aims at developing skilled international relations and foreign policy practitioners and researchers who are equipped with both the academic and practical knowledge and skills which allow them to address regional and global policy issues.

Semester 1		Semester 2	
INTE721	International Political Economy (32C)	INTE702	International Relations and Global Politics (32C)
POLS716	Foundations of Political Inquiry (16C)	INTE7RP	Independent Applied Research Project International - Relations (32C)
INTE723	Studies in International Relations (16C)		

17. IsiZulu Studies (Howard College & Pietermaritzburg)

Entry at the Honours level requires a Bachelor's degree, or equivalent qualification, with IsiZulu as a major.

Core Modules

ZULU7RP	Research Paper: IsiZulu (32C)

Electives

ZULU704	Teaching IsiZulu as an Additional Language(32C)
ZULU709	Comparative African Literature (32C)
ZULU710	IsiZulu Heritage and Culture(32C)
ZULU711	Lexicography (32C)
ZULU714	Translation and Interpreting (32C)
ZULU716	Terminography and Editing (32C)
ZULU717	Contemporary IsiZulu Literature (32C)
ZULU718	Theories of Orality and the Zulu Tradition (32C)
ZULU719	Onomastics (32C)

18. Linguistics (Howard College)

The integrated Linguistics Honours postgraduate programmes offers advanced training and expertise in applied and general linguistics and is of particular relevance to language practitioners who want to further their professional development with insights into language structure, acquisition and use. Modules in the Linguistics Honours postgraduate programme offer an understanding of the formal and mental representation of linguistic knowledge and cover topics in the areas of language planning and contact, language description and analysis and language and cognition.

Core module

LING709	Directed Study in Linguistics

Electives

LING708	Language, Contact and Diversity (32C)
LING710	Syntactic Analysis (32C)
LING711	Topics in Psycholinguistics (32C)
LING714	Language Processing (32C)
LING715	Corpus Linguistics (32)

19. Media and Cultural Studies (Howard College & Pietermaritzburg)

Howard College Core Modules

MECS704	Critical Methodology(32C)
MECS7RP	Research Project (32C)

Electives (Please note that only some of these electives will be offered in any given year).

MECS709	Video Production (32C)
MECS710	Advanced Video Production (32C) (May not be offered in 2022)

Pietermaritzburg

Core Modules

MECS704	Critical Methodology (32C)
MECS7RP	Research Project (32C)

Electives

Choose 2 of the following:

MECS707	Journalism and Ethics (32C)
MECS708	Strategic Corporate Communication (32C)
MECS709	Video Production (32C)
MECS710	Advanced Video Production (32C)
MECS770	Special Topics: Media/Cultural Studies (32C)

20. Music (Howard College)

Music programmes provide, for example, the music and audio industries, cultural tourism, teaching at all levels (particularly in our increasingly multicultural world), music journalism and broadcasting, the film industry, music research, music administration, music therapy, and marketing in the music industry. For students with appropriate backgrounds in music, the more 'practical' programmes provide a stepping-stone to a career as a performer (in classical, jazz or popular music), or to a variety of careers involving the composing and arranging of music.

Offered in the first semester:

MUSC7AD	Advanced Electro-Acoustic Music
MUSC7EV	Ethnographic and Video Documentation of Performance and Ritual
MUSC7LA	Electro-Acoustic Music 2A
MUSC7MA	Music Education 2A
MUSC7PM	Thinking Popular Music
MUSC7RM	Music Research: Methods
MUSC7SM	South African Music: Traditional, Marabi and Beyond

Offered in the second semester:

MUSC7EC	Public Sector Ethnomusicology and CommunityDevelopment
MUSC7LB	Electro-Acoustic Music 2B
MUSC7MB	Music Education 2B
MUSC7PS	Popular Music Production in Southern Africa
MUSC7RH	Music Research: History and Ideas
MUSC7TM	Theorising Music in Society

Offered in both semesters:

MUSC7AP	Applied Electro-Acoustics: Advanced Project
MUSC7IA	Independent Study A
MUSC7IB	Independent Study B
MUSC7JP	Public Jazz Performance
MUSC7PP	Electro-Acoustics: Professional Practice
MUSC7RP	Honours Project (Long)
MUSC7RR	Reading or Repertoire Study (16C)
MUSC7RZ	Honours Project (Short) (16C)
MUSC7XA	Performance 2A / Performance A

MUSC7XB Performance 2B / Performance B

In the list below, the Core modules specific to each are noted, where applicable. Every candidate is required to assemble the balance of his/her Programme in consultation with the School.

PROGRAMME 1: MUSIC TECHNOLOGY

Either
MUSC7RP Honours Project (Long) or
MUSC7RZ Honours Project (Short) and
MUSC7LA Electro-Acoustic Music 2A and
MUSC7LB Electro-Acoustic Music 2B

PROGRAMME 2: INTERCULTURAL MUSIC EDUCATION

Either
MUSC7RP Honours Project (Long) or
MUSC7RZ Honours Project (Short) and
MUSC7MA Music Education 2A and
MUSC7MB Music Education 2B

PROGRAMME 3: ETHNOMUSICOLOGY

Either
MUSC7RP Honours Project (Long) or
MUSC7RZ Honours Project (Short) and
MUSC7RH Music Research: History and Ideas

PROGRAMME 4: APPLIED ETHNOMUSICOLOGY

Either
MUSC7RP Honours Project (Long) or
MUSC7RZ Honours Project (Short) and
MUSC7EC Public Sector Ethnomusicology and Community Development, and
MUSC7EV Ethnographic & Video Documentation of Performance & Ritual

PROGRAMME 5: POPULAR MUSIC STUDIES

Either
MUSC7RP Honours Project (Long) or
MUSC7RZ Honours Project (Short) and
MUSC7PM Thinking Popular Music and
MUSC7PS Popular Music Production in Southern Africa

PROGRAMME 6: MUSICOLOGY AND ETHNOMUSICOLOGY

Either
MUSC7RP Honours Project (Long) or
MUSC7RZ Honours Project (Short) and
either
MUSC7TM Theorising Music in Society or
MUSC7RH Music Research: History and Ideas

PROGRAMME 7: SOUTH AFRICAN MUSICS

Either
MUSC7RP Honours Project(Long) or
MUSC7RZ Honours Project (Short) and
MUSC7SM South African Music: Traditional, Marabi and Beyond, and one of
MUSC7EC Public Sector Ethnomusicology and Community Development
MUSC7EV Ethnographic and Video Documentation of Performance and Ritual
MUSC7XA Performance 2A and one of
MUSC7XB Performance 2B
MUSC7JP Public Jazz Performance

Research / Performance / Composition
MUSC7RP Honours Project: Music (32C: 'Long')
MUSC7RZ Honours Project: Music (16C: Short)

21. Philosophy (Howard College & Pietermaritzburg)

Students are required to complete 128 credits for the honours degree. Which electives are offered vary from year to year. The research project (PHIL7RP) is compulsory.

Electives
PHIL701 Political Philosophy (32C)
PHIL702 Contemporary Continental Philosophy (32C)
PHIL703 Meta-Ethics (32C)
PHIL704 Metaphysics (32C)
PHIL705 Advanced Study of a Philosophical Problem (32C)
PHIL706 Directed Study in Philosophy (32C)

Research
PHIL7RP Research Project: Philosophy (32C)

22. Political Science (Howard College & Pietermaritzburg)

The Honours programme in Political Science incorporates both theoretical and policy-oriented components designed to impart advanced skills in the fields of Politics and International Relations. The modules on offer aim to equip students to put those skills to use in researching and analysing the complexities of national, regional and global politics.
Of the 128 credits required, students must take one research methodology module and POLS7RP – Research Project in Political Science.

Semester 1	Semester 2
POLS706 – Political Philosophy in Context (32c)	POLS720 – New Theories of Democracy (32c)
POLS716 – Foundations of Political Inquiry (16c)	POLS7RP – Research Project: Political Science (32c)
INTE723 – Advanced Studies in International Relations (16c)	

23. Politics, Philosophy, Economics (Howard College)

(May not be offered in 2022)

There is an acute need in South Africa for graduates who will be able to participate in public life with the specific range of skills and knowledge that a postgraduate PPE degree provides. Such graduates will be philosophically literate, thoroughly conversant with the discourses of political analysis, and able both to deploy effectively the rigorous technical skills imparted by a good training in Economics. The module combinations in the degree programmes reflect the 'natural' cognateness of these three disciplines. Multi-disciplinary in character, the PPE degrees offer some level of flexibility at each level of study, particularly with respect to additional elective modules.

POLS701	State and Justice in Modern Political Theory (32C) or approved equivalent
POLS706	Political Philosophy in Context (32C)
PPHE7RP	Research Project: Politics, Philosophy, Economics (32C) OR
PHIL701	Political Philosophy (32C)
ECON4MI	Microeconomics (16C)
ECON4MA	Macroeconomics (16C)

Electives

Subject to the approval of the Academic Leader, an appropriate/ qualifying Elective from Political Science or Philosophy or Economics, or another discipline.

OR

A Research Project planned in consultation with the School.

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24. Public Policy (Howard College)

The postgraduate programmes in Public Policy provide students with an in-depth understanding

of contemporary public issues and the policy process. The programme develops the analytical and research capacities of students so that they are able to contribute effectively to public policy analysis, debates, implementation, and to policy-relevant social and political research. Students for whom this programme has been designed see a role for themselves in public life, especially in the 'policy arena', whether in government, the corporate sector, the academy or the non- government sector.

Core Modules

PPOL701	Research Methodology in a Policy Context (32C)
PPOL702	Democracy and Public Policy in South Africa(32C)
PPOL704	Public Policy Conceptualisation, Design and Development(32C)
PPOL7RP	Independent Applied Research Project (32C)

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25. Religion

Religion and Social Transformation (Howard College & Pietermaritzburg)

The Programme in Religion and Social Transformation advances inter- and cross- religious/cultural

understanding empowers previously disadvantaged religions and cultures and seeks to contribute to the efficient functioning of a diverse South African society. Graduates are critical researchers, administrators and managers in areas covered by the modules taken as part of each qualification. With respect to religious and cultural institutions, heritage tourism, conflict management, marketing, journalism, practical ministry, teaching and/or tertiary education and research, graduates are able pro-actively to address issues of social transformation. In addition they will be able to plan research, conduct it in a participatory manner, and work towards the empowering of people and the alleviation of conflict and discontent.

Semester 1

Core Modules

RELG701 Research Methodology in Religion and Theology (16C)
RELG702 Method and Theory in Religion and Theology (16C)

Elective

RSTR708 Directed Study: Religion and Social Transformation (32C)

Semester 2

Core Module

RSTR7RP Research Project: Religion and Social Transformation (32C)

Elective

RSTR704 Introduction to African Religion and History (32C)

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26. Sociology (Howard College & Pietermaritzburg)

Postgraduate degrees in Sociology provide an understanding of some of the major issues that concern Sociology into the twenty-first century. They build the critical and analytical abilities of students to enable them to engage in theoretical and policy debates in a wide range of areas

Postgraduate degrees in Sociology provide theoretical and practical training in social research methodology and, through campus specialisation and links with other units, enable focused approaches in areas such as Public Policy and Development, Population Studies, Gender Studies, Race and Racism, Education, Health, Environmental Studies, Communication and Development, and Urban Studies.

Core Modules

SOCY702 Contemporary Social Theory 1 (32C)
SOCY700 Research Design, Methods and Analysis (32C)

Electives

Honours candidates must take a further two Electives (64C) at the 700 level, one of the Electives **must** be (although both may be) from Sociology. The other Elective may be from another Discipline, subject to permission being granted by both Sociology and that Discipline.

SOCY707 Rural Studies, Gender and Development 1/2(32C) – Pmb only

SOCY710 Environmental Issues and Society 1/2 (32C) – HC only

Research

SOCY7RP Research Project: Sociology (32C)

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27. Translation Studies (Howard College)

Not on offer in 2022

To be admitted to the Postgraduate Diploma or Honours Programmes, candidates must be in possession of a Bachelor's degree with a language major and must be able to demonstrate a sufficiently high level of competency in another language. An Honours degree (or four-year

Bachelor's degree) is a prerequisite for admission to the Masters Programme. Under certain circumstances, non-graduates with relevant experience may be considered for admission to the postgraduate programmes.

Core Module

TRAN7RP Research Project: Translation Studies (32C)

Electives

TRAN720 Translation Theory (32C)

TRAN722 Translating: Target Language (32C)

An additional 32 credit elective module must be selected in consultation with the Head of Discipline.

Bachelor of Social Science Honours

1. Anthropology (Howard College)

Anthropology is the study of humankind, its common roots and the sources of its rich diversity.The discipline's uniqueness lies in its global, comparative, and diachronic perspective. Anthropologists believe that a true understanding of the human condition can only be achieved by studying the distant as well as the near, the ancient as well as the modern. Different branches of the discipline focus on different aspects of human experience, such as how our species evolved, how traditions of thought and behaviour are learned, how and why cultures change or persist. As the 'global village' and its development challenges expand, people who possess different values, religions, customs and perspectives increasingly find themselves competing for scarce resources while trying to live together. For such reasons, there is a growing demand for the expertise and methodologies of people trained in anthropology.

Electives

ANTH701 Local Knowledge and Sustainable Development (16C)

ANTH702 The Development of Anthropological Theory (16C)

ANTH703 Understanding AIDS in Africa (16C)

ANTH704 South African Ethnography (16C)

ANTH705 Ethnographic Research Methods (16C)

ANTH707 Globalisation, Migrancy and Diaspora Studies (16C)

Research

ANTH7RP Honours Project: Anthropology (32C)

Clinical Sociology (Howard College & Pietermaritzburg)

A postgraduate degree in Clinical Sociology delivers foundations deep-rooted in Africa traced to the14th century intellectual Ibn Khaldun (1332-1406). Clinical sociologists develop interventions in (medical, social, education) settings. They alter social relations for (individuals, families, organisations communities).

This specialised programme advances Clinical sociology among practitioners through Clinical models and Applied theoretical frameworks. Students acquire scientific skills to develop interventions apply theoretical frameworks and adopt scientific methods in response to social problems. This qualification further seeks to provide articulation to a research Master Social Science (Clinical Sociology).

Core Modules

SOCY702 Contemporary Social Theory (32C)
SOCY720 Clinical Sociology: Methods and Applications (32C)
SOCY721 Clinical Sociology: Interventions and Perspectives (32C)

Research

SOCY7RC Research Project: Clinical Sociology (32C)*

2.Community Development (Howard College)

The Honours programme in Community and Development Studies is intended for students with an under-graduate degree in the social sciences, with at least one major being in community development or cognate disciplines such as economic history, anthropology, sociology, political science. The programme offers students with an opportunity to consolidate knowledge of the theory and practice of development at a community level introduces the student to academic research by offering an integrated approach to economic and social aspects of community development within a human rights framework.

Consequently, the programme will integrate the principles of community development in a congruent and meaningful way by analysing the various components of development such as social, economic, political, cultural, environmental and personal. The programme also demonstrates the inter-relationship between government and civil society.

Core Modules

CMDV709 Principles of Community Development (32C)
CMDV712 Research Design 2
CMDV713 Research Methods 2
CMDV7PR Research Project: Community Development (32C)

Electives

CMDV706 Power, Participation and Social Change (16C)
CMDV708 Systems and Processes in Community Development (16C)
CMDV710 Project Planning, Implementation, Management and Evaluation (16C)

CMDV711 Advanced Community Economic Development (16C)

3. Criminology and Forensic Studies (Howard College)

This programme engages critically with justice, crime and victimisation on the African continent, celebrating judicial pluralism and the promotion of social justice in order to address the injustices of the past and to advance nation building in South Africa and her broader communities.

Core Modules Year Modules

Year Long

CFSD7RP Research Paper: Criminology and Forensic Studies (32C)

Semester 1

CFSD701 Theoretical Perspectives in Criminology & Criminal Justice (16C)
CFSD702 Applied Research Methodology in Criminological Sciences (16C)

Semester 2

CFSD703 Victim Studies (16C)
CFSD704 Applied Forensic Criminology (16C)

Students are required to complete 128 credits in terms of the rules for the degree of Bachelor of Social Science Honours. 96 credits MUST be from Criminology & Forensic Stduies, of which 32 credits MUST comprise the Research Paper (CRIM7RP).A maximum of 32 credits may be obtained from the College of Humanities, with the permission of the Academic Leader.

4. Culture, Communication and Media Studies (Howard College)

This graduate programme offers students the opportunity to gain highly marketable research and practical skills while also allowing them to focus their work in a number of specialised areas. Emphasis will be on media sociology and development.

CCMS731 Research Methodology for Media and Cultural Studies (Core) (16C)
CCMS732 South African Mediascapes (16C)
CCMS733 Media Theory (16C)
CCMS734 Social Change and Health Communication (16C)
CCMS735 Media in the Global World (16C)
CCMS736 Cultural Studies in Practice (16C)
CCMS770 Special Topics: Culture/Communication/Media (Core) (32C)

Students may substitute up to 32 credits from cognate programmes in the College of Humanities.

5. Development Studies (Howard College)

The purpose of the Bachelor of Social Science Honours in Development Studies is to provide a transition from a general undergraduate discipline into a postgraduate specialisation in Development Studies. It builds on students' undergraduate training, normally in the Social Sciences, to focus analytical attention on development problems and solutions. The content addresses both theoretical and applied considerations. In preparation for a possible Masters degree or for employment as a development practitioner, it will train students to work to conduct independent research, and to utilise development frameworks in understanding and addressing development problems.

Core Modules

DEVS707H0 Research Project (32C)
DEVS701H1 Economic Concepts and Debates (16C)
DEVS702H1 SA Development Problems and Policies (16C)
DEVS708H1 Development Frameworks (16C)
DEVS7RMH1 Research Methods (16C)

Electives

DEVS703H2 Environment and Development (16C)
DEVS706H2 Special Studies: Contemporary Issues in Development Studies Internship (16C)

6.Geography and Environmental Management

Geography and Environmental Management is offered on both Pietermaritzburg and Howard campuses and seeks to develop advanced level interpretive theoretical thought and analytical competency in human interaction with the environment. Specifically, the programme aims to introduce students to logical thought and intellectual independence by exposing them to among others; research process and execution, spatial analysis, sustainable environmental governance and contemporary local and global environmental discourse and challenges.
Entrance requirements: B Soc Sci (GEM), B Soc Sci (Geography), or other relevant qualification.

Core Modules [64cr] GEOG700 (16C) Concepts and methods in Geography GEOG730 (48C) Geographical Sciences Research Project

Electives [64cr] Pietermaritzburg
[**Min 48C from** GEOG712(16), 733(16), 735(16), 744(16), 791(16)]
[**Max 16C** from ENVS709 (16), 712(16), 720(16), 723(16), **751 (16)**]

Howard
[**Min 48C from** GEOG712(16), 722(16), 725(16), 726(16), 727(16), 733(16), **735(16), 791(16)**
[**Max 16C from** ENVS720(16), **ENVS741(16), ENVS751(16**)]

7. Government, Business and Ethics (Pietermaritzburg)

The qualification is constructed as follows:

Government Stream

1. Political Science Honours Modules (32C)
2. Ethics Modules (32C) (Pols 712 and Pols 714 or with permission Ethics / Philosophy Honours Modules)
3. Business Management Honours Modules (16C) (Permission from appropriate programmes required) / *Students without business management modules can take INTE721 (32 credits)*
4. Research Module (16C, Pols 716)
5. Research Project (32C, GOBE7RP)

Note: Students taking INTE 721 will end up with a total of 144 credits

Business Stream

1. Political Science Honours Modules (16C)
2. Ethics Honours Modules (32C) (Pols 712 and Pols 714 or with permission Ethics / Philosophy Honours Modules)
3. Business Management Honours Modules (32C) (Permission from appropriate programmes required)
4. Research Module (16C, Pols 716)
5. Research Project (32C, GOBE7RP)

Note: The Research Project must be planned, and the coursework modules selected, in consultation with the Cluster.

8. Industrial Psychology (Howard College)

The Honours Programme in Industrial Psychology is comprised of the following core modules, taught over two semesters. There are no electives.

Core Psychology Modules

PSYC701	Research Fundamentals (32C)
PSYC733	Advanced Topics in African Psychology (16C)
PSYC7RP	Research Project: Psychology (32C)

Core Industrial Psychology Modules

PSYC704	Psychological Assessment (16C)
PSYC717	Organisational Studies (16C)
PSYC728	Industrial Psychology in Context (16C)

9. Policy and Development Studies (Pietermaritzburg)

The purpose of the Programme is to realise a high degree of sustained proficiency in both scholarship and professional training at all postgraduate levels in a combination of policy and development studies. The aim is to produce skilled practitioners who can help attend to the needs of governance and development, especially in South Africa, but also in comparable societies. Consequently, this

Programme is both academic and vocational in its thrust.

Core Modules

PODS701	Public Policy Analysis (32C)
PODS702	Governance in South Africa(32C)
SOCY700	Research Design, Methods and Analysis (32C)
PODS7RP	Research Project: Policy Development Studies(32C)

10. Population Studies (Howard College)

The Bachelor of Social Science Honours in Population Studies is intended for students with an under-graduate degree in the social sciences. The programme is designed to equip students with key concepts and applied skills that will enable them to understand and participate in the processes and structures of population policy formulation and implementation. After completing the programme, students will have a deeper understanding of major theoretical arguments that explain population trends, whilst acquiring expertise in technical aspects of demographic analysis.
The program is structured in nature, and is designed to create a balance between theory and practice as it applied to the field of population studies.

CORE MODULES

POPS701	Population Studies Concepts (16C)
POPS702	Demographics Methods (16C)
POPS703	Mortality and Health (16C)
POPS704	Reproductive Health in Context (16C)
POPS705	Research Methods (16C)
POPS706	Social Aspects of HIV/AIDS (16C)
DEVS707	Research Project (32C)

11. Psychology (Howard College & Pietermaritzburg)

The Psychology Honours degree is an academically based degree which equips students with theoretical and research knowledge and competencies that are valued in a variety of contexts. It aims to deepen students' theoretical knowledge in psychology in order to prepare them for further postgraduate study and professional registration, or for specialised work contexts.

Applicants should have majored in the required number of undergraduate psychology modules. The number of places available limits acceptance, hence selection is primarily on merit of performance in the undergraduate psychology programme.

Core Modules

PSYC701	Research Fundamentals (32C)
PSYC7RP	Research Project: Psychology (32C)
PSYC733	Advanced Topics in African Psychology (16C)

Students are required to take an additional 48cps of electives from the list below. Module offerings will vary from year to year, and between campuses. Please check with the Applied Human Sciences Postgraduate office for details of the current year's offerings.

Electives

PSYC703	Counselling and Therapeutics (16C)
PSYC704	Psychological Assessment (16C)
PSYC705	Neuropsychology (16C)
PSYC706	Psychopathology (16C)
PSYC707	Conceptual Foundations (16C)
PSYC708	Psychology of Diversity (16C)
PSYC711	Identities and Work (16C)
PSYC716	Special Topics in Psychology (16C)
PSYC720	Social Psychology (16C)
PSYC721	Psychology and Health Promotion (16C)
PSYC722	Gender and Sexuality (16C)
PSYC723	Theory of Applied Psychology (16C)
PSYC734	African Feminism, Womanism and Nego-feminism (16C)
PSYC736	Community Psychology and Service Learning (16C)

Students may take other 16 credit-point modules from other disciplines/schools as approved by discipline Academic Leader.

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12. Bachelor of Education Honours (BEdHons)

HUM-EH1 Specialisations

Candidates shall register for one of the following specialised curricula:

Adult Education
Comparative Education and Development
Curriculum Studies
Educational Leadership, Management and Policy
Educational Psychology
Gender Education
History Education
Language and Media Studies School
Guidance and Counselling
Science and Mathematics Education
Social Justice Education
Social Science in Education
Teacher Education and Professional Development
Technology Education

HUM-EH2 Curriculum

Candidates for the BEdHons degree shall obtain at least 128 credits in order to qualify for the degree by constructing a curriculum from one of the specialisation options listed below, provided that:

(i) Except where otherwise indicated, each curriculum shall include the following modules:

EDRS732	Independent Research Project (32C)
EDRS701	Understanding Research (16C)

(ii) A variation to the requirements of any specialisation may be approved at the discretion of the Dean and Head of School.

(iii) Equivalent and relevant post-graduate modules offered by another College may be substituted in

any curriculum subject to the approval of the Dean and Head of School and to a maximum value of 16 credits.

(All the modules carry 16 credits unless otherwise indicated)

1. Adult Education

Both of the following modules:

EDAE702 Adult Learning
EDAE705 Foundations of Adult Education

Two of the following modules

EDAE703 Adult Literacy and Adult Basic Education and Training
EDAE704 Curriculum in Adult Education
EDAE712 Skills Development

One additional module from this or any BEd Honours specialisation or from the list of electives listed at the end of this section, subject to the approval of the Dean.

2. Comparative Education and Development

All of the following modules:

EDDE701 Introduction to Education and Development
EDDE702 Advanced theories in education and development
EDDE704 Comparative Studies in education and development

Two additional modules can be accumulated by selecting from the following options:

EDSJ701 Introduction to Social Justice Education, **and**
EDSJ708 Pedagogy for Social Justice;

or

EDAE703 Adult Literacy and ABET **and**
EDAE705 Foundations of Adult Education

3. Curriculum Studies

All of the following modules:

EDPD701 Assessment in Education
EDCS702 Curriculum; Context and Change
EDCS703 Curriculum: Change and Development
EDCS704 Curriculum as Practice

One additional module from this or any BEd Honours specialisation or, subject to the approval of the Dean.

4. Education Leadership and Management and Policy

All of the following modules:

EDMN701 Gender and Education Management
EDMN715 Introduction to Education Law and Policy Planning
EDMN716 Leading and Managing Educational Change
EDMN717 Leading and Managing People in Education
EDMN712 Introduction to Education Leadership and Management

One additional module from this or any BEd Honours specialisation or subject to the approval of the Dean.

5. Educational Psychology

All of the following modules:

EDPY714 Life Skills Education
EDPY710 Introduction to Inclusive Education
EDPY701 Human Development and Learning
EDPY707 School Psycho-Educational Support

One additional module from this or any BEd Honours specialisation or, subject to the approval of the Dean.

6. Gender Education

EDGE701 Gender and Education
EDGE702 Gender Curriculum and Identity
EDGE703 Gender Regimes and Justice
EDMN701 Gender and Education Management

7. History Education

All of the following modules:

EDHS701 Issues in teaching African history
EDHS707 History Education through film and ICT
EDHS703 Teaching Historical Literacy
EDHS704 Problems in Historical Understanding

One additional module from this or any BEd Honours specialisation or, subject to the approval of the Dean.

8. Language and Media Studies

Both of the following modules: **Compulsory Specialisation Modules**

EDLE702 Language in Education
EDLE705 Critical awareness of Language and Media

Two of the following modules

EDLE700 Understanding Academic Literacy
EDLE701 Language Learning and Teaching in Multicultural Society
EDLE703 Narrative in Education

One additional module from this or any BEd Honours specialisation or, subject to the approval of the Dean.

9. Science and Mathematics Education

Four of the following modules:

EDSM702 Curriculum Development in Science and Mathematics Education
EDSM703 Issues in Science and Mathematics Education
EDSM704 Assessment in Science and Mathematics Education
EDSM705 Teaching and learning in Science and Mathematics Education II
EDSM707 Teaching and learning in Science and Mathematics Education I

One additional module from this or any BEd Honours specialisation, or, subject to the approval of the Dean.

10.Social Justice Education

EDSJ701 Introduction to Social Justice Education *(compulsory)*

Three of the following modules:

EDSJ702 Race, Racism and Education
EDSJ704 Education and Social Inequality
EDSJ706 Diversity and Education
EDSJ708 Pedagogy for Social Justice

One other module from any BEd Honours specialisation or, subject to the approval of the Dean.

11. Social Sciences in Education

EDSS701 Perspectives in Social Science Education (*core module)*

Three of the following modules:

EDLF702 Current Debates in Physical Education (PE) and Sport
EDBU702 Economics and Business Sciences in Education
EDGG701 Critical discourses in Geography in South Africa
EDLF701 Contemporary issues in Life Orientation Education
EDTT702 Contemporary issues in Travel and Tourism

One other module from any BEd Honours specialisation, or, subject to the approval of the Dean.

12. Teacher Education and Professional Development

Four of the following modules:

EDPD704 Mentoring in Schools
EDPD712 Teacher Identities and Teacher Change
EDPD713 Teacher Agency in Professional Learning
EDPD714 Teachers and the Curriculum
EDPD715 Teacher Stress and Wellbeing
EDPD716 Rural Education and Multi-grade teaching

One other module from any BEd Honours specialisation or, subject to the approval of the Dean.

13.Technology Education

All of the following modules:

EDTE701 Curriculum Development in Technology Education
EDTE705 Design for Technology Education
EDTE703 Indigenous Science and Technology
EDTE704 Research in Technology Education

One other module approved in the BEd Honours Programme.

- **Additional Elective modules** (all specialisations)

EDDE704 Comparative Studies in Education and Development
EDMN710 Management of HIV/AIDS and Reproductive Health
EDTT701 Travel and Tourism

13. Bachelor of Library and Information Science Honours

The aim of the Programme is to further develop postgraduates by consolidating their first professional level knowledge and skills and enhancing specialist knowledge in the core sub- fields in Library and Information Studies (LIS). The Programme addresses the need for knowledge and skills in information and knowledge management and information storage and retrieval in a variety of situations, as well as in information literacy, information and communication technology, and records and archives management.

The Honours and Masters programmes and the Postgraduate Diploma in Information Studies have been accredited by the Library Association of Great Britain and by the South African Institute of Library and Information Science, currently the Library and Information Association of South Africa (LIASA). Students must complete a total of 128 credits, that is, the 3 core modules and 1 elective.

Core Modules

SOCY700	Research Design, Methods and Analysis(32C)
LIIS711	Information Management (32C)
LIIS739	Bibliography (32C)

Electives

LIIS712	Knowledge Management (32C)
LIIS713	Web-based Information Systems(32C)
LIIS737	Records and Archives Management (32C)
LIIS740	Special Topics/Independent Study A (32C)

14. Bachelor of Theology Honours

Students are required to select a Programme from the following list:

African Theology
Biblical Studies
Gender and Religion
History of Christianity
Ministerial Studies
Theology Development

Compulsory Core Modules

REGL701	Research Methodology in Religion & Theology (16CR)
RELG702	Method & Theory in Religion and Theology (16CR)
THEO705	Advanced Theology in the African Context (16C)
THEO706	African Women's Theology (16C)
THEO707	Studies in the African instituted Churches (32CR)
THEO710	Advanced Biblical Interpretation (32CR)
THEO711	Studies in Catholic Theology (32CR)
THEO714	Christian Spirituality (32CR)
THEO718	History of Missions & Churches (32CR)
THEO729	Church and Development (32CR)
THEO707	Studies in the African Instituted Churches (16)
THEO709	Exegesis of Selected Biblical Texts(16CR)
THEO715	Psychology and Spirituality(16CR)
THEO732	Exegesis of Selected Biblical Texts in Greek (16CR)
THEO727	Clinical Pastoral Education (16CR)
THEO731	Critical Reflection on Development Praxis (16CR)
THEO733	Exegesis of Selected Biblical Texts in Hebrew (16CR)
THEO735	Biblical Hermeneutics: Women and Gender(16CR)
THEO736	Issues of Masculinity and Gender(16CR)

THEO737	Theologies of Transformation: Religion & Governance (16CR)
THEO738	Key Themes: Ecumenical Perspective (16CR)
THEO7RP	Theology Honours Research Project (32CR)

RULES FOR MASTERS DEGREES

HUM-MA1 Admission

A minimum of 60% average across all modules of the Honours degree. Many disciplines have limited capacity and practice a competitive selection through which places will be allocated on the basis of high academic achievement as well as considerations of equity. Some disciplines may require a portfolio of work as a prerequisite for selection. These qualifications require a minimum of two semesters and also a minimum of 192 credits.

Master of Arts and Master of Social Science

1. Anthropology (Howard College)

10. Masters by Research

Full Time

ANTH8FM	Dissertation (192C)
ANTH8FR	Dissertation subsequent year (192C)

Part Time

ANTH8MD	Dissertation (192C)

2. Applied Language Studies (Pietermaritzburg)

A. Masters by Coursework

Core Modules

APLS810	Research Methods in Applied Linguistics (32C)
APLS8SD	Short Dissertation: Applied Language Studies (96C)

Electives

Choose 6 of the following:

APLS821	Literacy in Society (32C)
APLS840	Applied Linguistics in the Classroom (32C)
APLS841	Language Education in South Africa (32C)
APLS842	Sociolinguistics and Language Teaching (32C)
APLS843	Psycholinguistics and the Classroom (32C)
APLS845	Language Learning and Teaching Theory (32C)
APLS850	Discourse as Social Practice (32C)

B. Masters by Research

APLS8MD Dissertation: Applied Language Studies (192C)

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3. Art History (Pietermaritzburg)

Masters by Research

AHIS8MD Dissertation: Art History (192C)

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4. Classics

Masters by Research

CLAS8MD Dissertation: Classics (192C)
CLAS8CY Dissertation: Classics Continuing year (192C)

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5. Community Development (Howard College) - *Not offered in 2022*

The Master's degree in Community Development (by coursework) is intended for students with an Honours degree in any of the social sciences or related disciplines who intend to gain critical and cutting-edge analytical skills that relate to development practice with simultaneous analysis and production of knowledge. It enables the student to embark on academic research, and ponder upon development intervention and knowledge production. The degree equips students with a critical awareness and understanding of the realities of South Africa's current and future developmental needs. The programme aligns well with efforts to harness existing Indigenous Knowledge Systems (IKS) resources to create innovative local and global solutions.

a. Masters by Coursework

Core Modules

CMDV812 Sustainable Community Development (16C)
CMDV815 Developmental Local Government (32C) CMDV820 Research Methods (32C)
CMDV8SD Short Dissertation: Community Development (96C)

Electives

Choose one of the following:
CMDV811 Community Economic Development (16C)
CMDV814 Indigenous Knowledge Systems (16C)

b. Masters by Research

Full Time

CMDV8FM Dissertation: Community & Development Studies (192C)
CMDV8FR Dissertation: Community & Development Studies Sub-Yr (192C)

Part Time

CMDV8MD	Dissertation: Community & Development Studies (192C)
CMDV8MS	Dissertation: Community & Development Studies Sub-Yr (192C)

6. Conflict Transformation and Peace Studies (Howard College)

The Masters degree in Conflict Transformation and Peace Studies is intended for students with an Honours degree in any of the social sciences or related disciplines who intend to gain high level of expertise and skills in conflict transformation and peace issues at the graduate level either for the purpose of working in government, international organizations and non- governmental organizations focusing on peace, human rights, conflict prevention, mediation, and development, or for using it as a stepping stone to a career in research in the aforesaid areas. Students with or without work experience will find the programme useful as a career option.

a. Masters by Coursework

Semester 1		Semester 2	
CTPS803	Advanced Themes in Peace and Conflict Transformation (16C)	CPS806	Restorative Justice (16C)
CTPS805	Theory and Practice on Non-Violence (16C)	CTPS810	African Approaches to Conflict Resolution (16C)
CTPS807	Human Rights and International Humanitarian Law (16C)	CTPS8SD	Short Dissertation: Conflict Transformation and Peace Studies (96)
CTPS825	Research and Design Implementation (16)		

b. Masters by Research

CTPS8MD	Masters Research Project: Dissertation (192C)
CTPS8MS	Masters Research Project: Dissertation Subsq-Yr (192C)

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7. Criminology and Forensic Studies (Howard College)

This programme engages critically with justice, crime and victimisation on the African continent, celebrating judicial pluralism and the promotion of social justice in order to address the injustices of the past and to advance nation building in South Africa and her broader communities.

Masters and PhD study in Criminology and Forensic Studies are offered as research degrees with the outcome of a substantive thesis or dissertation. The final product should consist of original research material and should be considered publishable.

Masters by Research: Full Time

CFSD8FM	Dissertation: Criminology (192C)
CFSD8CY	Dissertation: Criminology Subsequent Years (192C)

Masters by Research: Part Time

CFSD8MD	Dissertation: Criminology (192C)
CFSD8MS	Dissertation: Criminology Subsequent Years (192)

8. Culture, Communication and Media Studies (Howard College)

This graduate programme offers interdisciplinary Honours, Masters and PhD degrees. It offers students the opportunity to gain highly marketable research and practical skills while also allowing them to focus their work in a number of specialised areas.

Emphases will be on media sociology, cultural studies, and communication for development and health promotion.

Masters by Research:
Full Time

CCMS8FM	Dissertation: CCMS (192C)
CCMS8CY	Dissertation: CCMS Subsequent Years (192C)

Masters by Research:
Part Time

CCMS8MD	Dissertation: CCMS (192C)
CCMS8MS	Dissertation: CCMS Subsequent Years (192C)

9. Culture and Heritage Tourism (Howard College)

Masters by Research
Full Time

CHTM8FM	Masters in Tourism - Dissertation (192c) CHTM8FR Dissertation subsequent year (192c)

Part Time

CHTM8MD	Masters in Tourism - Dissertation (192c)
CHTM8MS	Dissertation subsequent year (192c)

10. Drama and Performance Studies (Howard College and Pietermaritzburg)

1. Masters of Arts in Drama and Performance Studies (Coursework) (Howard College & Pietermaritzburg)

For this option, candidates are required to complete THREE coursework modules (one of which must be a Research Methodology module) (96C) and submit a short dissertation (96C).

Core Modules

DRAM8SD	Short Dissertation: Drama and Performance Studies(96C)
DRAM819	Research Methodologies and Applications (32)

Elective Modules

Students must choose TWO of the following:

DRAM805	Theorising the 'Act': Local and Global Context (32C)
DRAM830	Product-oriented Applied Drama (32C)*
DRAM840	Independent Production (32C) DRAM850
	Special Elective in Drama (32C)*

**These modules are only offered on the Pietermaritzburg campus (Not offered in 2022)*

An Elective may be chosen from appropriate/qualifying offerings within the College, subject to approval by the discipline and/or the School's

B. Masters by Research

Full Time

DRAM8FM	Dissertation: Drama and Performance Studies (192C)

Part Time

DRAM8MD	Dissertation: Drama and Performance Studies (192C)

There is scope within the Research MA to include a creative component; this should be discussed with the approval of the discipline, and is subject to approval by the Higher Degrees Committee.

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11. Economic History (Howard College)

Students may be accepted into Masters programmes in the fields of Economic History, Development Studies or Planning.

- **Masters by Coursework**

Core Modules

Either

ECHS8CD	Coursework Dissertation: Economic History (128C)

or

ECHS8SD	Short Dissertation: Economic History (96C)
CTPS825	Research Design and Implementation (16C)
ECHS808	Issues In African Economic History (16C)

Electives

Choose 2 or three from the following to make up 192 credits

ECHS802	Environmental History/Policy (32C)
ECHS805	Global Governance and African Political Economy(32C) Other approved elective as required

- **Masters by Research**

Full Time

ECHS8FM	Full Dissertation: Economic History (192C)
ECHS8FR	Dissertation subsequent year (192c)

Part Time

ECHS8MD	Full Dissertation: Economic History(192C)
ECHS8MS	Dissertation subsequent year (192c)

12. English Studies (Howard College and Pietermaritzburg) Masters by Research

Full Time

ENGL8FM	Dissertation: English Studies (192C)

Part Time

ENGL8MD	Dissertation: English Studies (192C)

13. Ethics (Pietermaritzburg)

Masters by Research

ETHS8MD	Dissertation: Ethics Studies (192C)
ETHS8CY	Dissertation: Ethics Studies Continuing year (192C)

14. Fine Arts

Masters by Research

Core Modules

FIAR8MD	MAFA Studio-Work (96C)
FIAR8MS	MAFA Research Component (96C)

15. French (Howard College and Pietermaritzburg)

Masters by Research

Full Time

FREN8FM	Dissertation: French (192C)

Part Time

FREN8MD	Dissertation: French (192C)

16. Gender Studies (Howard College, Pietermaritzburg Campus)

- **Masters by Coursework**

GEST804	Gender and Language (16C)
GEST805	Gender and Media (32C)
GEST807	Contemporary Issues in Gender Studies (32c)
SOCY800	Social Research Design and Practice (16C)
GEST8SD	Gender Studies Short Dissertation (96C)

- **Masters by Research**

Full Time

GEST8FM	Dissertation: Gender Studies (192C)
GEST8FR	Dissertation subsequent year (192c)

Part Time

GEST8MD	Dissertation: Gender Studies (192C)
GEST8MS	Dissertation subsequent year (192c)

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17. History (Howard College and Pietermaritzburg)

Masters by Research

Full Time

HIST8FM	Dissertation (192C)
HIST8FR	Dissertation subsequent year (192C)

Part Time

HIST8MD	Dissertation (192c)
HIST8MS	Dissertation subsequent year (192C)

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18. Industrial, Organisational and Labour Studies (Howard College)

Masters by Coursework

Core Modules

Either

IOLS8CD	Coursework Dissertation (128C)
IOLS8CSHC	Coursework Dissertation: IOLS Subsequent Year or

Electives

IOLS804	New Economy: Systems, Logistics, Global Flows (32C) *(Not offered in 2022)*
IOLS805	Information Technology, Work and Equity (32C) *(Not offered in 2022)*
IOLS806	Difference and Diversity in the Workplace (32C)
IOLS807	Women, Work and Employment (32C)
IOLS808	Workplace Change in South *(not offered in 2022)*
IOLS809	Culture and Work (32C) (not offered in 2022)
IOLS810	Globalisation: Flexible Work and Labour Unions (32C)
IOLS802	Theories and Concepts for the World of Work (16C)
IOLS812	Work, Workers and Livelihoods (32C)

Masters by Research

Full Time

IOLS8FM	Dissertation: IOLS (192C)

Part Time

IOLS8MD	Dissertation: IOLS (192C)

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19. IsiZulu Studies (Howard College and Pietermaritzburg)

- **Masters by Coursework**
  Core Modules

ZULU8SDH Short Dissertation: IsiZulu (96C)

Electives

Choose 3 of the following:

ZULU812 Language Planning(32C)
ZULU815 Eco-Tourism (32C)
ZULU820 IsiZulu Phonology, Morphology and Syntax (32C)
ZULU821 Linking Linguistics with Lexicography (32C)
ZULU822 Translation and Interpreting (32C)

Masters by Research

Full Time

ZULU8FM Dissertation: IsiZulu (192C)

Part Time

ZULU8MD Dissertation: IsiZulu (192C)

20. Linguistics (Howard College)

Masters by Coursework

Core Modules

Either

LING8SD Short Dissertation: Linguistics (96C) or
LING8CD Coursework Dissertation: Linguistics (128C)

Electives

Choose 2 or 3 of the following to make up 192 credits

LING801 Teaching Language Structure (32C)
LING802 Language, Ideology and Power (32C)
LING803 Language, Society and Identity (32C)
LING804 Language Teaching Pedagogy (32C)
LING807 Language Acquisition and Learning (32C)
LING808 Language, Contact and Diversity (32C)
LING809 Directed Study in Linguistics (32C)
LING810 Syntactic Analysis (32C)
LING811 Topics in Psycholinguistics (32C)
LING814 Language Processing (32C)

Masters by Research

Full Time

LING8FM Dissertation: Linguistics (192C)

Part Time

LING8MD Dissertation: Linguistics (192C)

21. Media and Cultural Studies (Howard College and Pietermaritzburg)

Masters by Research (Howard College and Pietermaritzburg)

Full Time

MECS8FM	Dissertation: MECS (192C)

Part Time

MECS8MD	Dissertation: MECS (192C)

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22. Music (Howard College)

HUM-MMUS1 Progression

Every Masters student is assigned to one of the 'home' Programmes listed below. Most of the Programmes combine a research component and taught modules and are therefore known as Coursework Programmes. And most Coursework Programmes, while prescribing one or more Core (i.e. compulsory) modules, also make room for other modules to be chosen.

The Core/Elective system in Music operates on the basis that which is Core for any one Programme qualifies as Elective for all the others during the same semester. In addition, there is the possibility of choosing an Elective, in consultation with the Dean and Head of School, from appropriate offerings within the College. The following are the Core/Elective modules contributing to the various postgraduate Coursework Programmes on offer (all modules carry 32 credits unless otherwise indicated):

In the list of Masters Programmes that follows, the Core modules specific to each are noted, where applicable. Every candidate is required to assemble the balance of his/her Programme in consultation with the Dean and Head of School.

NB: All Music modules are subject to change. Consult the Music Cluster for the latest module offerings.

Electives

First semester:

MUSC8AD	Advanced Electro-Acoustic Music
MUSC8LA	Electro-Acoustic Music 2A
MUSC8EV	Ethnographic and Video Documentation of Performance and Ritual
MUSC8MA	Music Education 2A
MUSC8RM	Music Research: Methods
MUSC8PM	Thinking Popular Music
MUSC8SM	South African Music: Traditional, Marabi and Beyond

Second semester:

MUSC8LB	Electro-Acoustic Music 2B
MUSC8MB	Music Education 2B
MUSC8RH	Music Research: History and Ideas
MUSC8PS	Popular Music Production in Southern Africa
MUSC8EC	Public Sector Ethnomusicology and Community Development
MUSC8TM	Theorising Music in Society

Both semesters:

MUSC8AP	Applied Electro-Acoustics: Advanced Project
MUSC8PP	Electro-Acoustics: Professional Practice
MUSC8IA	Independent Study A
MUSC8IB	Independent Study B
MUSC8XA	Performance 2A / Performance A
MUSC8XB	Performance 2B / Performance B
MUSC8JC	Portfolio of Jazz Compositions and Arrangements
MUSC8JP	Public Jazz Performance
MUSC8RR	Reading or Repertoire Study [16]

In the list of Masters Programmes that follows, the Core modules specific to each are noted, where applicable. Every candidate is required to assemble the balance of his/her Programme in consultation with the School.

PROGRAMME 1: MUSIC TECHNOLOGY

Core Modules

MUSC8AD	Advanced Electro-Acoustic Music +
MUSC8AP	Applied Electro-Acoustics (Advanced Project) +
MUSC8PP	Electro-Acoustics (Professional Practice).

An Elective may be taken in place of the normal Masters Research paper.

PROGRAMME 2: INTERCULTURAL MUSIC EDUCATION

Core Modules

MUSC8RM	Music Research: Methods

PROGRAMME 3: ETHNOMUSICOLOGY

Core Modules

MUSC8RM	Music Research: Methods

PROGRAMME 4: APPLIED ETHNOMUSICOLOGY

Core Modules

MUSC8RM	Music Research: Methods

PROGRAMME 5: POPULAR MUSIC STUDIES

Core Modules

MUSC8RM	Music Research: Methods

PROGRAMME 7: SOUTH AFRICAN MUSICS

Core Modules

MUSC8RM	Music Research: Methods

PROGRAMME 8: JAZZ PERFORMANCE, COMPOSITION AND ARRANGING

Core Modules

MUSC8JC	Portfolio of Jazz Compositions and Arrangements
MUSC8JP	Public Jazz Performance

Electives may be taken in place of the normal research paper.

PROGRAMME 9: COMPOSITION (WESTERN CLASSICAL OR JAZZ)

Core Modules

MUSC8KO	Full Portfolio (192C)
	OR
MUSC8KE	Longer Portfolio (144C)
MUSC8RA	Research Article (48C)
OR	
MUSC8KF	Shorter Portfolio (96C)
MUSC8RM	Music Research: Methods (32C)
MUSC8TR	Treatise (64C)

PROGRAMME 10: MUSIC PERFORMANCE (WESTERN CLASSICAL OR JAZZ)

Core Modules

MUSC8XR	Full Public Recital (192C)
OR	
MUSC8XE	Longer Public Recital (144C)
MUSC8RA	Research Article (48C)
OR	
MUSC8XF	Shorter Public Recital (96C)
MUSC8RM	Music Research: Methods (32C)
MUSC8TR	Treatise (64C)

23. Philosophy (Howard College and Pietermaritzburg)

Masters by Research

PHIL8MD	Dissertation: Philosophy (192C)
PHIL8CY	Dissertation: Philosophy Continuing year (192C)

24. Policy and Development (Pietermaritzburg)

The purpose of the programme is to realise a high degree of proficiency in both scholarship and professional training. The aim is to produce skilled practitioners who contribute to the needs of governance and development in South Africa and comparable societies. The programme is both academic and vocational in its thrust.

a. Masters by Coursework

Core Modules

PODS801	Managing Public Policy (32C),
PODS802	Policy Monitoring and Evaluation (32C)
PODS804	Civil Society and Public Policy (16C)
SOCY800	Social Research Design and Practice (16C)
PODS8SD	Short Dissertation: Policy and Development Studies (96C)
PODS8SS	Short Dissertation Subsq: Policy and Development Studies (96C)

25. Politics, Philosophy and Economics (Howard College and Pietermaritzburg)

There is an acute need in South Africa for graduates who will be able to participate in public life with the specific range of skills and knowledge that a postgraduate PPE degree provides. Such graduates will be philosophically literate, thoroughly conversant with the discourses of political analysis, and able both to deploy effectively the rigorous technical skills imparted by a good training in Economics. The module combinations in the degree programmes reflect the 'natural' cognateness of these three disciplines. Multi-disciplinary in character, the PPE degrees offer some level of flexibility at each level of study, particularly with respect to additional elective modules.

a. Masters by Coursework

Prospective Masters Candidates should consult with the Academic leader.

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26. Political Science (Howard College and Pietermaritzburg)

Masters by Coursework

The Masters programme in Political Science incorporates both theoretical and policy- oriented components designed to impart advanced skills in the fields of Politics and International Relations. The modules on offer aim to equip students to put those skills to use in researching and analyzing the complexities of national, regional and global politics.

Semeststser 1	Semester 2
CTPS825 – Research Methods in Conflict Transformation (16C)	CTPS807 – Human Rights and International Humanitarian Law (16C)
POLS822 – Political Change in Africa (32C)	Coursework Dissertation in Political Science (96C)
POLS801 – State and Justice in Modern Political Theory (32C)	

Short Dissertation

POLS8SD Short Dissertation: Political Science (96C).
POLS8SS Short Dissertation: Political Science Subsequent Year (96C)

a. Masters by Research

Full Time

POLS8FM Dissertation: Political Science (192C)
POLS8FR Dissertation: Political Science Subsequent Year (192C)

Part Time

POLS8MD Dissertation: Political Science (192C)
POLS8MS Dissertation: Political Science Subsequent Year (192C)

b. Masters by Research

Full Time

PPHE8FM Dissertation: Politics, Philosophy, Economics (192C)

PPHE8FR	Dissertation: Politics, Philosophy, Economics Subsequent Year (192C)

Part Time

PPHE8MD	Dissertation: Politics, Philosophy, Economics (192C)
PPHE8MS	Dissertation: Politics, Philosophy, Economics Subsequent Year (192C)

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27. Psychology (Howard College and Pietermaritzburg)

Masters by Coursework

27. a. Clinical Psychology (Howard College & Pietermaritzburg)

Core Modules

PSYC806	Psychological Interventions: African and Global Approaches (16C)
PSYC807	Theory & Practice of Clinical Psychology (32C)
PSYC808	Psychology of Personality & Abnormal Behaviour (16C)
PSYC809	Assessment in Psychological Practice (16C)
PSYC810	Community Interventions in Professional Psychology (16C)
PSYC814	Research Methods in Psychology (16C)
PSYC8CL	Short Dissertation: Clinical Psychology (96C)

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27. b. Counselling Psychology (Howard College & Pietermaritzburg)

Core Modules

PSYC806	Psychological Interventions: African and Global Approaches (16C)
PSYC808	Psychology of Personality & Abnormal Behaviour (16C)
PSYC809	Assessment in Psychological Practice (16C)
PSYC810	Community Interventions in Professional Psychology (16C)
PSYC818	Theory & Practice of Counselling Psychology (32C)
PSYC814	Research Methods in Psychology (16C)
PSYC8CO	Short Dissertation: Counselling Psychology (96C)

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27. c. Educational Psychology (Pietermaritzburg)

Core Modules

PSYC806	Psychological Interventions: African and Global Approaches (16C)
PSYC808	Psychology of Personality & Abnormal Behaviour (16C)
PSYC809	Assessment in Psychological Practice (16C)
PSYC810	Community Interventions in Professional Psychology (16C)
PSYC819	Theory & Practice of Educational Psychology (32C)
PSYC814	Research Methods in Psychology (16C)
PSYC8ED	Short Dissertation: Educational Psychology (96C)

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27. d. Health Promotion (Howard College)

Core Modules

PSYC813	Planning and Evaluation of HP Interventions (32C)
PSYC815	Health Promotion Practice (32C)
PSYC858	The Person is the Professional (16C)
PSYC814	Research Methods in Psychology (16C)
PSYC8SD	Short Dissertation: Psychology (96C)

27. e. Health Research Ethics (Pietermaritzburg) (Offered in 2022)

Core Modules

PSYC827	Introduction to Bioethics (16C)
PSYC828	Institutionalising Ethical Review of Health Research (16C)
PSYC831	Critical Issues in Informed Consent (16C)
PSYC834	Research Ethics: African and Indigenous Perspectives (16C)
PSYC8RD	Research Dissertation (64C)
PSYC8RS	Research Dissertation Subsequent year (64C)

Plus a selection of four electives from the list below to make up 192 credits

PSYC826	Evaluating Research Designs (16C)
PSYC829	Introduction to Human Rights for Health Researchers (16P)
PSYC830	Introduction to Health Law and Health Research (16P)
PSYC832	Behaviour and Research (16C)
PSYC833	Responsible Conduct of Research and Research Integrity (16C
PSYC835	Ethical Issues in Women's Health Research (16C)
PSYC836	Ethical Issues in Community-Based Research (16C)
PSYC837	Ethical Issues in International Collaborative Health Research (16C)
PSYC838	Ethical Issues in HIV Vaccine Trials (16C)
PSYC839	Children and Health Research (16C)
PSYC841	Religion and Ethics in Health Research (16C)

27. f. Industrial Psychology (Howard College)

Core Modules

PSYC857	Workplace Well-being(16)
PSYC861	Conflict Resolution (16C)
PSYC863	Individual Counselling Intervention (16C)
PSYC867	Human and Organisational Development (16C)
PSYC870	Psychological Assessment (Industrial) (16C)
PSYC814	Research Methods in Psychology (16C) PSYC8SD
	Short Dissertation: Industrial Psychology (96C)

27. g. Research Psychology (Pietermaritzburg)

Core Modules

PSYC8CD	Coursework Dissertation: Psychology (128C)
PSYC821	Community Project (16C)

Electives

Choose 3 from the following:

PSYC822	Quantitative Research for Research Psychology (16C)
PSYC823	Qualitative Research for Psychology (16C)
PSYC824	Applied Research: programme monitoring & evaluation (16C)
PSYC825	Participatory Research and Human Action (16C)

Masters by Research

Full Time

PSYC8FM	Dissertation: Psychology (192C)
PSYC8CY	Dissertation: Psychology Sub Yrs (192C)

Part Time

PSYC8MD	Dissertation: Psychology (192C)
PSYC8MS	Dissertation: Psychology Sub Yrs (192C

28. Public Policy (Howard College)

a. Masters by Coursework

Core Modules

PPOL806	Public Policy: Implementation and Project Management (32C)
PPOL808	Public Policy: Monitoring, Evaluation, Analysis (32C)

Short Dissertation

PPOL8SD	Short Dissertation: Public Policy (96C)
PPOL8SS	Short Dissertation: Public Policy Subsequent Year (96c)

A new 16 credit module in in Advanced Research Methodology & a new 16 credit module in Public Ethics may be offered in Semester 2. Students should consult with the Academic Leader.

b. Masters by Research

Full Time

PPOL8FM	Dissertation: Public Policy (192C)
PPOL8FR	Dissertation: Public Policy

Part Time

PPOL8MD	Dissertation: Public Policy (192C)
PPOL8MS	Dissertation: Public Policy (192C)

29. Religion and Social Transformation (Howard College and Pietermaritzburg)

Masters by Research

RSTR8MD	Dissertation: Religion and Social Transformation (192C)
RSTR8CY	Dissertation: Religion and Social Transformation Continuing year (192C)

30. Social Policy (Howard College)

Political change in South Africa, as well as powerful global forces, have resulted in a process of major policy changes in virtually all spheres of the country's social and economic life in recent years. This process of transformation has created the need for a considerable increase in personnel trained in the analysis of social and economic issues and policies.

The purpose of the Social Policy Programme is to give graduates the knowledge and skills necessary for social policy analysis and developmental management,in responsible positions in the public service, NGO's and other developmental institutions; thus helping to meet the challenge of managing change in South Africa and the broader southern African region.

Core Modules

SOCY800	Social Research Design and Practice (16C)
SOCP811	South African Economic Issues (16C)
SOCP802	Public Participation and Governance (32C)
SOCP809	Political Economy of Basic Service Delivery (32C) SOCP8CD Social Policy: Coursework Dissertation (96C)

31.Translation Studies (Howard College)

Masters by Coursework

Core Modules

TRAN8MD	M Thesis in Translation Studies (96C)

Electives

Choose 3 of the following:

TRAN820	Translation Theory (32C)
TRAN821	Linguistics for Translation (32C)
TRAN822	Translating: Target Language (32C)
TRAN823	Translating: Source Language(32C)

Master of Architecture

Howard College

Not All Electives will be available on offer in 2022

HUM-MAR1 Entry Requirements

Students shall be eligible to apply for selection to register for the qualification of Master of Architecture (Research) if they have previously been awarded the degree of Bachelor of Architecture (Advanced) of the University, or have been admitted to the status thereof.

HUM-MAR2 Practical Training

Requirements for this are as follows:

(i) The minimum period of practical training is twelve months.

(ii) The training shall take place under the supervision of a registered architect and shall be recorded on the forms prescribed under the Practical Training Scheme of the South African Council for the Architectural Profession.

(iii) Whilst it is considered important that practical training should take place in an architect's office, alternative forms of experience may be motivated for in writing.

(iv) Submission for approval of records of practical experience shall be made to the Dean and Head of School at the end of the period of practical training and before admission to the Master of Architecture degree.

Master of Architecture by Coursework (320C)

Core Modules

Semester 1

ARCH801	Architectural Design and Urbanism(32C)
ARCH802	Theory of Architecture and Urbanism (16C)
ARCH803	History of Urban Settlements (16C)
ARCH806	Research Methods for Architects (16C)

Semester 2

ARCH804	Advanced Architectural Design (32C)
ARCH805	Applied Architectural Technology (16C)
ARCH807	Architectural Design Dissertation Proposal (16C)
ARCH812	Materials and Failures (16C)

Semester 3

ARCH808	Dissertation: Architectural Design (80C)

Semester 4

ARCH809	Simulated Office Project (32C)
ARCH810	Professional Practice (16C)
ARCH811	Law for Architects (16C)

One Elective module (16C)

Electives

Modules to the value of 16 credits chosen from:

DEVS802	Society and Development
DEVS806	Development Management
DEVS829	Environment and Development

Modules from any other course within the schools programmes can be chosen depending on space availability and minimum qualifying criteria of that module .

Master of Architecture by Research

Full Time

ARCH8FM	Dissertation: Architecture (192C)

Part Time

ARCH8MD	Dissertation: Architecture (192C)

Master of Child Care and Protection

This qualification is offered by the School of Applied Human Sciences in conjunction with the School of Law.

HUM-MSW2 MCHPR (Child Care and Protection)
Admission to the programme shall on the basis of selection by staff teaching in the programme. Student numbers may be limited in accordance with the capacity available in a particular semester.
Prospective students must hold a four-year University degree (or separate degrees requiring a total of at least four years of University study). Such degree/s shall include at least eight semester modules (or their equivalent as decided by the selectors) in Law and/or Social Work and/or Psychology and/or Criminology and Forensic Studies and/or Police Science and/or any other modules regarded by the selectors as sufficiently relevant.

Details regarding the degree structure and modules offered can be found in the College of Law and Management Studies handbook.

Masters in Development Studies (Howard College)

The Masters programme in Development Studies is an interdisciplinary degree intended for students with an Honours degree or equivalent in the social sciences, humanities, science, agriculture, and law. Cognate disciplines such as geography, political science, economics, anthropology, sociology and environmental studies are an advantage. However, given the interdisciplinary nature of Development Studies, we consider students from a wide range of disciplines. The programme focuses on the development of both theoretical and applied skills in the discipline of Development Studies, requiring critical engagement with the main concepts of, and approaches to development, that have been adopted in different places and regions over time. The degree exposes students to the core areas of Development Studies including theory of and approaches to development, the economics of development, poverty and inequality, the politics of development, social policy and the role of civil society, environment and development and research methods, to enable them to contribute to debates on theory, policy and practice in Development Studies, with a particular focus on the African continent.

Core Modules
DEVS803 Comparative Development Problems and Policies (16C)
DEVS830 Advanced Economic Concepts for Development (16C)
DEVS833 Advanced Research Methods (16C)
DEVS835 Economics of Development (16C)
DEVS819 Poverty and Inequality (16C)
DEVS823 Social Policy (16C)

Electives
DEVS818 Political Economy of Development (16C)
DEVS806 Development Management (16C)
DEVS802 Civil Society and Development (16C)
DEVS826 Special Studies A (16C)
DEVS827 Special Studies B (16C)
DEVS828 Special Studies C (16C)

Compulsory for ALL
DEVS8SD Short Dissertation: Development Studies (96C)

Masters by Research
Full Time

DEVS8FM	Dissertation (192C)
DEVS8FR	Dissertation – Subs Year (192C)

Part Time

DEVS8MD	Dissertation (192C)
DEVS8MS	Dissertation – Subs Year (192C)

Master of Education

HUM-MEd1 Registration

1. Candidates shall register for the degree by research only, or by coursework and dissertation.
2. Candidates for the degree by research only shall register for the degree of Master of Education
3. Candidates for the degree by coursework and dissertation shall register for one of the following specialised curricula:
Master of Education in;

a) Adult Education
b) Curriculum Studies
c) Educational Leadership, Management and Policy
d) Educational Psychology
e) Gender Education
f) Language and Media Studies
g) Mathematics Education
h) Teacher Development Studies
i) Science and Technology Education
j) Social Justice Education

HUM-MEd2 Curriculum for the MEd by coursework

1. Candidates for the degree by coursework and dissertation shall obtain at least 192 credits in order to qualify for the degree by constructing a curriculum which comprises, thirty two (32) credits in research modules, sixty four (64) credits in the area of specialisation and ninety six (96) credit dissertation.

2. The 32 credits in research modules shall be obtained through the completion of the following:

EDRS821 Research Discourses and Methodology (16)
EDRS820 Research Proposal Development and Skills Training (16C)

3. The 64 credits in the area of specialisation shall be obtained through the completion of any of the modules listed below for the specialisation for which students are registered:

Adult Education

EDAE815 Studies in Adult Education and Learning (32C) (compulsory module)

Any two of the following:
EDAE842 Curriculum Studies in Adult Education (16C)
EDAE844 Issues in Adult Literacy and Basic Education (16C)
EDSJ833 Peace Education and Conflict Resolution (16C)

Curriculum Studies

EDCS817 Theorising Curriculum (32)
EDCS816 Curriculum Development and Evaluation (32)

Educational Leadership, Management and Policy

EDMN815 Theoretical and Methodological Approaches to Educational Leadership, Management and Policy (32C)
EDMN814 Leading Professionals in Learning Communities (32C)

Educational Psychology

EDPY810 Inclusive Education: Theory and Practice (32C)
EDPY811 Psychological Assessments in Education (16C)
EDPY812 Psychological Interventions in Education (16C)

Social Justice Education

EDSJ834 Theoretical and Methodological Foundations of Social Justice and Education (32C)
EDSJ832 Social Identities and Education (16C)
EDSJ833 Peace Education & Conflict Resolution (16C)

Teacher Development Studies

EDPD807 Conceptualising Teacher Development (32C)
EDPD808 Researching Teacher Development (32C)

Master of Education Full Research

Accounting Education

EDAC811 (Yr1) M Thesis Accounting METH (192C)
EDAC8CY M Thesis- Continuing Year Accounting METH (192C)
EDAC812 M Thesis Subsequent Year Accounting METH (192C)

Adult Education

EDAE830 (Yr1) M Thesis Adult Education METH (192C)
EDAE8CY M Thesis- Continuing Year Adult Education METH (192C)
EDAE831 M Thesis Subsequent Year Adult Education METH (192C)

Computer Science Education

EDCE830 Computer Science Education Thesis METH (192C)
EDCE8CY M Thesis- Continuing Year Computer Science Education Thesis METH (192C)

EDCE831 Computer Science Education Thesis - Subsequent Year METH (192C)

Curriculum Studies
EDCS830 (Yr1) M Thesis Curriculum Studies METH (192C)
EDCS8CY M Thesis Curriculum Studies-Continuing Year METH (192C)
EDCS831 M Thesis Curriculum Studies- Subsequent Year METH (192C)

Early Childhood Development
EDEC830 Early Childhood Development Thesis METH (192C)
EDEC8CY M Thesis Early Childhood Development-Continuing Year METH (192C)
EDEC831M Thesis Early Childhood Development Thesis - Subsequent Year METH (192C)

Educational Psychology
EDPY830 (Yr1) M Thesis Educational Psychology (192C)
EDPY8CY M Thesis Educational Psychology-Continuing Year METH(192C)
EDPY831 M Thesis Subsequent Year Educational Psychology METH (192C)

Education Management, Leadership and Policy
EDMN830 (Yr1) M Thesis Education Management, Leadership & Policy METH (192C)
EDMN8CY M Thesis Education Management, Leadership & Policy-Continuing Year METH (192C)
EDMN831 M Thesis Subsequent Year Education Management, Leadership & Policy METH (192C)

Gender Education
EDGE830 (Yr1) M Thesis Gender Education METH (192C)
EDGE8CY M Thesis Gender Education-Continuing Year-Continuing Year METH (192C)
EDGE831 M Thesis Subsequent Year Gender Education METH (192C)

Higher Education
EDHE830 (Yr1) M Thesis Higher Education (192C)
EDHE8CY M Thesis Higher Education-Continuing Year METH (192C)
EDHE831 M Thesis Subsequent Year Higher Education METH (192C

History Education
EDHS811 (Yr1) M Thesis History Education METH (192C)
EDHS8CY M Thesis History Education-Continuing Year METH (192C)
EDHS812 M Thesis Subsequent Year History Education METH (192C)

Language & Media Studies
EDEN830 (Yr1) M Thesis Language & Media Studies METH (192C)
EDEN8CY M Thesis Language & Media Studies-Continuing Year METH (192C)
EDEN831 M Thesis Subsequent Year Language & Media Studies METH (192C)

Mathematics Education
EDMA830 (Yr1) M Thesis Mathematics Education METH (192C)
EDMA8CYM Thesis Mathematics Education-Continuing Year METH (192C)
EDMA831 M Thesis Subsequent Year Mathematics Education METH (192C)

Professional Development
EDPD830 (Yr1) M Thesis Professional Development METH (192C)

EDPD8CY M Thesis Professional Development- Continuing Year METH (192C
EDPD831 M Thesis Subsequent Year Professional Development METH (192C)

Science Education
EDSE830 (Yr1) M Thesis Science Education METH (192C)
EDSE8CY M Thesis Science Education-Continuing Year METH (192C)
EDSE831 M Thesis Subsequent Year Science Education METH (192C)

Social Justice Education
EDSJ830 (Yr1) M Thesis Social Justice Education METH (192C)
EDSJ8CY M Thesis Social Justice Education-Continuing Year METH (192C)
EDSJ831 M Thesis Subsequent Year Social Justice Education METH (192C)

Social Science Education
EDSS830 (Yr1) M Thesis Social Science METH (192C)
EDSS8CY M Thesis Social Science-Continuing Year METH (192C)
EDSS831 M Thesis Subsequent Year Social Science METH (192C)

Technology Education
EDTE811 (Yr1) M Thesis Technology Education METH (192C)
EDTE8CY M Thesis Technology Education-Continuing Year METH (192C)
EDTE812 M Thesis Subsequent Year Technology Education METH (192C)

Master of Housing

Howard College - Two-Year Programme (320C)
Not All Electives will be available on offer in 2022.

Core Modules

HOUS801	Housing Theory and Practice (32C)
HOUS802	Advanced Housing Policy and Finance (32C)
HOUS803	Project Management and Evaluation (32C)
HOUS804	Housing Implementation (32C)
HOUS809	Dissertation Methodology: Housing (16C)
TNPL802	Layout and Sub-Division (32C)
TNPL819	Local Area Analysis (16C)
HOUS8SD	Short Dissertation: Housing (96C)

Electives

Choose 32 credits from the following:
(The Elective(s) must be chosen in consultation with the School)

DEVS806	Development Management (16C)
DEVS823	Social Policy (16C)
DEVS825	State, Institutions and Development (16C)
HOUS805	Project Packaging (32C)
HOUS807	Special Housing Studies A (32C)
HOUS808	Special Housing Studies B (32C)
TNPL801	Implementation in Integrated Development Planning (16C)
TNPL807	Special Planning Studies A (32C)

TNPL805	Local Economic Development (16C)
TNPL808	Special Planning Studies B (32C)
TNPL815	Integrated Development Planning (32C)

Alternatively, an Elective chosen, in consultation with the School, from appropriate/qualifying offerings within cognate or other fields.

Master of Information Studies

Pietermaritzburg

Masters by Coursework (192 credits)

Core Modules

LIIS830	Issues in Library and Information Science (32C)
LIIS833	Advanced Literature Searching & Evaluation (16C)
LIIS834	Data Analysis & Presentation (16)
LIIS835	Information Ethics (16C)
SOCY800	Social Research Design and Practice (16)
LIIS8SD	Short Coursework Dissertation: Library and Information Science (96C)

Masters by Research

Core Modules

LIIS8MD	Dissertation: Library and Information Science (192C)

Master of Population Studies (Howard College)

The Masters programme in Population Studies is an interdisciplinary degree intended for students with an Honours degree or equivalent in the social sciences, humanities, health science, sociology, demography, geography, social work, economics or anthropology. However, given the interdisciplinary nature of population Studies, we consider students from a wide range of disciplines.The programme focuses on the development of both theoretical and applied skills in the discipline of Population Studies, requiring critical engagement with the main concepts of, and approaches to demographic analysis, policy formulation and implementation. The goal of the graduate training programme is to produce social scientists, fully trained in their discipline, with broad knowledge of population studies and specialized skills in statistical and demographic techniques, who can undertake independent research on a wide range of population topics. The multiplicity of socio-economic problems confronting society requires new and innovative approaches to development policy formulation and implementation.The coursework Master's Degree in Population Studies is offered over one year. The suitability of an applicant for the one-year programme is decided by a selection committee from within the School and is based on College guidelines. Applicants with an Honours degree (or equivalent) in an appropriate field will be eligible for the one-year (two semester) programme.

CORE MODULES

DEVS809 Fertility and Nuptiality (16C)
DEVS831 Population Dynamics:Patterns and Processes (16C)
DEVS832 Advanced Demographic Methods (16C)
DEVS833 Advanced Research Methods (16C)

DEVS815 Migration and Urbanization (16C)
DEVS834 Models and Theories of Mortality (16C)
DEVS8SD Dissertations (96C)

Masters by Research
Full Time

DEVS8FM Dissertation (192C)
DEVS8FR Dissertaion – Subs Year (192C)

Part Time

DEVS8MD Dissertation (192C)
DEVS8MS Dissertation – Subs Year (192C)

Master of Social Science: Social Work

Howard College

HUM-MSW1: Admission

Admission to Masters Level is conditional upon the completion of a four-year Bachelors degree in Social Work to a standard acceptable to the Dean and Head of School.

Masters by Research: Full Time

SOWK8FM Dissertation: Social Work (192C)
SOWK8FR Dissertation: Social Work Subsequent Years (192C)

Masters by Research: Part Time

SOWK8MD Dissertation: Social Work (192C)
SOWK8MS Dissertation: Social Work Subsequent Years (192C)

Master of Theology

Pietermaritzburg

B. Masters by Coursework

Every Masters by coursework candidate, regardless of specialisation, must register for:
THEO8SD Coursework Dissertation: Theology (96C)
THEO8RA Research Article: Theology (32C)

Plus one from the following core modules, specific to their specialization:
THEO805 Advanced Theology in African Context (32C)
THEO810 Advanced Biblical Interpretation (32C)
THEO818 Advanced History of Missions and Churches (32C)
THEO839 Gender, Tradition & Religion in Africa (32C)
THEO840 Transforming Christian Pastoral Ministry (32C)
THEO843 People, Power, Faith (32C)

Electives

Students should take two electives from a common list.

THEO807 Studies in African Instituted Churches (16C)
THEO809 Exegesis of Selected Biblical Texts (16C)
THEO827 Clinical Pastoral Education (16C)
THEO831 Critical Reflection on Development Praxis (16C)
THEO835 Biblical Hermeneutics: Women & Gender (16C)
THEO837 Theologies of Transformation (16C)
THEO838 Key Themes in Christian Faith (16C)

C. Masters by Research

THEO8MD Dissertation: Theology (192C)
THEO8CY Dissertation: Theology Continuing year (192C)

Master of Town and Regional Planning

Howard College

Students enrolled for the coursework Masters programmes in Planning MUST complete ALL first year modules before progressing to the second year. First year modules should be for planning students ONLY except those that are shared with Housing students. Not All Electives will be available on offer in 2022.

Masters by Coursework Two- Year Programme (320 credits)

Core Modules

TPLN802 Layout and Subdivision (32C)
TNPL803 Planning Theory and Public Policy (16C)
TNPL806 Professional Practice (Planning) (8C)

TNPL812 Planning Law (8C)
TNPL813 Development and Planning of Cities (16C)
TNPL814 Dissertation Proposal (16C)
TNPL815 Integrated Development Planning (32C)
TNPL817 Urban Spatial Policy (8C)
TNPL818 Environmental Planning (8C)
TNPL819 Local Area Analysis (16C)
TNPL820 Local Spatial Planning (16C) TNPL821 Regional Development (16C)
TNPL8SD Short Dissertation: Planning (96C)

Electives

Electives to the value of 64 credits. Of these at least 32 Credits **must** be chosen from Planning and/or Housing offerings, while not more than 32 Credits **may** be chosen from appropriate/ qualifying offerings within cognate, or other, fields.

The following Elective modules are available from Planning and Housing. Please note that not all electives will be available in any one year and that all Electives must be chosen in consultation with the School.

TPLN 801: Implementation in IDP (16 Credits)
TPLN 805: Local Economic Development (16 Credits)
TPLN 807: Special Planning Studies A (Transportation Studies) (32 Credits)

TPLN 822: Urban Reconstruction (32 Credits)
HOUS 802: Advanced Policy and Finance (32 Credits)
HOUS 803: Project Management and Evaluation (32 Credits)

Masters by Research
Full Time

TNPL8FM Dissertation: Planning (192C)
TNPL8FR Dissertaion: Planning – Subs Year (192C)

Part Time
TNPL8MD Dissertation: Planning (192C)

RULES FOR DOCTORAL DEGREES

HUM-PHD1: Admission
A minimum of 60% average for a relevant Masters degree. Many disciplines have limited capacity and practice a competitive selection through which places will be allocated on the basis of high academic achievement as well as considerations of equity. Some disciplines may require a portfolio of work as a prerequisite for selection. These qualifications require a minimum of 384 credits.

HUM-PHD2: Selection
Candidates are subject to selection and the selection process will be based on the candidate's record of academic work or academic and professional work acceptable to the Senate and may include academic ranking and other criteria as approved by Senate and Council.

HUM-PHD3: Minimum period of study
Candidates for the degree shall be required to pursue, under the supervision of the University and over a period of not less than four semesters, an approved course of special study or research on some subject falling within the field of education and the studies associated therewith. In the case of candidates with only a Bachelor of Education Honours the minimum period for the degree is six semesters.

HUM-PHD4: Assessment
(i) Candidates shall not be permitted to proceed to the examination of the thesis before the end of the second academic year in which the work for the thesis was entered upon.
(ii) Candidates may be required to present themselves for *viva voce* questioning.

HUM-PHD5: Exclusion
Any student who:

(i) after two semesters of full time registration or three semesters of part-time registration, has failed to secure approval for a suitable research proposal,

or

(ii) after four semesters of full time registration or 6 semesters of part-time registration, has not made adequate progress towards the completion of the degree,

or

(iii) after 8 semesters of full time registration or 10 semesters of part-time registration, has not submitted a thesis for examination,

shall be required to apply for re-registration which will only be permitted on receipt of a motivation which is considered satisfactory by the Board.

HUM-PHD6: Applicability of Common Rules

The Common Rules for the degree of Doctor of Philosophy in all Colleges shall also be of effect for the degree in the College of Humanities.

DOCTOR OF PHILOSOPHY

BUILT ENVIRONMENT AND DEVELOPMENT STUDIES

Architecture

ARCH9DO	PhD Architecture year 1 (384C)
ARCH9DS	Subsequent Year (384C)

Community Development:

CMDV9DO	Doctoral Thesis: Community Development (384)
CMDV9DS	Doctoral Thesis: Community Development - Subs Year (384)

Development Studies and Population Studies

DEVS9DO	Doctoral Thesis: Development Studies (384)
DEVS9DS	Doctoral Thesis: Development Studies - Subs Year (384)

Housing

HOUS9DOH2	Doctoral Thesis: Housing (384C)
HOUS9DSH2	Doctoral Thesis: Housing subsequent year (384C)

Planning

TNPL9DO	Doctoral Thesis: Planning (384)
TNPL9DS	Doctoral Thesis: Planning - Subs Year (384)

APPLIED HUMAN SCIENCES

Criminology and Forensic Studies

Full Time

CFSD9FD	Doctoral Thesis: Criminology (384C)
CFSD9CY	Doctoral Thesis: Criminology Subsequent Years (384C)

Part Time

CFSD9DO Doctoral Thesis: Criminology (384C)
CFSD9DS Doctoral Thesis: Criminology Subsequent Years (384C)

Culture, Communication and Media Studies

Full Time

CCMS9FD Doctoral Thesis: CCMS (384C)
CCMS9CY Doctoral Thesis: CCMS Subsequent Years (384C)

Part Time

CCMS9DO Doctoral Thesis: CCMS (384C)
CCMS9DS Doctoral Thesis: CCMS Subsequent Years (384C)

Health Promotion

PSCY9HO Doctoral Thesis: Health Promotion (384C)
PSYC9HC Doctoral Thesis: Health Promotion Continuing Year (384C)
PSYC9HS Doctoral Thesis: Health Promotion Subsequent Years (384C)

Psychology

Full Time

PSYC9FD Doctoral Thesis: Psychology (384C)
PSYC9CY Doctoral Thesis: Psychology Subsequent Years (384C)

Part Time

PSYC9DO Doctoral Thesis: Psychology (384C)
PSYC9DS Doctoral Thesis: Psychology Subsequent Years (384C)

Social Work

Admission to Doctoral Level is conditional upon the completion of a four-year Bachelors degree in Social Work, as well as a relevant Masters degree to a standard acceptable to the Dean and Head of School.

Full Time

SOWK9FD Doctoral Thesis: Social Work (384C)
SOWK9CY Doctoral Thesis: Social Work Subsequent Years (384C)

Part Time

SOWK9DO Doctoral Thesis: Social Work (384C)
SOWK9DS Doctoral Thesis: Social Work Subsequent Years (384C)

ARTS

Applied Language Studies

APLS9DO Applied Language Studies thesis (384C)
APLS9CY Applied Language Studies - subsequent year (384C)

Art History

AHIS9DO Art History thesis (384C)
AHIST9CY Art History thesis - subsequent year (384C)

Classics

CLAS9DO	Classics thesis (384C)
CLAS9CY	Classics thesis – Continuing year (384C)

Drama and Performance Studies

DRAM9D0	Drama and Performance Studies (384C)
DRAM9CY	Drama and Performance Studies - subsequent year (384C)

English Studies

ENGL9DO	English Studies thesis (384)
ENGL9CY	English Studies thesis – subsequent year (384C)

Ethics

ETHS9DO	Ethics thesis (384C)
ETHS9CY	Ethics thesis – Continuing year (384C)

Fine Arts

FIAR9DO	Fine Arts thesis (384C)
FIAR9CY	Fine Arts thesis - subsequent year (384C)

French

FREN9DO	French thesis (384C)
FREN9CY	French thesis – subsequent year (384C)

isiZulu Studies

ZULU9DO	isiZulu Studies thesis (384C)
ZULU9CY	isiZulu Studies – subsequent year (384C)

Media and Cultural Studies

MECS9DO	Media and Cultural Studies thesis (384C)
MECS9CY	Media and Cultural Studies – subsequent year (384C)

Philosophy

PHIL9DO	Philosophy thesis (384C)
PHIL9CY	Philosophy thesis – Continuing year (384C)

EDUCATION

Doctor of Philosophy

Arts and Culture Education

EDAR911 Arts & Culture Education Thesis (384C)
EDAR9CY Arts & Culture Education Thesis-Continuing Year (384C)
EDAR912 Arts & Culture Education Thesis - Subsequent Year (384C)

Adult Education

EDAE911 Adult Education Thesis (384C)

EDAE9CY Adult Education Thesis- Continuing Year (384C)
EDAE912 Adult Education Thesis – Subsequent Year (384C)

Business Studies
EDBU911 Business Studies Thesis (384C)
EDBU9CY Business Studies Thesis-Continuing Year (384C)
EDBU912 Business Studies Thesis – Subsequent Year (384C)

Computer Science Education
EDCE911 Computer Science Education Thesis (384C)
EDCE9CY Computer Science Education Thesis-Continuing Year (384C)
EDCE912 Computer Science Education Thesis - Subsequent Year (384C)

Curriculum Studies
EDCS911 Curriculum Studies Thesis (384C)
EDCS9CY Curriculum Studies Thesis-Continuing Year (384C)
EDCS912 Curriculum Studies Thesis – Subsequent Year (384C)

Drama Education
EDDR911 Drama Education Thesis (384C)
EDDR9CY Drama Education Thesis-Continuing Year (384C)
EDDR912 Drama Education Thesis – Subsequent Year (384C)

Early Childhood Development
EDEC911 Early Childhood Development Thesis (384C)
EDEC9CY Early Childhood Development Thesis-Continuing Year (384C)
EDEC912 Early Childhood Development Thesis - Subsequent Year (384C)

Education and Development
EDDE911 Education and Development Thesis (384C)
EDDE9SY Education and Development Thesis-Continuing Year (384C)
EDDE912 Education and Development Thesis – Subsequent Year (384C)

Education Management, Leadership and Policy
EDMN911 Education Management, Leadership and Policy Thesis (384C)
EDMN9CY Education Management, Leadership and Policy Thesis-Continuing Year (384C)
EDMN912 Education Management, Leadership and Policy Thesis – Subs Year (384C)

Educational Psychology
EDPY911 Educational Psychology Thesis (384C)
EDPY9CY Educational Psychology Thesis -Continuing Year (384C)
EDPY912 Educational Psychology Thesis – Subsequent Year (384C)

Gender Education
EDGE911 Gender Education Thesis (384C)
EDGE9CY Gender Education Thesis-Continuing Year (384C)
EDGE912 Gender Education Thesis – Subsequent Year (384C)

Higher Education
EDHE911 Higher Education Thesis (384C)
EDHE9CY Higher Education Thesis-Continuing Year (384C)
EDHE912 Higher Education Thesis – Subsequent Year (384C)

History Education
EDHS911 History Education Thesis (384C)
EDHS9CY History Education Thesis-Continuing Year (384C)
EDHS912 History Education Thesis – Subsequent Year (384C)

Language and Media Studies
EDLE911 Language and Media Studies Thesis (384C)
EDLE911 Language and Media Studies Thesis-Continuing Year (384C)
EDLE912 Language and Media Studies Thesis – Subsequent Year (384C)

Life Orientation
EDLF911 Life Orientation Thesis (384C)
EDLF9CY Life Orientation Thesis-Continuing Year (384C)
EDLF912 Life Orientation Thesis – Subsequent Year (384C)

Mathematics Education
EDMA911 Mathematics Education Thesis (384C)
EDMA9CY Mathematics Education Thesis-Continuing Year (384C)
EDMA912 Mathematics Education Thesis – Subsequent Year (384C)

Professional Development
EDPD911 Professional Development Thesis (384C)
EDPD9CY Professional Development Thesis -Continuing Year (384C)
EDPD912 Professional Development Thesis – Subsequent Year (384C)

Science Education
EDSE911 Science Education Thesis (384C)
EDSE9CY Science Education Thesis-Continuing Year (384C)
EDSE912 Science Education Thesis – Subsequent Year (384C)

Social Justice Education
EDSJ911 Social Justice Education Thesis (384C)
EDSJ9CY Social Justice Education Thesis-Continuing Year (384C)
EDSJ912 Social Justice Education Thesis – Subsequent Year (384C)

Sports Education

EDSP911 Sports Education Thesis (384C)
EDSP9CY Sports Education Thesis-Continuing Year (384C)
EDSP912 Sports Education Thesis – Subsequent Year (384C)

Social Science

EDSS911 Social Science Thesis (384C)
EDSS9CY Social Science Thesis-Continuing Year (384C)
EDSS912 Social Science Thesis – Subsequent Year (384C)

Technology Education

EDTE911 Technology Education Thesis (384C)
EDTE9CY Technology Education Thesis-Continuing Year (384C)
EDTE912 Technology Education Thesis – Subsequent Year (384C)

Travel and Tourism

EDTT911 Travel and Tourism Thesis (384C)
EDTT9CY Travel and Tourism Thesis-Continuing Year (384C)
EDTT912 Travel and Tourism Thesis – Subsequent Year (384C)

SOCIAL SCIENCES

Anthropology

ANTH9FD	Anthropology Thesis Full Time (384C)
ANTH9FR	Anthropology Thesis Full Time – Subsequent Year (384C)
ANTH9DO	Anthropology Thesis Part Time (384C)
ANTH9DS	Anthropology Thesis Part Time – Subsequent Year (384C)

Conflict Transformation and Peace Studies

CTPS9FD	Conflict Transformation and Peace Studies Thesis Full Time (384C)
CTPS9FR	Conflict Transformation and Peace Studies Thesis Full Time – Subs Year (384C)
CTPS9DO	Conflict Transformation and Peace Studies Thesis Part Time (384C)
CTPS9DS	Conflict Transformation and Peace Studies Thesis Part Time – Subs Year (384C)

Criminology and Forensic Studies

CFSD9FD	Doctoral Thesis: Criminology (384C)
CFSD9CY	Doctoral Thesis: Criminology Subsequent Years (384C)
CFSD9DO	Doctoral Thesis: Criminology (384C)
CFSD9DS	Doctoral Thesis: Criminology Subsequent Years (384C)

Culture, Communication and Media Studies

CCMS9FD	Doctoral Thesis: CCMS (384C)
CCMS9CY	Doctoral Thesis: CCMS Subsequent Years (384C)
CCMS9DO	Doctoral Thesis: CCMS (384C)
CCMS9DS	Doctoral Thesis: CCMS Subsequent Years (384C)

Culture and Heritage Tourism (Howard College)

CHTM9FD	Doctoral Thesis (384c)
CHYM9FR	Doctoral Thesis subsequent year (384c)
CHTM9DO	Doctoral Thesis (384c)
CHTM9DS	Doctoral thesis subsequent (384c)

Economic History (Howard College)

ECHS9FD	Doctoral Thesis (384c)
ECHS9FR	Doctoral Thesis subsequent Year (384c)
ECHS9DO	Doctoral Thesis (384c)
ECHS9DS	Doctoral thesis subsequent year (384c)

Gender Studies

GEST9FD	Gender Studies Thesis Full Time (384C)
GEST9FR	Gender Studies Thesis Full Time – Subsequent Year (384C)
GEST9DO	Gender Studies Thesis Part Time (384C)
GEST9DS	Gender Studies Thesis Part Time – Subsequent Year (384C)

Historical Studies

HIST9FD	Historical Studies Thesis Full Time (384C)
HIST9FR	Historical Studies Thesis Full Time – Subsequent Year (384C)
HIST9DO	Historical Studies Thesis Part Time (384C)
HIST9DS	Historical Studies Thesis Part Time – Subsequent Year (384C)

Industrial, Organisation and labour Studies

IOLS9FD	Doctoral Thesis (384c)
IOLS9FR	Doctoral Thesis subsequent Year (384c)
IOLS9DO	Doctoral Thesis (384c)
IOLS9DS	Doctoral thesis subsequent year (384c)

Information Studies

LIIS9FD	Information Studies Thesis Full Time (384C)
LIIS9FR	Information Studies Thesis Full Time – Subsequent Year (384C)
LIIS9DO	Information Studies Thesis Part Time (384C)
LIIS9DS	Information Studies Thesis Part Time – Subsequent Year (384C)

Policy and Development Studies

PODS9FD	Policy and Development Studies Thesis Full Time (384C)
PODS9FR	Policy and Development Studies Thesis Full Time – Subs Year (384C)
PODS9DO	Policy and Development Studies Thesis Part Time (384C)
PODS9DS	Policy and Development Studies Thesis Part Time – Subs Year (384C)

Political Science

POLS9FD	Political Science Thesis Full Time (384C)
POLS9FR	Political Science Thesis Full Time – Subsequent Year (384C)
POLS9DO	Political Science Thesis Part Time (384C)
POLS9DS	Political Science Thesis Part Time – Subsequent Year (384C)

Public Policy (Howard College)

PPOL9FD	Doctoral Thesis (384c)
PPOL9FR	Doctoral Thesis subsequent Year (384c)
PPOL9DO	Doctoral Thesis (384c)
PPOL9DS	Doctoral thesis subsequent year (384c

Sociology

SOCY9FD	Sociology Thesis Full Time (384C)
SOCY9FR	Sociology Thesis Full Time – Subsequent Year (384C)
SOCY9DO	Sociology Thesis Part Time (384C)
SOCY9DS	Sociology Thesis Part Time – Subsequent Year (384C)

THEOLOGY

African Christianity	African Theology
Biblical Studies	Catholic Theology
Christian Spirituality	History of Christianity
Gender and Religion	Industrial Mission
Ministerial Studies	Religious Studies
Systematic Theology	Theology
Theology and Development	

THEO9DO Theology thesis (384C)
THEO9CY Theology thesis – Continuing year (384C)

Religion and Social Transformation

RSTR9DO	Religion and Social Transformation thesis (384C)
RSTR9CY	Religion and Social Transformation thesis – Continuing year (384C)

SYLLABI

Academic Communication Studies

Offered in the School of Arts

Academic Literacy in English
ACLE101 H1 H2 P1 P2 (13L-13T-26P-0S-87H-18R-0F-0G-4A-13W-16C)
Aim: To help students to use writing as a means to become effective learners in the University environment
Content: The module introduces learners in an explicit way to the process of academic essay writing, developing their capacity to produce coherent, cohesive and well-polished texts within the context of an intellectually challenging examination of themes, which are of contemporary academic interest across disciplines.
Assessment: Class Mark (2 tests 30% and 2 Essays 35%) Class average mark 65% and Exam 35%
DP Requirement: 80% attendance and submission of all written work.
ACLE is not available as an elective to students who have more than 128 credits

English Language Development
ELDV100 HB (59L-0T-0P-0S-92H-4R-0F-0G-5A-13W-16C)
Aim: The purpose of this module is to develop the English language proficiency of mainstream English second-language students who have done English as a second language for Grade 12.
Content: This module focuses on intermediate English grammar, reading of discursive and extended texts, comprehension of typical academic spoken and written English, essay writing and oral presentations**.**
Assessment: One 3-hour examination: 33%: Cumulative assessment: 67%
DP Requirement: 90% attendance; Completion of all assessment tasks

Exploring Literacies in the Humanities
ACLT100 HB PB (78L-0T-0P-0S-46H-20R-0F-0G-16A-13W-16C)
Aim: To prepare students for the key linguistic and academic competencies required to read, research and write successfully in a general Humanities curriculum.
Content: The module explores concepts such as approaches to knowledge, world views, intercultural communication and schema theory whilst developing the writing of academic arguments, literature reviews, reading strategies, paraphrasing readings, synthesising different 'voices' in a text, identifying the 'self' in academic discourse, as well as exposure to some central linguistic constructions characteristic of academic texts.
Assessment: Class mark (assignments, academic essay, literature review): 60%; examination: 40%
DP Requirement: 90% attendance of classes; 40% minimum class mark.

Art History

Offered in the School of Arts

Western Art
AHIS110 P2 (36L-11T-0P-0S-105H-0R-3F-0G-5A-13W-16C)
Aim: To introduce students to central issues/concepts in the development of art, enabling the student to both understand and evaluate a range of cultural manifestations.
Content: An introductory examination of artistic practice and interpretation, their origins and subsequent impact in diverse cultural contexts.
Assessment: Class Mark: 50%, Examination Mark: 50%
DP Requirement: Timeous submission of all written assignments; minimum of 80% attendance at tutorials and lectures.

Africa:Art of a Continent
AHIS210 P1 (36L-11T-0P-0S-85H-20R-3F-0G-5A-13W-16C)

Aim: To introduce students to selected aspects of and methodological approaches to African material culture and contemporary art.
Content: An examination of the cultural and historical forces that have informed the production and reception of West, Central and Southern African art. Both traditional practice and post-colonial and contemporary production are covered.
Assessment: Class Mark: 50%, Examination Mark: 50%
DP Requirement: Timeous submission of all written assignments; minimum of 80% attendance at tutorials and lectures.

20th Century Art,Visual Culture & Theory I
AHIS310 P1 (24L-11T-0P-0S-88H-30R-3F-0G-4A-13W-16C)
Prerequisite Requirement: 224 credits
Aim: An in-depth focus on selected aspects of Modernism, enabling students to critically assess Modernist theory and related art and architectural practice.
Content: A critical examination of the ideas of artists, architects and critics who contributed to the rise of Modernism.
Assessment: Class Mark: 50%, Examination Mark: 50%
DP Requirement: Timeous submission of all written assignments; minimum of 80% attendance at tutorials and lectures.

20th Century Art,Visual Culture & Theory II
AHIS320 P1 (24L-11T-0P-0S-88H-30R-3F-0G-4A-13W-16C)
Prerequisite Requirement: 224 credits
Aim: To provide students with insight into contemporary visual culture.
Content: An examination of the debates about Postmodernism, the impact of mass culture and the construction of gender in visual material. Attention will be given to the predominance of the role of the media in transforming process and content in contemporary art.
Assessment: Class Mark: 50%, Examination Mark: 50%
DP Requirement: Timeous submission of all written assignments; minimum of 80% attendance at tutorials and lectures.

Art and Museum Practice
AHIS330 P2 (24L-11T-0P-0S-85H-30R-6F-0G-4A-13W-16C)
Prerequisite Requirement: 224 credits
Aim: An introduction to current issues and practice in national and international museums.
Content: Museological issues such as curation, conservation, management, design practices, and ideologies will be examined in terms of current international and South African museum practices.
Assessment: Class Mark: 50%, Examination Mark: 50%
DP Requirement: Timeous submission of all written assignments; minimum of 80% attendance at tutorials and lectures.

Contemporary African Art
AHIS340 P2 (24L-11T-0P-0S-88H-30R-3F-0G-4A-13W-16C)
Prerequisite Requirement: 224 credits
Aim: To provide a good understanding of selected theoretical issues pertaining to the interpretation of African and Southern African art.
Content: African art has been shaped by various belief systems, social structures and diverse ideological and cultural practices. In the wake of colonialism African communities underwent systematic transformation, the impact of which is examined in relation to selected art, architecture and material culture.
Assessment: Class Mark: 50%, Examination Mark: 50%
DP Requirement: Timeous submission of all written assignments; minimum of 80% attendance at tutorials and lectures.

Issues in Art and Visual Culture (I)
AHIS730 PC (0L-9T-0P-6S-272H-30R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Bachelors degree, including 64 credits in Art History at Level 300.
Aim: To enable students to engage in a critical and theoretical reading of texts and works in the broad field of art and visual culture.
Content: A critical examination of the ideas of artists and critics in relation to art and allied fields of expression.
Assessment: Class Mark: 50%, Examination Mark: 50%
DP Requirement: Timeous submission of all written assignments; minimum of 80% attendance at seminars.

Issues in Art and Visual Culture (II)
AHIS750 PC (0L-9T-0P-6S-272H-30R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Bachelors degree, including 64 credits in Art History at Level 300.
Aim: To study at an advanced level, ways of interpreting and evaluating a range of artistic practices.
Content: A critical examination of art and related theory, drawn from selected periods and national contexts.
Assessment: Class Mark: 50%, Examination Mark: 50%
DP Requirement: Timeous submission of all written assignments; minimum of 80% attendance at seminars.

Honours Project: Art History
AHIS7RP PC (0L-6T-0P-1S-313H-0R-0F-0G-0A-13W-32C)
Prerequisite Requirement: Bachelors degree, including 64 credits in Art History at Level 300.
Aim: To introduce students to the principles of research, in relation to an art historical topic of their choice.
Content: A study in research methodologies and their applications in the visual arts, including retrieval skills in literature and other appropriate resource areas. A research paper of approximately 10 000 words.
Assessment: Research paper 100%.
DP Requirement: As per college rules.

Anthropology

Offered in the School of Social Science

Introduction to Anthropology
ANTH101 H1 P1 (39L-20T-0P-0S-60H-36R-0F-0G-5A-13W-16C)
Aim: To introduce students to the broad fields of Anthropology – Kinship, Economic and Political Anthropology, and to give them a basic understanding of anthropological methods as a social science. To help students understand alternative theories on how humans evolved, how culturally diverse people adapt to their environment, and the manner in which anthropology analyses and studies social life.
Content: The module deals with Anthropology as a social science, political and economic systems and basic research methods associated with the discipline. It also introduces students to comparative social systems through case studies illustrating diversity as well as similarity in the social organization of societies.
Assessment: Continuous assessment (50%) which comprises 2 tests (15% each) and one essay (20%) and a final three hour examination (50%).
DP Requirement: Regular attendance at lectures and tutorials, submission of all assessment tasks on the stipulated date, a minimum of 40% for the coursework component of the course.

Culture and Society in Africa
ANTH102 H2 P2 (39L-20T-0P-0S-60H-36R-0F-0G-5A-13W-16C)
Aim: Students will become knowledgeable about societies in Africa and will be able to apply their knowledge in a variety of contexts, including those in which topical issues about Africa are debated.
Content: This course introduces students to the continent on which we live; its archaeology, knowledge and belief systems, economy and socio-cultural dynamics. It examines, from an anthropological perspective, the concepts of race, culture, society, ethnicity and nation-state. African worldviews, patterns of social and political organisation, the impact of globalisation and the changing role of Africa are explored.
Assessment: 2 tests, 1 essay for course work, 1 three-hour examination
DP Requirement: Submission of all written work on the due date, minimum of 40% for course work and 75% attendance.

Culture Health and Illness

ANTH201 H1 P1 (39L-20T-0P-0S-60H-36R-0F-0G-5A-13W-16C)

Aim: Students will develop an understanding of how cultural schemas and social environments shape people's experiences of illness, including some hard-to-understand behaviours in relation to particular diseases.

Content: As an introduction to medical anthropology, this course focuses on the social and cultural aspects of health and illness: how disease is interpreted, expressed and managed in different societies and the forces that shape people's risk-taking and health-seeking behaviours are examined. Topics include the evolution of disease, non-western medical cosmologies, indigenous medicine in Africa, the global rise of chronic degenerative disease, mental illness in cross-cultural perspective, HIV/AIDS and the expansion of the biomedical model.

Assessment: 2tests, 1 essays for course work, 1 three-hour examination.

DP Requirement: Submission of all written work on the due date, minimum of 40% for course work and 75% attendance.

Families and Households

ANTH202 H2 P2 (39L-20T-0P-0S-60H-36R-0F-0G-5A-13W-16C)

Aim: Students will gain an appreciation for the adaptive and dynamic nature of domestic life and cultural conventions linked to kinship.

Content: This course is a comparative cross-cultural look at domestic life and kinship. It considers the origins of the human family, explores early anthropological approaches to the study of kinship and descent systems, investigates contemporary family and household systems in the global context and provides an examination of changing domestic units in South Africa by drawing on case study material.

Assessment: 2 tests, 1 essays for course work, 1 three-hour examination.

DP Requirement: Submission of all written work on the due date, minimum of 40% for course work and 75% attendance.

Applied Anthropology

ANTH301 H1 P1 (39L-0T-0P-0S-225H-50R-0F-0G-6A-13W-32C)

Aim: Students will be prepared for employment in a variety of settings such as research institutes, NGOs, and government institutions. They will be able to draw upon lessons learned in applying anthropological knowledge to address critical issues.

Content: This module concerns itself with the applied side of the discipline. Early interventionist work by anthropologists, the contemporary areas of expertise that have emerged and the ethical issues that have arisen, are examined. . Topics include human rights and responsibilities, advocacy, policy and the politics of development.

Assessment: 2 tests, 1 essay for course work, 1 three-hour examination.

DP Requirement: Submission of all written work on the due date, minimum of 40% for course work and 75% attendance.

Research plus Special Topic

ANTH302 H2 P2 (39L-0T-0P-0S-225H-50R-0F-0G-6A-13W-32C)

Aim: Students will understand the main principles and methods in anthropological research, gain an in-depth knowledge of one sub-field of the discipline, and know how to undertake research.

Content: This module is designed to familiarise students with the major theoretical frameworks and methodologies required to undertake anthropological research, specifically ethnographic study. In addition, one particular field of anthropological inquiry will be studied as a special topic for analysing various research strategies. Special topics are dependent upon the available expertise in the discipline, and may include the Anthropology of Religion, Psychological Anthropology, Women and Migration, Culture and Sexuality, Anthropology and Development.

Assessment: 2 tests, 1 essay, 1 research project.

DP Requirement: Submission of all written work on the due date, minimum of 40% for course work and 75%attendance.

Local Knowledge & Sustainable Development

ANTH701 H1 P1 (0L-20T-0P-39S-60H-36R-0F-0G-5A-13W-16C)

Prerequisite Requirement: Appropriate undergraduate degree.

Aim: This course will raise students' awareness of the diversity of local practices that are fundamental to survival of communities.

Content: This course examines local innovation and creativity, awareness of resource utility and its link to sustainable development. It will explore approaches to studying local dynamics to highlight livelihood strategies in various contexts, local resource capacities and approaches to intervention. Students will be exposed to comparative case studies, especially from developing countries.

Assessment: 2 essays, one 3-hour examination.
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School

The Development of Anthropological Theory
ANTH702 H1 P1 (0L-20T-0P-39S-60H-36R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Appropriate undergraduate degree.
Aim: Students will become knowledgeable about theories that inform current anthropological practices and debates.
Content: This course provides a close examination of recent and current theoretical perspectives. Topics covered are functionalism, structuralism, Marxian anthropology and its critique, cultural relativism, postmodernism, gender analysis and reflexivity.
Assessment: 2 essays, 1 three-hour examination.
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School

Understanding AIDS in Africa
ANTH703 H1 P1 (0L-20T-0P-39S-60H-36R-0F-0G-5A-1W-16C)
Prerequisite Requirement: Appropriate undergraduate degree.
Aim: Students will acquire an understanding of the systemic nature of the African pandemic, and gain the knowledge and confidence needed to live and make a difference in an HIV/AIDS affected world.
Content: This course looks beyond the medical model and examines the complex forces that underlie the HIV/AIDS pandemic on this continent. Through a review of significant social science studies, the key social, economic, political and cultural factors that catalyse the pandemic are identified and discussed. Past and present efforts to address and manage the disease are analysed, and a framework for doing AIDS education is presented.
Assessment: 1 presentation, 1 essay, 1 research paper, 1 three-hour examination. **DP Requirement:** Submission of all written work on time and compliance with the attendance requirements of the School
Also offered at the Masters level (ANTH803 HC): Assessment requires a more substantial research paper.

South African Ethnography
ANTH704 H1 P1 (0L-20T-0P-39S-60H-36R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Appropriate undergraduate degree.
Aim: Students will become knowledgeable about current debates and recent trends in anthropology in Southern Africa, and the opportunities that exist for scholars with an academic training in Anthropology.
Content: This course focuses on ethnographic studies and anthropological debates within the broader context of Southern Africa. Topics include the changing interpretations of culture in South Africa, anthropology under apartheid, and an analysis of early local ethnographic research and writing. Regional trends in contemporary anthropological research are examined, as well as transformations within the discipline locally, including the rise of the Pan African Association of Anthropologists and the resurgence of anthropology across the continent.
Assessment: 2 essays, 1 examination.
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School

Ethnographic Research Methods
ANTH705 H1 P1 (0L-20T-0P-39S-60H-36R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Appropriate undergraduate degree.
Aim: Students learn techniques and strategies to confront research challenges, to have ethical sensitivity and to take measures ensuring the ethical integrity of their institutions, and to write scientifically.
Content: This course explores ethnographic research methods in detail, with an emphasis on their use in practical situations. It also deals with issues of analysis, ethics and writing. Students who do the Anthropology Research Project must do this course as it prepares them for research practice and writing.
Assessment: 2 essays, one 3-hour examination.
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School

Globalisation, Migrancy & Diaspora Studies
ANTH707 H1 P1 (0L-20T-0P-39S-60H-36R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Appropriate undergraduate degree
Aim: To expose students to new forms of migration, adjustment patterns, integration and transformation of identities inthe context of globalisation.
Content: This course introduces students to transnational and global interactions. It probes into the manner in which international migration has produced emergent transnational families and new culturally mapped spaces. It looks at how households, through the global need for manual and professional labour, are being dispersed for want of wider experiences and greater earning potential.
Assessment: 2 essays, 1 three-hour examination.
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School

Research Project: Anthropology
ANTH7RP H2 P2 (0L-20T-0P-39S-60H-36R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Appropriate undergraduate degree
Aim: Students will develop an ability to pursue and present independent qualitative research of an anthropological nature.
Content: This module allows students to focus on an area of their particular research interest. In consultation with lecturing staff, students will select, design, conduct and write up research findings in a research report with the assistance of a selected supervisor
Assessment: An externally assessed research report.
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School.

Applied Language Studies

Offered in the School of Arts

Intercultural Communication
APLS202 P1 (30L-10T-0P-0S-115H-0R-0F-0G-5A-13W-16C)
Prerequisite Requirement: 96 credits or permission of the Programme Director
Aim: To develop an understanding of intercultural processes and the factors affecting them in society. To develop a critical perspective on the role of the media, and other societal institutions and practices, in promoting (or otherwise) harmonious intercultural relations.
Content: Theory of culture, communication, perception and identity; verbal and non-verbal cross-cultural communication; representation, identity and global processes.
Assessment: Cumulative assessment (50%); 3-hour Examination (50%)
DP Requirement: Timely submission of all written work and tests and 80% attendance at lectures and practicals
Please note that this module is subject to availability

Advanced Academic Communication (Science)
APLS711 PC (30L-30T-0P-0S-100H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: A Bachelors degree and IELTS Band Level 6 in English proficiency
Aim: To give learners a deeper understanding of the knowledge and skills necessary to engage successfully with academic study in the field of science
Content: Introduction to genre and professional discourse, especially in relation to scientific contexts. Further exploration of language structure in relation to various genres.
Assessment: Continuous assessment (50%) Proficiency Test (50%)
DP Requirement: Submission of all written work
Offered for graduate foreign students learning English in the Language Centre.

Advanced Academic Communication (General)
APLS712 PC (30L-30T-0P-0S-100H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: A Bachelors degree and IELTS Band Level 6 in English proficiency
Aim: To give learners a deeper understanding of the knowledge and skills necessary to engage successfully with academic study generally
Content: Introduction to genre and its role in various discipline areas. Deeper exploration of language structures in relation to different genres and how these may be manipulated for communicative purposes. Focus on presentation of information both orally and in writing at postgraduate level
Assessment: Continuous assessment (50%) Proficiency Test (50%)
DP Requirement: Submission of all written work
Offered for graduate foreign students learning English in the Language Centre.

English Language Teaching
APLS755 PC (30L-0T-30P-0S-80H-0R-0F-0G-20A-13W-16C)
Prerequisite Requirement: A first degree and/or 3-5 yrs teaching experience
Aim: To afford students new insights into English language teaching to adults and a deeper understanding of the principles in order that students might apply the results of this reflection to their current and future professional lives
Content: The principles and practices of ELT including language awareness; language analysis and linguistic description; theories of language learning and teaching; error analysis, teaching methods, teaching materials and resources
Assessment: Assignments (50%) Teaching Practice (50%)
DP Requirement: Submission of all assignments; attendance at all practical sessions
Offered through the Language Centre.

Language Education in South Africa
APLS841 PC (0L-0T-0P-20S-295H-0R-0F-0G-5A-13W-32C)
Prerequisite Requirement: Appropriate Honours degree
Aim: To provide students with the skills to apply language teaching theory to the teaching of reading, writing, literature, listening and speaking
Content: Students investigate syllabus, curriculum, programme and lesson development in the light of theory and practice, and are actively engaged in the development, application and evaluation of language teaching materials in all the different areas of language teaching. Students are also introduced to Action Research methodology in the process.
Assessment: Continuous assessment in the form of a portfolio including position papers, a seminar presentation, a research assignment and a critical reflection paper
DP Requirement: Timely submission of all written work
Not offered in 2022.

Language Learning and Teaching Theory
APLS845 (0L-0T-0P-20S-295H-0R-0F-0G-5A-13W-32C)
Prerequisite Requirement: Appropriate Honours degree
Aim: A critical examination of current debates in relation to curriculum and materials development, and evaluation and assessment in language education
Content: Critical debates in the field of language education policy and planning, language learning and teaching theories, curriculum theory, syllabus design and assessment with particular attention to the South African context
Assessment: Continuous assessment in the form of a portfolio including position papers, a seminar presentation, a research assignment and a critical reflection paper
DP Requirement: Timely submission of all written work
Not offered in 2022.

Architecture

Offered in the School of Built Environment and Development Studies

Architectural Design & Technology 1A
ARCH101 H1 (39L-78T-65P-0S-114H-0R-24F-0G-0A-13W-32C)
Corequisite: Theory of Architecture 1A
Aim: An introduction to the fundamental principles and concepts in architectural design and technology.
Content: Single cell spaces; social context in the urban environment; appropriate and alternative construction techniques.
Practicals: Designs and tutorials based on the above.
Assessment: Continuous Formative Assessment with indicators based on 3 to 4 interim assignment . Summative assessment evaluation with marks (50% internal examination, 50% independent moderation) at exhibition of final Class work (Portfolio)
DP Requirement: 100% attendance, timeous completion of all assignments, submission of final Portfolio.

Architectural Design & Technology 1B
ARCH102 H2 (39L-78T-65P-0S-114H-0R-24F-0G-0A-13W-32C)
Prerequisite Requirement: ARCH101 H1, ARCH103 H1
Corequisite: Theory of Architecture 1B
Aim: To engage with the architectural context; form-making; the integration of theoretical and technological issues.
Content: Simple buildings on sites which warrant appropriate building construction and services.
Practicals: Design of individual and group spaces and technological tutorials.
Assessment: Continuous Formative Assessment with indicators based on 3 to 4 interim assignment. Summative assessment evaluation with marks (50% internal examination, 50% independent moderation) at exhibition of final Class work (Portfolio)
DP Requirement: 100% attendance, timeous completion of all assignments, submission of final Portfolio.

Theory of Architecture 1A
ARCH103 H1 (20L-0T-13P-0S-39H-7R-0F-0G-1A-13W-8C)
Corequisite: Architectural Design & Technology 1A
Aim: To develop critical thinking in the design process and academic writing skills.
Content: Introduction to architectural theories.
Practicals: To understand theoretical concepts and themes; critical analyses; and advance written and graphic communication skills.
Assessment: Projects and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Theory of Architecture 1B
ARCH104 H2 (20L-0T-13P-0S-39H-7R-0F-0G-1A-13W-8C)
Prerequisite Requirement: ARCH103 H1
Corequisite: Architectural Design & Technology 1B
Aim: To advance critical thinking in the design process and academic writing skills.
Content: Architectural space, form and meaning.
Practicals: Theoretical concepts and themes; critical analyses; written and graphic communication skills.
Assessment: Projects and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

History of Architecture 1A
ARCH105 H1 (26L-0T-4P-0S-38H-6R-0F-0G-6A-13W-8C)
Aim: An introduction to the History of Architecture, vocabularies, chronologies, styles, and the related Arts.
Content: An appreciation of indigenous and vernacular architectures, the interrelationships between geography and climate, building materials and structural forms.

Practicals: Case studies using local examples and library searches.
Assessment: Assignments, excursions and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

History of Architecture 1B
ARCH106 H2 (26L-0T-4P-0S-38H-6R-0F-0G-6A-13W-8C)
Prerequisite Requirement: History of Architecture 1A
Aim: A classical survey of building typologies, spatial relationships, urban planning and the related arts.
Content: The art and architecture of Ancient Egypt, Classical Greece, the Roman Empire.
Practicals: Projects involving library searches and local precedents.
Assessment: Assignments and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Building Science 1 (Solar Geometry)
ARCH107 HC (26L-7T-7P-0S-40H-0R-0F-0G-0A-13W-8C)
Aim: An introduction to the concept of human comfort; the environmental conditions in which buildings are situated; traditional ways in which building designers have responded to climate.
Content: Visual and thermal comfort; the physiology of human comfort; factors affecting human comfort; use and criticism of thermal comfort guides.
Practicals: Tutorials: Field experiments; surveys of architectural response to climate.
Assessment: Assignments and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Building Science 1 (Solar Movement)
ARCH108 HC (26L-7T-7P-0S-40H-0R-0F-0G-0A-13W-8C)
Aim: An introduction to the study of solar movement; the development of solar prediction techniques; the fundamentals of orientation in architectural design.
Content: Stellar, solar, lunar and planetary movement; the projection and uses of the solar charts; skiagraphy; computer-based and mechanical solar prediction; and the orientation of buildings.
Practicals: Tutorials: Applications in the topic listed.
Assessment: Assignments and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Theory of Structures 1A
ARCH109 H1 (20L-26T-7P-13S-0H-0R-0F-0G-14A-13W-8C)
Aim: The introduction of basic concepts of structural engineering relevant to architectural design and technology.
Content: Glossaries of components and forms; structural properties of reinforced concrete; steel; timber; aluminium and masonry; and the sizing of structural members.
Practicals: Tutorials: Elementary exercises in the topics listed.
Assessment: Tests and tutorials.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Theory of Structures 1B
ARCH110 H2 (20L-26T-7P-13S-0H-0R-0F-0G-14A-13W-8C)
Aim: The understanding of principles of structural engineering.
Content: Designing for safety; factors; loads; forces.
Practicals: Simple framed structures.
Assessment: Tests and tutorials.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Architectural Design & Technology 2A
ARCH201 H1 (39L-78T-65P-0S-114H-0R-24F-0G-0A-13W-32C)
Prerequisite Requirement: ARCH102 H2; ARCH104 H2
Corequisite: Theory of Architecture 2A
Aim: To extend and enrich tectonic understanding and the developing of skills in design and communication.
Content: The integration of composition, structure and architectural expression, environmental and contextual issues; building materials and construction; an introduction to CAD.
Practicals: Studio based design projects; tutorials in technology; discussions and critiques; computer-based tutorials.
Assessment: Continuous Formative Assessment with indicators based on 3 to 4 interim assignment. Summative assessment evaluation with marks (50% internal examination, 50% independent moderation) at exhibition of final Class work (Portfolio)
DP Requirement: 100% attendance, timeous completion of all assignments, submission of final Portfolio.

Architectural Design & Technology 2B
ARCH202 H2 (39L-78T-65P-0S-114H-0R-24F-0G-0A-13W-32C)
Prerequisite Requirement: ARCH201 H1, ARCH203 H1
Corequisite: Theory of Architecture 2B
Aim: A preparation for the intellectual demands of architectural design and appropriate construction and services.
Content: The exploration of architectural expression through the resolution of design problems of limited complexity; emphasis on the integration of design theory and construction; the importance of obtaining proficiency in architectural communication including CAD skills.
Practicals: Studio based design projects; seminars, critiques and computer-based tutorials.
Assessment: Continuous Formative Assessment with indicators based on 3 to 4 interim assignment. Summative assessment evaluation with marks (50% internal examination, 50% independent moderation) at exhibition of final Class work (Portfolio)
DP Requirement: 100% attendance, timeous completion of all assignments, submission of final Portfolio.

Theory of Architecture 2A
ARCH203 H1 (20L-0T-13P-0S-39H-7R-0F-0G-1A-13W-8C)
Prerequisite Requirement: Theory of Architecture 1B
Corequisite: Architectural Design & Technology 2A
Aim: To promote an understanding of the integration of architectural theories in design.
Content: Theoretical concepts in built and natural environments.
Practicals: Integrating designs and theories in different contexts and environments.
Assessment: Projects and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Theory of Architecture 2B
ARCH204 H2 (20L-0T-13P-0S-39H-7R-0F-0G-1A-13W-8C)
Prerequisite Requirement: Theory of Architecture 2A
Corequisite: Theory of Architecture 2B
Aim: An expansion of the theoretical base with a focus on planning, aesthetics and expression.
Content: Theories of architectural expressions.
Practicals: Demonstrations of awareness of theoretical underpinnings in architecture and its interpretation in forms of written and oral presentations.
Assessment: Essays and seminars.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

History of Architecture 2A
ARCH205 H1 (26L-0T-4P-0S-38H-6R-0F-0G-6A-13W-8C)
Prerequisite Requirement: History of Architecture 1B
Corequisite: Architectural Design & Technology 2A
Aim: An introduction to the interaction between religion and architecture and the related arts.

Content: The art and architecture of the Early Christian, Byzantine, Romanesque and Gothic periods; exotic and Eastern architecture; and the related arts and gardens.
Practicals: Projects involving library and computer searches.
Assessment: Assignments and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

History of Architecture 2B
ARCH206 H2 (26L-0T-4P-0S-38H-6R-0F-0G-6A-13W-8C)
Prerequisite Requirement: History of Architecture 2A
Aim: An understanding of the design principles, forms and details and spatial complexity of the Renaissance.
Content: The architecture of the Renaissance, Baroque and of Neo-Classicism; the related arts and gardens.
Practicals: Projects involving library and computer searches.
Assessment: Assignments and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Building Science 2 (Electricity & Illumin)
ARCH207 HC (26L-7T-2P-0S-45H-0R-0F-0G-0A-13W-8C)
Prerequisite Requirement: Building Science 1B
Aim: An introduction to the concepts of electricity; daylighting and artificial illumination, as a basis for architectural design.
Content: Electric fields; electrical power; resistance, simple circuits, electricity in buildings; electricity generation and distribution.
Practicals: Measurement of light; daylighting and artificial illumination of buildings.
Assessment: Assignments and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Building Science 2 (Heat in Buildings)
ARCH208 HC (26L-7T-2P-0S-45H-0R-0F-0G-0A-13W-8C)
Aim: An introduction to the concept of heat as it affects buildings; methods of controlling thermal properties of buildings in architectural design.
Content: The laws of thermodynamics; refrigeration; cooling and dehumidification; calorimetry and thermal capacity; heat transfer and insulation; passive thermal design of buildings.
Practicals: Tutorials: Projects on the topics listed.
Assessment: Assignments and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Theory of Structures 2A
ARCH209 H1 (20L-28T-7P-13S-0H-0R-0F-0G-12A-13W-8C)
Prerequisite Requirement: Theory of Structures 1B
Corequisite: Architectural Design & Technology 2A
Aim: To understand structural design of buildings by analysis, joints and assemblies.
Content: Elementary analysis and design of ties; columns; beams and slabs; joints and component assemblies.
Practicals: Tutorials: Exercises in structural analysis and elementary design.
Assessment: Tests and tutorials.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Theory of Structures 2B
ARCH210 H2 (20L-28T-7P-13S-0H-0R-0F-0G-12A-13W-8C)
Prerequisite Requirement: Theory of Structures 2A
Aim: An understanding of structural design for basements and large spans.
Content: Soils, foundations, retaining walls and basements; arches and portals; large span construction.
Practicals: Tutorials: Problems and case studies in topics listed.

Assessment: Tests and tutorials.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Architectural Design & Technology 3A
ARCH301 H1 (39L-78T-65P-0S-114H-0R-24F-0G-0A-13W-32C)
Prerequisite Requirement: ARCH201 H1
Corequisite: Theory of Architecture 3A
Aim: The development of architectural design and technology appropriate to the specific applications.
Content: The design of complex buildings in various settings, including appropriate building construction and services.
Practicals: Design and detailing and presentation including digital modelling.
Assessment: Continuous Formative Assessment with indicators based on 3 to 4 interim assignment. Summative assessment evaluation with marks (50% internal examination, 50% independent moderation) at exhibition of final Class work (Portfolio)
DP Requirement: 100% attendance, timeous completion of all assignments, submission of final Portfolio.

Architectural Design & Technology 3B
ARCH302 H2 (39L-78T-65P-0S-114H-0R-24F-0G-0A-13W-32C)
Prerequisite Requirement: ARCH301 H1; ARCH303 H1
Corequisite: Theory of Architecture 3B
Aim: The design of complex buildings with technology appropriate to the specific applications.
Content: Mixed-use medium- and high-rise buildings in various settings, with integrated construction systems and services.
Practicals: Design and technological detailing in the topics listed including digital modelling.
Assessment: Continuous Formative Assessment with indicators based on 3 to 4 interim assignment. Summative assessment evaluation with marks (50% internal examination, 50% independent moderation) at exhibition of final Class work (Portfolio)
DP Requirement: 100% attendance, timeous completion of all assignments, submission of final Portfolio.

Theory of Architecture 3A
ARCH303 H1 (20L-0T-13P-0S-39H-7R-0F-0G-1A-13W-8C)
Prerequisite Requirement: Theory of Architecture 2B
Corequisite: Architectural Design and Technology 3A
Aim: To introduce the principles of sustainable design in architecture.
Content: Theories of sustainable design.
Practicals: Projects in sustainable theories.
Assessment: Continuous evaluation and summative assessment
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Theory of Architecture 3B
ARCH304 H2 (20L-0T-13P-0S-39H-7R-0F-0G-1A-13W-8C)
Prerequisite Requirement: Theory of Architecture 3A
Corequisite: Architectural Design & Technology 3B
Aim: To explore contemporary theories of architecture.
Content: Comparative studies of contemporary architectural theories.
Practicals: Projects in contradictory contemporary architectural theories.
Assessment: Continuous evaluation and summative assessment.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

History of Architecture 3A
ARCH305 H1 (26L-0T-4P-0S-38H-6R-0F-0G-6A-13W-8C)
Prerequisite Requirement: History of Architecture 2B
Aim: To provide an understanding of the contemporary architectural milieu.
Content: The Modern Movement in architecture, interiors, art and gardens.

Practicals: Projects involving library and computer searches and local examples.
Assessment: Assignments and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

History of Architecture 3B
ARCH306 H2 (26L-0T-4P-0S-38H-6R-0F-0G-6A-13W-8C)
Prerequisite Requirement: History of Architecture 3A
Aim: A working knowledge of the South African built heritage.
Content: South African art and architecture from earliest times to the present.
Practicals: Projects involving journal searches and local examples.
Assessment: Assignments and tests
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Building Science 3 (Acoustics)
ARCH307 HC (26L-7T-7P-0S-40H-0R-0F-0G-0A-13W-8C)
Aim: To understand the principles of sound measurement and control in buildings.
Content: The nature of sound; pressure levels; measurement; the ear and its function; acoustic codes of practice; reverberation times; sound insulation.
Practicals: The design and report on an acoustically damped space integral with a concomitant project in Architectural Design and Technology 3A.
Assessment: Assignment and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Building Science 3 (Passive Solar Design)
ARCH308 HC (26L-7T-7P-0S-40H-0R-0F-0G-0A-13W-8C)
Prerequisite Requirement: Building Science 2B
Aim: An introduction to the principles of ventilation and the concept of systemic passive thermal control in building design.
Content: Principles and techniques in building ventilation; precedents of passive design.
Practicals: Tutorials: Projects in the topics listed.
Assessment: Assignments and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Theory of Structures 3A
ARCH309 H1 (20L-28T-7P-13S-0H-0R-0F-0G-12A-13W-8C)
Prerequisite Requirement: Theory of Structures 2B
Aim: To provide an understanding of the economics of structural systems and materials.
Content: Structures for large community buildings involving economic design principles, tensile structures, modular design.
Practicals: Tutorials: Projects involving structural elements of community architecture.
Assessment: Tests and tutorials.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Architectural Design & Urbanism
ARCH801 HC (13L-78T-0P-13S-216H-0R-0F-0G-0A-13W-32C)
Corequisite: Theory of Architecture & Urbanism
Aim: Introduction to issues in Urban Design, Housing and Urban Conservation.
Content: Studio projects that involve research and design applications for actual contexts.
Practicals: Studio critiques and site visits.
Assessment: Continuous Formative Assessment with indicators based on 3 to 4 interim assignment . Summative

assessment evaluation with marks (50% internal examination, 50% independent moderation) at exhibition of final Class work (Portfolio)
DP Requirement: 100% attendance, timeous completion of all assignments, submission of final Portfolio.

Theory of Architecture & Urbanism
ARCH802 HC (26L-39T-0P-16S-79H-0R-0F-0G-0A-13W-16C)
Corequisite: Architectural Design & Urbanism
Aim: An introduction to urban design theories and principles.
Content: Theories of Environmental, Urban Design and Housing.
Practicals: Projects demonstrating analytical and synthetic design skills.
Assessment: Projects and seminars.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

History of Urban Settlements
ARCH803 HC (26L-39T-0P-0S-83H-12R-0F-0G-0A-13W-16C)
Aim: To understand historic urban generators and to impart an ability to read the urban context into which architecture will be implanted.
Content: The history of western urban planning; traditional and pre-industrial settlements in Africa.
Practicals: Projects and case studies.
Assessment: Assignments and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Advanced Architectural Design
ARCH804 HC (13L-78T-0P-12S-217H-0R-0F-0G-0A-13W-32C)
Prerequisite Requirement: Architectural Design & Urbanism, Theory of Architecture & Urbanism.
Corequisite: Applied Architectural Technology
Aim: The imparting of an ethical approach to architectural design in various contexts.
Content: The design of facilities that satisfy programmatic requirements of design and construction and intergrate services.
Assessment: Continuous Formative Assessment with indicators based on 3 to 4 interim assignment. Summative assessment evaluation with marks (50% internal examination, 50% independent moderation) at exhibition of final Class work (Portfolio)
DP Requirement: 100% attendance, timeous completion of all assignments, submission of final Portfolio.

Applied Architectural Technology
ARCH805 HC (26L-39T-0P-12S-83H-0R-0F-0G-0A-13W-16C)
Aim: To familiarise students with the principles of construction and services and the intergration thereof in various contexts.
Content: Framed structures; basement construction; the principles of mechanical and electrical services and their intergration; claddings and finishes; and their specification and documentation.
Assessment: Assignments, continuous evaluation and portfolio review.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Research Methods for Architects
ARCH806 HC (14L-39T-0P-32S-75H-0R-0F-0G-0A-7W-16C)
Aim: To equip students with research skills to effectively address technical, design and behavioural issues that may arise in architectural practice.
Content: An introduction to research methods and techniques available and applicable to architecture; relationships between research activity and the design process; the study of systems of enquiry, strategies and tactics, and interpretations.
Practicals: Architectural surveys which allow for the development of analytical skills.
Assessment: Seminars and papers, test.

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Architectural Design Dissertation Proposal
ARCH807 HC (14L-39T-0P-0S-107H-0R-0F-0G-0A-7W-16C)
Prerequisite Requirement: Research Methods for Architects
Aim: The motivation and formulation of a self-initiated topic for the Dissertation: Architectural Design.
Content: The development of a theoretical framework; site selection criteria; the generation and definition of research questions; literature reviews; the determination of accommodation schedule; evaluation of technical requirements; social implications and economic constraints.
Assessment: Submission of Dissertation topic weighted 100%.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Dissertation: Architectural Design
ARCH808 H1 (13L-39T-0P-39S-709H-0R-0F-0G-0A-13W-80C)
Prerequisite Requirement: Research Methods for Architects; Architectural Design Dissertation Proposal
Aim: The compilation of an architectural Treatise of 10,000 - 14,000 words (35 - 45 pages) as the generator for the Architectural Design; and the demonstration of requisite design ability.
Content: Clarification of the nature and structure of the approved design topic; an engagement in the complementary nature of research and design; the placing of the chosen topic within its historical, cultural and philosophical contexts; and the concurrent production of the *esquisse*. The presentation of the design as both the generator and the outcome of research; as the synthesis of empirical and deductive findings; and a demonstration of competence in its environmental context and in its spatial and technical resolutions.
Assessment: Treatise and Architectural Design subjected to internal and external examination and viva voce. Treatise weighted 40%: Design 60%, with sub-minimum of 50% for each component.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Simulated Office Project
ARCH809 H2 (26L-39T-0P-13S-164H-0R-0F-78G-0A-13W-32C)
Prerequisite Requirement: Professional Practice
Aim: The simulation of professional practice in a collaborative context.
Content: Partnership formation; office organisation and management; the involvement of fellow professionals, the preparation of a simulated building project from definition to technical documentation.
Practicals: Studio presentations and critiques.
Assessment: Jury assessment.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Professional Practice
ARCH810 H2 (26L-0T-0P-0S-111H-13R-0F-0G-10A-13W-16C)
Prerequisite Requirement: Advanced Architectural Design
Corequisite: Simulated Office Project, Law for Architects
Aim: To provide the background to the relationships between the architect and the practice of architecture to society.
Content: The Acts governing building professionals; forms of partnership; professional interrelationships; viability studies; indemnity insurances.
Practicals: Projects and tests.
Assessment: Assignments and presentation.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Law for Architects
ARCH811 H2 (26L-0T-0P-0S-121H-7R-0F-0G-6A-13W-16C)
Aim: An introduction to the study of law as it affects architects.
Content: Principles of contract; purchases and sale; the building contract and related legal problems; servitudes;

sectional title ownership; delict; aspects of Company Law.
Practicals: Exercises and case studies.
Assessment: Tests and examinations.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Materials and Failures
ARCH812 H2 (26L-26T-0P-0S-84H-6R-12F-0G-6A-13W-16C)
Aim: To alert senior students to pitfalls and consequences of inappropriate choices of materials.
Content: Basic chemistry related to building materials.
Practicals: Projects and site visits to demonstrate the implications.
Assessment: Projects and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Basic Numeracy

Offered in the School of Arts

Basic Computer Literacy
BCLT001 H1 P1 (8L-12T-0P-0S-52H-0R-0F-0G-8A-8W-8FC-0DC)
Prerequisite Requirement: Admission into one of the College access programmes.
Aim: To teach the basic computer literacy skills needed to use the University's computer facilities, and to orientate the students to the University's LANs and the online services they provide.
Content: Students will learn how to use the University's computer facilities; write, save, and print assignments; use the University library database; and communicate with other students and staff using e-mail.
Assessment: Students are assessed on the basis of 6 tests.
DP Requirement: Students are required to complete all tests, in addition to meeting the requirements set out by the access programme.
Offered as part of the Humanities Access Programme.

Basic Numeracy
BNMR010 H1 P1 WB (26L-26T-0P-0S-25H-0R-0F-0G-3A-13W-8FC-0DC)
Aim: To develop in learners basic numeracy skills (the ability to work with numbers, to interpret problems into numbers and to solve them) and to apply these skills in a variety of contexts i.e. law, education and humanities.
Content: Decimal Numbers and Calculators; Percentages; Ratio, Rate and Proportion; Statistics and Statistical Graphs; Interpretation of Statistical Graphs
Assessment: 3-hour examination (50%) Continuous Assessment (50%)
DP Requirement: 90% attendance at lectures/tutorials; 40% Class Mark
Also offered as a year-long module on the Howard College and Pietermaritzburg campuses (BNMR010HY / PY).
Offered as part of the Humanities Access Programme.

Biblical Language

Offered in the School of Religion, Philosophy and Classics

Introduction to Classical Hebrew
BILA110 P1 (52L-10T-0P-0S-86H-9R-0F-0G-3A-13W-16C)
Aim: To introduce learners to Classical Hebrew.
Content: Principles of Hebrew grammar and vocabulary. Simple translation tests from and into Hebrew
Assessment: Class Mark: 50%; Examination, 1x3-hour paper: 50%.
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Introduction to Hellenistic Greek
BILA120 P2 (52L-13T-0P-0S-83H-9R-0F-0G-3A-13W-16C)
Aim: To introduce learners to Hellenistic Greek.
Content: Principles of Greek grammar and vocabulary. Simple translation from and into Greek.
Assessment: Class Mark: 50%; Examination, 1x3-hour paper: 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Hellenistic Greek 210
BILA210 P1 (52L-13T-0P-0S-83H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Introduction to Hellenistic Greek.
Aim: A continuation of Introduction to Hellenistic Greek.
Content: Principles of Greek grammar and vocabulary. Simple translation from and into Greek. Translation and study of selected New Testament texts.
Assessment: Class Mark: 50%; Examination, 1x3-hour paper: 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Hellenistic Greek 220
BILA220 P2 (52L-13T-0P-0S-83H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Hellenistic Greek 210 or an equivalent accepted by the School.
Aim: To develop reading fluency in Greek.
Content: Readings from the New Testament and the Church Fathers. Advanced Greek language studies.
Assessment: Class Mark: 50%; Examination, 1x3-hour paper: 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Classical Hebrew 240
BILA240 PC (52L-10T-0P-0S-86H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Introduction to Classical Hebrew.
Aim: To develop reading fluency in Hebrew.
Content: Translation and simple philological study of 6 - 9 chapters of the Hebrew Old Testament. Inscriptions or other ancient Hebrew texts such as: Gezer Calendar, Moabite Stone, Siloam Inscription, Lachish Letter, Dead Sea Scrolls.
Assessment: Class Mark: 50%; Examination, 1x3-hour paper: 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
Note: With the permission of the Programme Director, Classical Hebrew 240 may be taken concurrently with Introduction to Hellenistic Greek.

Hellenistic Greek 310
BILA310 PC (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Hellenistic Greek 220
Aim: To increase the learner's competence in translation and exegesis.
Content: Readings from either the New Testament, the Church Fathers, the Septuagint, Philo, Josephus or other relevant Greek texts, including Classical Greek texts. An introduction to textual criticism.
Assessment: Class Mark: 50%; Examination, 1x3-hour paper: 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Hellenistic Greek 320
BILA320 PC (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Hellenistic Greek 220
Aim: To increase the learner's competence in translation and exegesis.
Content: Readings from either the New Testament, the Church Fathers, the Septuagint, Philo, Josephus or other relevant Greek texts, including Classical Greek texts. An introduction to textual criticism.
Assessment: Class Mark: 50%; Examination (1x3-hour paper): 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Hellenistic Greek 330
BILA330 PC (52L-8T-0P-0S-88H-0R-9F-0G-3A-13W-16C)
Prerequisite Requirement: Hellenistic Greek 220
Aim: To increase the learner's competence in translation and exegesis.

Content: Readings from either the New Testament, the Church Fathers, the Septuagint, Philo, Josephus or other relevant Greek texts, including Classical Greek texts. An introduction to textual criticism.
Assessment: Class Mark: 50%; Examination (1x3-hour paper): 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Hellenistic Greek 340
BILA340 PC (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Hellenistic Greek 220
Aim: To increase the learner's competence in translation and exegesis.
Content: Readings from either the New Testament, the Church Fathers, the Septuagint, Philo, Josephus or other relevant Greek texts, including Classical Greek texts. An introduction to textual criticism.
Assessment: Class Mark: 50%; Examination (1x3-hour paper): 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Biblical Studies

Offered in the School of Religion, Philosophy and Classics

The Bible and Popular Culture
BIST121 P1 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: To introduce students to a variety of biblical genres as well as the diverse ways in which the Bible is used within SA popular culture. The module focuses particularly on how Old Testament (OT) narratives are interpreted by film, music, novels, politics, etc.
Content: An introduction to: a) the major genres of the Old Testament focussing on biblical narratives, b) narrative, literary and film theory, c) South African popular culture and its interpretation of Old Testament narratives and figures, d) Reading the Bible in historical and contemporary, popular contexts, and e) academic competencies regarding the reading and writing of academic texts.
Assessment: Cumulative Assessment (50%), 3-Hour Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Introduction to African Biblical Interpretation
BIST122 P2 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: To introduce students to the diverse ways in which African biblical scholarship has interpreted the Bible. The module provides an overview of New Testament gospel narratives in particular, and the literary-narrative and socio-historical competencies used for a critical analysis of these texts.
Content: An introduction to (a) The world of the New Testament and New Testament literature, (b) African biblical scholarship related to the New Testament, (c) literary-narrative and socio-historical approaches to biblical studies, d) Reading the Bible in historical and contemporary, popular contexts, and e) academic competencies regarding the reading and writing of academic texts.
Assessment: Cumulative Assessment (50%), 3-Hour Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

The Bible, Culture and Class
BIST221 P1 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: To enable students to critically explore the intersectional relationships between the Bible, culture, and class through an examination of New Testament narratives. The module will develop students' competencies to use historical and sociological analysis of the Bible and their own social context.
Content: An introduction to (a) New Testament literature, focusing on the parables of Jesus and the epistles of Paul, b) Theories of intersectionality as related to the Bible and culture and the Bible and class, c) Analysis of culture and class in New Testament texts, using historical and sociological analysis, d) Applying findings on Bible, culture and class to the African context.
Assessment: Cumulative Assessment (50%), 3-Hour Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

The Bible, Gender and Sexuality
BIST222 P2 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: To enable students to critically explore the intersectional relationships between the Bible and gender, and the Bible and sexuality. The module will develop students' competencies to use literary-narrative analysis of the Bible, with a particular emphasis on Old Testament texts, including texts of terror.
Content: An exploration of a) the relationships between the Bible and gender, and the Bible and sexuality, b) intersectionality and literary-narrative analysis of selected Old Testament texts, c) the application of literary-narrative analysis to Old Testament texts, d) gender and sexuality as contextual challenges to the church in African contexts.
Assessment: Cumulative Assessment (50%), 3-Hour Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Biblical Theology
BIST310 PC (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 64C in BIST 200 Level.
Aim: Detailed analysis of Biblical texts with special reference to the African context, including a special focus on the historical and hermeneutical dimensions of NT theology.
Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

New Testament Texts
BIST320 PC (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 64C in BIST 200 Level
Aim: To analyse and understand selected texts.
Content: A detailed study of selected NT texts (e.g. Paul and John) in English.
Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments

The Bible and Mother-tongue Exegesis
BIST321 P1 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: To provide students with in-depth and detailed methods and competencies to interpret New Testament (NT) texts in their South African vernacular languages, recognising how their mother-tongues have engaged with the original biblical languages.
Content: A detailed engagement: with a) Translation theory, translation methods and competencies, b) translations of the New Testament in South African mother-tongue languages, c) engagement of students' own mother-tongues with the Greek New Testament texts.
Assessment: Cumulative Assessment (50%), 3-Hour Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

The Bible, Trauma and Counselling
BIST322 P2 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: To provide students with in-depth methods and skills to read and interpret biblical texts from a psychological perspective, particularly trauma theory. The module also critically examines the use of the Bible to stigmatise and traumatise, as well as to heal and affirm, in various social contexts.
Content: a) trauma and biblical texts, b) trauma theory and biblical interpretation, c) counselling theory, the Bible and healing, d). trauma and biblical interpretation in selected African social contexts.
Assessment: Cumulative Assessment (50%), 3-Hour Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Text, Interpretation and African Appropriation
BIST323 P1 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: To provide students with in-depth and detailed methods and competencies to interpret biblical texts, focussing on tri-polar African biblical hermeneutics.
Content: a) An in-depth study of the tri-polar model of biblical interpretation, b) advanced methods and competencies to interpret biblical texts, c) interpretation of biblical texts according to tri-polar African biblical hermeneutics.
Assessment: Cumulative Assessment (50%), 3-Hour Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

The Bible, Intertextuality and Receptions
BIST324 P2 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: To provide students with tools to analyse biblical texts within their Ancient Near Eastern and Graeco-Roman contexts, as well as an in-depth understanding of African receptions and interpretations biblical texts.
Content: A detailed engagement with a) biblical texts within their Ancient Near Eastern and Graeco-Roman contexts; b) the reception and interpretation of biblical texts in various historical contexts, c) advanced analysis of African receptions and interpretations of the bible.
Assessment: Cumulative Assessment (50%), 3-Hour Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Old Testament Texts
BIST330 PC (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 64C in BIST 200 Level.
Aim: To understand the theology of the Old Testament and to exegete the text of selected passages.
Content: A detailed study of selected OT texts (e.g. Genesis, 1 Kings, Job and Jonah) in English.
Assessment: Class Mark: 40% Examination; 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Old Testament Exegesis
BIST331 PC (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Introduction to Classical Hebrew.
Aim: To exegete selected Old Testament texts in Hebrew, e.g. Job, Genesis 37 - 50, Jonah, 1 Kings 21.
Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

New Testament Exegesis in English
BIST340 PC (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)
Aim: Exegesis of selected New Testament texts in English.
Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Biblical Studies Cluster Elective
BIST360 PC (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)
Content: Cluster elective. With permission, an elective module accredited by the School may be taken within the Pietermaritzburg Cluster of Theological Institutions.
Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Biblical Studies - Special Focus
BIST370 PC (0L-13T-0P-0S-147H-0R-0F-0G-0A-13W-16C)
Aim: In-depth studies on a special field of interest in Biblical Studies chosen by the student under the supervision of a lecturer, and examined by research essay.
Assessment: Research essay, 100%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Classics 1: Classical Civilisation

Offered in the School of Religion, Philosophy and Classics

Classical Civilisation 1A
CCCV101 H1 (30L-10T-0P-0S-77H-40R-0F-0G-3A-13W-16C)
Aim: To teach: awareness of some of the basic features (geographical, historical and social) of the Graeco-Roman world; knowledge of the etymology of many English words and consequent improvement of English vocabulary; ability to analyse and discuss literary, artistic and/or other primary source-material relevant to the module and to debate controversial issues raised in the module.

Content: This module will introduce students to some aspects of Greek and/or Roman culture. The emphasis will fall on basic information and skills relevant to the study of the ancient Mediterranean World.
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in the Class Mark.
May not be offered in 2022

Classical Civilisation 1B

CCCV102 H2 (30L-10T-0P-0S-77H-40R-0F-0G-3A-13W-16C)
Aim: To teach: awareness of some of the basic features (geographical, historical and social) of the Graeco-Roman world; knowledge of the etymology of many English words and consequent improvement of English vocabulary; ability to analyse and discuss literary, artistic and/or other primary source-material relevant to the module and to debate controversial issues raised in the module.
Content: This module will introduce students to some aspects of Greek and/or Roman culture. The emphasis will fall on basic information and skills relevant to the study of the ancient Mediterranean World.
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Submission of all written workon time and at least 40% sub-minimum in the Class Mark.
May not be offered in 2022

Classical Civilisation 2A

CCCV201 H1 (30L-10T-0P-0S-77H-40R-0F-0G-3A-13W-16C)
Aim: To enable learners to understand and discuss the contents of the specific material covered in the module ; write clearly and coherently about that material; analyse and discuss literary, artistic and/or other primary source-material relevant to the module.
Content: This is an intermediate module that will consolidate the learner's knowledge of ancient Greek and Roman culture and society. The module will broaden the learner's understanding of the mythology, history, and literature of the ancient Greek and Roman world.
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in the Class Mark.

Classical Civilisation 2B

CCCV202 H2 (30L-10T-0P-0S-77H-40R-0F-0G-3A-13W-16C)
Aim: To enable learners to understand and discuss the contents of the specific material covered in the module; write clearly and coherently about that material; analyse and discuss literary, artistic and/or other primary source-material relevant to the module.
Content: This is an intermediate module that will consolidate the learner's knowledge of ancient Greek and Roman culture and society. The module will broaden the learner's understanding of the mythology, history, and literature of the ancient Greek and Roman world.
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in the Class Mark.

Classical Civilisation 203

CCCV203 H1 (30L-0T-26P-0S-69H-32R-0F-0G-3A-13W-16C)
Aim: To teachcritical assessment of films as a medium for representing the past; ability to contextualise films within their original historical contexts; ability to compare, analyse and discuss literary, artistic and/or other primary source- material relevant to the module and to debate controversial issues raised in the module.
Content: This module will allow students to engage with modern epic films about the ancient Greek and Roman worlds, such as *Gladiator* (Scott 2000), *Troy* (Petersen 2004), and others. In addition students will investigate the historical sources on which such films are largely based.
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in the Class Mark.

Classical Civilisation 204

CCCV204 H2 (30L-10T-0P-0S-77H-40R-0F-0G-3A-13W-16C)
Aim: To teach critical assessment of various aspects of ancient Egyptian culture such as monuments and artefacts; the ability to contextualise them within their historical context; critical assessment of ancient Greek and Roman historical and literary evidence as sources of information about Ancient Egypt; understanding of the importance of intercultural relations

in constructing the past. Particular emphasis will be given to the reception of ancient Egypt in a wide range of media such as comics, movies, opera and more.
Content: This module will introduce students to the study of Ancient Egyptian culture including the works of ancient historians such as Herodotus, the Hellenistic accounts of Ptolemaic Alexandria, Roman views of Egyptian culture, and the Egyptian and French narratives of the invasion of Egypt in 1798-1801. The main focus will be on the reception of ancient Egypt from antiquity to today.
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in the Class Mark.
May not be offered in 2022

Classical Civilisation 3A
CCCV301 H1 (30L-10T-0P-0S-77H-40R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 224 credits, including at least two Classical Civilisation semester modules.
Aim: To enable learners to write clearly and coherently about the primary source-material and modern scholarship relevant to the module, to show evidence of critical thought and analytical skills, to debate controversial issues raised in the module, and to show substantial understanding of how those aspectsof the Graeco-Roman world have contributed to later periods down to modern times.
Content: This module will deepen and further advance the learners' knowledge and understanding of a comprehensive range of topics relating to ancient Greek and Roman culture, thought, and society.
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in the Class Mark.

Classical Civilisation 3B
CCCV302 H2 (30L-10T-0P-0S-77H-40R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 224 credits, including at least two Classical Civilisation semester modules.
Aim: On completion of this module, learners should be able to write clearly and coherently about the primary source-material and modern scholarship relevant to the module, to show evidence of critical thought and analytical skills, to debate controversial issues raised in the module, and to show substantial understanding of how those aspects of the Graeco-Roman world have contributed to later periods down to modern times.
Content: This module will deepen and further advance the learner's knowledge and understanding of a comprehensive range of topics relating to ancient Greek and Roman culture, thought, and society.
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in the Class Mark.

Additional Classics Module A
CCCV303 HC (0L-5T-0P-0S-155H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: 224 credits, including at least two Classical Civilisation semester modules.
Aim: To enable learners to write clearly and coherently about the primary source-material and modern scholarship relevant to the module, to show evidence of critical thought and analytical skills, to debate controversial issues raised in the module, and to show substantial understanding of how those aspects of the Graeco-Roman world have contributed to later periods down to modern times.
Content: This module will explore issues and methods in Classics research. Learners will be encouraged to develop their own research interests and will have the opportunity to investigate a wider range of genres and topics relating to ancient Greek and Roman material culture, philosophy, history, and literature.
Assessment: Project (100%)
DP Requirement: Adherence to all submission deadlines.
Students who choose the language option should refer to the relevant entries under Greek/Latin.

Additional Classics Module B
CCCV304 HC (30L-10T-0P-0S-77H-40R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 224 credits, including at least two Classical Civilisation semester modules.
Aim: To enable learners to write clearly and coherently about the primary source-material and modern scholarship relevant to the module, to show evidence of critical thought and analytical skills, to be able to debate controversial issues raised in the module, and to show substantial understanding of how that/those aspect(s) of the Graeco-Roman world have contributed to later periods down to modern times.
Content: This module will explore issues and methods in Classics research. Learners will be encouraged to develop

their own research interests and will have the opportunity to investigate a wider range of genres and topics relating to ancient Greek and Roman material culture, philosophy, history, and literature.
Assessment: Project (100%)
DP Requirement: Adherence to all submission deadline.
Students who choose the language option should refer to the relevant entries under Greek/Latin.

Classical Civilisation 305
CCCV305 H1 (30L-0T-26P-0S-69H-32R-0F-0G-3A-13W-16C)
Aim: To teach: critical assessment of films as a medium for representing the past; ability to contextualise films within their original historical contexts; ability to compare, analyse and discuss literary, artistic and/or other primary source-material relevant to the module and to debate controversial issues raised in the module.
Content: This module will allow students to engage with modern epic films about the ancient Greek and Roman worlds, such as *Gladiator* (Scott 2000), *Troy* (Petersen 2004), and others. In addition students will investigate the historical sources on which such films are largely based.
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in class mark..

Classical Civilisation 306
CCCV306 H2 (30L-10T-0P-0S-77H-40R-0F-0G-3A-13W-16C)
Aim: To teach critical assessment of various aspects of ancient Egyptian culture such as monuments and artefacts; the ability to contextualise them within their historical context; critical assessment of ancient Greek and Roman historical andliterary evidence as sources of information about Ancient Egypt; understanding of the importance of intercultural relations in constructing the past. Particular emphasis will be given to the reception of ancient Egypt in a wide range of media such as comics, movies, opera and more.
Content: This module will introduce students to the study of Ancient Egyptian culture including the works of ancient historians such as Herodotus, the Hellenistic accounts of Ptolemaic Alexandria, Roman views of Egyptian culture, and the Egyptian and French narratives of the invasion of Egypt in 1798-1801. The main focus will be on the reception of ancient Egypt from antiquity to today.
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in class mark.
May not be offered in 2022

Classics 2: Greek

Offered in the School of Religion, Philosophy and Classics

Greek 1A
CCGK101 H1 (0L-49T-0P-0S-78H-30R-0F-0G-3A-13W-16C)
Aim: This module introduces students to textbook Greek at an elementary level, with an emphasis on developing fluency in reading and translating Greek. Further objectives are to acquaint students with key features of Greek society and to develop in them a general appreciation of the cultural importance oflanguage.
Content: This introductory module assumes no previous knowledge of Greek. The course develops the skill of reading simple passages of elementary textbook Greek, through problem-solving exercises in grammar and vocabulary. All reading passages are placed in the context of the archaeological and historical background of life in ancient Greece.
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Adherence to all submission deadlines and at least 40% sub-minimum in class mark
May not be offered in 2022

Greek 1B
CCGK102 H2 (0L-49T-0P-0S-78H-30R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Greek 1A
Aim: The module introduces students to the study of textbook Greek at an intermediate level, with an emphasis on developing fluency in reading and translating Greek. Further objectives are to acquaint students with key features of

Greek society and to develop in them a general appreciation of the cultural importance of language.
Content: The module develops the ability to read passages of textbook Greek at the intermediate level, through problem-solving exercises in grammar and vocabulary. All reading passages are placed in the context of the archaeological and historical background of life in ancient Greece.
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Adherence to all submission deadlines and at least 40% sub-minimum in class mark
May not be offered in 2022

Greek 2A
CCGK201 H1 (0L-49T-0P-0S-78H-30R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Greek 1B
Aim: The module introduces students to the study of textbook Greek at an advanced level, with an emphasis on developing fluency in reading and translating Greek. By the end of this module students should be able to read authentic Greek texts. Further objectives are to acquaint students with key features of Greek society and to develop in them a general appreciation of the cultural importance of language.
Content: The module develops the ability to read passages of textbook Greek at an advanced level, through problem-solving exercises in grammar and vocabulary. All reading passages are placed in the context of the archaeological and historical background of life in ancient Greece.
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Adherence to all submission deadlines and at least 40% sub-minimum in class mark

Greek 2B
CCGK202 H2 (0L-49T-0P-0S-78H-30R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Greek 2A
Aim: The aims of this module are: (a) to introduce students to a selection of authentic Greek texts in prose and verse; (b) to acquaint students with the cultural and literary background of these texts; (c) to develop in them a general appreciation of the cultural importance of the language, literature, history, and philosophy of ancient Greece.
Content: Students will read selected texts from Greek authors in the original, and will analyse them critically. They will also investigate the linguistic, literary, philosophical and historical character of these texts.
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Adherence to all submission deadlines and at least 40% sub-minimum in class mark

Greek 3A
CCGK301 H1 (0L-59T-0P-0S-175H-80R-0F-0G-6A-13W-32C)
Prerequisite Requirement: Greek 2B
Aim: The aims of this module are: (a) to introduce students to a selection of more demanding Greek texts; (b) to acquaint students with the cultural and literary background of these texts; (c) to develop in them a general appreciation of the cultural importance of the language, literature, history, and philosophy of ancient Greece.
Content: Students will read selected texts from Greek authors in the original, and will analyse them critically. They will also investigate the linguistic, literary, philosophical and historical character of these texts. Students taking this module are expected to undertake a substantial, independent study of a Greek text of their choice.
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Adherence to all submission deadlines and at least 40% sub-minimum in class mark

Greek 3B
CCGK302 H2 (0L-59T-0P-0S-175H-80R-0F-0G-6A-13W-32C)
Prerequisite Requirement: Greek 3A
Aim: The aims of this module are: (a) to introduce students to a selection of more demanding Greek texts; (b) to acquaint students with the cultural and literary background of these texts; (c) to develop in them a general appreciation of the cultural importance of the language, literature, history, and philosophy of ancient Greece.
Content: Students will read selected texts from Greek authors in the original, and will analyse them critically. They will also investigate the linguistic, literary, philosophical and historical character of these texts. Students taking this module are expected to undertake a substantial, independent study of a Greek text of their choice.
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Adherence to all submission deadlines and at least 40% sub-minimum in class mark

Classics 3: Latin

Offered in the School of Religion, Philosophy and Classics

Latin 1A

CCLT101 H1 (0L-49T-0P-0S-78H-30R-0F-0G-3A-13W-16C)

Aim: This module introduces students to textbook Latin at an elementary level, with an emphasis on developing fluency in reading and translating Latin. Further objectives are to acquaint students with key features of Roman society and to develop in them a general appreciation of the cultural importance of language.

Content: This introductory module assumes no previous knowledge of Latin. The course develops the skill of reading simple passages of elementary textbook Latin, through problem-solving exercises in grammar and vocabulary. All reading passages are placed in the context of the archaeological and historical background of life in ancient Italy and the Roman Empire.

Assessment: Class Mark (50%); Examination (50%)

DP Requirement: Adherence to all submission deadlines and at least 40% sub-minimum in class mark

Latin 1B

CCLT102 H2 (0L-49T-0P-0S-78H-30R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Latin 1A

Aim: The module introduces students to the study of textbook Latin at an intermediate level, with an emphasis on developing fluency in reading and translating Latin. Further objectives are to acquaint students with key features of Roman society and to develop in them a general appreciation of the cultural importance of language.

Content: The module develops the ability to read passages of textbook Latin at the intermediate level, through problem-solving exercises in grammar and vocabulary. All reading passages are placed in the context of the archaeological and historical background of life in ancient Italy and the Roman Empire.

Assessment: Class Mark (50%); Examination (50%)

DP Requirement: Adherence to all submission deadlines and at least 40% sub-minimum in class mark

Latin 2A

CCLT201 H1 (0L-49T-0P-0S-78H-30R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Latin 1B

Aim: The module introduces students to the study of textbook Latin at an advanced level, with an emphasis on developing fluency in reading and translating Latin. By the end of this module students should be able to read authentic Latin texts. Further objectives are to acquaint students with key features of Roman society and to develop in them a general appreciation of the cultural importance of language.

Content: The module develops the ability to read passages of textbook Latin at an advanced level, through problem-solving exercises in grammar and vocabulary. All reading passages are placed in the context of the archaeological and historical background of life in ancient Italy and the Roman Empire.

Assessment: Class Mark (50%); Examination (50%)

DP Requirement: Adherence to all submission deadlines and at least 40% sub-minimum in class mark

Latin 2B

CCLT202 H2 (0L-49T-0P-0S-78H-30R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Latin 2A

Aim: The aims of this module are: (a) to introduce students to a selection of authentic Latin texts in prose and verse; (b) to acquaint students with the cultural and literary background of these texts; (c) to develop in them a general appreciation of the cultural importance of the language, literature, history, and philosophy of ancient Rome.

Content: Students will read selected texts from Latin authors in the original, and will analyse them critically. They will also investigate the linguistic, literary, philosophical and historical character of these texts.

Assessment: Class Mark (50%); Examination (50%)

DP Requirement: Adherence to all submission deadlines and at least 40% sub-minimum in class mark

Latin 3A

CCLT301 H1 (0L-59T-0P-0S-175H-80R-0F-0G-6A-13W-32C)

Prerequisite Requirement: Latin 2B

Aim: The aims of this module are: (a) to introduce students to a selection of more demanding Latin texts; (b) to acquaint

students with the cultural and literary background of these texts; (c) to develop in them a general appreciation of the cultural importance of the language, literature, history, and philosophy of ancient Rome.
Content: Students will read selected texts from Latin authors in the original, and will analyse them critically. They will also investigate the linguistic, literary, philosophical and historical character of these texts. Students taking this module are expected to undertake a substantial, independent study of a Latin text of their choice.
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Adherence to all submission deadlines.

Latin 3B
CCLT302 H2 (0L-59T-0P-0S-175H-80R-0F-0G-6A-13W-32C)
Prerequisite Requirement: Latin 3A
Aim: The aims of this module are: (a) to introduce students to a selection of more demanding Latin texts; (b) to acquaint students with the cultural and literary background of these texts; (c) to develop in them a general appreciation of the cultural importance of the language, literature, history, and philosophy of ancient Rome.
Content: Students will read selected texts from Latin authors in the original, and will analyse them critically. They will also investigate the linguistic, literary, philosophical and historical character of these texts. Students taking this module are expected to undertake a substantial, independent study of a Latin text of their choice.
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Adherence to all submission deadlines and at least 40% sub-minimum in class mark

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Classics 4: Honours

Offered in the School of Religion, Philosophy and Classics

Research Methodology in Classics
CLAS701 HY (0L-0T-0P-24S-296H-0R-0F-0G-0A-26W-32C)
Prerequisite Requirement: Bachelors degree in Classics
Aim: On completion of this module, learners should have experience of undertaking research in Classics. They should know how to go about formulating a research proposal and how to compile a bibliography using research databases and library catalogues. They should have experience of some methods of Classics research.
Content: This module consists of twelve seminars which introduce students to the major trends in research in Classics, present influential paradigms of Classical scholarship, and investigate methodology of Classics research using inscriptions, papyri, coins, literature, and philosophical and historical sources. The Class Mark consists of an oral presentation (20%) and a written submission of the Honours Proposal Form (30%)
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Attendance at all classes and submission of all written workon time.

Classical Languages A
CLAS703 H1 (0L-52T-0P-0S-83H-22R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Bachelors degree in Classics
Aim: On completion of this module, learners should have a good knowledge of Latin or Greek. They should be able to translate Latin or Greek into English at sight, analyse Latin or Greek sentences, and compose simple texts. They should have a good understanding of the cultural context of the relevant language.
Content: In this module students develop their knowledge of either Greek or Latin through translation, grammar exercises, and composition. In addition, features of the historical and cultural contexts of the languages are discussed. Knowledge of these languages is indispensable for research in Classics.
Assessment: Course Mark (50%), Examination (50%)
DP Requirement: Submission of all written work and at least 40% sub-minimum in the Class Mark.

Classical Languages B
CLAS704 H2 (0L-52T-0P-0S-83H-22R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Classical Languages A
Aim: On completion of this module, learners should have a good knowledge of Latin or Greek. They should be able to translate into English at sight, analyse Latin or Greek sentences, and compose simple texts. They should have a good

understanding of the cultural context of the relevant language.
Content: In this module students develop their knowledge of either Latin or Greek these languages through translation, grammar exercises, and composition. In addition, features of the historical and cultural contexts of the languages are discussed. Knowledge of these languages is indispensable for research in Classics.
Assessment: Course Mark (50%), Examination (50%)
DP Requirement: Submission of all written work and at least 40% sub-minimum in the Class Mark.

Literature (Greek or Latin Author)
CLAS705 H1 (0L-0T-0P-12S-122H-24R-0F-0G-2A-7W-16C)
Prerequisite Requirement: Bachelors degree
Aim: This module equips students with the analytical tools and critical categories appropriate to the study of the chosen ancient author(s). Latin or Greek language students will become familiar with the stylistic particularities of the author(s).
Content: The author(s) will be chosen in consultation with students and Programme Co-ordinator (past modules have for instance included Homer, Plato, Heliodorus, Livy, Vergil, Ovid, Statius).
Assessment: Course Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in the Class Mark.
May not be offered in 2022

Literature (Greek or Latin Genre)
CLAS707 H1 (0L-0T-0P-12S-122H-24R-0F-0G-2A-7W-16C)
Prerequisite Requirement: Bachelors degree
Aim: This module equips students with the analytical tools and categories appropriate to the study of the chosen ancient genre(s). Latin or Greek language students will encounter the stylistic particularities of the genre(s).
Content: Literary genre(s) will be selected in consultation with students and Programme Co-ordinator; past studies have included oral literature, epic, novel, comedy, tragedy, satire, and historical writings.
Assessment: Course Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in the Class Mark.
May not be offered in 2022

Classical Archaeology
CLAS709 H1 (0L-0T-0P-12S-122H-24R-0F-0G-2A-7W-16C)
Prerequisite Requirement: Bachelors degree
Aim: This module equips students with the analytical tools and critical categories appropriate to the study of ancient archaeology, with due regard for chronology, material, technique and cultural context.
Content: The module will offer an overview of the categories appropriate to the study of Mediterranean archaeology, focused on a period (such as the Greek archaic period) or topic (such as Greek sculpture or vase-painting).
Assessment: Course Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in the Class Mark.
May not be offered in 2022

Ancient History
CLAS711 H1 (0L-0T-0P-12S-122H-24R-0F-0G-2A-7W-16C)
Prerequisite Requirement: Bachelors degree
Aim: This module explores a specific period or topic in ancient history. It introduces students to the sources essential for the study of ancient history (e.g. archaeological remains, inscriptions, papyri, coins, and relevant historical and literary works) as well as to appropriate modern scholarship.
Content: The selection of historical period or topic is flexible: for instance, past students have investigated (1) the material remains of the Roman Empire; (2) Jews & Christians in the Roman Empire.
Assessment: Course Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in the Class Mark.
May not be offered in 2022

Comparative culture
CLAS715 H1 (0L-0T-0P-12S-122H-24R-0F-0G-2A-7W-16C)
Prerequisite Requirement: Bachelors degree
Aim: This module equips students with the analytical tools and critical categories appropriate to the comparative study of ancient culture in a modern context or with application to the modern world.

Content: The materials for comparative study will be selected in consideration of students' interests and staff expertise.
Assessment: Course Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in the Class Mark.
May not be offered in 2022

Culture, Communication and Media Studies

Offered in the School of Applied Human Sciences

Research Methodology for Media and Cultural Studies

CCMS731 H2 (0L-14T-0P-21S-73H-0R-0F-5G-48A-7W-16C)

Aim: This module is a 'backbone' module to provide research approaches and competencies which can be applied to all areas of study in media, communication and cultural studies.
Content: Students are introduced to the process of choosing, formulating and planning a research project and proposal, including the ethical considerations embedded in their work. Students are taken through the various theoretical traditions and paradigms that have influenced the study of media, communication and culture; both globally and in the African context. Specific attention is paid to the indigenisation and appropriation of 'imported' theoretical frameworks to meet local, African needs, cosmologies and ethics. Students receive hands-on instruction and experiential exercises in the approach to compiling a literature review, and importantly, creating a bibliography. Two sections, one on 'qualitative research' and the other on 'quantitative research' cover the intricacies of collecting, organising and analysing data. The module closes with workshops on the structuring and finalisation, including copy-editing, styles and layouts, of the research report, dissertation or thesis.
Assessment: Class Assessment (Portfolio of Written Work) (30%); 1 research essay (70%).
DP Requirement: Minimum of 80% attendance at all contact sessions and a mark of at least 40% for the formative class assessment.

South African Mediascapes

CCMS732 H1 (0L-14T-0P-21S-72H-0R-0F-5G-48A-7W-16C)

Aim: The module serves to familiarise students with the South African Mediascape across the platforms of print, broadcast and Internet.
Content: South African Mediascape traces the historical genesis of the South Africa media from its early beginnings. The contemporary ecology of the media is studied both in relation to print and broadcast media. Political-economic issues of ownership, control and regulation guide the theoretical approach to this module. In the print media, this allows for an exploration of the establishment and realignments of the major press houses; while in broadcasting, the radical changes of the introduced by the advent of full democracy in the early 1990s, liberalised the sector significantly. Particular attention is paid to community media, and the manner in which the introduction of the Internet has impacted the media scene. All these themes are drawn together with a consideration of the six major media conglomerates now dominating the South African Mediascape.
Assessment: Class Assessment (Group Presentation) (30%); 1 research essay (70%).
DP Requirement: Minimum of 80% attendance at all contact sessions and a mark of at least 40% for the formative class assessment.

Media Theory

CCMS733 H1 (0L-14T-0P-21S-72H-0R-0F-5G-48A-7W-16C)

Aim: The module integrates an understanding of the primary theories regarding representation with methodological approaches for the application of these theories.
Content: Media Theory complements the other offerings within CCMS, providing an approach that is both theoretically rigorous and contextually relevant. The programme as a whole is conceptually and methodologically integrated with a view to educating graduates to work in the business of the cultural, communication and media industries, and with regard to the design and implementation of communication campaign strategies. Theories and methodologies include: theories of representation, encoding/decoding, semiotics, audience studies, genre and narrative
Assessment: Class Assessment (Group Presentation) (30%); 1 research essay (70%).

DP Requirement: Minimum of 80% attendance at all contact sessions and a mark of at least 40% for the formative class assessment.

Social Change and Health Communication

CCMS734 H2 (0L-14T-0P-21S-73H-0R-0F-5G-48A-7W-16C)

Aim: The module serves as the overarching framework drawing a link between Southern African development and social change through different media of interpersonal and mass communication.

Content: The aim of the module is to learn how to apply theoretical understandings in the creation of frameworks for health and development initiatives, and an ability to analyse strategic communication and 'entertainment education' interventions. The objective of the module is to build the capacity and research competence within the area of public health communication strategies. The module introduces appropriate macro development communication paradigm 'modernisation'; 'participatory' approaches. The module indigenises theory and development paradigms in terms of local contexts, culture and knowledge. It reviews key theories of health promotion communication and introduces and analyses emerging theories and models for social and behavioural change communication. Entertainment education as an intervention approach is one example.

Assessment: Class Assessment (Portfolio of Written Work) (30%); 1 research essay (70%).

DP Requirement: Minimum of 80% attendance at all contact sessions and a mark of at least 40% for the formative class assessment.

Media in the Global World

CCMS735 H1 (0L-14T-0P-21S-72H-0R-0F-5G-48A-7W-16C)

Aim: The module traces the movement of information and communication across the globe.

Content: It examines the technical, economic, cultural and political aspects of media globalisation, both historically and in the context of the changes wrought by the introduction of 'new media'. The module covers the meaning of globalisation, with particular reference to the part played by media. The development of media concentration from the mid-19th century, the rise of the 'Press Barons' and the international cable and news agencies. Political-economic categories of ownership, control, regulation and diversity; as well as impact of new media and the 'digital divide' provide a theoretical basis for the module. The importance of diversity, language and accessibility in media and their relationship to global forms of cultural commodity transfer, complete the module.

Assessment: Class Assessment (Group Project) (30%); 1 research essay (70%).

DP Requirement: Minimum of 80% attendance at all contact sessions and a mark of at least 40% for the formative class assessment.

Cultural Studies in Practice

CCMS736 H1 (0L-10T-26P-18S-59H-0R-0F-4G-43A-7W-16C)

Aim: The module investigates the theoretical frameworks and approaches used in applied Cultural Studies research, specifically, the way in which cultural identities and cultural representations are socially constructed

Content: The module focuses on understanding, describing, contextualising and analysing the ways in which both the past and the present can be represented and imbued with meaning. We apply theories and approaches to Cultural Studies to a local, South African cultural examples, including visual culture (film & television), material culture (beadwork, monuments & memorials) and spaces of culture (museums, cultural villages, and battlefields). There is a focus in the module on KwaZulu-Natal, Zulu identity, Zulu cultural heritage, and the social construction of Zuluness.

Assessment: Class Assessment (Group Presentation) (30%); Research essay (70%).

DP Requirement: Minimum of 80% attendance at all contact sessions and achieveing a mark of at least 40% for the formative class assessment.

Special Topics: Culture/Communication/Media

CCMS770 H2 (0L-0T-0P-0S-185H-15RS-0R-0F-0G-120A-30W-32C)

Aim: The aim of the research project at the honours level is for students to gain experience of research by focusing on a chosen area of specialist study, reviewing the available knowledge in the field , devising methods to describe and investigate issues relating to media and cultural practices, and evaluating their research by the criteria used in the field.

Content: Students are required to review the available knowledge in the field, devise appropriate methods to describe and investigate an issue of social, cultural and communications interest, evaluate their research by the ethical and scientific criteria used in the field, and produce a research report. Students are strongly encouraged to select a research topic in a staff member's field of interest.

Assessment: Final research report 100%

Culture and Heritage Tourism

Offered in the School of Social Sciences

Introduction to Tourism

CHTM101 H1 (38L-9T-0P-0S-92H-16R-0F-0G-5A-13W-16C)

Aim: To acquire an introductory knowledge of the tourism sector; to appreciate its importance in the economy and assess critically its impacts on society and the environment; to recognize tourism as a discipline of study and acquire basic knowledge and research skills.

Content: This module will introduce students to the study of tourism as a practical, professional and academic field of study. It will focus attention on the study of tourism as an integrated system and as a developmental option which impacts on social, economic and cultural aspects of society.

Assessment: Cumulative assessment: (50%); 2-hour examination: (50%)

DP Requirement: Completion of all assigned class work and regular attendance of lectures.

Introduction to Cultural & Heritage Tourism

CHTM102 H2 (38L-8T-8P-0S-85H-16R-0F-0G-5A-13W-16C)

Aim: To acquire knowledge about key terms, concepts and debates relating to the field of cultural tourism and the heritage sector with particular relevance to KwaZulu-Natal. To acquire critical thinking, academic literacy and qualitative research methodology skills.

Content: Following on from the general Introduction to Tourism, this module introduces students to the emerging field of cultural and heritage tourism. It will cover current debates around heritage and representation, definitions of culture, concepts of authenticity, etc.

Assessment: Cumulative assessment: (50%); 2-hour examination: (50%)

DP Requirement: Completion of all assigned class work and regular attendance of lectures.

Policy and Law in Heritage Tourism

CHTM201 H1 (38L-8T-0P-0S-94H-15R-0F-0G-5A-13W-16C)

Aim: To acquire knowledge of legislation and policy frameworks and of general societal and governmental needs for developing policy and legislation to sustain tourism. Understanding of the importance of policy and legal frameworks for pursuing strategic and planning objectives.

Content: This module introduces students to a comprehensive review of legislation and policy as they affect culture, heritage and tourism.

Assessment: Cumulative assessment: (50%); 2-hour examination: (50%)

DP Requirement: Completion of all assigned class work and regular attendance of lectures.

Environmental Impact of Tourism

CHTM202 H1 (38L-8T-8P-0S-86H-15R-0F-0G-5A-13W-16C)

Aim: To equip students with an understanding of the relationship between tourism development and the environment, as well as an understanding of key concepts and definitions in this field.

Content: The module will introduce students to an analysis of the socio-economic, environmental and cultural impacts of tourism development. It will critically evaluate policies and principles on sustainable development and how they affect communities and the environment.

Assessment: Cumulative assessment: (50%): 2-hour examination: (50%)

DP Requirement: Completion of all assigned class work and regular attendance of lectures.

Heritage Tourism and the Zulu Kings

CHTM204 H1 (38L-8T-0P-0S-94H-15R-0F-0G-5A-13W-16C)

Aim: Students will gain a broad knowledge of Zulu history in KZN and how it relates to sustainable Heritage Tourism.

Content: This module will focus on the Zulu kings, with reference to various sites of representation, such as Shakaland, Ondini and the eMakhosini Valley. Students will also be introduced to a variety of interpretations of Zulu history.

Assessment: Cumulative assessment: 50%; 2-hour examination: 50%

DP Requirement: Completion of all assigned class work and regular attendance of lectures.

Principles of Tourism Marketing

CHTM206 H2 (38L-8T-0P-0S-94H-15R-0F-0G-5A-13W-16C)

Aim: To enable students to evaluate the principles and importance of tourism marketing within the South African context and recognize the need for planning and understanding the South African tourism market-place.
Content: This module provides an overview of the theory of tourism marketing and its application to real-life situations, focusing on marketing information needs, understanding and planning of the tourism market-place and the marketing-mix.
Assessment: Cumulative assessment: (50%); 2-hour examination: (50%)
DP Requirement: Completion of all assigned class work and regular attendance of lectures.

Survey of Heritage Sites in S.A.
CHTM209 H2 (38L-8T-24P-0S-70H-15R-0F-0G-5A-13W-16C)
Aim: To convey content knowledge about significant heritage sites and cultural tourist attractions in the country and to familiarise students with current debates in the field of heritage.
Content: The module introduces students to World Heritage Sites in South Africa, heritage sites of national importance and significant local heritage sites. Key questions such as 'whose heritage' will be discussed with reference to relevant theoretical concepts.
Assessment: Cumulative assessment: 50%; 2-hour examination: 50%
DP Requirement: Completion of all assigned class work and regular attendance of lectures.

Festivals and Events Tourism
CHTM211 H2 (39L-0T-0P-0S-82H-10R-0F-0G-29A-13W-16C)
Aim: This module aims to impart content and conceptual knowledge about festivals and events and consider their significance as tourist attractions by discussing visitor motivations and evaluating the socio-economic, environmental and cultural impacts of such events on the host community or country.
Content: The module focuses on a selection of South African and international festivals and events (including secular, arts, religious, family entertaiment and mega sports events) and examines their purpose, history, organization, visitor motivations and their significance for tourism.
Practicals: Attendance of one local festival or event.
Assessment: Continous Assessment (50%), 2 hour Examination (50%)
DP Requirement: Regular attendance of lectures and completion of all assessment items.

Economic Development and Tourism
CHTM302 H1 (38L-8T-0P-0S-94H-15R-0F-0G-5A-13W-16C)
Aim: This module will build on the generic introductory economic courses offered in first year and apply them to the tourism context to gain an understanding of what tourism means in economic terms.
Content: This module includes a section on SATOUR policy and how it translates into facts and figures, as well as on the domino effect of tourism particularly for community and infra-structural development.
Assessment: Cumulative assessment: 50%; 2-hour examination: 50%
DP Requirement: Completion of all assigned class work and regular attendance of lectures.

Contemporary Leaders and Related Sites
CHTM303 H1 (38L-8T-8P-0S-86H-15R-0F-0G-5A-13W-16C)
Aim: To gain knowledge about local leaders and related sites, and to acquire a critical understanding of their potential as cultural and heritage tourism attractions.
Content: Students in this module will learn about a range of leading figures in the history of KZN, such as Bishop Colenso, Ghandi, Dube, Naicker, Luthuli, and critical debates around their representation for cultural tourism.
Assessment: Cumulative assessment: 50%; 2-hour examination: 50%
DP Requirement: Completion of all assigned class work and regular attendance of lectures.

Research Methods and IT for Heritage Tourism
CHTM304 H2 (38L-8T-0P-0S-94H-15R-0F-0G-5A-13W-16C)
Aim: To gain advanced knowledge about quantitative and qualitative methods suitable for the study of tourism.
Content: Students will be introduced to different methods of research including computer skills in preparation for the employment situation or postgraduate studies.
Assessment: Cumulative assessment: 50%; 2-hour examination: 50%
DP Requirement: Completion of all assigned class work and regular attendance of lectures.

Oral Heritage
CHTM306 H2 (38L-8T-0P-0S-94H-15R-0F-0G-5A-13W-16C)
Aim: To acquire knowledge about basic concepts of oral traditions and how they relate to cultural and heritage tourism.
Content: This module will give an account of the diversity of oral traditions in South Africa, their role in indigenous and other belief systems and systems of healing, and how this relates to current practices, particularly in the public sphere.
Assessment: Cumulative assessment: 50%; 2-hour examination: 50%
DP Requirement: Completion of all assigned class work and regular attendance of lectures.
Not offered in 2022.

Theories of Tourism, Culture & Heritage
CHTM307 H2 (38L-8T-0P-0S-94H-15R-0F-0G-5A-13W-16C)
Aim: This interdisciplinary module introduces students to seminal discourses and theoretical frameworks in the field of Cultural and Heritage Tourism, encouraging them to understand how theory underpins analysis and problem solution.
Content: The module covers a range of different theoretical perspectives on tourism, including (among others) the concept of the 'tourist gaze', theoretical approaches to tourism and development, and theories of sustainable tourism.
Assessment: Cumulative assessment: (50%) and 2-hour examination: (50%)
DP Requirement: Completion of all assigned class work and regular attendance of classes

Tourism Policy, Planning and Development
CHTM308 H2 (28L-8T-0P-0S-70H-23R-0F-0G-5A-13W-13C)
Aim: The general aim of this module is to understand the importance of planning for sustainable tourism, specifically cultural and heritage tourism, and the link between policy, planning and development with reference to the South Afican context.
Content: The module introduces students to the policy formulation process, explains the link between policy and planning, explores different approaches to tourism planning and familiarizes students with different phases of tourism planning process as a basis for tourism development.
Practicals: None.
Assessment: Continuous Assessment (50%), 2 hour formal Examination
DP Requirement: Regular attendance of lectures and completion of all assessment items.

Representation of Culture and Heritage in Tourism
CHTM701 H1 (0L-0T-0P-39S-268H-0R-0F-10G-3A-13W-32C)
Aim: Students will gain deep theoretically grounded knowledge on issues of cultural representation in tourism.
Content: The module focuses on cultural representation, cultural policies, commodification of culture, and visitor interpretation within the institutions and attractions of the heritage sector and cultural tourism industry.It involves critical assessment of local heritage tourism attractions through extensive fieldwork in which students learn to make recommendations for tourism development that is sustainable for both the needs of the industry,local communities and visitors.
Assessment: Cumulative assessment: 50%, 3-hour examination: 50%
DP Requirement: Completion of all assigned class work and regular attendance of seminars.

Sustainable Tourism Development
CHTM702 H2 (0L-0T-0P-39S-268H-0R-0F-10G-3A-13W-32C)
Aim: Students will gain deep theoretical knowledge and specialized content knowledge on issues of sustainable tourism development in South Africa and developing countries more generally.
Content: The module explores different conceptualizations and theoretical approaches to the field of sustainable tourism and explores how sustainable tourism development can be achieved in practice.Specific focal points of discussion include community participation,sustainability from a supply and demand side,gender issues in tourism,the gap between policy and practice.
Assessment: Cumulative assessment: 50%, 3-hour examination and regular attendance of seminars.
DP Requirement: Completion of all assigned class work and regular attendance of seminars.

Principles of Tourism Management
CHTM703 H2 (0L-0T-0P-27S-160H-0R-0F-0G-0A-0W-16C)
Aim: The aim of this module is to engage critically with theoretical underpinnings and policies that guide the

management of tourism and the cultural and heritage sector in South Africa.
Content: This modules explores key principles and policy aims of tourism and cultural heritage management in South Africa (e.g.sustainability ,transformation ,community participation) from different perspectives(e.g.the public sector, the private sector).It critically examines crucial management challenges in the local tourism industry and heritage sector and engages with current trends in tourism management internationally.
Assessment: Cumulative assessments: 50%, 3-hour examination : 50%
DP Requirement: Completion of all assigned class work and regular attendance of seminars.

Postgraduate Research Project
CHTM7RP HY (0L-0T-0P-26S-294H-0R-0F-0G-0A-13W-32C)
Aim: This module aims at enabling students to identify a research problem, complete a thorough literature review, understand and apply appropriate research methods, critically analyse collected data and present findings in a professionally prepared long essay.
Content: This is independently conducted, supervised research project which contains a strong research training component. During the first semester, students attend seminars focused on researc methodology training, while the second semester is spent on fieldwork, literature review and data analysis.
Assessment: Externally examined long essay:100%
DP Requirement: Submission of all work on time and attendance of all research methodology seminars.

Community Development

Offered in the School of Built Environment and Development Studies

Introduction to Community Development Theory
CMDV101 H1 (40L-0T-0P-0S-100H-0R-0F-0G-20A-13W-16C)
Aim: To introduce students to the history and theory of community development; developing an understanding of the nature and dimensions of poverty and the meaning and use of measurement indicators.
Content: History and theory of community development; theories about poverty and community empowerment; indicators of development.
Assessment: Written assignments: 50%; 3-hour examination: 50%
DP Requirement: Attendance of 80% of lectures and 100% of tutorials is mandatory. Submission of all assignments on time.

Institutions in Community Development
CMDV104 H2 (40L-24T-0P-0S-93H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Introduction to Community Development Theory
Aim: To build on the basic understanding and objectives of community development acquired in Community Development Theory.
Content: This double module will have two foci. The first term will build on the basic understanding and objectives of community development learnt in Community Development Theory. It will focus on developing knowledge and skill in leadership theory and working with small groups. The second term will analyse non-governmental structures and the role of civil society in managing sustainable development.
Assessment: Written assignments 50% and a 3-hour examination
DP Requirement: Attendance of 80% of lectures and 100% of tutorials is mandatory. Submission of all assignments on time.

Community Economic Development
CMDV201 H2 (40L-0T-0P-0S-100H-0R-0F-0G-20A-13W-16C)
Prerequisite Requirement: Introduction to Community Development Theory; Institutions in Community Development
Aim: To introduce students to the study of economic development. This will be explored through the eye of local government.
Content: Identifying the role of the state/municipality; analysing the function of representative bodies; studying different forms of intervention; understanding the role of municipalities in economic and social development.
Assessment: Written assignment and 3-hour examination
DP Requirement: Attendance of 80% of lectures and 100% of tutorials is mandatory. Submission of all assignments on time.

Programme/Project Planning

CMDV202 H2 (40L-0T-0P-0S-100H-0R-0F-0G-20A-13W-16C)

Prerequisite Requirement: Introduction to Community Development Theory, Institutions in Community Development
Aim: To introduce students to the theory and practice of project planning, with emphasis on community projects
Content: Programme design; programme evaluation; project planning, management and control
Practicals: Project visits
Assessment: Continuous assessment and a 3-hour examination
DP Requirement: Attendance of 80% of lectures and 100% of tutorials is mandatory. Submission of all assignments on time.

Development Theories

CMDV203 H1 (40L-0T-0P-0S-100H-0R-0F-0G-20A-13W-16C)

Prerequisite Requirement: Introduction to Community Development Theory
Aim: To introduce students to the history, concepts and contemporary development theories. Students will be exposed to a wide range of theories and perspectives on economic, social, political, cultural and environmental development.
Content: History and analysis of major development theories: Modernization theory; Marxist theory; Dependency and Post modern theories. Discusses the objectives of development and varying concepts: participatory development; Sustainable development theories and contested terrains; Globalization theories and development frameworks. Studies specific South African cases and identify the influence of theory.
Assessment: 2 written assignments (1 minor, 1 major); 1 examination.
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School.

Issues in Community Development

CMDV301 H1 (39L-0T-0P-0S-200H-0R-0F-0G-40A-13W-32C)

Prerequisite Requirement: Introduction to Development Theory: Development Theories
Aim: The module builds on the theoretical knowledge and practical skills developed in the previous levels and seeks to expose students to contemporary issues in the broad field of community development in the African, South African and global contexts.
Content: Specific areas include contemporary social, economic, political, cultural and environmental issues such as Health and Development, Environmental Management, and Development, Conflict and Development, Africa: Diversity and Development, Food Security and Development.
Assessment: Class assignments and tests (50%) and 3-hour examination (50%)
DP Requirement: Attendance of 80% of lectures and 100% of tutorials is mandatory. Submission of all assignments on time.

Community-Based Learning

CMDV302 HY (40L-0T-40P-0S-200H-0R-0F-0G-40A-26W-32C)

Prerequisite Requirement: Community Economic Development, Programme/Project Planning
Aim: To give students an opportunity to experience community development through involvement with a community project; to link theory to practice.
Content: Students will spend time practically involved with community projects by being placed in organisations. In lectures they will learn to identify theories and methods and to anaylse readings with a view to distinguishing theory and practice.
Assessment: Journal notes and submission of a portfolio
DP Requirement: Attendance of 80% of lectures and 100% of tutorials is mandatory. Submission of all assignments on time.

Local Government & Community Development

CMDV303 HC (80L-0T-0P-0S-200H-0R-0F-0G-40A-13W-32C)

Aim: To introduce students to the study of local government and its role in a developing society.
Content: The module will expose students to local government as a distinct and independent sphere of government. Students will gain a working understanding of the policies, legislation, as well as opportunities and challenges that municipalities are faced with in promoting community development. Among some of the issues covered will be policy and ethics in both the public and private sectors.
Assessment: Class assignments and 3-hour examination.

DP Requirement: Attendance of 80% of lectures and 100% of practials is mandatory. Submission of all assignments on time.

Community Profiling
CMDV304 H1 (30L-20T-0P-0S-105H-0R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Introduction to Community Development, Community economic Development
Aim: To develop an understanding of the art and methods of community profiling and to develop basic skills for working with both qualitative and quantitative data. Some of the skills developed will be community access strategies, techniques of community disaggregation, key stake-holder and key informant representation and analysis. Such skills include both qualitative and quantitative techniques of data presentation and analysis.
Content: Community Profiling, Stakeholder analysis, Community Mobility Mapping, Livelihoods Time Clock Analysis, Interviewing, Focus group discussion, Observation, Descriptive statistics, Data Analysis
Assessment: 2 Assignments and 1 examination.
DP Requirement: Attendance of 80% of lectures and of 100% of tutorials is mandatory. Submission of all assignments on time.

Population and Community Development
CMDV305 H1 (30L-20T-0P-0S-105H-0R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Introduction to Community Development, Community Economic Development
Aim: To introduce undergraduate students to basic concepts of demography and population dynamics.
Content: Topics to be covered include determinants and impacts of population change, demographic and epidemiological transitions as well as their application to the design and implementation of policies and development programs.
Assessment: 2 assignments and 1 examination.
DP Requirement: Attendance of 80% of lectures and of 100% of tutorials is mandatory. Submission of all assignments on time.

Advanced Community Economic Development
CMDV601 HC (40L-0T-0P-0S-100H-0R-0F-0G-20A-7W-16C)
Aim: The module explores the concept of Local/Community Economic Development as an integral component of development. Students will gain exposure to a wide range of recent LED experiences in South Africa within the context of Developmental Local Government.
Content: The module will provide students with an advanced understanding of the theory of CED & LED and give insight into the application thereof for planning economic processes for change and general Community Development within the framework of the sustainable livelihoods approach.
Assessment: Examination-equivalent coursework
DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

Ethical Issues and Social Responsibility
CMDV602 HC (40L-0T-0P-0S-100H-0R-0F-0G-20A-7W-16C)
Aim: To develop a sense and practice of ethical responsibility
Content: Ethical considerations and service delivery; social responsibility for client communities; facilitating participation; conflict resolution and mediation
Assessment: 1 assignment; 1 examination
DP Requirement: Attendance of 80% of lectures and 100% of practials is mandatory. Submission of all assignments on time.

Independent Study:Community Development
CMDV605 HY (40L-0T-40P-0S-200H-0R-0F-0G-40A-26W-32C)
Aim: To implement a project that demonstrates the ability to design, plan, and manage a community development intervention
Content: Students work in project groups, in conjunction with service providers / community organisations, around a problem identified as relevant to the community.
Practicals: Weekly research and meetings

Assessment: Collective portfolio and individual records of learning
DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

Power, Participation and Social Change
CMDV606 HC (40L-0T-0P-0S-100H-0R-0F-0G-20A-7W-16C)
Aim: To develop understanding of and ability to assist processes of community mobilisation and participation
Content: Effective communication; group work; participatory research and learning methods; collective learning and action
Assessment: 1 assignment, 1 examination
DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

Major Issues in Community Development
CMDV607 HC (40L-0T-0P-0S-100H-0R-0F-0G-20A-7W-16C)
Aim: To develop understanding of major issues affecting community development practice
Content: Awareness of and ability to manage gender issues; appreciation of sustainable environmental management; community development in the context of HIV/AIDS and local government.
Assessment: 2 assignments; 1 examination
DP Requirement: Attendance of 80% of lectures and 100% of tutorials is mandatory. Submission of all assignments on time.

Principles of Community Development Core Module
CMDV609 HC (80L-0T-0P-0S-200H-0R-0F-0G-40A-13W-32C)
Aim: To equip students with various social development theories
Content: Social development theory; models of planned change; legal and policy frameworks; implementation of policy.
Assessment: 2 assignments, 1 examination
DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

Project Management and Sustainability
CMDV611 HC (40L-0T-0P-0S-100H-0R-0F-0G-20A-7W-16C)
Aim: To increase students' ability to plan and manage community projects
Content: Planning projects; managing and controlling projects; preparing and analysing budgets; financial management; project proposal writing; self-monitoring of SMMEs
Assessment: 2 assignments; 1 examination
DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

Research Design 1 Pre - Requisite
CMDV612 H1 (20L-0T-20P-0S-100H-0R-0F-0G-20A-7W-16C)
Prerequisite Requirement: A good undergraduate pass in Social Sciences.
Aim: To introduce students to the concept and procedures of both qualitative and quantitative Research Design.
Content: Designing Proposals, Literature Review, Conceptual and Theoretical Framework.
Assessment: Exam Equivalent Test (40%) and Assignments (60%)
DP Requirement: Attendance of 80% of classes and a pass in the Exam Equivalent Test.

Research Methods 1 Pre-Requisite
CMDV613 H1 (20L-0T-20P-0S-100H-0R-0F-0G-20A-7W-16C)
Prerequisite Requirement: A good undergraduate pass in Social Sciences.
Aim: To introduce students to the procedures of both qualitative and quantitative Research Methods. Students will be exposed to both qualitative and quantitative data analysis procedures.
Content: Descriptives, frequency tables, graphic presentation and elementary inferential procedures.
Assessment: Exam Equivalent Test (40%) and Assignments (60%)
DP Requirement: Attendance of 80% of classes and a pass in the Exam Equivalent Test.

Power, Participation and Social Change

CMDV706 HC (40L-0T-0P-0S-100H-0R-0F-0G-20A-7W-16C)

Aim: To develop an understanding of macrostructures and their impact on sustainable community development. To create an awareness of processes of critical reflection and learning in local, national and global community activities.

Content: Participation and values in community development practice. The analysis of power and interests of macrostructures in community development. Building equitable relationships in the constitution of micro- and macrostructures. Producing and constructing knowledge and valuing different knowledge.

Assessment: Assignments (60%), Examination (40%)

DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

Systems & Processes in Community Development **Compulsory**

CMDV708 HC (40L-0T-0P-0S-100H-0R-0F-0G-20A-7W-16C)

Aim: To develop an advanced understanding of pertinent national and global debates with regard to sustainable community development. To develop insight into the prevailing opportunities and challenges of implementing people-centred and sustainable community development interventions.

Content: Decentralisation and the developmental local government model, Legislation and policy framework of the localised State, Alternative service delivery mechanisms, advocacy, community mobilisation and policy-making process. Ethical issues in community development systems and processes.

Assessment: Assignments (60%), examination (40%)

DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

Principles of Community Development **Compulsory**

CMDV709 HC (40L-0T-0P-0S-200H-0R-0F-0G-40A-13W-28C)

Aim: The module draws heavily on the ways of thinking about people and communities and is presented within a framework of Human Rights and Social Justice issues. The module aims to introduce and develop an advanced understanding of the principles of community development for their application to the local and global contexts.

Content: The module explores such principles as social justice, the common good, local resources, sustainable development and community participation. In addition, it examines the role of the State as well as the interplay between globalisation and localisation.

Assessment: Coursework assignments (50%) Examination (50%)

DP Requirement: Minimum 40% in coursework, 100% attendance at seminars and adherence to all submission deadlines.

Project Planning, Implementation,Mngt & Evalu

CMDV710 HC (40L-0T-0P-0S-100H-0R-0F-0G-20A-7W-16C)

Aim: Students will gain deep insight into the advanced procedures and techniques of project management for sustainable community development interventions.

Content: Project management theories, Project proposals, project planning and budgeting, project implementation, financial management, monitoring and evaluation.

Assessment: Assignments (60%), Examinations (40%)

DP Requirement: Attendance of 80% of lectures and 100% of tutorials is mandatory. Submission of all assignments on time.

Advanced Community Economic Development

CMDV711 HC (40L-0T-0P-0S-100H-0R-0F-0G-20A-7W-16C)

Aim: To introduce students to the concept of community economic development as an integral component of rural development. Module allows students to deliberate on and challenge the capitalist paradigm and its adverse effects on community development.

Content: Goals, principles and approaches to community economic development, the capitalist-neo-liberal paradigm and implications for community development. The policy framework for SMMEs and community income generating activities.

Assessment: Assignments (60%), examination (40%)

DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

Research Design 2

CMDV712 H1 (20L-0T-20P-0S-100H-0R-0F-0G-20A-7W-16C)

Prerequisite Requirement: A good undergraduate pass in Social Sciences
Aim: To introduce students to the concept and procedures of both qualitative and quantitative Research Design.
Content: Designing Proposals, Literature Review, Conceptual and Theoretical Framework.
Assessment: Exam Equivalent Test (40%) and Assignments (60%)
DP Requirement: Attendance of 80% of classes and a pass in the Exam Equivalent Test.

Research Methods 2

CMDV713 H1 (20L-0T-20P-0S-100H-0R-0F-0G-20A-7W-16C)

Prerequisite Requirement: A good undergraduate pass in Social Sciences.
Aim: To introduce students to the procedures of both qualitative and quantitative Research Methods. Students will be exposed to both qualitative and quantitative data analysis procedures.
Content: Descriptives, frequency tables, graphic presentation and elementary inferential procedures.
Assessment: Exam Equivalent Test (40%) and Assignments (60%)
DP Requirement: Attendance of 80% of classes and a pass in the Exam Equivalent Test.

Research Project: Community Development

CMDV7PR HY H-0R-0F-0G-20A-26W-32C)

Prerequisite Requirement: Research Design (CMDV712) & Research Methods (CMDV713)
Aim: To equip students with knowledge and skills to conduct and report Independent research in preparation for a Masters dissertation.
Assessment: Assignments (40%), Research Project (60%)
DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

Advanced Community Economic Development

CMDV811 HC (40L-0T-0P-0S-100H-0R-0F-0G-20A-7W-16C)

Corequisite: All other modules in the programme
Aim: The module explores the concept of Community Economic Development as an integral component of rural development. Students will gain exposure to a wide range of recent CED experiences in South Africa within the context of Developmental Local Government.
Content: The module will provide students with an advanced understanding of the theory of Community Economic Development and give insight into the application thereof for planning economic processes for rural change and general Community Development within the framework of the sustainable livelihoods approach.
Assessment: Examination-equivalent coursework
DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

Sustainable Community Development

CMDV812 HC (40L-0T-0P-0S-100H-0R-0F-0G-20A-7W-16C)

Corequisite: All other modules in the programme
Aim: The module is an exploration of what the term or concept of sustainable community social development means to different people and the issues around that. The focus is on principles and policies for sustainable community social development.
Assessment: Examination-equivalent coursework
DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

Indigenous Knowledge Systems (DAE8IKM)

CMDV814 HC (40L-0T-0P-0S-100H-0R-0F-0G-20A-7W-16C)

Aim: To develop students' understanding of indigenous knowledge systems, what counts as knowledge and ways of knowing
Content: Students will examine processes through which knowledge is produced, reproduced and adjusted within a

variety of social structures and relations. The module analyses how diverse knowledge systems are valued in relationship to other systems and within the context of power relations.
Assessment: Examination-equivalent coursework.
DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

Developmental Local Government
CMDV815 HC (80L-0T-0P-0S-200H-0R-0F-0G-40A-13W-32C)
Prerequisite Requirement: Appropriate Honours degree or equivalent
Aim: To build capacity of participants to manage and maintain competent municipal entities that deliver services at local level, and promote community development.
Content: Public management theories, Globalisation and developmental local government, Local government restructuring and transformation, Developmental local government and community development, IDPs as a planning system for community development, Participation/citizenship and rural local governance, Local government and sustainable development, Development management.
Assessment: 2 short assignments, 1 long assignment, oral presentation
DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignmentson time.

Research Methods
CMDV820 HC (80L-0T-0P-0S-200H-0R-0F-0G-40A-13W-32C)
Prerequisite Requirement: RMSS or equivalent
Aim: To expose participants to qualitative and quantitative data gathering, processing, analysis and presentation methods and skills.
Content: Preparing a research proposal, Research design, Qualitative data collection and analysis methods, Quantitative data collection and analysis methods.
Assessment: Research proposal, research report, class test
DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

Child Protection in Emergencies

Offered in the School of Built Environment & Development Studies

Principles of CP in Emergencies
CPIE601 H1 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: To enable students to become familiar with the principles and normative frameworks of humanitarian responses. To develop a basic understanding of childhood, child protection and child protection in emergencies.
Content: The basic principles of child protection in humanitarian action; The evolution of the Child Protection in Emergencies sector; The normative framework for humanitarian response; Humanitarian Principles (as a national or international worker); National and international Humanitarian Action; The fundamentals of risk impacts and programme responses of Childhood, Child Protection and Child Protection in Emergencies.
Assessment: The basic principles of child protection in humanitarian action; The evolution of the Child Protection in Emergencies sector; The normative framework for humanitarian response; Humanitarian Principles (as a national or international worker); National and international Humanitarian Action; The fundamentals of risk impacts and programme responses of Childhood, Child Protection and Child Protection in Emergencies.
DP Requirement: An average mark of 40% for all formative assessments. Submission of all tasks on time

Theoretical Foundations in CP in Emergencies
CPIE602 H1 (0L-0T-0P-0S-320H-0R-0F-0G-0A-0W-32C)
Prerequisite Requirement: Principles in Child Protection in Emergencies
Aim: To provide students with an understanding of the fundamental theories and to develop as critical and reflective practitioners who can ethically and effectively prevent and respond to child protection issues in humanitarian emergencies.

Content: The application of ecosystemic understandings of childhood; the impact of emergency situations on children, parents and families, in general; the application of conceptual frameworks and theories related to the principles and approaches to child protection programming, including prevention of child abuse, neglect, violence and exploitation; Ethics of Child Protection in Emergency .
Assessment: Formative assessment: 50% Participation in the experiential learning exercises, lectures and discussions during the residential component; reflective exercises and assignments based on the three units of the Module. Summative assessment: 50% (an in-depth case analysis/assignment/test which engages the student in applying the various aspects covered in this module
DP Requirement: An average mark of 40% for all formative assessments. Submission of all tasks on time

Research Methods in CP in Emergencies
CPIE603 H1 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Prerequisite Requirement: Principles in Child Protection in Emergencies; Theoretical Foundations of Child Protection in Emergencies
Aim: To develop research skills and become familiar with the stages needed in conducting research. To introduce key concepts such as, research design, validity and reliability, bias, methodology, data collection, and analysis.
Content: Sampling Methods; Frequency Distribution and Graphic Presentation; Measures of Central Tendency & Measures of Dispersion; The Normal Distribution; Hypothesis Testing; Statistical Tests for Difference Between Means; Non-Parametric Tests
Assessment: Formative assessment: 50%. Participation in the electronic discussion groups; a Test and/or assignment. Summative assessment: 50% one major assignment/research paper.
DP Requirement: An average mark of 40% for all formative assessments. Submission of all tasks on time.

Project Planning in CP in Emergencies
CPIE604 H1 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Prerequisite Requirement: Principles in Child Protection in Emergencies; Theoretical Foundations of Child Protection in Emergencies; Research Methods in Child Protection in Emergencies
Aim: To further investigate and build competences o to introduce students to advanced procedures and techniques of project planning. To further investigate and build competences of applying the project cycle and manage elements of work in the emergency field
Content: Project planning procedures, including the preparation of project proposals; plans and budgets; the design and implementation of projects or programmes; the planning of projects or programme; the evaluation of the implementation of projects and programmes and the analysis of project and programme impact.
Assessment: Formative assessment: 50%. Participation in experiential learning exercises, lectures, online discussions; reflective exercises and assignments. Summative assessment: 50% A major assignment based on the remaining phases of the project cycle, monitoring and evaluation
DP Requirement: An average mark of 40% for all formative assessments. Submission of all tasks on time

Mgnt & Coordination of CP in Emergencies
CPIE605 H1 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Prerequisite Requirement: Principles in Child Protection in Emergencies; Theoretical Foundations of Child Protection in Emergencies; Research Methods in Child Protection in Emergencies; Project Planning in Child Protection in Emergencies (CPIE)
Aim: To introduce the broader interagency elements of CPIE. To develop and apply appropriate skills of management, communication, and coordination, within an inter-sectorial framework. To understand the components of an integrated, comprehensive child protection response.
Content: Collaborating and synchronising responses with existing child protection agencies, other sectors of the emergency response team, as well as at the community and child levels. Coordinating and creating synergy in the field and in the planning teams for effective response.
Assessment: Formative assessment: 50%. Participation in experiential learning exercises, lectures, online discussions; reflective exercises and assignments. Summative assessment: 50% A major assignment based on the remaining phases of the project cycle, monitoring and evaluation. Summative assessment: 50%. A major assignment.
DP Requirement: An average mark of 40% for all formative assessments. Submission of all tasks on time

Service Placement in the CP in Emergencies

CPIE606 H1 (0L-0T-0P-0S-320H-0R-0F-0G-0A-0W-32C)

Prerequisite Requirement: Principles in Child Protection in Emergencies; Theoretical Foundations of Child Protection in Emergencies; Research Methods in Child Protection in Emergencies; Project Planning in Child Protection in Emergencies (CPIE); Management and Coordination of Child Protection in Emergencies (CPIE)

Aim: To place students within a service learning environment to apply the knowledge, skills and appropriate attitudes acquired during the other five modules. To expose the student to the broader interagency elements of CPIE by placing students in a programme focused placement in an on-going emergency where they may engage in prevention and response activities related to assessment, project design or implementation, and monitoring and evaluation.

Content: Application of knowledge and skills learned in preceding modules; Knowledge and understanding of multi-context settings and humanitarian emergencies.

Assessment: Formative assessment: 50% Participation in e-group discussions and reflective journals. Summative assessment: 50% Placement report and supervisor's report

DP Requirement: An average mark of 40% in all formative assessments. Submission of all tasks on time

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Conflict Transformation and Peace Studies

(Offered in the School of Social Science)

Issues and Themes in Peace Studies

CTPS701 HC (0L-0T-20P-40S-65H-30R-0F-5G-0A-13W-16C)

Prerequisite Requirement: An appropriate bachelor's degree

Aim: To introduce students to important concepts in peace studies, the landmarks in the evolution of the discipline and different approaches to study.

Content: Topics include: the evolution of peace studies; key features of peace; meanings of peace; nature and focus of peace movements; peace cultures; peace education; links between democracy and peace; links between peace, justice and development; feminist perspectives of peace; concept of peaceful change; and the meaning and philosophical underpinnings of non-violence.

Assessment: Seminars and class participation (20%); two essays of 2000 words each (30%); 3-hour examination (50%).

DP Requirement: Class attendance, participation in seminars and class discussions, and submission of two essays of 2000 words each by the due date.

Theory & Practice of Conflict Transformation

CTPS703 HC (0L-0T-10P-20S-70H-10R-40F-0G-10A-13W-16C)

Prerequisite Requirement: An appropriate bachelor's degree

Aim: To make students familiar with the contemporary methods of conflict transformation and gain essential skills in them.

Content: Explanatory theories of conflict; functions of conflict; conflict analysis in terms of issues, actors, trajectory, stakeholders; methods of conflict transformation -- negotiation, mediation, facilitation, and reconciliation; early warning and preventive diplomacy; role of civil society; culture and conflict resolution; case studies.

Practicals: 40-hour structured internship in an NGO/agency involved in conflict management

Assessment: Seminars and class participation (15%); essay of 2000 words (15%); internship report (20%); and examination (50%).

DP Requirement: Participation in seminars and classroom discussions, and submission of an essay of 2000 words by the due date and successful completion of 10 days (40 hours) of internship.

Recovering from Conflict

CTPS706 HC (5L-0T-5P-40S-75H-30R-0F-0G-5A-13W-16C)

Prerequisite Requirement: An appropriate bachelor's degree

Aim: This module will seek to understand the processes of recovering from conflict in terms of re-building the social, economic and political infrastructure of post-conflict states.

Content: Examines how peace agreements have been implemented; role played by international troops in peacekeeping and security; the return and resettlement of refugees; demobilisation and re- integration of armed forces; child soldiers; containment of small arms proliferation; post-conflict truth and transitional justice; case studies.

Assessment: Seminars and class participation (20%); two essays of 2000 words each (30%); 3-hour examination (50%).
DP Requirement: Participation in seminars and classroom discussions, and submission of two essays of 2000 words each by the due date.

Research Methods in Conflict Transformation
CTPS708 HC (5L-5T-5P-40S-80H-10R-0F-0G-15A-13W-16C)
Prerequisite Modules: Completion of *Issues and Themes in Peace Studies* and *Theory and Practice of Conflict Transformation*
Aim: To make learners familiar with the philosophy and methods of social science research in general and peace and conflict studies research in particular.
Content: Design and conduct of peace and conflict research; methodological approaches in peace studies and conflict analysis; assessments of methodologies (historical, empirical, feminist, interpretive, post- modern); formulation of research problems; generation, collection, processing, analysis, and interpretation of data; hypotheses formulation and testing, etc.
Assessment: Seminars and class participation (20%); three essays of 2000 words each (30%); 3-hour examination (50%).
DP Requirement: Seminar presentation, class participation based on the readings and submission of three short essays of 2000 words each.

Advanced Themes in Conflict Transformation
CTPS803 (5L-0T-10P-40S-80H-0R-0F-0G-25A-15W-16C)
Prerequisite Requirement: Appropriate honours degree.
Aim: The module aims to introduce key contemporary themes and issues in Peace and Conflict Transformation at an advanced level drawing on recent research
Content: The module broadly focuses on the different contestations in peace and conflict transformation studies with respect to meanings, approaches and methodology, and enables the learners to look at them critically.
Assessment: Seminar Presentation and participation in class room discussions: 30%
Essay of 5000 words: 30% End Semester Examination of two hours: 40% (student's answer 2 out of 4 essay type questions set).
DP Requirement: Attendance of a minimum of 75% of the seminars and submission of all written work. Student must obtain a minimum of 40% in their classwork.

Theory and Practice on Non-Violence
CTPS805 (5L-0T-10P-40S-80H-0R-0F-0G-25A-15W-16C)
Prerequisite Requirement: Appropriate honours degree.
Aim: The module aims to introduce key contemporary themes and issues in Peace and Conflict Transformation at an advanced level drawing on recent research
Content: The module broadly focuses on the different contestations in peace and conflict transformation studies with respect to meanings, approaches and methodology, and enables the learners to look at them critically.
Assessment: Seminar Presentation and participation in class room discussions: 30%
Essay of 5000 words: 30% End Semester Examination of two hours: 40% (student's answer 2 out of 4 essay type questions set).
DP Requirement: Attendance of a minimum of 75% of the seminars and submission of all written work. Student must obtain a minimum of 40% in their classwork.

Restorative Justice
CTPS806 (0L-0T-10P-40S-85H-0R-0F-0G-25A-15W-16C)
Prerequisite Requirement: Appropriate honours degree.
Aim: The module seeks to familiarize the learners about restorative justice as an alternative or complement to the retributive criminal justice system and as a means to address the needs of all stakeholders when a crime is committed, drawing on worldwide restorative practices.
Content: The course explores the needs and roles of key stakeholders (victims, offenders, communities and state represented by the justice systems), outlines the basic principles and values of restorative justice and introduces some historical and extant models of practice, including African. It also explores the challenges to its introduction and successful implementation in complex situations
Assessment: Seminar Presentation and participation in class room discussions: 30%
Essay of 5000 words: 30%

End Semester Examination of two hours: 40% (student's answer 2 out of 4 essay type questions set).
DP Requirement:

Human Rights and International Humanitarian Law
CTPS807 (0L-0T-15P-40S-85H-0R-0F-0G-20A-15W-16C)
Prerequisite Requirement: Appropriate honours degree.
Aim: This module seeks to provide an overview of the field of human rights and international humanitarian law (IHL). It seeks to increase knowledge and awareness of IHL among the students, enabling them to work in environments where IHL is relevant.
Content: It deals with origins, purpose, sources, principles, and development of International Humanitarian Law and its application and effects on armed conflicts. It also discusses through appropriate case studies the role of international criminal law, the congruence between human rights and humanitarian law, gender and law, and the protection of vulnerable groups such as children.
Assessment: Seminar Presentation and participation in class room discussions: 30%
Essay of 5000 words: 30%
End Semester Examination of two hours: 40% (student's answer 2 out of 4 essay type questions set).
DP Requirement: Attendance of a minimum of 75% of the seminars and submission of all written work. Student must obtain a minimum of 40% in their classwork.

African Approaches to Conflict Resolution
CTPS810 (0L-0T-10P-40S-85H-0R-0F-0G-25A-13W-16C)
Prerequisite Requirement: Appropriate honours degree.
Aim: The module aims to understand African traditional approaches to conflict resolution and peace-building in the context of theories and practices in the field of conflict resolution and peace studies.
Content: The module will focus on peacemaking and peace building from grass-roots level drawing on the experiences of communities across Africa. Of particular relevance will be the experiences of South Africa (TRC), Burundi (Mandela and the Arusha Process), Rwanda (Gacaca courts), Angola and Mozambique as well as the role of regional organizations and forums (AU, SADC, and Panel of the Wise, NEPAD, and APRM).
Assessment: Seminar Presentation and participation in class room discussions: 30%
Essay of 5000 words: 30%
End Semester Examination of two hours: 40% (student's answer 2 out of 4 essay type questions set).
DP Requirement: Attendance of a minimum of 75% of the seminars and submission of all written work. Student must obtain a minimum of 40% in their classwork.

Research Methods in Conflict Transformation
CTPS825 (5L-5T-5P-40S-80H-10R-0F-0G-15A-15W-16C)
Prerequisite Requirement: Appropriate honours degree.
Aim: To familiarise students with the philosophy and methods of social science research in general. **Content:** Philosophy, epistemology, methodology, methods, ethical issues and paradigms in policy research.
Assessment: Seminar Presentation and participation in class room discussions: 30%
Essay of 5000 words: 30%
End Semester Examination of two hours: 40% (student's answer 2 out of 4 essay type questions set).
DP Requirement: Attendance of a minimum of 75% of the seminars and submission of all written work. Student must obtain a minimum of 40% in their classwork.

Advanced Themes in Conflict Transformation
CTPS830 HC PC (5L-0T-10P-40S-80H-0R-0F-0G-25A-13W-16C)
Prerequisite Requirement: An Honours degree in Conflict Transformation or Peace Studies or in any other subject accompanied by completion of assigned readings.
Aim: To introduce key contemporary themes and issues in Peace and Conflict Transformation at an advanced level drawing on recent research.
Content: The module broadly focuses on the different contestations in peace and conflict transformation studies with respect to meanings, approaches and methodology, and enables the learners to analyse them critically.
Assessment: Seminar Presentation and participation in Classroom discussions: 30%; Essay of 5000 words: 30%; End Semester Examination of two hours: 40%.
DP Requirement: Seminar presentation, participation in classroom discussions and long essay.

Theory and Practice of Non-Violence
CTPS831 HC PC (0L-0T-10P-40S-85H-0R-0F-0G-25A-13W-16C)
Prerequisite Requirement: None
Aim: To introduce the learners to the theory and practice of non-violence and equip them to undertake research on non-violent action.
Content: Meaning of Non-Violence; Theory and Dynamics of Non-Violence; Spiritual Roots of Non-Violence and the Pacifist Tradition; Gandhian Non-Violence (Satyagraha); Strategic Non-Violence, Feminism and Non-Violence, War Resistance, Civil Rights Struggle, Non-Violent Action around the World; Non-Violent Civilian Defence and Intervention; Role of Non-Violence in Africa with special reference to South Africa.
Assessment: Seminar presentation and classroom participation in discussions: 30%; Essay of 5000 words: 30%; Final Examination of two hours: 40%.
DP Requirement: Presentation of a seminar, participation in classroom discussions, and submission of a long essay (5000 words).

Restorative Justice
CTPS832 HC PC (0L-0T-10P-40S-85H-0R-0F-0G-25A-13W-16C)
Prerequisite Requirement: None
Aim: To introduce learners to restorative justice as an alternative or complement to the retributive criminal justice system.
Content: The module explores the needs and roles of key stakeholders when crimes are committed (victims, offenders, communities and state represented by the justice systems), outlines the basic principles and values of restorative justice, and introduces some historical and extant models of practice, including African. It also explores the challenges to the introduction and successful implementation of restorative justice programmes in complex situations.
Assessment: Seminar presentation and classroom participation: 30%; Essay of 5000 words: 30%; Final Examination of two hours: 40%.
DP Requirement: Presentation of a seminar, participation in classroom discussions, and submission of a long essay (5000 words) by the due date.

Criminology and Forensic Studies

Offered in the School of Applied Human Science

Introduction to Criminology
CFSD101 H1/P1 (52L-12T-0P-0S-39H-53R-0F-0G-4A-13W-16C)
Aim: The main aim of this module is to introduce students to the study field of Criminology. It introduces students to key concepts and provides a framework for studying the discipline. This module provides a historical perspective of the development of criminology ranging from Europe to the US, Asia and Africa. It examines critically how the development of criminology in Europe influenced criminology in South Africa and explores furthermore the transition of criminology from apartheid to democratic South Africa. With reference to theoretical and empirical frameworks it explores crime trends globally and contextually and introduces students to main concepts in criminology i.e. juridical and non-juridical orientations towards crime, offenders, victims, crime prevention and reduction. The module is intended to serve as a point of departure for the scientific study of crime. To introduce students to the study field of Criminology.
Content: Introduction to Criminology is constituted of many aspects. Topics include: Examination of different terms and concepts commonly used in Criminology, such as crime, conflict, offender, victim and the criminal justice system; Criminology as a body of knowledge and a profession/ the development of Criminology as a distinct area of study and inquiry/ its interdisciplinary nature; The history and evolution of Criminological thought/theories of criminality nationally and internationally; The nature, patterns and extent of crime; crime prevention and reduction, and human rights (in all of the above-mentioned a comparative approach is adopted incorporating African and international perspectives).
Assessment: Cumulative assessment (50%): 3-hour examination: (50%)
DP Requirement: An accumulative minimum of 40% for all pre exam formative and summative assessments.

Introduction to Criminal Justice
CFSD102 H2/P2 (52L-12T-0P-0S-39H-53R-0F-0G-4A-13W-16C)
Aim: To introduce students to the development and functioning of the criminal justice system, its key role players and it's functioning in the management, prevention, reduction of crime. Key features of the development and functioning of

criminal system in western, eastern and African contexts are analysed. It examines furthermore how the development of criminal justice in Europe and the United of America influenced and shaped justice in various parts of the world. It explores the transition of criminal justice from apartheid to democracy in South Africa. Within a contemporary framework of transitional justice cognisance is taken of the emergence of new developments in justice such as privatisation, judicial pluralism and restorative justice.
Content: National and International developments in criminal justice, access to justice and the sentencing phase in criminal justice process. Conceptualisation and historical perspective of criminal justice, administration of justice, private and public policing, police accountability, police mandate and police culture. Court function and role players, forms of punishment and sentencing trends. Objectives and challenges of imprisonment, restorative justice, the future of justice (privatisation, decentralisation).
Assessment: Cumulative assessment (50%): 3-hour examination: (50%).
DP Requirement: Minimum 40% in coursework, attendance at tutorials and submission of all required tasks.

Criminalistics: Crime Scene Investigation
CFSD201 H1/P1 (0L-0T-0P-0S-160H-0R-0F-0G-0A-15W-16C)
Aim: Forensic criminalistics is an umbrella term encompassing a myriad of approaches that are utilised by law enforcement agencies during the investigation of criminal activities and presentation of the evidence before a court of law. The goal is to familiarise the student with the various forensic science perspectives and to apply scientific concepts uniquely related to the forensic sciences—such as crime-scene reconstruction, the legal integrity of scientific evidence, courtroom testimony, and the individualisation of physical evidence.
Content: The module will cover the comprehensive realm of forensics and its role in crime scene investigation. It will engage with a range of topics: An introduction to Forensic Sciences / Criminalistics; The Crime Scene – processing the crime scene; Types of physical evidence; Types of analysis; Drugs – types and drug laws; Forensic toxicology and Serology; DNA: The Indispensable Forensic Science Tool; Crime-Scene Reconstruction; Hairs, Fibres and Paint; Forensic Aspects of Fire Investigation and Explosives; Fingerprints; Firearms and ballistics, Tool marks, and Other Impressions; Document Examination; and Computer Forensics.
Assessment: DP = Written assignment (1500 word): 50% + Interim test: 50%; Final mark = DP: 50% + Final written examination (3hours): 50%
DP Requirement: Min DP requirements 40% accumulative for all pre-exam, formative and summative assessments

Victimology
CFSD202 H2/P2 (52L-0T-0P-0S-39H-65R-0F-0G-4A-13W-16C)
Aim: To introduce students to the study field of Victimology and to equip them with the necessary knowledge of theoretical and empirical frsmeworks of victimology.
Content: An introduction to basic concepts in Victimology, historical developments, theories and paradigms, and a critical exposition of legislative frameworks (domestic and International), victimisation measurement and patterns, victim empowerment, victims and international criminal justice and victimisation reduction.
Assessment: Cumulative assessment (50%): 3-hour examination: (50%).
DP Requirement: Minimum 40% in coursework and submission of all required tasks.

Research Methodology: Criminology
CFSD301 H1/P1 (0L-0T-0P-0S-160H-0R-0F-0G-0A-13W-16C)
Aim: The primary objective of the module is to provide students majoring in Criminology and Forensic Studies with a basic conceptual understanding of criminological research methods in preparation for the application thereof on the postgraduate level.
Content: The content of this module consists of the three (3) paradigms of research in Criminology and Forensic Studies and their respective interrelated ontological, epistemological and methodological assumptions; the stages of criminological research; the steps and structure of the research proposal; descriptive and inferential statistics; the normal distribution; hypothesis-testing; T-test; one way analysis of variance; latent and manifest variables and factor analysis; the correlation coefficient; testing the significance of a relationship using *r;* the straight-line equation; regression analysis, and testing the significance of Beta.
DP Requirement: An accumulative minimum percentage of 40% for all predetermined and approved pre-exam assessments. Eighty percent (80%) attendance of all contact sessions (will be monitored through a class attendance register).

Criminology: Biopsychosocial perspectives
CFSD302 H1/P1 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)

Aim: The primary objective of the module is to provide students majoring in Criminology and Forensic studies with a conceptual understanding of biopsychosocial perspectives of criminal behaviour in preparation for the application thereof on the postgraduate level.
Content: The offender is analysed as influenced by multiple systems. Analyses refer to the bio- and psychosocial aetiology of criminal behaviour, classification systems, intervention measures and crime reduction. Attention is paid to life-span development, behavioural disorders, learning and situational risk factors. The relationship between crime and mental disorders are explored, focusing on mentally disordered defendants and offenders, criminal responsibility and risk assessments. The course concludes with psychosocial analyses of specific types of criminal behaviour, for instance, serial murder, pyromania, hostage-taking, domestic violence, sexual offences, substance abuse and witch-purging.
Assessment: One (1) formative assessment (an assignment of 3000 words) and one (1) summative assessment (closed-book class test) are applied to determine whether a registered student is adequately prepared, within relative terms, for the second and final summative assessment (a three [3] hour closed-book examination), in achieving the module outcomes. In other words, half (50%) of the students final mark comprises of an assignment and a class test (together these two assessments determine the students DP mark [requirement for admission to the exam]), the other half (50%) constitutes the formal exam result. A 50% final mark is required.
DP Requirement: An accumulative minimum percentage of 40% for all predetermined and approved pre-exam assessments. Eighty percent (80%) attendance of all contact sessions (will be monitored through a class attendance register).

Forensic Criminology

CFSD303 H2/P2 (0L-0T-0P-0S-160H-0R-0F-0G-0A-13W-16C)
Aim: The aim of the module is to introduce students to the field of Forensic Criminology which includes forensic science, criminal investigation, criminalistics, forensic victimology, crime reconstruction, criminal event analysis, criminal profiling and behavioural analyses.
Content: Forensic criminologists study the offender and the criminal act in all of its facets. This module will engage with the various functions of a forensic criminologist. This will include the collection and interpretation of physical evidence, analyses of perpetrator predispositions and precipitating factors, triggering factors, interaction between victim and offender, and the role of the victim in the criminal justice system, as well role of the forensic criminologist in the criminal justice system.
Assessment: DP = Written assignment (2000 words): 50% + Interim test: 50% Final mark = DP: 50% + Final written examination (3 hours): 50%
DP Requirement: Min DP requirements 40% accumulative for all pre-exam, formative and summative assessments

Correctional Theory and Practice

CFSD304 H2/P2 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: The aim of this module is to provide students with an in-depth knowledge and understanding of the role of contemporary issues in theory and practice in the correctional environment nationally and internationally. The early developments in penitentiary penology are addressed. Special attention is given to theories of punishment and an analysis that links the development of prisons (referred to as Corrections in South Africa) to the wider system of social control and alternatives to confinement. This module also critically engages students in the social organisation of correctional institutions, including inmates, correctional officers, correctional treatment staff and administrators. It analyses the transformation of the Department of Correctional Services in South Africa and the change in direction of the prison system during the past century. A critique of the penal objectives, challenges facing the Department of Correctional Services, the detention and treatment of offenders and the consequences of imprisonment are debated.
Content: The module Corrections is constituted of: Theoretical Approaches to Punishment; Its development and current application, nationally and internationally The Development and evaluation of Penal Policy and Contemporary issues in Corrections A critical understanding of the Consequences of Incarceration in South Africa Growth of Correctional Populations/ Comparison of World Prison Populations – Facts and Trends Human Rights and Prisoners' Rights; Special Categories of inmates e.g. women, children, elderly Challenges facing the Department of Correctional Services A Critical Approach to Correctional management Alternatives to Incarceration; Private Correctional Facilities; Reintegration of Offenders into the Community Restorative Justice.
Assessment: 50%: Formative Assessment 1 class test 1 major assignment 50%: Summative Assessment, 3-hr Examination
DP Requirement: 40% Formative Assessment

Theoretical Perspectives in Criminology & Criminal Justice

CFSD701 H1 (0L-0T-0P-0S-160H-0R-0F-0G-0A-14W-16C)

Prerequisite Requirement: Bachelor of Social Science (majoring in Criminology) with an overall third level pass average of 55%.

Aim: To provide a theoretical grounding to the study field of conflict, crime, victimisation and criminal justice.

Content: Theoretical perspectives are presented as conceptual and context specific frameworks, for instance, causal explanations to identify cause and effect relationships between crime and victimisation phenomena, structural, process and systemic perspectives to emphasise the manner in which the phenomena are interrelated and constitute a whole, system or sub-system, and interpretive approaches to focus on the meaning attributed to particular contexts. Analyses of theoretical perspectives, including a postmodern orientation, refer also the scope and level of a theory to construct different levels of social reality.

Assessment: One seminar presentation (25%). Students will make oral presentations on theoretical aspects of conflict, crime, victimisation and criminal justice in South Africa and internationally. Summative assessment: Written Essay: (25%). Knowledge of theoretical perspectives on conflict, crime, victimisation and criminal justice in South Africa and internationally will be gauged through the grading of a 3000 word essay on topics provided. Examinations of 3 hours: (50%). The overall achievement of the Subjects Objectives will be assessed using a written examination.

DP Requirement: One seminar presentation and one written assignment on predetermined due dates. DP of at least 40%

Applied Research Methodology in Criminology Sciences

CFSD702 H1 (0L-0T-0P-0S-160H-0R-0F-0G-0A- 13W-16C)

Prerequisite Requirement: Bachelor of Social Science (majoring in Criminology) with an overall third level pass average of 55%.

Aim: The primary objective of the module is to provide honours' students with an advanced understanding of applied criminological research whilst conducting their respective research projects.

Content: The content of this module consists of applied qualitative and quantitative methodological advances in Criminological sciences.

Assessment: One (1) formative assessment (an assignment) and one (1) summative assessment (closed-book class test) are used to determine whether a registered student is adequately prepared, within relative terms, for the second and final summative assessment (a three [3] hour closed-book examination), in achieving the module outcomes. In other words, half (50%) of the students final mark comprises of an assignment and a class test (together these two assessments determine the students DP mark [requirement for admission to the exam]), the other half (50%) constitutes the formal exam result. A 50% final mark is required.

DP Requirement: An accumulative minimum percentage of 40% for all predetermined and approved pre-exam assessments. Eighty percent (80%) attendance of all contact sessions (will be monitored through a class attendance register).

Victim Studies

CFSD703 H2 (13L-0T-0P-2S-26H-114R-0F-0G-5A-6.5W-16C)

Prerequisite Requirement: Bachelor of Social Science (majoring in Criminology) with an overall third level pass average of 55%.

Aim: To provide an in-depth understanding of crime victimisation in the South African and International context.

Content: An overview of the history of victimisation, the theoretical perspectives and researching victims. Key legislation and policy in victim empowerment and support, justice for victims and specific categories of victimisation.

Assessment: Cumulative assessment (50%); 3-hour examination: (50%).

DP Requirement: Minimum 40% in coursework, attendance at seminars and submission of all required tasks.

Applied Forensic Criminology

CFSD704 H2 (0L-0T-0P-0S-160H-0R-0F-0G-0A-14W-16C)

Prerequisite Requirement: Bachelor of Social Science (majoring in Criminology) with an overall third level pass average of 55%.

Aim: The module – Forensic criminology, aims at preparing students to engage with and apply theory to practice with regards to forensic criminology and the law, forensic examinations, engaging with investigators and forensic specialists, and forensic criminology in practice.

Content: Forensic criminology aims to provide students with applied theoretical and empirical knowledge on the interdisciplinary nature of criminal investigations and criminological analysis. The module will provide students with core disciplinary knowledge for purposes of addressing investigative and legal issues. The module will also provide students

with expert knowledge regarding the nature and extent of forensic casework, which is supported by research, theory and praxis.
Assessment: Formative assessment: One seminar presentation (30% of DP). Students will make oral presentations from different topics and complete written assignments on theoretical aspects of forensic criminology in South Africa. Summative assessment: Written Essay: (70% of DP). Knowledge of forensic criminology in South Africa will be gauged through the grading of a 3 000-word essay on topics provided. Examinations of 3 hours: (50% towards final mark). The overall achievement of the Subjects Objectives will be assessed using a written examination.
DP Requirement: •Eighty percent (80%) attendance of all predetermined contact sessions with appointed supervisor. •Seminar presentation of selected topic •Eighty percent (80%) attendance of all predetermined School of Applied Human Sciences postgraduate seminars and workshops. •Submission (and approval of supervisor) for examination of final written essay / assignment on a predetermined due date.

Research Paper: Ciminology and Forensic Studies
CFSD7RP H0 (0L-12T-0P-0S-308H-0R-0F-0G-0A-13W-32C)
Aim: This module aims at preparing students to conduct and report independent research of limited scope within the specialisation field of Criminology and Forensic Sciences.
Content: Research Paper of limited scope.
Assessment: Research paper 100%
DP Requirement: 80% attendance of all predetermined contact sessions with appointed supervisor. Presentation and approval of proposal and/or required tasks.

Development Studies and Population Studies

Offered in the School of Built Environment and Development Studies

Economic Concepts and Debates
DEVS701 H1 (0L-0T-0P-27S-70H-27R-0F-0G-36A-0W-16C)
Prerequisite Modules: None
Corequisite: None
Aim: To ensure that students of Development Studies understand key concepts, issues and debates in Economics so that they will be better able to engage in broader development debates.
Content: The module covers the key concepts, issues and debates in Economics relevant to students of Development Studies. The module has three main components: microeconomics, macroeconomics, and poverty and inequality. Examples from Africa and other developing regions, but particularly from South Africa, are used to illustrate key concepts and debates
Practicals: None
Assessment: Assignment (40%) and written examination (60%)
DP Requirement: None

SA Development Problems and Policies
DEVS702 H1 (9L-0T-0P-16S-105H-0R-0F-0G-30A-0W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: This module interrogates the historical and contemporary political, economic, social and cultural anchors of South Africa's development challenges. Particularly, the module examines South Africa's place in the global neoliberal economic order and apartheid and post-apartheid development policies.
Content: The approach of this module is to consider in depth analyses of major developmental themes as they relate to South Africa. These themes will be somewhat dynamic in order to be able to adjust the module to cover what is most relevant from year to year, but will draw from topics.
Practicals: None
Assessment: Year Mark (Continuous Assessment)40%; Examination 60%; Final Mark 100%
DP Requirement: At least 80% attendance of seminars, and 100% completion of assignments

Environment and Development
DEVS703 H1 (0L-0T-0P-23S-80H-20R-6F-0G-31A-0W-16C)

Prerequisite Modules: None
Corequisite: None
Aim: The module aims to expose students to theoretical foundations and applied case studies that develop critical thinking around the relationship between environment and development.
Content: The course is both theoretical and applied. The first part of the course develops theoretical foundations for exploring environmental management in South Africa. It then considers how science and economics understands and values the environment, by examining the environmental services approach to the protection of biodiversity.
Practicals: There is a field visit to a case study site that is relevant to the course.
Assessment: Attendance at 80% of the seminars
DP Requirement: Essay (40%), Exam (50%) Fieldwork assignment (10%)

Special Studies Contemporary Issues in DS Int
DEVS706 H1 H2 (0L-10T-0P-0S-40H-0R-70F-0G-40A-0W-16C)
Prerequisite Modules: None
Corequisite: None
Aim: This module will provide students with an opportunity to locate their studies in a development-related organisation and engage in problem solving in a real world environment.
Content: A student registered for this module must: identify a key question or problem in development studies/population studies; describe and critique strategies to address the question or problem; develop practical skills while collecting, organising and evaluating information; and report on the question or problem and the process of solving it.
Assessment: Special studies proposal 10%; Ongoing assessment of technical ability, attitudes and behaviour 10%; Log book and monthly/weekly work plans and progress reports 10% ; Primary data 20 %; Final project report 50%
DP Requirement: None

Research Project
DEVS707 H2 (0L-10T-0P-0S-210H-0R-0F-0G-100A-0W-32C)
Prerequisite Requirement: None
Corequisite: Researching Development and Population Dynamics.
Aim: In order to prepare students for research at a Master's level, the aim of this research project is to expose students to the experience of carrying out an independent research project. The scope will be modest, with an emphasis on viability within the time constraints faced at Honours level
Content: Students will execute a research project of their own design. This will entail choosing a suitable study, undertaking a short literature review; designing appropriate research methods; gaining approval for their proposal and ethics form; gathering data and analysing it, or analysing secondary data; and writing up a report based on the findings
Assessment: 100% research project
DP Requirement: A research proposal and ethics application that has been approved by the relevant school, college and university bodies.

Development Frameworks
DEVS708 H1 (0L-0T-0P-23S-103H-12R-0F-0G-22A-0W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: This module provides a framework for the field of development studies. It poses some of the fundamental questions in development studies and examines the different kinds of answers that have been offered in response to them. The aim of this is to provide a sense of the diversity of answers to the key development problems.
Content: Development frameworks poses development's key questions: What is the nature of global inequality? How has uneven development been explained? What are the key mechanisms of development? How has development been defined? Each of these questions invokes a rich history of theoretical and applied engagement with the problems posed.
Practicals: None
Assessment: None
DP Requirement: Class test (40%), Essay (60%)

Research Methods
DEVS7RM H1 (0L-0T-6P-24S-60H-0R-0F-0G-70A-0W-16C)
Prerequisite Requirement: None
Corequisite: None

Aim: The module is intended to prepare learners for dissertation research by facilitating acquisition of skills at an intermediate level. More advanced research tools and procedures are offered in Advanced Research Methods.
Content: The module covers aspects of all stages of the research process. Both quantitative and qualitative components of research are included to encourage a balanced approach to research. The module covers sampling, data collection strategies, and analysis of both quantitative and qualitative data
Practicals: Attendance at all tutorial and practical computer lab sessions
Assessment: Design of data collection tool (20%), Quantitative analysis project (30%), Small-scale research project (50%).
DP Requirement: Students must attend 80% of the seminars and hand in all assignments

Agriculture and Rural Development
DEVS801 HC (0L-0T-0P-25S-120H-3R-0F-0G-12A-7W-16C)
Aim: The purpose of this module is to familiarize student with some of the key issues in contemporary rural development discourse in South Africa and globally. Upon completion, students should be able to demonstrate a sophisticated grasp of the theories, debates, ideas and practices of rural development. We seek to not only achieve high levels of scholarship but endeavor to provide students with academic tools – including research, analytical, presentation, and writing skills – and knowledge that will potentially transform the way we think and act on agrarian issues.
Content: The course is driven by a few questions: What are the theoretical underpinnings of key rural development strategies and policies? What is the nature of the rural economy in south Africa? How do we restructure rural agriculture to generate sustainable livelihoods? What is the state of non-farm economic activity in the rural areas? What is the role of technology and genetic engineering? How is land reform related to rural development? What conditions lead to viable economic activities in rural areas? We will cover relevant theoretical paradigms and concepts (food security, food sovereignty, class dynamics, agrarian history, sustainability, off-farm employment, rural tourism, etc).
Assessment: Examination or examination equivalent; continuous assessment; may include fieldwork. Themes vary from year to year; assessments may require an independent research component.
DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time

Civil Society and Development
DEVS802 HC (0L-0T-0P-24S-100H-6R-0F-0G-30A-7W-16C)
Aim: To introduce to students the influence and impact of civil society organisations on development trajectories.
Content: The course explores the "big debates" in the international Third Sector literature and applies this to South Africa. Students are exposed to key concepts and paradigms in this field and are introduced to the latest studies being published on the shape, size and impact of South Africa's civil society sector. The evolution of South Africa's civil society and its relations with the state are also examined in the light of the country's democratic transition. Specific issues considered in seminars would include: Introduction to the concept 'civil society'; theories and interpretations: from societas civilis to global civil society; globalisation and global civil society; debates on NGOs and development; Analysis of the rise of new social movements?; state-civil society relations - promoting democracy and development; the evolution of civil society in South Africa - reflecting global trends?; growing community responses in South Africa to the effects of globalisation.
Assessment: A presentation, an assignment, and an essay.
DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.

Comparative Development Problems and Policies
DEVS803 HC (10L-3T-0P-15S-114H-0R-0F-0G-18A-7W-16C)
Aim: This course asks students to consider why some countries are considered 'developed' and others not. What factors are responsible for producing 'development' in some countries and not in others i.e., Why do some countries succeed and some not? What are the key 'agencies' of development and do they operate in much the same way across different contexts?
Content: This course consists of a critical study of three sets of issues: the first explores the meaning of 'development' and examines the major theoretical schools and paradigms of 'development'. The second sets out some of the political complexities and tensions which surrounds development, especially in respect of development strategy and implementation. The third part presents a view of development thinking, strategy and practice in three different regions of the world - Latin America in the immediate post-war era, as well as in the 1980s and 1990s; Asia in the era of the east Asian miracle and more recent case studies of China and India; finally African development challenges both in the immediate post-colonial era, and in the contemporary period.

Assessment: Seminar presentation and participation, think piece, essays or examination.
DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.

Demographic Methods 1
DEVS804 HC (10L-0T-15P-0S-100H-0R-0F-0G-35A-7W-16C)
Aim: To introduce students to the basic techniques of demographic analysis.
Content: Demography is a quantitative discipline and the course will concentrate on the sources of demographic data and basic techniques used in demographic analysis. The techniques covered include basic fertility, mortality and migration measures, life tables and the use of period and cohort fertility and population projections.
Practicals: 5 homework practicals
Assessment: 1 Problem Set and and two Exams.
DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.

Development Management
DEVS806 HC (10L-3T-0P-15S-114H-0R-0F-0G-18A-7W-16C)
Aim: To introduce critical skills essential in understanding the dynamics related to development interventions.
Content: This course introduces key themes that form the foundation of development management including matters of the roles of the state and NGOs, participation, projects and development and monitoring and evaluation. The course deals with both practical tools/techniques and critical aspects of development management.
Assessment: Seminar presentation and participation, group work, one short assignment and one long assignment.
DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.

Economics of Development 1
DEVS807 HC (10L-0T-0P-15S-107H-3R-0F-0G-25A-7W-16C)
Aim: To introduce students to key concepts, theories and policy issues in Economics in the context of developing countries.
Content: This course covers three broad areas of economics: microeconomics, macroeconomics, and growth and distribution. The objective is to give students a better appreciation of some of the main debates in economic theory and policy-making in the context of global, regional and South African economic trends. The course is designed on the assumption that students have not studied economics before.
Assessment: Essay and written examination.
DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.

Economics of Development 2
DEVS808 HC (10L-0T-0P-15S-107H-3R-0F-0G-25A-7W-16C)
Prerequisite Requirement: Economics of Development 1
Aim: To explore further concepts, issues & debates introduced in Economics of development 1.
Content: A major focus of the course is around debates in international trade and finance in the post-Bretton Woods era, including the financial crisisand subsequent great recession of 2007-2009.
Practicals: None
Assessment: Seminar participation and presentation, and a long essay.
DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.

Fertility and Nuptiality
DEVS809 HC (10L-0T-0P-15S-110H-0R-0F-0G-25A-7W-16C)
Prerequisite Requirement: Introduction to Population Studies and Demographic Methods 1.
Aim: To train students to become independent researchers in the analysis of fertility and nuptiality data and understand the role of fertility and nuptiality in population dynamics.
Content: Analysis of fertility and nuptiality data; explore and evaluate the fertility transition in sub-saharan Africa; family planning programmes and the effect on fertility; The relationship between fertility and nuptiality; contemporary issues of premarital, non marital fertility and teenage pregnancy.

Assessment: Presentation, two practicals and an exam
DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.

Introduction to Population Studies
DEVS814 HC (10L-0T-0P-15S-110H-0R-0F-0G-25A-7W-16C)
Aim: To enable students to acquire an understanding of the major theories, findings and ongoing debates that have emerged from attempts to explain trends and differentials in migration fertility and mortality patterns amoung human populations.
Content: This course is a general introduction to the fundamental principles of population studies. It covers substantive, non-technical aspects of Demography. The cornerstone of population studies includes the study of fertility (births), mortality (deaths) and migration (geographic mobility). This course will systematically review these components of demographic change. The course will focus on population growth and distribution, determinants and consequences. Interrelations between demographic, social, cultural and economic factors will be examined. Students will be introduced to theoretical perspectives on population change and interrelationships between various theories and empirical research.
Assessment: Presentation, presentation report and a long essay of mortality.
DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.

Migration and Urbanization
DEVS815 HC (10L-0T-0P-15S-110H-0R-0F-0G-25A-13W-16C)
Aim: To train students to become independent researchers on the analysis of migration and urbanisation data and to understand their role on population dynamics.
Content: The definition of concepts and sources of migration data; Estimation of migration and urbanisation indicators; Factors affecting migration: push and pull factors; causes and consequences of urbanisation; policies on migration and urbanisation; migration and urbanisation in South Africa including labour migration; international migration.
Assessment: Two short essays and one long essay.
DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.

Population and Development
DEVS816 HC (10L-0T-0P-15S-110H-0R-0F-0G-25A-7W-16C)
Aim: To link issues of population change to the socio-economic context within which such changes take place.
Content: This module considers the inter-relationships between population trends, economic welfare and environmental issues by drawing on theories from other disciplines. The determinants of fertility, mortality and urbanisation are addressed in different economic and political contexts. The module also focuses on human resources as the interface between population trends and other aspects of development.
Assessment: Two short assignments and a long essay.
DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.

Political Economy of the Welfare State
DEVS818 HC (8L-0T-0P-17S-104H-3R-0F-0G-28A-7W-16C)
Aim: To survey debates over state intervention in selected fields of social policy, political economy and political and political ecology. Political economy refers to the overall configuration of power relations in public policy formulation, which in turn is an outcome of institutional evolution, accumulation processes, social struggles and other factors both global and domestic.
Content: The Welfare is a phrase that emerged to describe northern societies during the Keynesian , social-democratic era , but analysis of welfare state functions can also be usefully translated to other settings,including Africa,as well as multilateral state functions , bilateral donor relations,the aid industry and other actors in society's reproduction. South Africa is the primary case site, but other countries in the global North and South will be considered. The course provides an overview of the primary political-economic developments in relation to developments in relation to development and state policies, with attention to global processes since the 1970s and the evolution of global processes state/economic/environmental relations.
Assessment: One short and one long research paper and a class presentation.

DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.

Poverty and Inequality

DEVS819 HC (0L-0T-0P-23S-106H-0R-0F-0G-31A-7W-16C)

The course gives an overview of alternative approaches to the measurement and alleviation of poverty, which have been adopted internationally and reviews current thinking in South Africa. The course consists of three sections: conceptualizing poverty, inequality, vulnerability and livelihoods; the measurement of poverty and inequality; alternative policies for the reduction or alleviation of poverty including the political economy of structural change.

Assessment: A class test and one long essay/assignment.

DP Requirement: students can only participate in the final assessment if they have attended more than 75% of class time

Research Methods 1

DEVS820 HC (6L-0T-9P-15S-80H-0R-0F-0G-50A-7W-16C)

Aim: To prepare learners for dissertation research by facilitating acquisition of skills at an intermediate level.

Content: Learners are introduced to the major research paradigms, and guiding in developing a qualitative research question. They are introduced to various research strategies, such as case studies, participatory action research and mixed methods study design. They are familiarised with observation and interviewing as data collection strategies. Students are required to conduct an observation and an interview, which must be fully transcribed for assessment purposes. Key aspects of qualitative analysis are covered through two seminars and introduction to NVIVO practical covering coding, thematic analysis, grounded theory and discourse analysis. Students are required to submit an analysis and writing up of qualitative data.

Assessment: Observation exercise, interview exercise, Qualitative analysis & write up.

DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time

Research Methods 2

DEVS821 HC (10L-0T-15P-5S-80H-0R-0F-0G-50A-7W-16C)

Aim: To prepare students for empirical research using more advanced quantitative methods and the statistical package, Stata.

Content: This is an applied course that uses datasets generated in South Africa on income, poverty and development to train students in the use of Stata and quantitative methods. Quantitative methods include basis descriptive techniques, inferential statistics and hypothesis testing, and multivariate regression analysis. Most sessions are computer-based and students learn how to generate variables and test hypothesis using Stata.

Practicals: 6 practicals of 1.5 hours each are held

Assessment: 2 assignments and examination.

DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time

Social Policy

DEVS823 HC (8L-0T-0P-17S-104H-3R-0F-0G-28A-7W-16C)

Aim: Looks at the mix of public and private financing and provision of selected social services and the resultant implications for poverty and inequality.

Content: South African social policy process and outcomes will be scrutinised, informed by comparative international experience. Fields covered will be selected from nutrition and food security, social security, population policy, community care, public works programmes, primary health care.

Assessment: A presentation, an assignment and an essay.

DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.

S A Development Problems & Policies

DEVS824 HC (8L-0T-0P-17S-105H-5R-0F-0G-25A-7W-16C)

Aim: This module explores the broad approaches and policies constructed in post-apartheid South Africa to support the development agenda of both the national and local state. It focuses on the relations between the state and its citizens, using different conceptions of governance regimes to explore these relations.

Content: The module explores the emergence of 'governance' as a new way of framing the relationship between citizens and the state. The second part of the module shifts to the public sphere as the module examines the role of the state in

addressing planning challenges, water and sanitation provision and housing in South Africa. Here the policies and practices of the national, provincial and local state are explored. Finally the political economy of development in Africa is explored to provide a critique of 'development' in the African context and how this relates to our understanding and analysis of development policies and programmes.
Assessment: An essay and written examination
DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time

Special Studies A: Independent Study
DEVS826 HC (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: To help students conduct independent research. It will provide students with an opportunity to engage in problem solving in a real world environment during their studies. A student interested in special studies will approach the academic coordinator with a proposed topic. A supervisor will be identified to supervise the special study. The supervisor will be selected from the senior academic staff in the School.
Content: A student registered for this module must: identify a key question or problem in Development Studies or Population Studies; describe and critique strategies to address the question or problem; develop practical skills while collecting, organising and evaluating information; and report on the question or problem and the process of solving it. Students will be encouraged to interact with development practitioners.
Assessment: The assessment will be developed at the start of the semester between the mentor/internal examiner and the student. The structure may vary but will typically consist of: •Special studies proposal 10% •Ongoing assessment of technical ability, attitudes & behaviour (supervisor) 10% •Weekly log book 10% •Primary data 20% •Report 50%
DP Requirement: As per faculty rules.
Duration 15 weeks

Special Studies B: Internship16
DEVS827 HC (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: This module will provide students with an opportunity to locate their studies in a development-related organisation and engage in problem solving in a real world environment. The module provides an internship opportunity for the student. NGOs, research organisations (, government departments, and educational organisations would be appropriate target organisations for the internship. A student interested in a special studies internship will approach the academic coordinator with a proposed organisation and topic (organisations may be identified for the student). A supervisor will be identified to supervise the special study. The supervisor will be selected from the senior academic staff in the School. This is an elective module and will be available to students registered for the coursework Masters degree in Development Studies or Population Studies. The module is not available for students from other Schools or for students registered to study for non-degree purposes (NDP).
Content: A student registered for this module must: identify a key question or problem in development studies/population studies; identify an organisation or institution working in a sector that deals with that particular question/problem; describe and critique strategies to address the question or problem; develop practical skills while collecting, organising and evaluating information; and report on the question or problem and the process of solving it. Students will be encouraged to interact with development practitioners.
Practicals: Participating in the activities of the placement organisation
Assessment: The structure may vary but will typically consist of: •Special studies prospectus 10% •Ongoing assessment of technical ability, attitudes & behaviour 10% •Monthly/weekly work plans and progress reports 10% Primary data 20% • Final project report 50%
DP Requirement: As per faculty rules.
Duration 15 weeks

Special Studies C: Formal Seminars
DEVS828 HC (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: This module will provide the learner with a learning environment featuring contemporary debate not included as part of the standard set of modules offered by the School. A leading development expert facilitates the module. The school has historical academic and research collaborations and exchange programmes with leading global Development Studies institutions. Students will benefit from the expertise of a visiting lecturer who will develop a special course during their visit. The module content would be original and cover contemporary themes not addressed in other modules.
Content: The approach of this module is to consider in depth analyses of major developmental themes as they relate to the African context. These themes will be somewhat dynamic in order to be able to adjust the module to cover what is most relevant based on the expertise of the visiting scholars. Examples of common themes in development debates will

include, but will not be limited to any of the following: globalisation, African political economy, industrialisation and industrial policy; agrarian reform, urban politics; rural development; small business development, informal economy; poverty and inequality; financialisation; education and development, environmental politics; regional economic development.
Assessment: Indicated by the % weighting for each method:•Short essay 20% •Presentations 10% •Research essay/exam 60% •Class participation 10%
DP Requirement: Students must attend at least 70% of all seminars.
15 weeks

Environment and Development
DEVS829 H2 (0L-0T-10P-27S-50H-20R-0F-0G-53A-5W-16C)
Aim: To examine social, ecological and spatial systems in relation to environment and development issues.
Content: The module provides an introduction to the history of environmentalism and sustainability and then focuses on the power relations that result in the elevation or marginalization of environmental problems and issues. It considers tools (in the broadest sense) of environmental management, deliberative decision making in environmental governance, and the relationship between social and ecological systems. Finally it explores why a critical understanding of the relations between society, space and environment is fundamental to policy making for environment and development and sustainability.
Assessment: Short essay, project and examination
DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time

Advanced Economic Concepts for Development
DEVS830 H1 (0L-0T-0P-30S-66H-25R-0F-0G-39A-0W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The module provides students with a very thorough understanding of the terminology, theories and debates in Economics so that they are able to engage in advanced debates on development within the discipline of Economics and the broader field of Development Studies.
Content: The module provides students with a thorough knowledge of the terminology used in Economics and the key theories and debates in Economics relevant to understanding advanced development theories/arguments. The module covers topics such as the operation (and failure) of markets in a capitalist economy
Assessment: Assignment and presentation (50%) and written examination (50%)
DP Requirement: None

Population Dynamics Patterns and Processes
DEVS831 H1 (0L-0T-0P-24S-96H-0R-0F-0G-40A-0W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The main objective of the module is to enable students to critically examine the interrelationship between population, environment and socio-economic development
Content: This module develops a student's fundamental understanding of population dynamics and development. The module sensitizes students to the international debates on the determinants and consequences of population dynamics, particularly in the African context. The module also focuses on population development, growth and distribution and the determinants and consequences of the principle concepts. . The module concludes by allowing the students to engage with International population policies and programmes
Practicals: None
Assessment: •One short assignments @ 20%;•One presentation @ 10%;• One short assignment based on the presentation @20%;•Long essay @ 50%
DP Requirement: Students must attend 80% of the seminars and hand in all assignments

Advanced Research Methods
DEVS833 H2 (0L-0T-12P-24S-48H-0R-0F-0G-76A-0W-16C)
Prerequisite Requirement: Research Methods I or equivalent
Corequisite: None
Aim: To equip students with additional, more advanced research skills.
Content: The module focuses on techniques from three areas of research: modelling during the research design stage,

advanced procedures for quantitative analysis (using Stata), and procedures for qualitative analysis supported through use of software (NVIVO).
Assessment: Problem sheets (quantitative analysis) (30%), quantitative project (qualitative analysis) (30%), qualitative assignment (40%)
DP Requirement: Students must attend 80% of the seminars and practicals, hand in all assignments

Models and Theories of Mortality
DEVS834 H2 (0L-4T-0P-24S-60H-24R-0F-0G-48A-0W-16C)
Prerequisite Requirement: Demographic Methods or equivalent
Corequisite: None
Aim: The main aim of the module is to ensure students have an understanding of mortality and morbidity data, and the models and theories of mortality and morbidity transitions in populations
Content: Students are familiarised with the concepts and measures of mortality and morbidity drawn from demographic and epidemiological roots. The module covers the sources of such data, and the patterns of mortality and morbidity observed in different population groups, particularly in the African context. The module systematically reviews mortality transitions over time, and the models and theories proposed as explanations of these transitions. The relevance of these theories to the African context is critically assessed. The module concludes with a consideration of the consequences of mortality change, and the implications of different models for policy related to population health, with an emphasis on the African context.
Assessment: Test 25%, presentations 15%, Essay 60%
DP Requirement: Students must attend 80% of the seminars and hand in all assignments

Economics of Development
DEVS835 H1H2 (0L-0T-0P-23S-83H-12R-0F-0G-42A-0W-16C)
Prerequisite Requirement: Economic Concepts and Debates (Honours) OR Advanced Economic Concepts for Development (Masters
Corequisite: None
Aim: This module aims to expose students to key debates in economic development, and critically to discuss the key economic development policy issues currently facing developing countries, especially African countries. These include: poverty alleviation, equity and income distribution, trade and industrial policy, labour market policies, the informal economy, and fiscal and monetary policy.
Content: The module scans and critically explores the historical trajectory of development economics as a sphere of study within economics and highlights the important contemporary debates about the role of development economics. The module critiques neo-classical development economics and develops a more comprehensive model for assessing policy choices for developing countries, especially countries in Africa.
Practicals: None
Assessment: Thinkpieces (30%), Class test (10%), Long assignment (60%)
DP Requirement: None

Population Studies Concepts
POPS701 H1 (0L-0T-37P-24S-96H-0R-0F-0G-3A-0W-16C)
Prerequisite Requirement: None
Corequisite: Elementary Demographic Methods
Aim: The main objective of the module is to critically engage with the fundamental principles of population studies, covering substantive, non-technical aspects of population growth including mortality, fertility and migration.
Content: This module engages with fundamental principles of population studies. It covers the cornerstone of population studies which includes the study of fertility (births), mortality (deaths) and migration (geographic mobility). This module will systematically review these components of demographic change, with the inclusion of the African context. The module will focus on population growth and distribution and its determinants and consequences.
Practicals: None
Assessment: • Two Short assignments @ 25% each • Exam @ 50%
DP Requirement: Students must attend 80% of the seminars and hand in all assignments

Demographic Methods
POPS702 H1 (6L-0T-0P-24S-60H-0R-0F-0G-70A-0W-16C)
Prerequisite Modules: Introduction to Population Studies or equivalent
Corequisite: Introduction to Population Studies or equivalent

Aim: The module is intended to prepare learners for dissertation research by facilitating acquisition of skills (at an intermediate level) in application of techniques used in the measurement of population change, mortality, fertility, marriage and migration
Content: This module provides students with an introduction to concepts and measures of population change, and specifically equip students on how to analyse demographic data to estimate levels of demographic events.
Practicals: The class consists of problem sets (home-works). These are practical exercises that form 20% of the class. Furthermore, there will be tutorial sessions, where students will estimate demographic parameters
Assessment: Problem sets (Home-works) (20%);Mid-term examination (30%);End of term examination (50%)
DP Requirement: Students must attend 80% of the seminars and hand in all home-works

Mortality and Health
POPS703 H1 (0L-4T-0P-24S-60H-20R-0F-0G-52A-0W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The main aim of the module is to ensure students can critically engage with the major substantive concerns of mortality and morbidity in populations
Content: The module covers essential concepts in the measurement of mortality and morbidity, and how to interpret the findings of measures related to morbidity and mortality. The module includes mortality and morbidity over the life cycle, and the determinants of mortality and morbidity in general, and specifically in the African context. Students engage with the major sources of mortality and morbidity differentials and inequalities between developed and developing countries, and within developing world populations.
Practicals: None
Assessment: Test 30% ; Presentations 10% ;Long assignment 60%
DP Requirement: Students must attend 80% of the seminars and hand in all assignments

Reproductive Health in Context
POPS704 H2 (0L-0T-0P-24S-96H-0R-0F-0G-40A-0W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The aim of the module is to ensure that students have theoretical as well as practical knowledge in population and reproductive health issues and dynamics
Content: The module introduces students to the scope of reproductive health and in particular examines the multiple reproductive health needs of men and women in various socio-cultural and political contexts in developing countries. In doing so, it pays particular attention to gender-power dynamics and their impact on reproductive health outcomes.
Assessment: Assessment will be based on two short assignments (20% each), and a long assignment (60%)
DP Requirement: Students must attend 80% of the seminars and hand in all assignments.

Research Methods
POPS705 H1 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Prerequisite Modules: None
Corequisite: None
Aim: The module is intended to prepare learners for dissertation research by facilitating acquisition of skills at an intermediate level. More advanced research tools and procedures are offered in Advanced Research Methods
Content: The module covers aspects of all stages of the research process. Both quantitative and qualitative components of research are included to encourage a balanced approach to research. The module covers sampling, data collection strategies, and analysis of both quantitative and qualitative data
Practicals: Attendance at all tutorial and practical computer lab sessions
Assessment: Design of data collection tool (20%), Quantitative analysis project (30%), Small-scale research project (50%).
DP Requirement: Students must attend 80% of the seminars and hand in all assignments

Social Aspects of HIV/AIDS
POPS706 H2 (0L-0T-0P-24S-96H-0R-0F-0G-40A-0W-16C)
Prerequisite Modules: None
Corequisite: None
Aim: The aim of the module is to ensure that population studies students have an advanced understanding of the socio-economic, biomedical and demographic background to the spread of the HIV/AIDS epidemic in Southern Africa.

Content: The module critically analyses the major social and contextual dimensions of HIV/AIDS at both the individual and societal level. Although there is no cure for AIDS, the transmission of HIV can be prevented. The module will investigate the role of different prevention strategies in reducing the risk of HIV infection
Practicals: None
Assessment: Assessment will be based on two short assignments (20% each), and a final examination (60%)
DP Requirement: Students must attend 80% of the seminars and hand in all assignments

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Digital Arts

Offered in the School of Arts

Introduction to Digital Arts
DIGA101 P2 (0L-0T-114P-0S-20H-0R-0F-0G-26A-13W-16C)
Aim: To introduce students to the practices and principals of the digital arts.
Content: An introduction to digital drawing, painting, photography and montage **Assessment:** Class work and final portfolio: 100%.
DP Requirement: Minimum 80% attendance of studio practical; completion of all assignments.

Introduction to Digital Media
DIGA110 P1 (36L-9T-18P-0S-60H-12R-0F-0G-25A-13W-16C)
Aim: To introduce students to the concept of media and its application in the digital context.
Content: This module introduces students to foundational media theory and its application to the digital media, using the nature and history of animation as a key example. In addition, it includes a practical digital media project exploring "digital identity".
Assessment: Class work: 50%; Examination: 50%.
DP Requirement: Minimum 80% attendance; active participation in-group work; submission of all assignments.

Applied Digital Art
DIGA201 P1 (0L-0T-114P-0S-20H-0R-0F-0G-26A-13W-16C)
Aim: To introduce students to the practices and principals of animated digital imaging.
Content: An introduction to accessing and processing digital imagery including remediation, sequential imaging and basic narrative.
Assessment: Class work and final portfolio: 100%.
DP Requirement: Class work and final portfolio: 100%.

Film Studies
DIGA210 P2 (33L-3T-9P-0S-45H-15R-0F-0G-55A-13W-16C)
Aim: To provide students with basic understanding of the film medium and of the processes involved in film production.
Content: An introduction to the key terms used in film production and analysis; formal analysis of the filmic image and sequence; an understanding of film narrative, genre and the concept of the auteur; an introduction to the history of mainstream cinema; the practical creation of a narrative sequence.
Assessment: Class work (written assignment, tests, practical project): 50%; Examination: 50%.
DP Requirement: As per college rules.

Advanced Digital Arts 1
DIGA301 P1 (0L-0T-114P-0S-20H-0R-0F-0G-26A-13W-16C)
Aim: To extend the principles and practices of digital art established at levels one and two.
Content: Advanced digital imaging techniques (rotoscoping, advanced cell animation); digital montage, hyper-narrative and other semiotic structures.
Assessment: Class work and final portfolio: 100%.
DP Requirement: Minimum 80% attendance of studio practical; completion of all assignments

Advanced Digital Arts 2
DIGA302 P2 (0L-0T-114P-0S-20H-0R-0F-0G-26A-13W-16C)
Aim: To further extend the principles and practices of digital art established at levels one and two.

Content: Advanced digital animation using Final Cut Pro; sound recording, editing and design; experimental animation.
Assessment: Class work and final portfolio: 100%.
DP Requirement: Minimum 80% attendance of studio practical; completion of all assignment.

Advanced Film Studies

DIGA310 P1 (33L-3T-9P-0S-45H-15R-0F-0G-55A-13W-16C)
Aim: To extend students' understanding of film as a medium through examining world cinema production past and present.
Content: Selected key developments in the history of world cinema and their theorization through categories such as art cinema, third cinema national/transnational cinema, digital cinema; advanced analysis of the filmic image and sequence, paying particular attention to visual and non-linguistic aural modes of meaning making; Practical creation of a non-narrative sequence.
Assessment: Class work (written assignment, tests, practical project): 50%; Examination: 50%.
DP Requirement: Minimum 80% attendance (including weekly screenings); active participation in group work; submission of all assignments.

Advanced Digital Theory

DIGA311 P2 (36L-9T-18P-8S-52H-12R-0F-0G-25A-13W-16C)
Aim: Advanced analysis of the digital media and their local and global context
Content: Digital Media theory including, code, networks and software studies; Net Art; advanced animation; digital activism and digital media in Africa (including an activist project)
Assessment: Class work (written assignment, tests, practical project): 50%; Examination: 50%
DP Requirement: Minimum 80% attendance; active participation in group work; submission of all assignments

Studio Practices in Digital Art

DIGA701 P1 (0L-0T-180P-8S-106H-0R-0F-0G-26A-13W-32C)
Aim: To introduce advanced digital art practices, skills and knowledge
Content: 2D Animation; Multimedia Art and Installation; Photography and Digital Imagery
Assessment: Class work and final portfolio: 100%.
DP Requirement: Minimum 80% attendance of studio practical; completion of all assignments

Studio Specialisation in Digital Art

DIGA702 P2 (0L-0T-180P-8S-106H-0R-0F-0G-26A-13W-32C)
Aim: To develop advanced digital skills and to enable specialisation within the field of the Digital Arts
Content: Specialised digital project in an appropriate field chosen by the student
Assessment: Class work and final portfolio: 100%
DP Requirement: Minimum 80% attendance; completion of all studio assignments

Critical Methodologies in the Digital Arts

DIGA710 P1 (0L-0T-0P-36S-160H-20R-0F-24G-80A-13W-32C)
Aim: To establish and debate critically the context (African and global) of coemporary digital media production
Content: Reading and discussion of: digital media theory (including the concepts of code, software and networks); contemporary art theory (including Net Art); advanced film and animation theory; preparation of a research proposal.
Assessment: Class work (presentations; written assignments, research proposal): 60%; Examination: 40%.
DP Requirement: Minimum 80% attendance; active participation in-group work; submission of all assignments.

Digital Arts: Research Project

DIGA7RP P2 (0L-0T-0P-24S-200H-0R-0F-0G-96A-13W-32C)
Aim: To research and engage critically with a significant area within the digital arts
Content: A guided research project focused on an area related to the project developed in DIGA701
Assessment: Research Essay: 100%.
DP Requirement: Minimum 80% attendance; active participation in seminars; timeous submission of research essay.

Drama and Performance Studies

Offered in the School of Arts

Drama & Performance Studies 101

DRAM101 H1 P1 (20L-20T-0P-0S-85H-30R-0F-0G-5A-13W-16C)

Aim: Learners will be able to understand and use the elements of drama to analyse dramatic texts, to apply the knowledge of the elements of drama to the creation of a dramatic presentation, and to communicate effectively.

Content: This foundational module introduces effective vocal and interpersonal communication, acting and physical theatre techniques, playmaking and textual studies, in theory and practice, with a specific focus on the South African context.

Assessment: Examination (3 hour written PLUS practical - 50%); Course record (50%)

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Drama & Performance Studies 102

DRAM102 H2 P2 (20L-20T-0P-0S-85H-30R-0F-0G-5A-13W-16C)

Aim: Learners will be able to engage critically with play texts and dramatic conventions, in relation to context, content and form; and to understand concepts of multi- and interculturalism in theatre and performance, locally and globally.

Content: This module covers the global origins of performance and the analysis of relevant dramatic texts and performance genres.

Assessment: Examination (3 hours written PLUS practical-50%); Course record (50%)

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Drama & Performance Studies 201

DRAM201 H1 P1 (20L-20T-0P-0S-85H-30R-0F-0G-5A-13W-16C)

Prerequisite Requirement: 16 credits in Drama and Performance Studies at first level for intending majors, or at the discretion of the Academic Co-ordinator.

Aim: Learners will be able to interrogate the history of South African theatre within the context of 20th century global innovations, and/or the theory and practice of 'popular' culture in the South African context. Learners will be able to analyse and create performance in relation to important 20th century global and local innovations and present a performance piece.

Content: This module examines the influence of 20th century theorists/directors/choreographers and/or designers on contemporary theatre practice, with a particular focus on their influence on South African performance forms. It introduces definitions of popular performance, in relation to audience, cultural and media studies, and includes the practical creation of performance pieces related to core ideas around performance in the past and the present.

Assessment: Examination (3 hour written PLUS practical - 50%); Course record (50%)

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Drama & Performance Studies 2: Production

DRAM203 (12L-115T-0P-0S-18H-10R-0F-0G-5A-13W-16C)

Prerequisite Requirement: 16 credits in Drama & Performance Studies, or at the discretion of the Academic Co-ordinator.

Aim: Learners will experience practically the research into, and staging of, a professional production.

Content: This module covers working on a production as actor/researcher, director, stage manager/technician, publicist, administrator or designer. Places on this course are obtained by audition or application. The offering of this module is at the discretion of the staff involved, and details should be obtained from the Academic Co-ordinator. (Learners in the BA in Drama and Performance Studies programme (Pietermaritzburg) must participate in one of these modules to meet degree requirements.)

Assessment: Examination (3 hour written PLUS practical - 50%); Course record (50%)

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

This module is not offered at HC and PMB in 2022.

Drama & Performance Studies 204

DRAM204 P2 (20L-20T-0P-0S-85H-30R-0F-0G-5A-13W-16C)

Prerequisite Requirement: 32 credits in Drama & Performance Studies for intending majors.

Aim: Learners will be able to demonstrate a critical awareness and understanding of world theatre forms, textual and theoretical analysis of selected texts, and competence in performance.

Content: This module covers world theatre forms or styles influencing contemporary theatre practitioners, theatre anthropologists and interculturalists, as well as the processes of performance preparation and analysis, individual and collective.

Assessment: Examination (3 hour written PLUS practical - 50%); Course record (50%)

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Drama & Performance Studies 205

DRAM205 H2 (20L-20T-0P-0S-85H-30R-0F-0G-5A-13W-16C)

Prerequisite Requirement: 32 credits in Drama and Performance Studies for intending majors, or at the discretion of the Academic Co-ordinator.

Aim: Learners will be able to demonstrate a critical awareness of the theoretical and practical elements of performance and production, with a specific focus on modernist innovators, and on the development of the voice and body as tools towards performance.

Content: This module examines the influence of modernist theorists, directors, choreographers and designers on contemporary theatre practice, and the practical creation of appropriate performance pieces.

Assessment: Examination (3 hour written PLUS practical - 50%); Course record (50%)

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Drama & Performance Studies 2: Special Topics

DRAM270 P2 (20L-20T-0P-0S-85H-30R-0F-0G-5A-13W-16C)

Prerequisite Requirement: 16 credits, or at the discretion of the Academic Co-ordinator.

Aim: To be determined as appropriate.

Content: This module involves the exploration of new areas and themes emerging in the discipline or arising from research of current or visiting members of the teaching staff. The offering of this module is dependent on the availability of staff, and details should be obtained from the Academic Co-ordinator.

Assessment: Examination (3 hour written PLUS practical - 50%); Course record (50%)

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

This module is not offered at Howard College in PMB in 2022

Drama & Performance Studies 301

DRAM301 H1 (30L-10T-0P-0S-84H-30R-0F-0G-6A-13W-16C)

Prerequisite Requirement: 48 credits in Drama and Performance Studies for majors, or at the discretion of the Academic Co-ordinator.

Corequisite: DRAM302 for majors (Howard College).

Aim: Learners will demonstrate a critical understanding of textual and performance studies in Europe, America and Africa in the late 19th and 20th centuries, and will experience the practical application of these theoretical paradigms.

Content: This module includes the politics or realism and related theories and theorists, as evidenced in a variety of performance texts and forms, in theory and practice.

Assessment: Examination (3 hour written PLUS practical - 50%); Course record (50%)

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Drama & Performance Studies 302: Elective

DRAM302 H1 (10L-30T-0P-0S-84H-30R-0F-0G-6A-13W-16C)

Prerequisite Requirement: 48 credits in Drama and Performance Studies for majors, or at the discretion of the Academic Co-ordinator.

Corequisite: DRAM301 for majors (Howard College).

Aim: Learners will develop critical awareness of the theories pertaining to particular specialisations, and demonstrate a

level of practical expertise within that specialisation.
Content: Theoretical and practical engagement in one of the following areas of specialisation: Acting OR Acting for the Camera OR Dance and Choreography OR Design OR Directing OR Drama-in-Education OR Popular Participatory Theatre OR Scriptwriting OR Uses of Theatre. For more information on the content of specific specialisations, consult the relevant course co-ordinator.
Assessment: Examination (3 hour written PLUS practical - 50%); Course record (50%)
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.
The offering of specialisations is at the discretion of the Academic Co-ordinator and is dependent on the availability of staff and the number of registered learners.

Drama & Performance Studies 3: Production
DRAM303 (12L-115T-0P-0S-18H-10R-0F-0G-5A-13W-16C)
Prerequisite Requirement: 32 credits in Drama and Performance Studies or at the discretion of the Academic Co-ordinator.
Aim: Learners should be able to identify and carry out tasks in the production in order to reach performance deadlines, understand the process and application of rehearsal, and follow scheduled deadlines in relation to reaching performance readiness.
Content: The module covers advanced practical experience of the research into, and staging of, a professional production as actor/researcher, director, stage manager/technician, publicist, administrator or designer. Places on this course are obtained by audition or application. The offering of this module is at the discretion of the staff involved, and details should be obtained from the Academic Co-ordinator.
Assessment: Examination (3 hour written PLUS practical - 50%); Course record (50%)
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.
This module is not offered at HC and PMB in 2022.

Drama & Performance Studies 304
DRAM304 H2 P2 (30L-10T-0P-0S-84H-30R-0F-0G-6A-13W-16C)
Prerequisite Requirement: 64 credits in Drama and Performance Studies for majors, or at the discretion of the Academic Co-ordinator.
Corequisite: DRAM305 for majors (Howard College).
Aim: Learners will demonstrate an advanced critical and analytic competence in the engagement with late 20th and early 21st century performing and visual arts in relation to theory and text.
Content: This module covers the politics of the 'postmodern' in theatre, media, film, dance, and textual studies, and includes the practical application of these theoretical paradigms.
Assessment: Examination (3 hour written PLUS practical - 50%); Course record (50%)
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Drama & Performance Studies 305: Elective
DRAM305 H2 (10L-30T-0P-0S-84H-30R-0F-0G-6A-13W-16C)
Prerequisite Requirement: 64 credits in Drama and Performance Studies for majors, or at the discretion of the Academic Co-ordinator.
Corequisite: DRAM304 for majors (Howard College).
Aim: Learners will develop critical awareness of the theories pertaining to particular specialisations, and demonstrate a level of practical expertise within that specialisation.
Content: Theoretical and practical engagement in one of the following areas of specialisation: Acting OR Acting for the Camera OR Dance and Choreography OR Design OR Directing OR Drama-in-Education OR Popular Participatory Theatre OR Scriptwriting OR Uses of Theatre. For more information on the content of specific specialisations, consult the relevant course co-ordinator.
Assessment: Examination (3 hour written PLUS practical - 50%); Course record (50%)
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.
The offering of specialisations is at the discretion of the Academic Co-ordinator and is dependent on the availability of staff and the number of registered learners.

Acting and Dance

DRAM306 P2 (10L-9T-20P-10S-81H-20R-0F-0G-10A-13W-16C)

Prerequisite Requirement: 64 credits in Drama and Performance Studies for majors, or at the discretion of the Academic Co-ordinator.

Aim: To develop students' understanding of the theory and practical skills of two major aspects of theatre performance, acting and dance.

Content: Theoretical and practical studies of performance. Students may make choices of performance medium for their practical project.

Practicals: Application of creative skills in performance work.

Assessment: Examination (3-hour written PLUS practical - 50%); Course record (50%)

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Education and Development A

DRAM307 P1 (20L-0T-20P-0S-90H-20R-0F-0G-10A-13W-16C)

Prerequisite Requirement: 64 credits in Drama and Performance Studies for majors, or at the discretion of the Academic Co-ordinator.

Aim: To introduce learners to the use of theatre as a participatory method of research and action in a community context and for human development.

Content: Strategies and tools of participatory drama and theatre, participatory action research, role and role-play, facilitation of group workshops.

Practicals: Training in facilitation and role-playing skills.

Assessment: Examination (3-hour written PLUS practical - 50%); Course record (50%)

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Directing and Choreography

DRAM309 P2 (10L-9T-20P-10S-81H-20R-0F-0G-10A-13W-16C)

Prerequisite Requirement: 96 credits (including DRAM306 & DRAM307) in Drama and Performance Studies for majors, or at the discretion of the Academic Co-ordinator.

Aim: To develop students' understanding of the theory and practical skills of theatre performance and directing.

Content: Further theoretical and practical studies of performance. Students may make choices of performance medium for their practical project.

Practicals: Application of directorial and choreographic skills and understanding in a creative project.

Assessment: Examination - practical PLUS a 3-hour written paper OR a research paper (50%); Course record (50%)

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

This module is offered at the discretion of the Academic Co-ordinator and is dependent on availability of staff.

Playwriting

DRAM310 P2 (20L-10T-20P-0S-110H-0R-0F-0G-0A-13W-16C)

Prerequisite Requirement: 64 credits in Drama and Performance Studies, for majors, or at the discretion of the Academic Co-ordinator.

Aim: To extend students' understanding of the theory and practice of dramatic writing.

Content: Students will critically analyse a range of dramatic and critical texts, describe and discuss a range of dramatic genre and styles, and develop dramatic scripts for an audience through collaboration and original writing.

Assessment: Written and practical assignment (50%); Examination by portfolio (50%)

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Education & Development B

DRAM311 P2 (10L-0T-10P-10S-90H-20R-10F-0G-10A-13W-16C)

Prerequisite Requirement: 64 credits in Drama and Performance Studies, including DRAM307, for majors, or at the discretion of the Academic Co-ordinator.

Aim: To research and apply drama and theatre theory in supervised practical drama workshops in selected educational and community contexts.

Content: Planning, facilitating and evaluating drama workshops. Presenting seminars on applied drama research.
Practicals: Application of theory in supervised practical drama workshops in selected educational and community contexts.
Assessment: Examination - practical PLUS a 3-hour written paper OR a research paper (50%); Course record (50%)
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.
This module is not offered in PMB in 2022.

Directing and the Actor
DRAM703 HY (0L-0T-32P-32S-164H-75R-0F-0G-17A-26W-32C)
Prerequisite Requirement: Bachelors Degree, or at the discretion of the Academic Co-ordinator.
Aim: Through a study of directing theory and practice in the past, present, local, and global contexts, learners develop directorial skills in all aspects from pre- through post-production.
Content: The module covers directorial function and production procedures; the director, play and playwright; the designer and the director; rehearsal methodology; style and genre; the performance industry; and includes a supervised production project.
Assessment: Examination - written and practical (50%); Coursework (50%)
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Acting and the Director
DRAM704 H2 (0L-0T-32P-32S-164H-75R-0F-0G-17A-13W-32C)
Prerequisite Requirement: Bachelors Degree, or at the discretion of the Academic Co-ordinator.
Aim: Through the advanced analysis and application of various performance styles, the module aims to develop critical, theoretical and practical understanding of the acting aesthetic, as well as developing the technical skills required of a performer.
Content: The module covers discourse and history of acting theory; classical and contemporary styles, including realism, film acting, stand-up and physical theatre; and includes supervised performance projects.
Assessment: Examination - written and practical (50%); Coursework (50%)
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Contemporary Dance - History and Aesthetics
DRAM708 H2 (0L-0T-32P-32S-109H-75R-0F-0G-72A-26W-32C)
Prerequisite Requirement: Bachelors Degree, or at the discretion of the Academic Co-ordinator.
Aim: This module introduces learners to the major fields of dance performance and scholarship from modern and postmodern perspectives, including aesthetics, dance criticism and debates around the body as discourse. The focus is on both the global context of contemporary dance, and the local context of dance theatre in South Africa.
Content: The module covers modernism and dance; postmodernism and dance; articulating the art/process of choreography; the role of the dance critic; reading the male and female body; physical theatre; and includes a supervised dance production.
Assessment: Examination - written and practical (50%); Coursework (50%)
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Dance in Education
DRAM709 HY (0L-0T-24P-32S-160H-87R-0F-0G-17A-26W-32C)
Prerequisite Requirement: Bachelors Degree, or at the discretion of the Academic Co-ordinator.
Aim: This module equips learners with the skills for a career in dance education and teaching, through an in-depth investigation and practical implementation of dance education theories. Emphasis is placed on creating a dance education awareness for South Africa by addressing notions of 'outcomes based education' and 'Curriculum 2005'.
Content: The module covers dance teaching methodology; Laban's theories of Dance in Education; Dance in Education in Europe and America; developmental theory and practice; dance therapy; dance and community theatre; and includes supervised dance classes.
Assessment: Examination (50%); Teaching portfolio (50%)

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

The Politics of Performance

DRAM713 HC (0L-0T-0P-32S-128H-88R-0F-0G-72A-13W-32C)

Prerequisite Requirement: Bachelors Degree, or at the discretion of the Academic Co-ordinator.

Aim: Through a focus on late 20th and 21st century theatre and performance this module aims to promote an understanding of discourses around political and cultural issues, and how they have influenced and defined developments in contemporary theatre practice, including writing and performing.

Content: This module explores the 'politics' of performance; key theoretical/political movements, both globally and locally, including Feminism, Queer Theory, Black Consciousness; feminism and theatre in England, America and South Africa; masculinity and theatre; black women and theatre; performance art; political comedy.

Assessment: Examination (50%); Portfolio (50%)

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements

Theatre of Debate:Creating Community Dialogue

DRAM714 HB (0L-0T-42P-18S-144H-92R-0F-0G-24A-13W-32C)

Prerequisite Requirement: Bachelors Degree, or at the discretion of the Academic Co-ordinator.

Aim: Learners will engage with the theories, practices and debates around the various areas of applied drama. (Candidates may need to attend a selection interview.)

Content: Theatre for Development and popular theatre in theory and practice; researching, testing, analyzing and documenting the application of performance as a research methodology; social impact; culturally specific aesthetics; organizational and management skills for community learning interventions; practical projects are included.

Assessment: Examination (50%); Coursework (50%).

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Topics in Theatre Studies

DRAM720 PY (0L-0T-0P-39S-241H-20R-0F-0G-20A-26W-32C)

Prerequisite Requirement: A Bachelors degree with at least 64 credit points in Drama and Performance Studies at level 3 as a major, normally with a second class division one pass, or an acceptable equivalent.

Corequisite: Honours Research Paper.

Aim: To examine critically and discuss contemporary issues in Performance Studies.

Content: Topics selected by the class with the lecturer's approval from the offered range. Topics usually include specific genres, periods and dramatists as well as interdisciplinary topics.

Assessment: Class work: 50%; Examination (3-hour examination paper): 50%

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Applied Participatory Drama

DRAM721 PY (0L-0T-36P-12S-222H-20R-10F-0G-20A-26W-32C)

Prerequisite Requirement: A Bachelors degree with at least 64 credit points in Drama and Performance Studies at level 3 as a major, normally with a second class division one pass, or an acceptable equivalent.

Corequisite: Honours Research Paper

Aim: To extend understanding and experience of participatory drama and theatre that learners derived in undergraduate studies.

Content: Advanced theoretical studies of the development and transformation potential of participatory drama and theatre. Specific topics and projects are arranged from time to time. An independent project is conducted in situ with local communities and schools.

Assessment: Class work (50%); Examination (Research and project report and a 3-hour examination paper - 50%)

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Performance Studies

DRAM722 PY (0L-0T-36P-12S-232H-20R-0F-0G-20A-26W-32C)

Prerequisite Requirement: A Bachelors degree with at least 64 credit points in Drama and Performance Studies at level 3 as a major, normally with a second class division one pass, or an acceptable equivalent.
Corequisite: Honours Research Paper.
Aim: To extend students' ability in the art of theatre performance and encourage students to develop an individual, imaginative and inventive approach to theatre making and performance.
Content: Advanced theoretical and practical studies in acting and directing, dance and choreography, in areas such as methodology and process, historical perspectives, selected genres and directors/choreographers, and cultural theorists. Application of understanding and skills in relevant creative projects.
Assessment: Class work (50%); Examination (50%)
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Special Topics in Drama
DRAM770 PY (0L-0T-36P-12S-232H-20R-0F-0G-20A-26W-32C)
Prerequisite Requirement: A Bachelors degree with at least 64 credit points in Drama and Performance Studies at level 3 as a major, normally with a second class division one pass, or an acceptable equivalent.
Corequisite: Honours Research Paper.
Aim: To explore new areas and themes emerging in the discipline or arising from research of current or visiting members of the teaching staff.
Content: To be determined as appropriate.
Assessment: Class work (50%); Examination (50%)
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Honours Research Paper: Drama
DRAM7RP HY PY (0L-0T-0P-12S-205H-0R-0F-0G-103A-26W-32C)
Prerequisite Requirement: A Bachelors degree with at least 64 credit points in Drama and Performance Studies at level 3 as a major, normally with a second class division one pass, or an acceptable equivalent.
Aim: To introduce students to post-graduate research techniques.
Content: A series of classes and colloquia on research methodology preparatory to a research essay of between 6,000 and 10,000 words on a topic chosen by each candidate, approved and supervised by the programme staff.
Assessment: Research essay
DP Requirement: As per college rules.

Theorising the 'Act': Local & Global Context
DRAM805 HY (0L-0T-0P-32S-146H-70R-0F-0G-72A-26W-32C)
Prerequisite Requirement: Appropriate Honours Degree, or at the discretion of the Academic Co-ordinator.
Aim: This module seeks to interrogate and theorise the nature and function of the performance act, from the perspective of the actor, director and writer, in the past and present. The representations of the act/actor in a variety of writings will be examined to facilitate the development of a discourse around the performance act/actor in South Africa.
Content: The module includes cultural theory; theorizing the body, the word, the image, and the process; writing the performance; the state of the nation.
Assessment: Examination (50%); Portfolio (50%)
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.
This module is offered at the discretion of the Academic Co-ordinator and is dependent on the availability of staff.

Research Methodologies and Applications
DRAM819 HC (0L-0T-0P-13S-147H-88R-0F-0G-72A-26W-32C)
Prerequisite Requirement: Appropriate Honours Degree.
Aim: This module aims to equip learners with the research and writing skills to facilitate the completion of their dissertations.
Content: The module covers theorizing and researching different areas of drama and performance, structuring research proposals, understanding methodologies of research, and writing skills for graduate study.
Assessment: Proposal (60%); Portfolio (40%)

DP Requirement: Completion and submission of all coursework on time and compliance with attendance requirements.
This course is offered at the discretion of the Academic Co-ordinator and is dependent on the availability of staff.

Applied Drama

DRAM820 PY (0L-0T-0P-6S-164H-0R-90F-0G-60A-26W-32C)
Prerequisite Requirement: An Honours degree with at least 64 credits in Drama Studies modules with a pass at an appropriate level.
Aim: To develop knowledge and skills in the application of drama in appropriate areas determined from time to time, such as education, primary health care, conflict and negotiation, and development.
Content: Practical research into the application of drama in specific South African settings, as well as critical consideration of the various theoretical frameworks underpinning such work.
Assessment: Class work (50%); Practical Examination and Research Report (50%)
DP Requirement: Regular attendance at seminars and supervision sessions, completion of fieldwork and fieldwork report.

Product Oriented Applied Drama

DRAM830 PY (0L-0T-0P-6S-164H-0R-90F-0G-60A-26W-32C)
Prerequisite Requirement: An Honours degree with at least 64 credits in Drama and Performance Studies modules with a pass at an acceptable level.
Aim: To introduce students to the entrepreneurial application of product-oriented drama in the areas determined by the department from time to time such as education, primary health care, conflict and negotiation, industrial training and promotion and legal aid.
Content: Practical experience of engaging in such entrepreneurial application as well as critical consideration of the various theoretical frameworks underpinning such work. Application of research, understanding and applied drama skills.
Assessment: Class work (50%); Examination (Take away paper and practical examination) (50%)
DP Requirement: As per college rules.

Independent Production

DRAM840 PY HY (0L-0T-0P-6S-254H-0R-0F-0G-60A-26W-32C)
Prerequisite Requirement: An Honours degree with at least 64 credits in Drama and Performance Studies modules.
Aim: To develop entrepreneurial skills in the field of Theatre and Performance Studies.
Content: Subject to adequate motivation,programme approval and supervision, and the availability of sufficient resources, candidates may pursue an independently developed entrepreneurial or creative project, provided that such work is substantially distinct from the candidates other course components. Candidates shall submit a report of approximately 5000 words, demonstrating the candidate's capacity to research, conduct, and evaluate such work. Application of research, understanding and skills in a project or production.
Assessment: Class work (50%); Examination (50%)
DP Requirement: As per college rules.

Special Elective in Drama

DRAM850 PY (0L-0T-0P-6S-254H-0R-0F-0G-60A-26W-32C)
Prerequisite Requirement: An Honours degree with at least 64 credits in Drama and Performance Studies modules.
Aim: To offer learners access to studies of drama and theatre and its uses in the international arena by professionals who are visitors to the campus, as visiting lecturers or research fellows. Staff of the university who have recently completed new research could also offer this module in their research field. The modules will be offered according to availability of human resources, and at the discretion of the Academic Co-ordinator.
Content: Variable
Assessment: Class work (50%); Examination (50%) [as determined by the supervisor and Academic Co-ordinator]
DP Requirement: As per college rules.

Special Topics in Drama

DRAM870 PY (0L-0T-0P-6S-254H-0R-0F-0G-60A-26W-32C)
Prerequisite Requirement: A Bachelors degree with at least 64 credit points in Drama and Performance Studies at level III as a major, normally with a second class division one pass, or an acceptable equivalent.

Aim: To explore new areas and themes emerging in the discipline or arising from research of current or visiting members of the teaching staff.
Content: To be determined as appropriate.
Assessment: Classwork (50%); Examination (50%)
DP Requirement: As per college rules.

Dissertation:Drama & Performance Studies
DRAM8SD HC (0L-0T-0P-0S-960H-0R-0F-0G-0A-0W-96C)
Prerequisite Requirement: Appropriate Honours degree and 96 credits at Masters level
Aim: Candidates will carry out, under supervision, a piece of research relevant to Drama and Performance Studies.
Content: A short dissertation of around 20 000 words, on a topic in the area of Drama and Performance Studies.
Assessment: Short dissertation examined by one internal and one external examiner
DP Requirement: Approval of dissertation proposal by the College and School Higher Degrees Committee, regular attendance at supervision sessions and adherence to agreed deadlines.
PLEASE NOTE: Students in the coursework Masters programme must register for this module in the second semester of their initial year of study. Students in subsequent years of study must continue to register for this module under the code DRAM8SS HC/PC

Economic History and Development Studies

Offered in the School of Social Sciences

Political Economy of Food in a Global Context
ECHS101 H1 (30L-20T-0P-0S-67H-20R-0F-0G-4A-13W-14C)
Aim: To develop basic cognitive, writing and general academic skills; to introduce the subject of the political economy of food; to develop a basic understanding of the broader political aspects that influence and govern the food we eat.
Content: Introduction to the historical changes in the domestication of food sources, development of agrarian systems, politics of food and the emergence of different food regimes; the world of food, food sovereignty, hunger, agribusiness and agriculture in a global context; current theories of development and globalisation; and the 'McDonaldisation' of the global food paradigm.
Assessment: Examination 50%. Continuous assessment (essays, reviews, quizzes, projects) 50%.
DP Requirement: Submission of all written work on time. Attendance of lectures, tutorials and other sessions as stipulated. Minimum class record as specified.

Globalisation Then and Now
ECHS102 H2 (30L-20T-0P-0S-77H-29R-0F-0G-4A-13W-16C)
Aim: To develop cognitive and writing skills. To construct analytical tools for understanding the uneven spread of globalisation. To acquire a broad knowledge of the history of globalisation.
Content: Historical studies and theoretical frameworks for analyzing capitalism's global expansion and the integration of the global political economy, with a distinctive focus on capitalism's relationship with Africa and the 'third world'.
Assessment: Examination (50%); Continuous Assessment (essays, quizzes, seminars and projects in tutorials) (50%)
DP Requirement: Submission of all written work on time. Attendance of lectures, tutorials and other sessions as stipulated. Minimum class record as specified.

Political Ecology
ECHS205 H1 (30L-20T-0P-0S-76H-30R-0F-0G-4A-13W-16C)
Aim: To advance basic cognitive, writing and general academic skills; to introduce the emerging field of political ecology; to analyse the relationship between politics, ecologically sustainable development and various other 'ecologisms'.
Content: Overview of the historical and conceptual relationships between political theory and society's relations with nature; current theories of political ecology and ecologically sustainable development. The relationship between politics, economics, ecology and society. Ecological economics and footprinting, environmental justice and racism, global climate change, sustainable development, and eco-Marxism.
Assessment: Examination (50%); Continuous assessment (essays, reports, reviews, quizzes, projects) (50%).

DP Requirement: Submission of all written work on time. Attendance of lectures, tutorials and other sessions as stipulated. Minimum class record as specified.

Capitalism and Development

ECHS209 H1 (30L-20T-0P-0S-76H-30R-0F-0G-4A-13W-16C)

Aim: To acquire a broad knowledge of the main facets of industrialisation and modern capitalism. To acquire intermediate cognitive and writing skills. To acquire the capacity to understand and develop analytical arguments.

Content: Introduction to capitalism as a distinct concept and its historic emergence in Europe; concepts of economic growth and development; the Industrial Revolution and industrialisation in the modern world.

Assessment: Examination (50%); Continuous assessment (essays, quizzes, seminars and projects in tutorials) (50%).

DP Requirement: Submission of all written work on time. Attendance of lectures, tutorials and other sessions as stipulated. Minimum class record as specified.

Development in Southern Africa

ECHS210 H2 (30L-20T-0P-0S-76H-30R-0F-0G-4A-13W-16C)

Aim: To acquire intermediate cognitive and writing skills, the capacity to understand analytical arguments, and a broad knowledge of the history of modern economic development in South and Southern Africa.

Content: The module focuses on the capitalist experience in Southern Africa, paying particular attention to the integration of the sub-region into the global economy. Current debates on land reform, economic integration, industrialisation, trade regimes and general economic policy. Although much of the module will focus on South Africa, attention is also given to other members of SADC.

Assessment: Examination (50%); Continuous assessment (essays, quizzes, seminars, and projects in tutorials) (50%).

DP Requirement: Submission of all written work on time. Attendance of lectures, tutorials and other sessions as stipulated. Minimum class record as specified.

Development in a Changing World Economy

ECHS303 H1 (39L-20T-0P-0S-197H-60R-0F-0G-4A-13W-32C)

Aim: To provide a basic understanding of development in a globalising world economy and the role of leading development institutions in the field of economic and social development. To enhance existing cognitive and writing skills. To enhance the capacity to understand analytical arguments.

Content: Various theoretical approaches to, and definitions of, development. The influence of debates around gender, globalisation, post development thinking and so on. The role of NGOs, the World Bank, IMF and other institutions as agents of development as well as the debt crisis, structural adjustment programmes, the rise of the Washington Consensus and the industrial experience of the South.

Assessment: Examination (50%); Continuous assessment (essays, reports, reviews, quizzes, projects) (50%).

DP Requirement: Submission of all written work on time. Attendance of lectures, tutorials and other sessions as stipulated. Minimum class record as specified.

Key Themes in Development Today

ECHS304 H2 (39L-20T-0P-0S-197H-60R-0F-0G-4A-13W-32C)

Prerequisite Requirement: Compliance with collegeprogression rules.

Aim: To familiarise students with some of the key issues and themes in the contemporary development discourse. To enhance existing cognitive and writing skills. To enhance the capacity to understand analytical arguments.

Content: Various themes that currently inform much of the development debate ranging from the concept of 'sustainable development' through to the impact of conflict and war on economic development. Related themes include poverty, famine, the population question, the role of civil society, accumulation and humanitarianism.

Assessment: Examination (50%); Continuous assessment (essays, quizzes, seminars and projects in tutorials) (50%).

DP Requirement: Submission of all written work on time. Attendance of lectures, tutorials and other sessions as stipulated. Minimum class record as specified.

Environmental History/Policy

ECHS702 H2 (0L-0T-0P-39S-248H-30R-0F-0G-3A-13W-32C)

Prerequisite Requirement: Compliance with college rules.

Aim: To involve students in the main themes in the field of environmental history and policy making. To develop advanced cognitive, writing, presentation and research skills. To acquire a thorough knowledge of current critical debates and an ability to grasp the theoretical and philosophical underpinnings of the field of knowledge.

Content: A broad overview of the key concepts, and theoretical paradigms, concerns and issues that have influenced

environmental history and policy making, specifically in South Africa. Debates on conservation, ecological footprints, pollution, environmental justice and so forth.
Assessment: Examination or examination equivalent; continuous assessment may include fieldwork.
DP Requirement: Attendance of all seminars/possible field visits and submission of all written work.
Also offered at Masters level: ECHS802 H2; themes vary from year to year; assessment may require a more substantial independent research component.

Labour, Agriculture & Rural Development
ECHS703 H1 (0L-0T-0P-39S-248H-30R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Compliance with College rules.
Aim: To familiarise students with some of the key issues in contemporary rural development discourse both in the context of South Africa and internationally. To develop advanced cognitive, writing, presentation and research skills. To acquire a thorough knowledge of current critical debates and an ability to grasp the theoretical and philosophical underpinnings of the field of knowledge.
Content: Overview of relevant theoretical paradigms, agrarian history, sustainability issues, food security, work and the labouring class in a rural context, biotechnology, land reform, and alternative off-farm natural resource-based strategies.
Assessment: Examination or examination equivalent; continuous assessment; may include fieldwork.
DP Requirement: Attendance of all seminars and the submission of all written work on time.
Also offered at Masters level: ECHS803 H1; themes vary from year to year; assessment may require an independent research component.

African Economic History
ECHS704 H2 (0L-0T-0P-20S-297H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Compliance with College rules.
Aim: Introduction to debates and issues on the history of African development. Development of student presentation and essay writing skills. Improving knowledge of the African continent.
Content: This module is focused on some of the major problems facing economic development initiatives on the African continent since the colonial period. It excludes South Africa and concentrates on the rest of the continent.
Assessment: Examination (75%); Continuous assessment (25%)
DP Requirement: Attendance of all seminars and the submission of all written work on time.
Also offered at Masters level: ECHS804 H2; assessment requires a more substantial independent research component.

Research Paper: Economic History
ECHS7RP HB (0L-0T-0P-20S-297H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Compliance with College rules.
Aim: To develop the ability to conduct substantial research under supervision and to construct a sustained argument. To develop advanced cognitive, writing and research skills. To demonstrate a thorough knowledge of the chosen field of inquiry.
Content: Appropriate research topic chosen by candidate.
Assessment: A dissertation of around 20 000 - 25 000 words, on a research question to be formulated in the area of Economic History. Examined by one internal and one external examiner.
DP Requirement: As per college rules.

Issues in African Economic History
ECHS808 H1 (0L-0T-0P-30S-115H-0R-0F-0G-15A-15W-16C)
Prerequisite Requirement: None.
Corequisite: None.
Aim: To apply key concepts and ideas from economic history and development studies within an African context. This module develops key theoretical frameworks students will require by exploring case studies of development and change over time.
Content: Key theories from economic history and development studies; conceptualising and theorising development research; how to understand developing countries and regions; key development indicators and markers of change
Assessment: Essay 30%; Presentation 30%; Annotated Bibliography 30%; Seminar Participation 10%
DP Requirement: Attendance of all seminars and submission of all assignments

Education

Offered in the School of Education

Economics and Management Sciences 1
EDAC111 E1 (39L-18T-0P-0S-62H-10R-0F-0G-31A-15W-16C)
Aim: The aim of the module is to enable student teachers to develop introductory content knowledge and skills as it relates to basic accounting for Sole Trader as a form of business ownership with.
Content: This module introduces very basic accounting and booking concepts and procedures.
Assessment: Assignments and class tests (50%) Examination (50%)
DP Requirement: A minimum year mark of 40%

Economics and Management Sciences 2
EDAC112 E1 (39L-18T-0P-0S-62H-10R-0F-0G-31A-15W-16C)
Aim: The aim of the module is to enable student teachers to develop introductory content knowledge and skills as it relates to entrepreneurship.
Content: This module introduces students to introductory content knowledge and skills as it relates to basic entrepreneurship.
Assessment: Assignments and class tests (50%) Examination (50%)
DP Requirement: A minimum year mark of 40%

Accounting Education 1
EDAC113 E1 (39L-18T-0P-0S-62H-10R-0F-0G-31A-15W-16C)
Aim: The aim of the module is to enable student teachers to develop content knowledge and skills as it relates to Business calculations, Accounting equation, reconciliations, basic Accounting principles, policies and Accounting for Sole Trader as a form of business ownership and Value Added Tax (VAT).
Content: •The integration of business calculations and Accounting Education • Basic principles and policies of accounting with special reference to GAAP/IFRS • Accounting procedures inrelation to bookkeeping (Alljournals including Salaries andWages Journal) • Accounting equation • Reconciliations (Bank,Debtors and Creditors) • Yearend Adjustments, closingentries and final accounts • Financial Statements for aSole Trader • Analysis and interpretation ofFinancial Statements.•Value Added Tax (VAT) • Internal control and auditing
Assessment: Assignments and class tests (50%) Examination (50%)
DP Requirement: A minimum year mark of 40%

Accounting Education 2
EDAC114 E2 (39L-18T-0P-0S-62H-10R-0F-0G-31A-15W-16C)
Aim: The aim of the module is to develop content knowledge and skills as it relates to Manufacturing Entities, Non-Profit Entities and Inventories.
Content: • Manufacturing Entities • Non-Profit Entities • Inventories
Assessment: Assignments and class tests (50%) Examination (50%)
DP Requirement: A minimum year mark of 40%.

Life Orientation & EMS LAS
EDAC200 EC (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: To introduce novice EMS teachers to basic curriculum issues and disciplinary knowledge in EMS by providing a basic understanding of the economic problem and the business environment. To familiarise students with the Life Orientation Learning area and to investigate possibilities for integration with other Learning areas.
Content: An introduction to the broad framework of Economics, the circular flow model, scarcity and choice, demand and supply – price formation, institutions in an economy and the EMS learning area. An introduction to the Learning Area Outcomes and Assessment Standards for LO, focusing on teaching and learning strategies and tools for assessments when integrating LO and other learning areas.
Assessment: Continuous Assessment
DP Requirement: As per college rules.

Accounting Method 1
EDAC201 EC (20L-0T-0P-0S-45H-12R-0F-0G-3A-6W-8C)
Prerequisite Requirement: Accounting 210
Aim: • To explore different learning theories and their application to Accounting teaching. • To introduce the novice Accounting teacher to basic curriculum issues in Accounting. • Explore various approaches to teaching Accounting Education 210 topics.
Content: • The place of Accounting in the school curriculum • Issues in Accounting Education • Critical Theories of learning and their implications for accounting teaching • Methodologies for effective accounting classroom • Lesson planning and assessment in Accounting education
Assessment: Continuous Assessment (100%) comprising: Assignments 80% Presentations 20%
DP Requirement: N/A

Accounting Education 210
EDAC210 EC (40L-0T-0P-0S-90H-24R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Matric Maths SG or Basic Maths, Matric Accounting
Aim: To develop knowledge and skills required for Accounting for Sole Traders.
Content: -Accounting equation -Accounting procedures in relation to bookkeeping of a Sole Trader: • Source documents. • All subsidiary journals including Salaries and Wages Journal. • Ledger • Business calculations • Basic principles and policies of accounting with special reference to GAAP/IFRS • Controls accounts • Internal control and auditing -Year-end Adjustments, closing entries and final accounts -Financial Statements of a Sole Trader
Assessment: Assignments and class tests (50%) Examination (50%)
DP Requirement: A minimum year mark of 40%

Economic & Management Sciences Method 1
EDAC211 E1 (35L-0T-0P-0S-80H-10R-0F-0G-35A-23W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To introduce students to curriculum, pedagogy and assessment issues with a view to developing learning programmes as it relates to the teaching of EMS with a focus on teaching basic entrepreneurship, taking cognisance of the learner diversity and diverse teaching and learning contexts.
Content: • An introduction to teaching and learning theories as it relates to teaching basic entrepreneurship. • An introduction to curriculum theory as it relates to teaching basic entrepreneurship. • An introduction to assessment as it relates to teaching basic entrepreneurship • An introduction to learning programme development as it relates to teaching basic entrepreneurship • Teaching resource development as it relates to teaching basic entrepreneurship.
Assessment: Continuous Assessment (100%) comprising: Assignments 80% Presentations 20%
DP Requirement: None

Economics and Management Sciences 3
EDAC212 E2 (39L-18T-0P-0S-62H-10R-0F-0G-31A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To enable student teachers to develop content knowledge and skills as it relates to business management.
Content: • General management • Administrative management • Purchasing management • Marketing management • Financial management • Public relations management
Assessment: Assignments and class tests (50%) Examination (50%)
DP Requirement: A minimum year mark of 40%

Economics and Management Sciences 4
EDAC213 E2 (39L-18T-0P-0S-62H-10R-0F-0G-31A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To enable student teachers to develop content knowledge and skills as it relates to introductory economic knowledge.
Content: This module introduces students to introductory economics content knowledge and skills.
Assessment: Assignments and class tests (50%) Examination (50%)
DP Requirement: A minimum year mark of 40%

Accounting Education 3
EDAC214 E1 (39L-18T-0P-0S-62H-10R-0F-0G-31A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The aim of the module is to enable students to develop content knowledge and skills as it relates to Companies as a forms of business ownership and Property, Plant and Equipment (PPE)
Content: •Formation and statutory (including MOI and Public Interest Score) requirements of Limited liability companies • Corporate Governance (King 4) • Aspects of Accounting relating to Limited Liability Company • Analysis of company financial statements including Cash Flow Statement. • Analyse a company's published financial statements and audit report. • Property, Plant and Equipment (PPE) • Internal Control and auditing
Assessment: A minimum year mark of 40%.
DP Requirement: A minimum year mark of 40%.

Accounting Education Method 1
EDAC215 E1 (35L-0T-0P-0S-80H-10R-0F-0G-35A-23W-16C)
Aim: The aim of the module is to introduce students to curriculum, pedagogy and assessment issues with a view to developing learning programmes as it relates to the teaching of Accounting for Sole Traders, taking cognisance of the learner diversity and diverse teaching and learning contexts.
Content: • An introduction to teaching and learning theories as it relates to accounting for Sole Traders. • An introduction to curriculum theory as it relates to accounting for Sole Traders. • An introduction to assessment as it relates to accounting for Sole Traders. • An introduction to learning programme development as it relates to teaching accounting for Sole Traders. • Teaching resource development as it relates to teaching accounting for Sole Traders.
Assessment: Continuous Assessment (100%) comprising: Assignments 80% Presentations 20%
DP Requirement: n/a

Accounting Education 220
EDAC220 EC (40L-0T-0P-0S-90H-24R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Accounting 210
Aim: To develop knowledge and skills required for Accounting for Sole traders.
Content: -Bank Reconciliation Statement. -Assets. -Disposal of tangible assets. -Periodic inventory system. -Year-end adjustments -Prepare advanced Financial Statements of a Sole Trader. Analysis and interpretation of Financial Statements of a Sole Trader.
Assessment: Assignments and class tests (50%) Examination (50%)
DP Requirement: A minimum year mark of 40%

Accounting Method 2
EDAC301 EC (20L-0T-0P-0S-45H-12R-0F-0G-3A-6W-8C)
Prerequisite Requirement: Accounting 210 and Accounting 220
Aim: To explore different pedagogical approaches to teaching Sole Traders, Partnerships and Reconciliations.
Content: Application of learning theories to the teaching of Sole Traders and Partnerships (Accounting equation, source documents, subsidiary journals, ledger accounts, basic year-end adjustments)
Assessment: Continuous Assessment 100%
DP Requirement: 1. At least 75% attendance at all lectures, practicals, tutorials and seminars. 2. Submission of all work, as required by the module coordinator, by the stipulated due date. 3. At least 40% in the course work component of the module.

Accounting Education 310
EDAC310 EC (40L-0T-0P-0S-90H-24R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Accounting 210 OR 220
Aim: To develop knowledge and skills required for accounting for Partnerships, Companies and Cash Flow Statements.
Content: -Public Company • Ledger Accounts • Year-end adjustments. • Advanced financial statements including Cash Flow Statement. • Analysis and interpretation of company financial statements including Cash Flow Statement. -Partnerships • Ledger Accounts • Year-end adjustments. • Advanced financial statements. • Analysis and interpretation of company financial statements for partnerships.
Assessment: Assignments and class tests (50%) Examination (50%)
DP Requirement: A minimum year mark of 40%

Economic and Management Sciences Method 2
EDAC311 E2 (35L-0T-0P-0S-80H-10R-0F-0G-35A-15W-16C)
Aim: To introduce students to curriculum, pedagogy and assessment issues with a view to developing learning programmes as it relates to the teaching of EMS with a focus on teaching accounting for sole traders, taking cognisance of the learner diversity and diverse teaching and learning contexts.
Content: • An introduction to teaching and learning theories as it relates to teaching accounting for sole traders. • An introduction to curriculum theory as it relates to teaching accounting for sole traders. • An introduction to assessment as it relates to teaching accounting for sole traders • An introduction to learning programme development as it relates to teaching accounting for sole traders • Teaching resource development as it relates to teaching accounting for Sole Traders.
Assessment: Continuous Assessment (100%) comprising: Assignments 80% Presentations 20%
DP Requirement: N/A

Accounting Education Method 2
EDAC312 E1 (35L-0T-0P-0S-80H-10R-0F-35G-0A-15W-16C)
Aim: To prepare students to engage with curriculum, pedagogy and assessment issues with a view to developing learning programmes as it relates to the teaching of Manufacturing Entities, Non-Profit Entities, Inventories and Property, Plant and Equipment (PPE).
Content: • Teaching and learning theories as it relates to accounting to Manufacturing Entities, Non-Profit Entities, Inventories and Property, Plant and Equipment (PPE). • Curriculum theory as it relates to accounting for to Manufacturing Entities, Non-Profit Entities, Inventories and Property, Plant and Equipment (PPE. • Assessment as it relates to accounting for to Manufacturing Entities, Non-Profit Entities, Inventories and Property, Plant and Equipment (PPE). • Learning programme development as it relates to accounting for to Manufacturing Entities, Non-Profit Entities, Inventories and Property, Plant and Equipment (PPE). • Teaching and learning resource development as it relates to accounting for to Manufacturing Entities, Non-Profit Entities, Inventories and Property, Plant and Equipment (PPE).
Assessment: Continuous Assessment (100%) comprising: Assignments 80% Presentations 20%
DP Requirement: N/A

Accounting Education 4
EDAC313 E1 (39L-18T-0P-0S-62H-10R-0F-0G-31A-15W-16C)
Aim: To enable students to develop content knowledge and skills as it relates to Cash Budgets, projected Income Statements and Accounting for Branches.
Content: • Cash Budgets (for Sole Trader and Companies) • Projected Income Statement (For Sole Trader and Companies) • Centralised and decentralised Branches
Assessment: Assignments and class tests (50%) Examination (50%)
DP Requirement: A minimum year mark of 40%.

Accounting Education 5
EDAC314 (39L-0T-0P-0S-62H-10R-0F-0G-256A-15W-37C)
Aim: To enable student teachers to develop content knowledge and skills as it relates to Partnerships, Incomplete records and Consolidated financial statements (Group Statements)
Content: • Accounting for Partnerships and dissolutions • Incomplete records • Consolidated Financial Statements (Group Statements)
Assessment: Assignments and class tests (50%) Examination (50%)
DP Requirement: A minimum year mark of 40%

Accounting Education 320
EDAC320 EC (40L-0T-0P-0S-90H-24R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Accounting 210 OR 220
Aim: To further develop knowledge and skills required for accounting for a close corporation and budgeting.
Content: -Close corporation • Ledger Accounts. • Year-end adjustments. • Advanced financial statements in Close Corporation. • Analysis and interpretation of company financial statements for partnerships. Close Corporation. -Budgeting • Cash Budgets. • Forecasted Income Statements.
Assessment: Assignments and class tests (50%) Examination (50%)
DP Requirement: A minimum year mark of 40%

Accounting Method 3
EDAC401 EC (20L-0T-0P-0S-45H-12R-0F-0G-3A-6W-8C)
Prerequisite Requirement: Accounting 310 and Accounting 320
Aim: To introduce the novice teacher to basic curriculum issues in Accounting and to explore learning theories and their application in teaching Accounting.
Content: • The place of Accounting in the school curriculum. • Innovative strategies for teaching of Accounting. • Theories of learning and their implications for Accounting teaching. • Assessment in Accounting. • Teaching specific topics or concepts in Accounting.
Assessment: Continuous Assessment (100%) comprising: Assignments 80% Presentations 20%
DP Requirement: N/A

Accounting Education 410
EDAC410 EC (30L-25T-0P-0S-100H-0R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Accounting 210 and Accounting 220
Aim: The aim of the module is to enable student teachers to develop content knowledge and skills as it relates to Non-profit Organisations, Stock valuation, Manufacturing concerns and VAT Accounting
Content: -Non-profit Organisations • Ledger Accounts • Year-end adjustments. • Advanced financial statements of a Non-profit Organisations. • Analysis and interpretation of Non-profit Organisations. -Manufacturing concerns • Manufacturing accounts. • Financial Statements of a manufacturing concern. -VAT Accounting -Stock Valuation • FIFO method • Weighted average method. • Specific identification method.
Assessment: Assignments and class tests (50%) Examination (50%)
DP Requirement: A minimum year mark of 40%

Economic and Management Sciences Method 3
EDAC411 E2 (35L-0T-0P-0S-80H-10R-0F-0G-35A-15W-16C)
Aim: To introduce students to curriculum, pedagogy and assessment issues with a view to developing learning programmes as it relates to the teaching of EMS with a focus on teaching basic economics and business, taking cognisance of the learner diversity and diverse teaching and learning contexts.
Content: An introduction to teaching and learning theories as it relates to teaching basic economics and business. •An introduction to curriculum theory as it relates to teaching basic economics and business. •An introduction to assessment as it relates to teaching basic economics and business •An introduction to learning programme development as it relates to teaching basic economics and business •Teaching resource development as it relates to teaching basic economics and business.
Assessment: Continuous Assessment (100%) comprising: Assignments 80% Presentations 20%
DP Requirement: None

Accounting Education Method 3
EDAC412 E2 (35L-0T-0P-0S-80H-10R-0F-35G-0A-15W-16C)
Aim: To develop students' knowledge on curriculum, pedagogy and assessment issues with a view to developing learning programmes as it relates to the teaching of Accounting for Companies and Partnerships as forms of business ownership.
Content: • Teaching and learning theories as it relates to accounting for Companies and Partnerships as forms of business ownership. • Curriculum theory as it relates to accounting for Companies and Partnerships as forms of business ownership. • Assessment as it relates to accounting for Companies and Partnerships as forms of business ownership. • Teaching and learning resource development as it relates to teaching accounting for Companies and Partnerships as forms of business ownership.
Assessment: Continuous Assessment (100%) comprising: Assignments 80% Presentations 20%
DP Requirement: None

Accounting Education 420
EDAC420 EC (30L-25T-0P-0S-100H-0R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Accounting 210 and Accounting 220
Aim: To further develop knowledge and skills with regard to Retirement and liquidation of Partnerships and Branch Accounting. Introduction to Pastel Accounting.
Content: Ledger accounts on retirement and liquidation of a partnership. Ledger accounts, year-end adjustments, financial statements of a centralized and decentralized Branch. Introduction to Pastel Accounting.
Assessment: Continuous Assessment 50%, Examination 50%

DP Requirement: 1. At least 75% attendance at all lectures, practicals, tutorials and seminars. 2. Submission of all work, as required by the module coordinator, by the stipulated due date. 3. At least 40% in the course work component of the module.

Accounting Teaching 601
EDAC601 E1 P1 (30L-15T-0P-0S-85H-10R-0F-0G-20A-15W-16C)
Aim: To develop students' knowledge and skills in curriculum and pedagogy as they relate to teaching the subject of Accounting in the FET phase within the national school curriculum framework. To develop competence in teaching Accounting in the FET phase (grades 10 to 12).
Content: •The nature of Accounting (origin, evolution and contemporary debates) •Teaching and learning theories as they relate to teaching Accounting (constructivist and critical constructivists approaches) •Curriculum theory as it relates to teaching Accounting (liberal and post-liberal approaches to curriculum development) •Campus based peer teaching, peer observation and reflection within the context of FET Accounting teaching in the school curriculum. •Resource development for Accounting teaching in the school curriculum.
Assessment: Written Assignments 45%, Projects 45%, Oral presentations 10%
DP Requirement: A minimum achievement of a 40% year mark for assessment tasks (continuous assessment).

Accounting Teaching 602
EDAC602 E2 P2 (30L-15T-0P-0S-85H-10R-0F-0G-20A-0W-16C)
Aim: To develop students' knowledge and skills in pedagogy and assessment as it relates to teaching the subject Accounting in the FET phase within the national school curriculum framework. To develop competence in teaching Accounting in the FET phase (grades 10 to 12).
Content: •Pedagogical issues in teaching and learning Accounting; (teaching procedural and conceptual knowledge and pervasive skills) •Assessment theory and methods in Accounting (formative and summative assessment, rubrics and feedback) •Barriers to teaching and learning in Accounting (including reading and mathematical challenges) •Resources development in Accounting in the national school curriculum •Accounting knowledge as contestable knowledge •Teaching ethics and accountability in Accounting (including corporate social responsibility).
Assessment: Assignments : 50% Examination : 50%
DP Requirement: A minimum achievement of a 40% year mark for assessment tasks (continuous assessment).

Accounting Teaching 401
EDAC604 EC PC (0L-27T-0P-0S-83H-17.5R-30F-0G-2.5A-18W-16C)
Aim: To develop students' pedagogic content knowledge for teaching the selected subjects in the FET band of schooling (Grades 10 - 12).
Content: Curriculum issues; teaching, learning and assessment; learner misconception and errors; teaching plans and learning programmes; reflecting on practice teaching and observations of experienced teachers; tools and technology for teaching topics in the specialization.
Practicals: 11.5 weeks in the schools.
Assessment: Coursework: 50%; examination: 50%
DP Requirement: Attendance at 75% of tutorials and submission of two major assignments.

Economics Teaching 601
EDAC605 E1 P1 (30L-15T-0P-0S-85H-10R-0F-0G-20A-15W-16C)
Aim: To develop students' knowledge and skills in curriculum and pedagogy as they relate to teaching the subject of Economics in the FET phase within the national school curriculum framework. To develop competence in teaching Economics in the FET phase (grades 10 to 12).
Content: •Pedagogical issues in teaching and learning Economics • Assessment theory and methods in Economics (including formative and summative assessment, rubrics and feedback) • Barriers to teaching and learning in Economics in the school curriculum (reading and extended writing challenges) • Resources development in Economics in the school curriculum • Economics knowledge as contestable knowledge • Teaching ethics and accountability in Economics (including corporate social responsibility).
Assessment: Written Assignments 45% Projects 45% Oral presentations 10%
DP Requirement: As per college rules.

Economics Teaching 602
EDAC606 E2 P2 (30L-15T-0P-0S-85H-10R-0F-0G-20A-15W-16C)
Aim: To develop students' knowledge and skills in pedagogy and assessment as they relate to teaching the subject of

Economics in the FET phase within the national school curriculum framework. To develop competence in teaching Economics in the FET phase (grades 10 to 12).
Content: •Pedagogical issues in teaching and learning Economics (including economics pedagogy as problem-solving pedagogy) •Assessment theory and methods in Economics (including formative and summative assessment, rubrics and feedback) •Barriers to teaching and learning in Economics (including mathematical, reading and writing challenges) •Resources development in Economics in the school curriculum •Economics knowledge as contestable knowledge (including ideology in economic theory) •Teaching ethics and accountability in Economics (including social justice and economics teaching)
Assessment: Assignments: 50% Examination: 50%
DP Requirement: A minimum achievement of a 40% year mark for assessment marks (continuous assessment).

Adult Learning
EDAE702 P2 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The aim of this module to examine concepts, theories and research about adult learning from psychological and sociological perspective.
Content: The psychology and sociology of adult learning (including types and theories of learning, cognition, memory, the development of thought, socialization, participation and attitudinal and behavioural change.
Assessment: Continuous Assessment: 50% made up short individual essays, class presentations and a major essay assignment with a weighting of 50%
DP Requirement: 75% Attendance of the planned lectures as per attendance register. Completion and submission of all assessments.

Adult Literacy & Adult Basic Educ & Training
EDAE703 P1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: Students will examine the role of adult education curricula within various examples of adult education in society, different curriculum theories, styles, and models for design; the concepts of needs, objectives, outcomes, innovation and evaluation; implementation of curricula, including factors such as teaching methods and assessment.
Content: Curriculum research and development in adult education, the aims, design and implementation of adult education curricula, evaluation of adult education initiatives, the application of relevant theory in curriculum development and implementation in adult education.
Assessment: Continuous assessment 100% e.g.: Short assignments, individual student presentations, group presentations (40%); Major assignment (60%).
DP Requirement: 75% attendance of planned lectures as per the attendance register and submission of all assessment tasks.

Curriculum in Adult Education
EDAE704 P1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: Students will examine the role of adult education curricula within various examples of adult education in society, different curriculum theories, styles, and models for design; the concepts of needs, objectives, outcomes, innovation and evaluation; implementation of curricula, including factors such as teaching methods and assessment.
Content: Students will examine the role of adult education curricula within various examples of adult education in society, different curriculum theories, styles, and models for design; the concepts of needs, objectives, outcomes, innovation and evaluation; implementation of curricula, including factors such as teaching methods and assessment.
Assessment: Continuous assessment 100% e.g.: Short assignments, individual student presentations, group presentations (40%); Major assignment (60%).
DP Requirement: 75% attendance of planned lectures as per the attendance register and submission of all assessment tasks.

Foundations of Adult Education
EDAE705 PC (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)

Prerequisite Requirement: None
Corequisite: None
Aim: The aim of this module to provide students with a general overview of the Adult Education Field.
Content: The content of this module includes the Philosophy of Adult Education, the Historical growth and development of Adult Education, the context of Adult Education, Adult Education and the community.
Assessment: Continuous assessment 100% e.g.: Short essays (25%), Class presentations (25%) and one long assignment (50%.
DP Requirement: 75% Attendance of the planned lectures as per attendance register. Submission of all set assessment tasks.

Skills Development
EDAE712 P1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-13W-16C)
Aim: The aim of this module to provide students with a general understanding of skills development as a part of a broader strategy for employment, employment creation and income generation. In this dynamic context, emphasis is made placed on legislative frameworks, policy and policy implementation as these relate to skills development locally and globally.
Content: The International approaches to skills development, the skills development act in South Africa, the skills development levies act in South Africa and the role of SETAs and their approaches to skills training.
Assessment: Continuous assessment includes: Short essays (25%), Class presentations (25%) and one long assignment (50%).
DP Requirement: 75% Attendance of the planned lectures as per attendance register and submission of all assessment tasks.

Materials Development in Adult Education
EDAE707 EC PC (22L-8T-0P-0S-130H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: Four first-year courses.
Aim: Students will examine: Print materials, some theoretical and practical considerations; reading theory; the role of educational video and some important issues about its use; the theory of non-electronic particpatory materials and some of the steps in designing and producing them.
Content: Print materials: advantages of print. Reading theory. Steps in production. Design and layout. Writing illustrations and visual literacy. Evaluation. Video: Advantages of video. Important technical points. Participatory video. Non-electronic participatory materials: Theoretical understandings. Steps in production. Some production skills. Design considerations.
Assessment: Course work: 50%; examination or examination equivalent: 50%.
DP Requirement: None

Adult Learning Studies
EDAE801 EC PC (30L-0T-0P-0S-170H-0R-0F-0G-0A-0W-20C)
Aim: The module aims to develop a critical understanding of some of the most common conceptions and theories of learning which underpin adult education practices. This understanding will be linked to reflections on the teaching of adults and to personal learning biographies.

Content: Definitions and discussions of adult learning, development in adulthood and learning in adulthood. Critical engagement with different adult learning theories such as transformative learning, community of practice, experiential learning, critical reflection and holistic learning. Theories and debates on adult learning in relation to the African context.
Practicals: One observation visit.
Assessment: Assignment based.
DP Requirement: None

Curriculum Studies in Adult Education
EDAE810 EC PC (30L-0T-0P-0S-170H-0R-0F-0G-0A-13W-20C)
Prerequisite Requirement: BEd or approved Honours.
Aim: Identify, explore, examine and analyse the contextual, philosophical and ideological issues that impact on the design of learning programmes for adult participants; identify the main models used in designing learning programmes for adults; analyse the major current adult education curricula in South Africa in light of the theory on curriculum/learning programme design
Content: The themes are: defining and examining curriculum design; current developments and trends in curriculum design; curriculum and learning programme models; curriculum design and learning needs; contextual issues in South

Africa; curriculum implementation in South Africa; factors that impact on curriculum implementation in South Africa; dialogue, encounters and debates.
Practicals: One.

Assessment: Two minor assignments, one major assignment.
DP Requirement: None

Adult Ed,Civil Society & Social Movements
EDAE843 PC (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: To introduce students to the features of, relationships between, and debates surrounding social movements and civil society within the context of current developments in global capitalism and their impact on the theory, practice and futures of adult, civic and higher education.
Content: The module covers debates and theories related to civil society and social movements, and the linkages between these and the state. It considers the role of civil society and social movements within the field of adult education, and the nature of learning and education within social movements.
Assessment: Minor assignments (Including presentations and portfolios) (50%)One major assignment (50%).
DP Requirement: 75% class attendance.

Issues in Adult Literacy and Basic Education
EDAE844 EC PC (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: To provide an overview of key issues related to adult literacy in the context of developing countries. The module focuses on key issues and debates in relation to what is understood by the term 'literacy", the uses and purposes of literacy and adult basic education (ABE), approaches to ABE and methods for teaching literacy. The module will also examine policy and provision of adult literacy and adult basic education in South Africa and refer to the relationship between adult literacy, development, and globalisation
Content: The themes are: theoretical debates in the study of literacy and in the teaching of reading skills; policy, legislation and approaches to provision of literacy and ABE and links between literacy and development.
Assessment: Minor assignments including presentations and written tasks (50%)One major assignment (50%).
DP Requirement: 75% class attendance.

Afrikaans Home Language Teaching 601
EDAF601 E1 P1 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: This module will prepare student teachers to critically engage with pedagogical knowledge, skills and values related to the teaching and learning of Afrikaans Home Language within the national school curriculum framework, to develop their own knowledge and understanding of Afrikaans and to meet the challenges in the Afrikaans Home Language Classroom by: •Providing insights into the South African and African education landscape, the language policy related to South African schools and the various documents related to becoming a teacher of Afrikaans as a Home Language •Providing understanding and interpretation of the national curriculum documents required to teach Afrikaans as a Home Language in the SP&FET and FET phases and exploration of the roles and functions of a teacher of Afrikaans in these phases •Understanding how to plan and prepare lessons for the SP&FET and FET Afrikaans Home language classroom •Providing insight into language acquisition theories and their implications; exploration of the theoretical assumptions underlying the teaching, learning and assessment of the four communication modes and the understanding of appropriate selection, sequencing, pacing and assessment of the skills involved in the four communication modes •The exploration of language learning theories and approaches relevant to Afrikaans Home Language classrooms.
Content: The module introduces concepts and constructs associated with becoming a teacher of Afrikaans with special emphasis on working in and responding to the South African landscape, interrogates documents relating to the National Curriculum and engages with lesson planning, preparation and being a reflective teacher. The content topics are: •Teaching of Afrikaans as a Home Language: Understanding and responding to the South African and African landscape •Becoming a teacher of Afrikaans •Interrogating all National Curriculum and Language policy documents •Lesson planning and preparation •First language acquisition theories •Listening and speaking skills •Reading and writing skills •Language learning approaches relevant to South African and African classrooms •Campus-based micro-teaching and peer observation that includes peer feedback •Classroom Management •Being a reflective teacher
Assessment: A Continuous assessment mark comprising assignments (60%), tests (20%) and Oral Presentations (20%).
DP Requirement: A minimum attendance of 75% at tutorials and completion of all formative assessment tasks.

Afrikaans Home Language Teaching 602
EDAF602 E2 P2 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: This module will prepare student teachers to critically engage with pedagogical knowledge, skills and values related to the teaching and learning of Afrikaans Home Language within the national school curriculum framework and to meet the challenges of teaching and developing their own understanding of Afrikaans by: •Proposing various approaches, strategies, and techniques of teaching Afrikaans Home Language literary texts •Exploring theoretical assumptions underlying the teaching, learning and assessment of critical language awareness, critical literacy, visual literacy and media literacy and reflecting on and assessing various classroom practices of teaching these literacies in an Afrikaans Home Language classroom •Exploring first language learning theories and approaches relevant to Home Language classrooms •Demonstrating an understanding of appropriate selection, sequencing, and pacing of teaching grammatical structures and use, and •Applying the principles involved in teaching language structures and use to achieve Afrikaans Home Language outcomes •Exploring assessment practices related to the teaching of Afrikaans as a Home Language in the SP&FET and FET phases •Exploring basic research skills to enable teachers to serve as researchers.
Content: The module focuses on the theories and practices used to teach literary texts, critical language awareness, and language structures. It also focuses on assessment practices and basic research skills. The content topics are: •Teaching literary texts •Critical literacy/Critical language awareness •Viewing skills/Visual literacy/ Media literacy •Language/Grammatical structures and use •Assessment in Language Teaching •Research skills •Campus-based micro-teaching and peer observation
Assessment: Formative assessment comprising assignments (35%) and tests (15%) Summative assessment comprising an examination (50%)
DP Requirement: Completion of all assessment tasks and a minimum year mark of 40% and a minimum attendance of 75% at lectures

Afrikaans 1st Additional Lang. Teaching 601
EDAF606 E1 P1 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: This module will prepare student teachers to critically engage with pedagogical knowledge, skills and values related to the teaching and learning of Afrikaans as First Additional Language within the national school curriculum framework and to develop their own knowledge and understanding of Afrikaans by: •Preparing them to meet the challenges of teaching Afrikaans as a First Additional Language in the SP&FET and FET phases •Providing: insight into the South African and African education landscape, the language policy related to South African schools and the various documents related to becoming a teacher of Afrikaans as a first Additional Language •Developing understanding and interpretation of the curriculum documents required to teach Afrikaans as a First Additional Language in the SP&FET and FET phases and exploration of the roles and functions of a teacher of Afrikaans in these Phases •Developing understanding of how to plan and prepare lessons for the SP&FET and FET Afrikaans First Additional language classroom; •Providing insight into language acquisition theories and their implications •The exploration of the theoretical assumptions underlying the teaching, learning and assessment of the four communication modes as well as demonstrating an understanding of appropriate selection, sequencing, pacing and assessment of the skills involved in the four communication modes •Exploring language learning theories and approaches relevant to Afrikaans First Additional Language classrooms.
Content: The module introduces concepts and constructs associated with becoming a teacher of Afrikaans as a First Additional Language with special emphasis on working in and responding to the South African landscape, interrogates relevant educational and national curriculum documents and engages with lesson planning, preparation and being a reflective teacher. The content topics are: •Teaching of Afrikaans as a First Additional Language: Understanding and responding to the South African and African landscape •Becoming a teacher of Afrikaans (ESL) •Interrogating National Curriculum and Language Policy documents Lesson planning and preparation for Afrikaans as a First Additional Language teacher •Language acquisition theories •Listening and speaking skills •Reading and writing skills •Language learning approaches relevant to South African and African classrooms •Campus-based micro-teaching and peer observation which encourages peer feedback and reflection •Being a reflective teacher •Classroom Management Reflection on teaching Afrikaans as a First Additional Language case studies situated in South African and African classrooms.
Assessment: A formative assessment mark comprising assignments (60%), tests (20%) and oral presentations (20%)
DP Requirement: A minimum attendance of 75% at tutorials and completion of all formative assessment tasks.

Afrikaans 1st Additional Lang. Teaching 602
EDAF608 E2 P2 (25L-14T-0P-0S-75H-10R-0F-0G-36A-15W-16C)
Aim: This module will prepare student teachers to critically engage with pedagogical knowledge, skills and values related to the teaching and learning of Afrikaans First Additional Language, within the national school curriculum framework; to

develop their own understanding of Afrikaans and to meet the challenges of teaching Afrikaans as First Additional Language by: •Proposing various approaches, strategies, and techniques for teaching literary texts in the Afrikaans First Additional Language classroom •Exploring the theoretical assumptions underlying the teaching, learning and assessment of critical language awareness, critical literacy, visual literacy and media literacy and reflecting on and assessing various classroom practices of teaching these literacies •Exploring language learning theories and approaches relevant to First Additional Language classrooms •Demonstrating an understanding of appropriate selection, sequencing and pacing of teaching grammatical structures and use, and applying the principles involved in teaching language structures and use to achieve Afrikaans First Additional Language outcomes •Exploring assessment practices related to the teaching of Afrikaans as a First Additional Language in the SP&FET and FET phases as well as exploring basic research skills to enable teachers to serve as researchers.
Content: The module focuses on the theories and practices used to teach literary texts in Afrikaans First Additional Language, critical language awareness and language structures. It also focuses on assessment practices in Afrikaans as First Additional Language and basic research skills. The content topics are: •Teaching literary texts in Afrikaans First Additional Language •Critical literacy/Critical language awareness •Viewing skills/Visual literacy/Media literacy •Language/Grammatical structures and use •Assessment of Afrikaans First Additional Language •Research skills •Campus-based micro-teaching and peer observation
Assessment: Formative assessment comprising assignments (35%) and tests (15%) Summative Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% at lectures and tutorials

Arts and Culture 110
EDAR110 EC (26L-0T-54P-0S-35H-10R-0F-0G-36A-13W-16C)
Aim: Define and explore various modes and manifestations of artistic expression within specific historical and social contexts (art, drama and music). Integrate technical elements in an imaginative, skilful and coherent way to represent artistic expression occurring in each of the following areas: aural, visual, kinesthetic and tactile.
Content: Introduction to the Arts and Culture Learning Area in South African OBE. Learn basic skills in each of the arts. Experience the widest possible range of cultures through the arts. Engage with the elements of the Arts through Line and Shape and Tone and Colour.
Practicals: 4
Assessment: Continuous 60%; Examination 40%.
DP Requirement: As per college rules.

Arts and Culture 120
EDAR120 EC (26L-0T-54P-0S-35H-10R-0F-0G-36A-13W-16C)
Prerequisite Requirement: Arts and Culture 110
Aim: Experience the positive role played by the Arts in the forging of meaningful links between and among diverse cultural groups as well as on an inter-personal level. Prepare students to teach the Arts and Culture Learning Area.
Content: Recognise, identify and classify the elements of texture and pattern and form within each art discipline, namely visual arts, music, drama and dance and other creative pursuits. Devise resource packs which can be used to teach these elements to learners at school.
Practicals: 4
Assessment: Continuous 60%; Examination 40%.
DP Requirement: As per college rules.

Arts and Culture Method 1
EDAR201 EC (13L-24T-0P-0S-25H-2R-0F-0G-16A-13W-8C)
Prerequisite Requirement: Arts and Culture 110/120
Aim: Prepare students to teach the Arts and Culture Learning Area. Present and respond to art works, developing skills in conveying and interpreting meaning.
Content: Introduction on how to teach the Arts and Culture Learning Area in South African OBE. Learn basic skills in each of the arts.
Practicals: 4
Assessment: Continuous 60%; Examination 40%.
DP Requirement: As per college rules.

Arts and Culture 210
EDAR210 EC (26L-0T-54P-0S-35H-10R-0F-0G-36A-13W-16C)
Prerequisite Requirement: Arts and Culture 110/120

Aim: Demonstrate an understanding of the elements of music: aurally, physically, visually and creatively. Exhibit an ability to integrate the various elements and activities of arts education with each other in order to promote holistic education through the arts.
Content: Develop knowledge and understanding of music of South Africa and investigate this music as social texts that deepen understandings of people and environments. Create meaningful links between the arts and other essential learning areas. Learn basic skills in each of the arts and accompanying them with theoretical knowledge.
Practicals: 4
Assessment: Continuous 60%; Examination 40%.
DP Requirement: As per college rules.

Creative Arts Education Method 1
EDAR211 EC (34L-0T-3P-0S-80H-10R-0F-0G-36A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The aim of this module is to introduce students to classroom teaching skills, theoretical knowledge, methodology and assessment in relation to Creative Arts teaching
Content: Introduction to basic principles of teaching Creative arts. • Teaching key terms and concepts in four basic art forms • Lesson Planning for teaching and assessment in creative arts • The role of creative arts in education in a South African context • Teaching basic elements of creative arts teaching • Creating resources in relation to the teaching of creative arts • Introduction to DBE /DoHET documents/ Statement • Creation of instruments for under resource schools using waste material • Strategies for a successful and well managed creative arts class
Assessment: Test = 20% Assignments =20% Projects = 20% Lesson presentation = 40%
DP Requirement: Minimum attendance of 75%

Creative Arts Education 2
EDAR212 E1 (30L-0T-20P-0S-60H-10R-5F-30G-5A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To provide students with content knowledge and skills of Creative Arts Education that are necessary to enable progression into engagement with theories in Creative arts and social practices in Africa.
Content: Develop a conceptual framework of creative arts and its relationship to society. Arts and social text that deepens understandings of people and environments. ⎪ Critically discuss role of Creative arts in education and society ⎪ Develop theoretical knowledge and skills in Music, Visual Arts, Drama and Dance. ⎪ Art as a tool to create social ills ' awareness in society and in education ⎪ meaningful links between components of arts and other learning areas ⎪ Continuation of skills' development in each of the art ⎪ Stage performances and presentation on cultural groups in an African context ⎪ Staging a group production to create HIV/ child abuse etc. awareness in society ⎪ Use of art for freedom of expression for social change ⎪ Develop more knowledge and skills on elements of art such as patterns, colour , form
Practicals: Music, drama, dance and visual arts practicals. A visit of a professional artist/artists to perform and workshop students
Assessment: Test 20% Assignment 20% Projects 10% Practical Examination 50%
DP Requirement: A minimum of 75% class attendance

Creative Arts Education 1
EDAR213 E1 (30L-0T-20P-0S-60H-10R-5F-30G-5A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The aim of this module is to provide student teachers with fundamental content knowledge of Creative Arts and basic and attitude skills required in Creative Arts that are necessary to enable progression with the theories and practices of Creative arts.
Content: • Main components of Creative Arts: MUSIC, DRAMA, VISUAL ART AND DANCE • Introductions to basic elements of the four main components of arts. • Introduction to the line and shape in main art forms • Identify Individual and group identity through main art forms in a South African context • Stage performances and representations on cultural groups in a South Africa • Introduction to key elements in a stage production • Analyse and discuss work of art and musicals in a South African context
Practicals: • Music, drama, dance and visual arts practicals • Visit of professional artist/artists to perform and workshop students as required. • Field trip to watch productions

Assessment: Test 20% Assignment 20% Projects 10% Practical Examination 50%
DP Requirement: A minimum of 75% class attendance and a minimum of 40% practical work.

Arts and Culture Method 2
EDAR301 EC (13L-0T-24P-0S-25H-2R-0F-0G-16A-13W-8C)
Prerequisite Requirement: Arts and Culture 210
Aim: Integrate technical and structural elements in an imaginative, skilful and coherent way to represent artistic expression occurring in each of the following areas: aural, visual, kinesthetic and tactile.
Content: Develop practical knowledge in the arts an how to teach the arts. Develop practical skills in the arts and how to teach the arts. Develop ideas in the arts for teaching the arts in context.
Practicals: 4
Assessment: Continuous 60%; Examination 40%.
DP Requirement: As per college rules.

Creative Arts Education Method 2
EDAR311 E (34L-0T-3P-0S-80H-10R-0F-0G-33A-15W-16C)
Aim: To develop students' classroom teaching skills, theoretical knowledge of methodologies and assessment in relation to Creative Arts teaching with the view to developing reflexive competence in teaching Creative Arts within the Senior Phase of schooling.
Content: • The role of multiculturalism in creative arts education • Understanding and implementation of DoHET curriculum and policy documents • Issues and general trends in Creative arts education • Methodologies and assessment in relation to Creative arts reaching • Theoretical and philosophical understanding of Creative arts education • Relevant arts resources and technology to facilitate effective classroom teaching • Develop basic learning programmes in creative arts • Construct and apply assessment protocols in the context of assessing learning in Visual Arts • Create teaching lesson plans, teaching mini - lessons and reflection on observation case studies and teaching practice.
Assessment: Continuous assessment Tests= 20% Projects = 20 % Assignments= 20% Lesson presentation=40%
DP Requirement: A minimum attendance of 75%

Creative Arts Education 3
EDAR312 E2 (39L-0T-29P-0S-45H-10R-0F-0G-37A-15W-16C)
Aim: To provide students with content knowledge and skills of Creative Arts Education that are necessary to enable progression into more deeper engagement with theories in Creative arts and cultural practices in Africa.
Content: • Develop awareness of arts across diverse cultures • Develop literacies and practical skills in Music, Visual Arts, Drama and Dance. • Developed attitude and knowledge of culture and art in an African context • Deepened understanding of culture, environment and its art forms • Understanding of culture, its people and environments. through art • Create meaningful links between the creative arts and culture • Integrate practical skills with the relevant theoretical knowledge. • Staging a cultural group activity relevant in a school setting encompassing all art forms
Assessment: Test 20% Assignment 20% Projects 10% Practical Examination 50%
DP Requirement: A minimum of 75% of class attendance

Creative Arts Education 4
EDAR313 E1 (39L-0T-29P-0S-45H-10R-0F-0G-37A-15W-16C)
Aim: To provide students with more advanced content knowledge and skills of Arts and Culture Education that are necessary to enable progression into more complex and deeper engagement in Creative arts education theories and world social practices
Content: • Advanced theoretical knowledge and skills on elements of arts • Planning and directing musical/ production on creating awareness on social issues • Field work or community involvement and presentations, • Developed knowledge on Art as a freedom of expression for social change • Research skills on world current topics in relation to creative arts education • The role and challenges of multiculturalism in Creative arts education • Deeper understanding of theories, knowledge and practical skills in creative arts • Awareness and exposure to range of careers in the arts
Practicals: Music, drama, dance and visual arts practical. One visit of a professional artist/artists to perform and workshop students
Assessment: Test 20% Assignment 20% Projects 10% Examination 50%
DP Requirement: A minimum of 75 % attendance and a minimum of 40% practical work

Creative Arts Method 3
EDAR411 E2 (30L-0T-60P-0S-25H-15R-0F-0G-30A-15W-16C)

Aim: To further develop students' classroom teaching skills, philosophical and theoretical knowledge on Creative Arts education. The aim is to provide students with well-rounded knowledge and research skills on the principles and practices of teaching Creative Arts within an inclusive education framework.
Content: (1) Teaching strategies based on individual qualities and talents in a selected chosen art form (2) DBE curriculum document implementation and its challenges (3) Link between components of Creative Arts education and other learning areas (4) Various techniques/practices/activities that can be used in the classroom. (5) Creating a class or group activity and assessment strategies relevant in Creative Arts education (6) Use of visual aids and technology for effective teaching and learning (7) Research topic on a chosen art form in relation to Creative Arts education (8) Practical skills with pedagogical approaches that contribute to the effective Creative Arts class management
Assessment: Course work with both formative and summative form Assignments = 20% research projects =20% lesson plan presentation= 10% Examination summative =50%
DP Requirement: A minimum of 75% attendance

Creative Arts Teaching 601
EDAR610 E1 P1 (25L-14T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: The main purpose of this module is for student teachers to engage critically with pedagogical knowledge, skills and values related to the teaching and learning of Creative Arts in the Senior Phase in the national school curriculum To introduce students to the school curriculum, pedagogy and assessment as it relates to teaching of Creative Arts. To prepare students to be able to teach the main components of Creative Arts competently in the Senior phase (grades 7 – 9).
Content: •Creative Arts as a subject in the curriculum and assessment policy documents •Introduction to the elements of main components of Creative Arts in the school curriculum documents •Development of an awareness of Arts across diverse cultures •The role of Creative Arts in education/schooling •Strategies for teaching Creative Arts theory and practicals •Lesson planning and resources for teaching Creative Arts •Classroom management skills for Creative Arts teaching •Assessment for Creative Arts teaching •Campus-based peer teaching, peer observation and reflection.
Assessment: Assignments = 20% Projects = 20% Presentations = 20% Portfolio = 40%
DP Requirement: A minimum achievement of 75 % of class attendance in practical presentations

Creative Arts Teaching 602
EDAR611 E2 P2 (25L-14T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: The main purpose of this module is for student teachers to engage critically with pedagogical knowledge, skills and values related to the teaching and learning of Creative Arts in the Senior Phase in the national school curriculum and to develop students' understanding of the schools' curriculum, pedagogy and assessment as it relates to teaching of Creative Arts.
Content: •Advanced creative strategies for Creative Arts teaching and assessment •Arts as a tool to create awareness of societal issues such as HIV/Aids etc. •Arts as a means of communication in the South African context •Multiculturalism in Arts and Culture education and its challenges •National policy documents in relation to Creative Arts in the South African context •Critical and current issues in Creative Arts education •Campus-based peer teaching, peer observation and reflection •Development of knowledge and understanding of the arts in past and present contexts
Assessment: Assignments = 20% Projects = 10% Presentations = 20% Examination = 50%
DP Requirement: A minimum achievement of 75% of class attendance of oral presentations

Critical Issues in Arts & Culture Education
EDAR701 EC (20L-20T-0P-10S-55H-30R-0F-0G-25A-0W-16C)
Aim: To provide students with a theoretical understanding of the nature of Arts and Culture Education in an African context, as well as an understanding of Arts and Culture Education as critical and innovative pedagogy in the Social Sciences.
Content: Critical interrogation of the nature and place of Arts and Culture Education within the curriculum. Overview of Arts Education practice locally and internationally. Arts and Culture Education as a site for teaching and learning in the Social Sciences. Culture and identity formation through Arts and Culture Education. Arts and Culture Education as a vehicle for social change/social justice.
Practicals: 3
Assessment: Assessment is continuous - seminars, projects, readings.
DP Requirement: As per college rules.

Life Science Education 2 Biological Systems
EDBS340 E1 (59L-0T-33P-0S-25H-15R-7F-0G-21A-15W-16C)

Aim: To extend students', who wish to specialise in Biological Sciences Education, knowledge of the diversity of life within the context of a comparative study of various systems. To enable students to develop the competence to apply these concepts and principles in relevant contexts.
Content: • Animal and plant tissues • Heterotrophic nutrition, including comparative studies of digestive systems. • Transport in plants • Circulatory systems –comparative study • Immunity and blood composition in mammals • Gaseous exchange systems- comparative study • Energy flow in biological systems-Photosynthesis and Cellular respiration
Practicals: Students must complete 75% of practical work and/or fieldwork to relevant centres/sites as appropriate
Assessment: Test (25%) Assignments/Practicals (25%) Examination (50%)
DP Requirement: At least 75% attendance of practical activities and 40% course mark.

Biological Science Method 1
EDBS201 EC (20L-10T-0P-0S-30H-10R-0F-0G-6A-12W-8C)
Prerequisite Requirement: Biological Science 210 and 220
Aim: To develop an understanding of the nature of science, the principles of OBE and the ways in which learners learn science; to critically assess the role of practical work in the learning of Biology.
Content: Nature of Science; Science and society; introduction to OBE in science; rationale for practical work.
Practicals: 0
Assessment: Course work 50%; Examination 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Biological Science for Educators 210
EDBS210 EC (26L-12T-36P-0S-60H-20R-0F-0G-6A-12W-16C)
Prerequisite Requirement: A minimum of 60% in Grade 12 Life Sciences
Aim: Students to develop appropriate knowledge, skills, values and attitudes with regard to organisational biology.
Content: Classification; Levels of Organisation; Microscopy; Nature of Science.
Practicals: 12
Assessment: Course work 50%; Examination 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Biological Science for Educators 220
EDBS220 EC (26L-12T-36P-0S-60H-20R-0F-0G-6A-12W-16C)
Prerequisite Requirement: A pass in Biological Science for Educators 210
Aim: Students to develop appropriate knowledge, skills, values and attitudes with regard to the Environment.
Content: Environmental Education; A study of a variety of Ecosystems; Interactions; Biodiversity; Population Dynamics.
Practicals: 4 and a number of excursions to study various ecosystems.
Assessment: Course work 50%; Examination 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Biological Science Method 2
EDBS301 EC (24L-10T-0P-0S-40H-0R-0F-0G-6A-6W-8C)
Prerequisite Requirement: Registered for modules in Biological Sciences for Educators
Aim: To develop students' understanding and skills in the use of a range of strategies to facilitate learning in Biology.
Content: Concept mapping; problem-solving in science; groupwork; resource-based teaching; school-based practical work.
Practicals: 0
Assessment: Course work 50%; Examination 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Biological Science for Educators 310
EDBS310 EC (26L-12T-36P-0S-60H-20R-0F-0G-6A-13W-16C)
Prerequisite Requirement: A pass in Biological Science for Educators 210
Aim: To develop appropriate knowledge, skills, values and attitudes with regard to processes in living organisms

Content: Biological Systems: Anatomy and physiology of systems in plants and animals, including systems related to nutrition, transport (and immunity), respiration and reproduction. Evolutionary advancements in biological systems.
Practicals: 11
Assessment: Course work 50%; Examination 50%
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Life science Ed. Method 2
EDBS311 E2 (23L-10T-0P-0S-60H-20R-0F-0G-47A-15W-16C)
Prerequisite Requirement: Introduction to Teaching and Learning Life Sciences – The context in which teaching of Life Science occurs is established in this module and required here.
Corequisite: Any one of the discipline content modules
Aim: To provide students with a sound knowledge and skills that equips the graduate with the knowledge, theory and methodologies of the discipline to enable them to demonstrate the initiative and responsibility in an academic and professional context. In particular, this module will make students aware of the kinds of misconceptions learners have in Biology; make students aware of the various issues in biology education, including ethics; and develop their skills in assessment within an inclusive education framework.
Content: • Misconceptions in Biology • Lesson types • Science/Technology/Society issues and Ethics • Assessment • Working outside the classroom
Assessment: Test (25%) Assignments/Practicals (25%) Examination (50%)
DP Requirement: At least 75% attendance and 40% course mark.

Life Science Education 2 Biological Systems
EDBS340 E1 (59L-0T-33P-0S-25H-15R-7F-0G-21A-15W-16C)
Aim: To extend students', who wish to specialise in Biological Sciences Education, knowledge of the diversity of life within the context of a comparative study of various systems. To enable students to develop the competence to apply these concepts and principles in relevant contexts.
Content: • Animal and plant tissues • Heterotrophic nutrition, including comparative studies of digestive systems. • Transport in plants • Circulatory systems –comparative study • Immunity and blood composition in mammals • Gaseous exchange systems- comparative study • Energy flow in biological systems-Photosynthesis and Cellular respiration
Practicals: Students must complete 75% of practical work and/or fieldwork to relevant centres/sites as appropriate
Assessment: Test (25%) Assignments/Practicals (25%) Examination (50%)
DP Requirement: At least 75% attendance of practical activities and 40% course mark.

Life Science Education Method 3
EDBS430 E2 (18L-15T-0P-0S-44H-8R-20F-0G-55A-15W-16C)
Prerequisite Requirement: Teaching and Learning Life Sciences – This module provides students with an understanding of the South African school curriculum which is the context for implementing investigations, projects and assessment here.
Aim: To provide students with a well-rounded and broad education that equips the graduate with the knowledge, theory and methodologies of the discipline to enable them to demonstrate the initiative and responsibility in an academic and professional context within an inclusive education framework. In particular, this module will further develop students' skills in the development of investigations and projects in biology teaching. Furthermore students engage in a service-learning project.
Content: • Planning investigations in Biology • Planning projects in Biology • Assessment • Service –learning in Biology Education
Assessment: Assignments/Practicals (50%) Service-learning project (50%) This is a continuous assessment course-no examination
DP Requirement: At least 75% attendance.

Business Management Method 1
EDBU201 EC (20L-0T-0P-0S-45H-12R-0F-0G-3A-6W-8C)
Prerequisite Requirement: Business Management 210
Aim: To explore different learning theories and their application to Business Studies teaching.
Content: The Place of Business Management in the school curriculum, An introduction to various approaches to teaching and learning Business Management in South African schools.

Assessment: Assessment: Continuous Assessment 100%.
DP Requirement: 1. At least 75% attendance at all lectures, practicals, tutorials and seminars. 2. Submission of all work, as required by the module coordinator, by the stipulated due date. 3. At least 40% in the course work component of the module.

Business Management 210
EDBU210 EC (40L-0T-0P-0S-90H-24R-0F-0G-6A-13W-16C)
Aim: To develop knowledge skills and values with regard to the business environment/world, the science of business management and the functioning of a business organisation.
Content: The Business World and Business Management, The Business Organisation as an object of study, The Business Organisation and the Business Environment.
Assessment: Continuous Assessment 50%, Examination 50%.
DP Requirement: 1. At least 75% attendance at all lectures, practicals, tutorials and seminars. 2. Submission of all work, as required by the module coordinator, by the stipulated due date. 3. At least 40% in the course work component of the module.

Business Management 220
EDBU220 EC (40L-0T-0P-0S-90H-24R-0F-0G-6A-13W-16C)
Aim: To extend students understandings of the business environment/world, the science of business management and the functioning of a business organisation.
Content: General Management Principles, Planning and Organising in Management, Leadership and Control in Management
Assessment: Continuous Assessment 50%, Examination 50%
DP Requirement: 1. At least 75% attendance at all lectures, practicals, tutorials and seminars. 2. Submission of all work, as required by the module coordinator, by the stipulated due date. 3. At least 40% in the course work component of the module.

Business Management Method 2
EDBU301 EC (20L-0T-0P-0S-45H-12R-0F-0G-3A-6W-8C)
Prerequisite Requirement: Business Management 310
Aim: To explore different pedagogical approaches to teaching Marketing, Public relations and Operations Management.
Content: Pedagogical Approaches to teaching in Marketing, Public relations and Operations Management.
Assessment: Continuous Assessment 100%.
DP Requirement: 1. At least 75% attendance at all lectures, practicals, tutorials and seminars. 2. Submission of all work, as required by the module coordinator, by the stipulated due date. 3. At least 40% in the course work component of the module.

Business Management 310
EDBU310 EC (40L-0T-0P-0S-90H-24R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Business Management 110 or 120
Aim: To expose students to the marketing process, marketing instruments and the use of integrated marketing strategies, and the role of the public relations department in an organisation.
Content: The marketing process, marketing instruments, the public relations function.
Assessment: Continuous assessment 50% Examination 50%.
DP Requirement: 1. At least 75% attendance at all lectures, practicals, tutorials and seminars. 2. Submission of all work, as required by the module coordinator, by the stipulated due date. 3. At least 40% in the course work component of the module.

Business Management 320
EDBU320 EC (40L-0T-0P-0S-90H-24R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Business Management 210 or 220
Aim: To introduce students to Operations and Purchasing management in a business enterprise.
Content: The Operations Management function and Purchasing Management.
Assessment: Continuous Assessment 50%, Examination 50%.
DP Requirement: 1. At least 75% attendance at all lectures, practicals, tutorials and seminars. 2. Submission of all

work, as required by the module coordinator, by the stipulated due date. 3. At least 40% in the course work component of the module.

Business Management Method 3
EDBU401 EC (20L-0T-0P-0S-45H-12R-0F-0G-3A-6W-8C)
Prerequisite Requirement: Business Management 320
Aim: To explore different pedagogical approaches to teaching Human Resources Management Operations Management.
Content: Pedagogical approaches to teaching Human Resources Management Operations Management.
Assessment: Continuous Assessment 100%.
DP Requirement: 1. At least 75% attendance at all lectures, practicals, tutorials and seminars. 2. Submission of all work, as required by the module coordinator, by the stipulated due date. 3. At least 40% in the course work component of the module.

Business Management 410
EDBU410 EC (40L-0T-0P-0S-90H-24R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Business Management 210 or 220
Aim: To examine the role of Human Resource Management in a changing South African business and political environment.
Content: Human Resource Management in a South African context
Assessment: Continuous Assessment 50%, Examination 50%
DP Requirement: 1. At least 75% attendance at all lectures, practicals, tutorials and seminars. 2. Submission of all work, as required by the module coordinator, by the stipulated due date. 3. At least 40% in the course work component of the module.

Business Management 420
EDBU420 EC (40L-0T-0P-0S-90H-24R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Business Management 210 or 220
Aim: To examine the role of Financial Management in a business enterprise.
Content: Financial management, Asset management, Financing decisions of a business enterprise.
Assessment: Continuous assessment 50%; Examination 50%.
DP Requirement: 1. At least 75% attendance at all lectures, practicals, tutorials and seminars. 2. Submission of all work, as required by the module coordinator, by the stipulated due date. 3. At least 40% in the course work component of the module.

Business Studies Teaching 601
EDBU601 E1 P1 (30L-15T-0P-0S-85H-10R-0F-0G-20A-15W-16C)
Aim: To develop students' knowledge and skills in curriculum and pedagogy as they relate to teaching the subject of Business Studies in the FET phase within the national school curriculum framework. To develop competence in teaching Business Studies in the FET phase (grades 10 to 12).
Content: •The nature of Business Studies as a discipline; its origin, evolution and contemporary debates •Liberal and post-liberal approaches to curriculum development in Business Studies •Constructivist and critical constructivist theories of teaching and learning in Business Studies •Pedagogical strategies for teaching Business Studies in the school curriculum (direct instruction, collaborative learning, case studies, discussion, problem solving and research) •Resource development for Business Studies teaching in the school curriculum.
Assessment: Written Assignments 45% , Projects 45%, Oral presentations 10%
DP Requirement: As per college rules.

Business Studies Teaching 602
EDBU602 E2 P2 (30L-15T-0P-0S-85H-10R-0F-0G-20A-15W-16C)
Aim: To develop students' knowledge and skills in curriculum and pedagogy as they relate to teaching the subject of Business Studies in the FET phase within the national school curriculum framework. To develop competence in teaching Business Studies in the FET phase (grades 10 to 12).
Content: •Pedagogical issues in teaching and learning Business Studies •Assessment theory and methods in Business Studies (including formative and summative assessment, rubrics and feedback) •Barriers to teaching and learning in Business Studies in the school curriculum (reading and extended writing challenges) •Resources development in

Business Studies in the school curriculum •Business Studies knowledge as contestable knowledge •Teaching ethics and accountability in Business Studies (including corporate social responsibility)
Assessment: Assignments: 50% Examination: 50%
DP Requirement: A minimum achievement of a 40% year mark for assessment tasks (continuous assessment)

Economics Teaching 401
EDBU606 EC PC (0L-27T-0P-0S-83H-17.5R-30F-0G-2.5A-18W-16C)
Aim: To develop students' pedagogic content knowledge for teaching and learning in the selected learning area in the Senior phase of the GET band of schooling (Grades 7 - 9).
Content: The nature of the learning area as defined in the National Curriculum Statement. Teaching, learning and assessment in the learning area. Common misconceptions in the learning area and strategies to overcome these. Designing a coherent learning programme in the learning area, producing teaching resources, and designing assessment tasks in line with the national curriculum statement. Communication in the learning area. Specialised teaching techniques relevant to each learning area.
Practicals: 11.5 weeks in schools.
Assessment: Coursework: 50%; Examination: 50%.
DP Requirement: Attendance at 75% of tutorials and submission of two major assignments.

Economic and Business Sciences Education
EDBU702 E1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: This module aims at providing graduate students with advanced curriculum development knowledge in the field of Economic and Business Sciences with an emphasis on decolonial imperatives for the African context.
Content: The module includes the following topics: Neoliberalism and Economic and Business Sciences; Assessment in Economic and Business Sciences; and Contemporary social justice issues in Economic and Business Sciences.
Assessment: Continuous assessment 100% • Written assignments (70%) • Small group presentations (30%)
DP Requirement: No DP requirement. Continuous assessment.

Computer Literacy
EDCE101 EC (0L-0T-0P-0S-80H-0R-0F-0G-0A-15W-8C)
Aim: To enable students to acquire basic skills in Computer operations and applications. Knowledge, attitudes, skills and values that this module intends to develop in students, i.e. learning outcomes: Students must be able to demonstrate the ability to use a computer efficiently, use computer-based technologies, use word-processing, spreadsheets and presentations as well as the internet. Students must also be able to value the need for different computer based technologies.
Content: The module covers aspects of: • Introduction to the computer, • Using computers and managing files in Windows, • Introduction to word processing, • Introduction to spreadsheets, • Desktop publishing and • The use of the internet.
Assessment: Course Work (100%)
DP Requirement: As per college rules.

Intro to the Comp Syst & Data Representation
EDCM111 E1 (60L-10T-22P-0S-30H-10R-0F-0G-28A-15W-16C)
Aim: To provide students with the necessary content and skills with which they can demonstrate an understanding of the theory of computer systems, computer architecture, number representation, advanced word processing, advanced spreadsheet management, as well as demonstrate strong database management skills. The module develops cognitive and conceptual knowledge and practical techniques in students.
Content: • Introduction to the Computer System • Computer Architecture • Number Representation • Logic and Boolean algebra. • Word-processing • Spreadsheet management • Database management systems
Practicals: There will be at least one 2 hour practical session every week.
Assessment: Test (20%) Project (20%) Examination - 60% A sub-minimum of 35% is required in the examination component of the final module mark.
DP Requirement: A minimum of 40% year mark.

Introduction to Programming
EDCM112 E1 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)

Aim: To provide students with the necessary content and skills with which they can demonstrate an understanding of the fundamental principles of programming, programming tools, program designing and software engineering principles, programming operators, data types and the program structure. Students must be able to implement linear programs, programs that use selection structures, and programs in which the looping construct is supported. The module develops cognitive and conceptual knowledge and practical techniques in students.
Content: • Fundamental principles of programming in a high level language • Program designing principles • Software engineering principles • Problem Solving : linear programs, selections, and iterative programs
Practicals: There will be at least one 2 hour practical session every week.
Assessment: Test (20%) Project (20%) Examination - 60% A sub-minimum of 35% is required in the examination component of the final module mark.
DP Requirement: At least 75% attendance at all lectures, practicals, and tutorials. A minimum of 40% year mark.

Computer Science Education Method 1
EDCM201 EC (26L-10T-13P-0S-25H-0R-0F-0G-6A-0W-8C)
Prerequisite Requirement: Computer Science Education 210 or 220.
Aim: To prepare students towards the teaching of Information Technology (Computer Studies) in the FET band by providing them with methodologies and understanding of the principles of information technology in the classroom.
Content: Aims and objectives; planning a whole topic; general lesson plans; approaches to teaching word processing and spreadsheets; methodologies and techniques.
Assessment: Continuous assessment 40%; Examinations 60%. A sub-minimum of 40% is required in the examination component of the final module mark.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Computer Science Education 210
EDCM210 EC (52L-0T-39P-0S-59H-0R-0F-0G-10A-13W-16C)
Prerequisite Requirement: Computer Literacy plus a Grade 12 pass at Level 4 in Mathematics OR a Level 5 Pass in Maths Literacy of Maths 110.
Aim: To prepare students towards the teaching of Information Technology (Computer Studies) in the FET phase.
Content: Introduction to the Computer System, social implications of computers; computer architecture, number representation, problem solving and algorithm design, introduction to programming concepts.
Practicals: Thirteen
Assessment: Continuous assessment 40%; Examinations 60%. A sub-minimum of 40% is required in the examination component of the final module mark.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Objects Oriented Programming
EDCM211 E2 (60L-10T-22P-0S-30H-10R-0F-0G-28A-15W-16C)
Prerequisite Requirement: EDCM111 (Computer Science Education 1: Introduction to the Computer System and Data Representation) OR EDCM 112 (Computer Science Education 2: Introduction to Programming)
Prerequisite Modules: EDCM111 (Computer Science Education 1: Introduction to the Computer System and Data Representation) OR EDCM 112 (Computer Science Education 2: Introduction to Programming)
Corequisite: Nil
Aim: To provide students with the necessary content and skills to be able to develop programs for complex data manipulation. Students should be able to use programming tools, program designing principles, as well as software engineering paradigms along with methods, classes, objects, strings, and user defined data structures. They must demonstrate an understanding of the use of local and global variables, parameters and arguments. In addition, students should demonstrate an understanding of the concept of an array and array manipulation including searching and sorting. The module develops cognitive and conceptual knowledge and practical techniques in students
Content: • Object Oriented Programming, • Use of classes and objects • Methods and parameter passing • String manipulation and Character handling • Introduction to Arrays, Sorting and searching
Practicals: There will be one 2 hour practical every week.
Assessment: Test (20%) Project (20%) Examination - 60% A sub-minimum of 35% is required in the examination component of the final module mark.
DP Requirement: At least 75% attendance at all lectures, practicals, and tutorials. A minimum of 40% year mark

Computer Science Education Method 1
EDCM212 EC (46L-10T-10P-23S-35H-5R-0F-0G-26A-15W-16C)
Prerequisite Requirement: EDCM111 (Computer Science Education 1: Introduction to the Computer System and Data Representation) OR EDCM 112 (Computer Science Education 2: Introduction to Programming)
Prerequisite Modules: EDCM111 (Computer Science Education 1: Introduction to the Computer System and Data Representation) OR EDCM 112 (Computer Science Education 2: Introduction to Programming)
Corequisite: None
Aim: To provide students with the necessary content and skills to be able to develop appropriate lesson plans, use appropriate problem solving strategies and apply appropriate teaching strategies in the teaching of all aspects of Information technology in the FET phase within an inclusive education framework. To develop students' ability to apply this knowledge base in context.
Content: The module covers the following aspects: • Aims and objectives of lessons in Computer Applications Technology • Planning for a whole topic in Computer application Technology • General format of a lesson plan • Approaches to teaching word processing and spread sheet • Different types of methodologies and techniques in teaching computer Applications Technology. The module aims at equipping
Practicals: There will be one 2 hour practical every week.
Assessment: Tests (30%) Project (40%) Assignment (30%)
DP Requirement: At least 75% attendance at all lectures, practical and tutorials. Minimum year mark of 40%

Computer Science Education 220
EDCM220 EC (52L-0T-39P-0S-59H-0R-0F-0G-10A-13W-16C)
Prerequisite Requirement: Computer Science Education 210
Aim: To prepare students towards the teaching of Information Technology (Computer Studies) in the FET phase.
Content: Introduction to programming in a high level language and problem solving.
Practicals: Thirteen
Assessment: Continuous assessment 40%; Examination 60%. A sub-minimum of 40% is required in the examination component of the final module mark.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Computer Science Education Method 2
EDCM301 EC (26L-10T-13P-0S-26H-0R-0F-0G-5A-6W-8C)
Prerequisite Requirement: Information Systems Education 210
Aim: To provide students with the necessary knowledge to implement and manage a computer centre at schools and to carry out educational research with regard to Computer studies and the teaching thereof.
Content: Implementation and management of a computer centre; educational research and examples of educational research; issues in education; logo ideas; lesson plans of topics specific to grades 10 and 11.
Practicals: Thirteen
Assessment: Continuous assessment 100%
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date.
This module will not be offered in 2022

Computer Science Education 310
EDCM310 EC (52L-0T-39P-0S-59H-0R-0F-0G-10A-13W-16C)
Prerequisite Requirement: Computer Science Education 220
Aim: To prepare students towards the teaching of Information Technology (Computer Studies) in the FET phase.
Content: Programming in a high level language; data structures; sorting and searching; character handling.
Practicals: Thirteen
Assessment: Continuous assessment 40%; Examination 60%. A sub-minimum of 40% is required in the examination component of the final module mark.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Computer Science Education 4
EDCM311 E1 (60L-10T-22P-0S-30H-10R-0F-0G-28A-15W-16C)
Prerequisite Requirement: EDCM 211: FET Computer Science 3: Objects Oriented Programming

Prerequisite Modules: EDCM 211
Aim: To provide students with the necessary content and skills to be able to develop GUI driven programs, as well as programs that are connected to external databases. Students should be able to use SQL statements to manipulate data stored in a database and present solutions to the tasks on GUI environments. Students should also demonstrate abilities to develop recursive methods and apply these in advanced array management including recursive searching and sorting. The module develops cognitive and conceptual knowledge and practical techniques in students.
Content: •Recursion •Advanced array manipulation – searching and sorting •Database programming and database connectivity •GUI design issues.
Practicals: There will be one 2 hour practical every week.
Assessment: Coursework - 40% Examination - 60% A sub-minimum of 35% is required in the examination component of the final module mark.
DP Requirement: At least 75% attendance at all lectures, practicals, and tutorials. Submission of all work as required by the module coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Computer Science Education Method 2
EDCM312 EC (46L-10T-26P-0S-45H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: EDCM112 (Introduction to Programming) and EDCM212 (Computer Science Method 1)
Aim: To provide students with the necessary content and skills to be able to develop appropriate lesson plans based on the CAPS curriculum for Computer Science in the FET level and to be able to use appropriate Computer Science Education methodologies when teaching programming and other aspects of Information technology, taking cognisance of the learner diversity, learner needs and the diverse teaching and learning context
Content: •The Curriculum and Assessment Policy for Information Technology at the FET phase of schooling •Practical Assessment Task – Phase I & II •Approaches to teaching programming taking cognisance of learner diversity, needs of the learner and the diverse teaching and learning context •Lesson plans of specific topics in grade 10 and grade 11 for Information Technology within an inclusive education framework.
Practicals: There will be at least one 2 hour practical every week.
Assessment: Course Work (100%)
DP Requirement: At least 75% attendance at all lectures, practicals and tutorials. Submission of all work as required by the module coordinator, by the stipulated date.

Computer Science Education 5
EDCM313 E2 (60L-10T-22P-0S-30H-10R-0F-0G-28A-15W-16C)
Prerequisite Requirement: Nil
Corequisite: Nil
Aim: To provide students with the necessary content and skills to understand the principles behind data communication and networks, computer security, as well as the principles underlying web authoring and design. Students should be able to describe different network architectures and topologies. They must demonstrate an understanding of different security mechanisms and services. In addition, students must be able to design and develop websites in which content is key.
Content: •Web page designing principles –HTML / Frontpage, •Security mechanisms and services – current and future trends •Social, Ethical and legal issues in computers, •Current and future trends in Computer science •Data Communication and networks •Network operating systems •E-Communication
Practicals: There will be one 2 hour practical every week.
Assessment: Test (20%) Project (20%) Examination - 60% A sub-minimum of 35% is required in the examination component of the final module mark.
DP Requirement: At least 75% attendance at all lectures, practicals, and tutorials. Submission of all work as required by the module coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Computer Science Education 320
EDCM320 EC (52L-0T-39P-0S-64H-0R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Computer Science Education 220.
Aim: To prepare students towards the teaching of Information Technology (Computer Studies) in the FET phase.
Content: Data Communication, system software and Boolean Algebra.
Practicals: Thirteen
Assessment: Continuous assessment 40%; Examination 60%. A sub-minimum of 40% is required in the examination component of the final module mark.

DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Computer Science Education Method 3
EDCM401 EC (26L-10T-13P-0S-26H-0R-0F-0G-5A-6W-8C)
Prerequisite Requirement: Computer Science Education 410 and Computer Science Education Method 301.
Aim: To provide students with a thorough understanding of the new National Curriculum Statement, Curriculum and Assessment documents and all policy for Information Technology (computer studies).
Content: National Curriculum Statement, Learning Programme guidelines and Subject assessment guidelines for Information Technology, handling of project work at school level; lesson plans of topics specific to grades 11 and 12.
Assessment: Continuous assessment 100%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date.

Computer Science Education 410
EDCM410 EC (52L-0T-39P-0S-59H-0R-0F-0G-10A-13W-16C)
Prerequisite Requirement: Computer Science Education 310.
Aim: To prepare students towards the teaching of Information Technology (Computer Studies) in the FET phase and to provide an opportunity for students to widen their knowledge in various areas of Computer Science.
Content: Programming in a high level language, recursion, graphics, links to databases, introduction to algorithmic complexity; selection of algorithms from sorting; searching, polymorphism and inheritance.
Practicals: Thirteen.
Assessment: Continuous assessment 40%; Examination 60%. A sub-minimum of 40% is required in the examination component of the final module mark. DP Requirement: As per college rules.
DP Requirement: As per college rules.

Computer Science Education Method 3
EDCM411 E2 (46L-10T-10P-23S-35H-5R-0F-0G-26A-15W-16C)
Prerequisite Requirement: EDCM311 (Programming and Databases) AND EDCM312 (Computer Science Education Method 2)
Aim: To provide students with well-rounded knowledge and skills to be able to function as an effective Information Technology teacher which will include planning and presenting appropriate lessons, designing theory and practical examination papers, as well as assessment of the practical assessment task within an inclusive education framework.
Content: • The Curriculum and Assessment Policy Statement for Information Technology • Assessment of Practical Assessment Task in Information Technology – Phase Three • Designing a theory paper • Designing a practical paper • Designing a marking memorandum for a theory and practical paper. • Problem solving and Programming • Paired Programming in the classroom • Lesson plans of specific topics in grade 10 and grade 11 for Information Technology
Practicals: There will be at least one 2 hour practical every week.
Assessment: Course Work (100%)
DP Requirement: At least 75% attendance at all lectures, practicals and tutorials. Submission of all work as required by the module coordinator, by the stipulated date.

Computer Science Education 420
EDCM420 EC (52L-0T-39P-0S-59H-0R-0F-0G-10A-13W-16C)
Prerequisite Requirement: Computer Science 310.
Aim: To prepare students towards the teaching of Computer Studies in the FET phase and to provide an opportunity for students to widen their knowledge in various areas of Computer Science.
Content: Web Page Design (using HTML code and packages); Introduction to software engineering; Database management (ACCESS).
Practicals: 39
Assessment: Continuous assessment 40%; Examination 60% A sub-minimum of 40% is required in the examination component of the final module mark.
DP Requirement: DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Computer Applications Technology 601
EDCM602 E1 P1 (25L-7T-7P-0S-70H-10R-0F-0G-41A-15W-16C)
Aim: This module is intended to develop pre-service teachers pedagogical content knowledge, skills and values related to teaching and learning of Computer Applications Technology in the national school curriculum for the FET phase (grades 10 to 12). To develop competent teachers of Computer Applications Technology in the FET phase. This module will also focus on using learning management systems for e-learning, as well as developing skills in the implementation and management of computer centres.
Content: •Understanding the Curriculum and Assessment policy documents for Computer Applications Technology •Developing insights into the various components that comprise Computer Applications Technology •Lesson planning development and implementation •Application of educational theories in teaching and learning in Computer Applications Technology •Computer mediated instruction using Learning Management Systems for e-learning •Implementation and management of computer centres.
Assessment: Formative/Continuous assessment will be employed in this module and the weighting will be as follows: Class assessment (25%), assignments (35%) and teaching portfolio (40%)
DP Requirement: At least 75% attendance at all lectures, practicals, and tutorials. Submission of all work as required by the module co-ordinator.

Computer Applications Technology 602
EDCM603 E1 P1 (25L-7T-7P-0S-70H-10R-0F-0G-41A-15W-16C)
Aim: This module is intended to develop pre-service teachers pedagogical content knowledge, skills and values related to teaching and learning of Computer Applications Technology in the national school curriculum for the FET phase (grades 10 to 12). To develop students' knowledge and skills of assessment; and to conduct basic educational research in current issues in in Computer Applications Technology in the FET phase To develop competent teachers of Computer Applications Technology in the FET phase.
Content: The module aims at equipping the students with knowledge and skills in •Educational research and examples of educational research in Computer Applications Technology (CAT) •Current and expected trends and issues in Computer Applications Technology •Assessment methods in Computer Applications Technology •CAT as a subject discourse in the national school curriculum and SA context •Handling of project work at school level
Assessment: Formative/Continuous assessment will be employed in this module and the weighting will be as follows: In-class assessment (25%), Assignments (35%) and teaching portfolio (40%).
DP Requirement: At least 75% attendance at all lectures, practical, and tutorials. Submission of all work as required by the module co-ordinator.

Information Technology Teaching 601
EDCM610 E1 P1 (25L-7T-7P-0S-70H-10R-0F-0G-41A-15W-16C)
Aim: This module is intended to develop pre-service teachers pedagogical content knowledge, skills and values related to teaching and learning of Information Technology in the national school curriculum for the FET phase (grades 10 to 12). To develop competent teachers of in Information Technology in the FET phase. This module will also focus on using learning management systems for e-learning, as well as developing skills in the implementation and management of computer centres.
Content: The module aims at equipping the students with knowledge and skills in: •Curriculum and Assessment policy documents for Information Technology •Lesson planning •Application of educational theories in teaching and learning in Information Technology •Computer mediated Instruction using Learning Management Systems for e-learning •Implementation and management of computer centres
Assessment: Formative/Continuous assessment will be employed in this module and the weighting will be as follows: In-class assessment (25%), assignments (35%) and teaching portfolio (40%).
DP Requirement: At least 75% attendance at all lectures, practicals, and tutorials. Submission of all work as required by the module coordinator.

Information Technology Teaching 602
EDCM611 E2 P2 (25L-7T-7P-0S-70H-10R-0F-0G-41A-0W-16C)
Aim: This module is intended to develop pre-service teachers pedagogical content knowledge, skills and values related to teaching and learning of Information Technology (IT) in the national school curriculum for the FET phase (grades 10 to 12). To develop students' knowledge and skills of assessment; and to conduct basic educational research in current issues in teaching Information Technology in the FET phase. To develop competent teachers of Information Technology in the FET phase.

Content: The module aims at equipping the students with knowledge and skills in: •Information Technology as a subject discourse in the national school curriculum in a SA context •Science of teaching Information Technology (IT) in the FET phase •Aspects related to educational research in IT •Current and expected trends and issues in IT •Assessment methods in IT •Project work at school level in IT.
Assessment: Formative/Continuous assessment will be employed in this module and the weighting will be as follows: In-class assessment (25%), assignments (35%) and teaching portfolio (40%).
DP Requirement: At least 75% attendance at all lectures, practicals, and tutorials. Submission of all work as required by the module coordinator.

Curriculum Studies
EDCS701 EC PC (20L-0T-0P-0S-125H-0R-0F-0G-15A-20W-16C)
Prerequisite Requirement: Four-year teaching qualification
Aim: To develop an understanding that any curriculum plan is a reflection of what that society believes education is for, and that curriculum is a social construct; to develop understanding of how curriculum models are informed by ideologies of education; to reflect on your own beliefs and values about education and how these influence your teaching practice.
Content: Definitions of curriculum, and what is education for; curriculum change in South Africa 1990 - 2001; curriculum studies and models of planning; implementing curriculum plans; ways of thinking about knowledge; the role of the teacher in curriculum change; reflecting on and developing my own practice.
Assessment: Coursework and examination.
DP Requirement: As per college rules.

Curriculum:Context and change
EDCS702 E1 P1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Aim: To equip students with the knowledge and skills for reflecting critically on curriculum issues. It provides an introduction to the nature of curriculum and Curriculum Studies, with particular reference to determinants of curriculum policy and practice as well as online curriculum development, design and evaluation models in South Africa context and other countries or contexts.
Content: This module focuses on theories of curriculum that are used in different teaching and learning contexts. Students engage with curriculum documents with the aim of designing and evaluating curriculum tasks while dealing with issues of diversity and promoting inclusivity to cater for the complex and differentiated nature of South African community.
Assessment: Continuous assessment 100% (20% presentations and 80% two major assignments of approximately 4000 words each).
DP Requirement: 75% attendance of planned lectures as per the attendance register and submission of all assessment tasks.

Curriculum:Change and development
EDCS703 E2 P2 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: No prerequisite
Aim: The aim for this module is to develop a critical understanding of processes of curriculum design and development, with a particular reference to the transformation of curriculum in South Africa. The module also provides a foundation for further study and research in the field of curriculum studies.
Content: This module focuses on different conceptions of curriculum and curriculum development from an international perspective and in the South African context. Students understand design, development, dissemination, implementation, factors (teachers' attitudes etc.) that influence such processes and affect curriculum at the micro level.
Assessment: Continuous assessment 100% e.g.: Two written papers of 2000 words each (30% each=60%), weekly journal reflections based on readings (20%), group presentations (20%).
DP Requirement: 75% attendance of planned lectures as per the attendance register and submission of all assessment tasks.

Curriculum as Practice
EDCS704 E2 P2 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Corequisite: Curriculum Context and Change Curriculum Change and development Assessment in Education
Aim: Curriculum as Practice is designed to provide teachers and other educators with an overview of the field of curriculum practice. The module explores various issues related to the nature of desirable curriculum practice, the impact of the institutions on practice and curriculum decision-making.
Content: Teaching, learning and how people learn. Knowledge that teachers need to be effective in their classrooms,

schools and communities. The nature and process of curriculum decision-making by teachers, The impact of school and classroom contexts on the quality of curriculum practice. Approaches that work best in empowering teachers.
Assessment: Continuous assessment 100% : Article review 30%, written assignment 50% and Oral presentation using art-based methods 20%.
DP Requirement: 75% attendance of planned lectures as per the attendance register. Submitting all set tasks for the module.

Curriculum Development and Evaluation
EDCS816 EC (40L-0T-0P-0S-225H-0R-0F-0G-50A-13W-32C)
Aim: To develop a critical understanding of processes of curriculum development that include curriculum design, curriculum implementation and curriculum evaluation. To enable students to reflect critically on curriculum development at all levels.
Content: Theoretical perspectives on curriculum development that include curriculum analysis, curriculum design, curriculum implementation and curriculum evaluation.
Assessment: One written assignment of 2000 words (30%). One wtitten assignment of 4000 words (55%). Presentation (15%).
DP Requirement: 75% attendance and submission of all assessment tasks.

Education and Development 110
EDDE110 P1 (39L-10T-0P-0S-108H-0R-0F-0G-3A-0W-16C)
Prerequisite Requirement: None
Prerequisite Modules: None
Aim: Students will gain an understanding of global education and development issues.
Content: The current state of economic, political, cultural and environmental conditions in the world. Students will gain an understanding of why the world is structured the way it is, concerns about this and how it links to education.
Assessment: Coursework: 35%; Examination: 65%
DP Requirement: 75% Attendance and a minimum class mark of 40%.

Education and Development 120
EDDE120 P2 (39L-10T-0P-0S-108H-0R-0F-0G-3A-0W-16C)
Prerequisite Requirement: None
Prerequisite Modules: None
Aim: Students will gain an understanding of the role of social identity construction in relation to oppression and inequality
Content: Participatory methodology is used to develop a theoretical framework. Tools are developed for for critical self-reflexive praxis to enable development toward a just society.
Assessment: Coursework: 35%; Examination: 65%
DP Requirement: 75% Attendance and a minimum class mark of 40%.

Education Development and Power
EDDE210 PC (39L-10T-0P-0S-108H-0R-0F-0G-3A-0W-16C)
Prerequisite Requirement: EDDE110 or EDDE120 or subject to the discretion Academic Co-ordinator
Aim: To introduce students to debates around the education, development and power.
Content: Theories of power and how it is maintained; historical and current perspectives on reproductive education and productive education.
Assessment: Coursework: 35%; Examination: 65%
DP Requirement: 75% Attendance and a minimum class mark of 40%.

Comparative Studies in Ed & Development
EDDE220 PC (39L-10T-0P-0S-108H-0R-0F-0G-3A-0W-16C)
Prerequisite Requirement: EDDE110 or EDDE120 or EDDE210 or subject to the discretion of Academic Co-ordinator
Aim: To introduce students to debates around the education, development and gender.
Content: The concept of gender. Theories of gender. Gender and development. Gender and equity in South Africa.
Assessment: Coursework: 35%; Examination: 65%
DP Requirement: 75% Attendance and a minimum class mark of 40%.

Environment & Sustainability: Education Devel
EDDE301 PC (39L-10T-0P-0S-108H-0R-0F-0G-3A-0W-16C)
Prerequisite Requirement: EDDE110 and EDDE120 or EDDE210 or subject to the discretion of Academic Co-ordinator
Aim: To introduce students to debates around environmental sustainability in relation to education and development.
Content: Environmental and sustainability education. The concepts of sustainable development, sustainable living and sustainable livelihoods. Current practice in environmental and sustainability education in South Africa.
Assessment: Coursework: 50%; Final assessment: 50%
DP Requirement: 75% Attendance and a minimum class mark of 40%.

Issues in Education and Development
EDDE302 PC (39L-10T-0P-0S-108H-0R-0F-0G-3A-0W-16C)
Prerequisite Requirement: EDDE110 and EDDE120 or EDDE210 or subject to the discretion of Academic Co-ordinator
Aim: To develop students ability to critically analyse their context and role in it.
Content: Exploration of students' context and role, ranging from specific experiences up to national and global contexts. Context will include issues of class, race, culture, gender and politics. Identification of key issues facing education and development from local to global levels.
Assessment: Coursework: 40%; Final assessment: 60%
DP Requirement: 75% Attendance and a minimum class mark of 40%.

Service Learning for Education Development
EDDE303 PC (39L-10T-0P-0S-108H-0R-0F-0G-3A-0W-16C)
Prerequisite Requirement: EDDE110, EDDE120, EDDE210, EDDE301, EDDE302 or subject to the discretion of Academic Co-ordinator
Aim: To apply education and development theories in practice.
Content: Seminars focus on development theories applied to case studies. These seminars are used to support reflection on learning from a 30 hour practical placement within an education and development project e.g. NGO, CBO or government organisation.
Assessment: Coursework: 40%; Final assessment: 60%
DP Requirement: 75% Attendance and a minimum class mark of 40%.

Rural Education and Development
EDDE304 PC (39L-10T-0P-0S-108H-0R-0F-0G-3A-0W-16C)
Prerequisite Requirement: EDDE110, EDDE120, EDDE210, EDDE301, EDDE302 or subject to the discretion of Academic Co-ordinator
Aim: To develop an understanding of rural education in relation to development models.
Content: Socio-economic and political marginalisation of rural dwellers; exploration of initiatives such as Millenium Development Goals and Education for All, Education for the Poor. Agricultural education and training, food security. Literacy and adult education.
Assessment: Coursework: 40%; Final assessment: 60%
DP Requirement: 75% Attendance and a minimum class mark of 40%

Intro to Education & Development
EDDE701 P1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The module examines the key concepts, terms, approaches, and theories that are widely used in education and development studies. The module focuses on international, regional, national, and local institutions, processes, policies and frameworks that inform and underpin Education and Development with an emphasis on 'developing countries'.
Content: Key concepts, terms, approaches, and theories. International, regional, national, and local institutions, processes, policies and frameworks that inform and underpin Education and Development with an emphasis on 'developing countries'. Case studies that demonstrate and concretise conceptual and institutional dynamics
Practicals: One social and one environmental case study
Assessment: Continuous assessment 100%: research based tasks 20%, a major assignment 30% and a major essay 50%.
DP Requirement: 75% attendance of planned lectures as per the attendance register and submission of all assessment tasks.

Advanced Theory in Education & Development
EDDE702 EC PC (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: This module teaches students how to read and work with theory in education and development in a detailed, informed, nuanced, and critical manner. Students learn how theories work, they practice using different concepts, gain insight into how concepts built into synthetic bigger structures that need to be engaged with holistically rather than using piecemeal concepts.
Content: Key theories that are used in education and development and a comparison of older theories to more contemporary theories, a comparison of conservative to radical theories, a comparison of western theories to 'southern' and African theories and a critical contrast of different theories, with examples that develop a critical awareness.
Assessment: Continuous assessment 100%: research based tasks 20%, a major assignment 30% and a major essay 50%
DP Requirement: 75% attendance of planned lectures as per the attendance register and submission of all assessment tasks.

Comparative Education
EDDE704 P2 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The module examines historical and contemporary issues, approaches, debates and methodologies that define and shape the field of comparative education. The aim is to work with numerous case studies to develop a critical consciousness of competing education and development models of development through getting the student to actively compare, contrast, and critique the different cases.
Content: Methods, concepts, terms, approaches, and theories. International, regional and national case studies emphasising African examples. Comparative case studies that demonstrate conceptual and institutional dynamics and develop methodological comparative skills. Critical contrasts of models and examples of development that develop critical awareness.
Assessment: Continuous assessment 100%: research based tasks 20%, a major assignment 30% and a major essay 50%.
DP Requirement: 75% attendance of planned lectures as per the attendance register and submission of all assessment tasks.

Introduction to Drama Education
EDDR111 E1 (24L-0T-24P-5S-60H-10R-0F-0G-37A-15W-16C)
Aim: The aim of this module is to provide students with fundamental content knowledge of Drama Education and specific skills required in Drama that are necessary to enable progression into more complex and deeper engagement with the theories and practices of Drama.
Content: • Voice production and modulation, attributes of speech • Speaking and performing for an audience though individual and group items such as Public Speaking, Storytelling, story dramatization and dance. • Elements of drama, acting and movement such as structure, focus, tension and mood. • Drama techniques and forms such as improvisation and creative drama • Staging conventions and stagecraft • Elementary text analysis though critical reviews and evaluation of peer performance
Practicals: The practical training requirements are that of voice modulation development and of developing human body movement techniques and dramatic skills. ● The field trip requirement include a minimum of one visit to a professional theatre production
Assessment: Assignments (20%) Tests (20%) Oral presentation (20%) Creative work performance (40%)
DP Requirement: Attendance of a minimum of 75% of lectures and 80% of practical sessions. A minimum of 40% year mark.

Drama and Performance Skills
EDDR112 E2 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: The aim of this module is to provide students with in-depth content knowledge of the development of Western and other forms of Theatre which will enable them to demonstrate a critical understanding of how and why theatre evolved in different societies from ancient to modern times.
Content: The beginnings of Theatre and the role of ritual. Ancient Greek Theatre as the foundation of Western Theatre. Selections from: • Roman Theatre to Medieval Theatre • Commedia dell 'Arte to the Italian Renaissance • Elizabethan

Theatre to Victorian Theatre • Romanticism to Realism in the Theatre Selections from: • Pan-African Theatre forms • Asian Theatre forms
Assessment: Assignments (10%) Individual presentation (10%) Creative work performance (30%) Examination (50%)
DP Requirement: As per college rules.

Drama Education Method 1
EDDR201 EC (12L-0T-12P-6S-48H-2R-0F-0G-0A-0W-8C)
Prerequisite Requirement: Drama Education 220
Aim: To provide students with knowledge and experience in Drama-in-Education; to equip students with the knowledge and skills necessary for the teaching of Drama in Senior and FET Phases.
Content: Child Drama, Drama as a learning medium - acquisition of knowledge through Drama; study of the acquisition of language and social skills through Drama; Dram-n-Education techniques.
Practicals: 12
Assessment: Continuous Assessment: 100; Examination 100 (2 hours).
DP Requirement: At least 75% attendance at all lectures. Submission of all work, as required by the module coordinator, by the stipulated date. At least 50% in the course work component of the module.

Drama Education 210
EDDR210 EC (24L-12T-29P-0S-91H-0R-0F-0G-4A-0W-16C)
Prerequisite Requirement: Prerequisite: Pass in at least one communication module
Aim: This unit will provide student teachers with knowledge, experience and skills necessary to develop communication in and appreciation of various aspects of Drama, focusing on the development of confidence, creativity and expressiveness in speech and movement.
Content: Study of Dramatic texts, the elements of theatre, the benefits of improvisation and role-play.
Practicals: Practicals: Dramatic presentations (play, dance or dissertation).
Assessment: Continuous Assessment 100; Examination (2 hours) 100.
DP Requirement: As per college rules.

Drama Education 3
EDDR211 E2 (30L-0T-20P-0S-60H-10R-5F-0G-5A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To provide students with in-depth content knowledge of the development of Western and other forms of Theatre which will enable them to demonstrate a critical understanding of how and why theatre evolved in different societies from ancient to modern times.
Content: The beginnings of Theatre and the role of ritual. Ancient Greek Theatre as the foundation of Western Theatre. Selections from: • Roman Theatre to Medieval Theatre • Commedia dell 'Arte to the Italian Renaissance • Elizabethan Theatre to Victorian Theatre • Romanticism to Realism in the Theatre Selections from: • Pan-African Theatre forms • Asian Theatre forms
Practicals: The field trip requirement is a minimum of one visit to a professional theatre production. The practical requirements include those performance and theatre skills acquired through the Elements of Drama module.
Assessment: Assignments (10%) Individual presentation (10%) Creative work performance (30%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

Drama Education Method 1
EDDR212 EC (35L-0T-4P-0S-80H-10R-0F-0G-6A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To introduce students to the main principles of Drama pedagogy as preparation for the practice of teaching Drama at FET level.
Content: - Introduction to Drama in Education - Historical overview of drama in the classroom - Dramatic play and developmental drama - Drama in education strategies and techniques for an inclusive educational experience - Pedagogy of drama : • Learning in drama • Learning through drama Learning about drama
Assessment: Assignments (20%) Oral presentations (20%) Tests (20%) Creative work performance (30%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

Drama Education 220
EDDR220 EC (24L-12T-29P-0S-91H-0R-0F-0G-4A-0W-16C)
Prerequisite Requirement: Prerequisite: Pass in at least one communication module
Aim: This unit will provide opportunities for development of social skills: teamwork, commitment and collaboration; the development of critical thinking and interpretive skills, and skills in language and movement.
Content: Experimentation in various modes of dramatic expression, study of the language of movement, development of public speaking strategies, thematic study of dramatic texts and study of the use of drama as an educational tool.
Practicals: Practicals: Speech and Movement, mini-production.
Assessment: Continuous Practical Assessment: 100; Examination:100 (2 hours).
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Drama Education Method 2
EDDR301 EC (12L-0T-12P-6S-48H-2R-0F-0G-0A-13W-8C)
Prerequisite Requirement: Prerequisite: Drama Education 320
Aim: To provide students with the knowledge and skills necessary for the teaching of Drama at Senior and FET Phases. To provide an opportunity for research into the use of Drama as a learning medium.
Content: A brief review of Child Drama and its value and application. The study of the promotion of understanding and insight through Drama and the development of professional materials.
Assessment: Continuous Assessment: 100; Examination: 100 (2 hours).
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Drama Education 310
EDDR310 EC (24L-12T-29P-0S-91H-0R-0F-0G-4A-13W-16C)
Prerequisite Requirement: Prerequisite: Pass in either Drama Education 210 or 220
Aim: This module will provide opportunities for: personal development in use of speech and movement for effective communication, teamwork strategies, an overview of Theatre History and the technical aspects of play production.
Content: The study of four aspects of Drama: Exercise, Dramatic Play, Theatre and Drama for education, Theatre History and Play Production.
Practicals: Practicals: Dissertation, Programme or Dance production.
Assessment: Continuous Assessment: 100; Examination: 100 (2 hours).
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Drama Education Method 2
EDDR311 EC (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: To develop students' understanding and knowledge of the main principles, practices and practitioners of Drama pedagogy as preparation for the teaching of Drama at FET level within the CAPS curriculum framework and within an inclusive education framework
Content: • Theatre for young audiences • Applied theatre : TIE, Community theatre, Forum theatre • Play-building • Key theorists and practitioners of drama in education • Planning and presenting drama in the classroom
Assessment: Assignments (20%) Individual and group presentations (20%) Tests (20%) Practical projects (40%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time

Drama Education 4
EDDR312 E1 (30L-0T-20P-0S-60H-10R-5F-0G-5A-15W-13C)
Aim: To provide students with in-depth content knowledge of the history of South African Theatre which will enable them to demonstrate a clear and a critical understanding of the development of South African Theatre, including an understanding of the new trends (post-1994) in South African Theatre.
Content: ● The African rituals and oral traditional performances of South Africa ● Township theatre, township Musicals and Gibson Kenta's performance style ● Missionary and other influences on the development of drama ● Theatre of Resistance and Black Consciousness cultural movement ● Protest Theatre, Poor theatre and theatre post-1994
Practicals: The field trip requirement is a minimum of one visit to a professional theatre production. The practical

requirements include those performance and theatre skills acquired through the Elements of Drama module.
Assessment: Assignments (20%) Individual and group presentations (20%) Tests (20%) Practical projects (40%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time

Drama Education 5
EDDR313 E2 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: To provide students with deep content knowledge of Drama which will enable them to demonstrate a critical understanding of significant theatre movements and dramatists of the 20th and early 21st centuries, including the practical application of some of these trends.
Content: ● Social and political developments and artistic movements of the 20th century ● Key drama theorists of the 20th century ● Postmodernism and contemporary theatre ● Performance texts in context ● Directing theory and application
Practicals: The field trip requirement is a minimum of one visit to a professional theatre production. The practical requirements include those performance and theatre skills acquired though the Elements of Drama module.
Assessment: Assignments (10%) Individual presentation (10%) Directing and Acting practical project (30%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time

Drama Education 320
EDDR320 EC (24L-12T-29P-0S-91H-0R-0F-0G-4A-0W-16C)
Prerequisite Requirement: Prerequisite: Pass in either Drama Education 210 or 220
Aim: This unit will provide students with scope to develop critical thinking, aesthetic appreciation and skills in dramatic interpretation, as well as the gaining of knowledge of play production in schools.
Content: Study and interpretation of Shakespearian texts, an overview of African Theatre, experimental dramatic work with young people and the appreciation of Drama as a tool for personal development.
Practicals: Practicals: Play production, dialogue. Drama Education 320, (continued).
Assessment: Continuous Assessment: 100; Examination: 100 (2 hours).
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Drama Education Method 3
EDDR401 (12L-0T-12P-6S-48H-2R-0F-0G-0A-0W-8C)
Prerequisite Requirement: Drama Education 320
Aim: To provide students with the knowledge and skills necessary for the teaching of Drama at Senior and FET Phases. To provide an opportunity for research into the use of Drama as a learning medium.
Content: A brief review of Child Drama and its value and application. The study of the promotion of understanding and insight through Drama and the development of professional materials.
Assessment: Continuous Assessment: 50%; Examination: 50% (2 hours).
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Drama Education Method 3
EDDR411 E2 (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: To develop students' well-rounded understanding and knowledge of the main principles, practices and practitioners of Drama pedagogy as preparation for the teaching of Drama at FET level within the CAPS curriculum framework.
Content: • Dramatic Arts curriculum/ policy related to Drama Education for FET phase within the CAPS curriculum • Teaching methodologies for enabling learner centred learning • Setting up school theatre • Problem solving strategies in Drama Education • Assessment in Drama Education
Assessment: Continuous assessment (50%), comprising of: Assignments (10%) Individual and group presentations (20%) Practical projects (20%); and Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time

Drama Education 410
EDDR410 EC (24L-12T-29P-0S-91H-0R-0F-0G-4A-0W-16C)

Prerequisite Requirement: Prerequisite: Pass in either Drama Education 310 or 320
Aim: To gain in-depth knowledge of Character interpretation and portrayal, movement, mime and behaviour, modern Theatrical genres. To develop research skills.
Content: The study of the role of the protagonist and antagonist, with reference to a selection of texts; the development of a play or a dance drama based on the study of character. A survey of nineteenth and twentieth century playwrights, with particular reference to Brecht and Chekhov.
Practicals: Practicals: Drama or Dance production.
Assessment: Continuous Assessment: 100; Examination: 100 (2 hours).
DP Requirement: As per college rules.

Drama Education 420
EDDR420 EC (24L-12T-29P-0S-91H-0R-0F-0G-4A-0W-16C)
Prerequisite Requirement: Prerequisite: Pass in Drama Education 410.
Aim: To build specialist knowledge and skills in the appreciation and the teaching of Drama. To gain skills in management and production, to develop research skills and gain further insights into the work of modern dramatists.
Content: The study of selected modern dramatists and the development of style in play-making, the study of excellent presentation skills, and a research assignment on theatres, local, school or other.
Practicals: Practicals: Presentation, dramatic production.
Assessment: Continuous Assessment: 100; Examination: 100 (2 hours).
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Dramatic Arts Teaching 601
EDDR601 E1 P1 (25L-14T-6P-0S-84H-10R-0F-0G-21A-0W-16C)
Aim: To prepare student teachers to teach Dramatic Arts in the FET phase of schooling (grades 10 – 12) in diverse schooling contexts. The main purpose of this module is for students to critically engage with pedagogical knowledge, skills and values related to the teaching and learning of Dramatic Arts in the national school curriculum.
Content: •Dramatic Arts Education and Dramatic Arts in Education •The role of Dramatic Arts in the FET phase •Dramatic Arts curriculum and assessment policy in line with the National Curriculum Document •Designing and presenting lesson plans and materials for teaching Dramatic Arts •Strategies for teaching Dramatic Arts theory and practicals •Assessment of Dramatic Arts •Independent research on current issues in Dramatic Arts Education •Campus-based peer teaching, peer observation and reflection
Practicals: Participation in practical projects of Dramatic Arts In Education such as performing and presenting brief scenes of Drama In Education (DIE).
Assessment: Formative assessment consisting of: Assignments: 20% Practical Projects (Dramatic Arts In Education): 20% Tests: 20% Individual and Group Presentations (Verbal presentations and Seminars): 40%
DP Requirement: 75% attendance at practicals and tutorials

Dramatic Arts Teaching 602
EDDR602 E2 P2 (25L-14T-6P-0S-84H-10R-0F-0G-21A-15W-16C)
Prerequisite Requirement: Dramatic Arts Teaching 601
Aim: The main aim of this module is to develop student teachers understanding and knowledge of the main principles, practices and practitioners of Drama pedagogy as preparation for the teaching of Dramatic Arts for FET in grades 10 – 12 in diverse schooling contexts. To develop competence in teaching Dramatic Arts in the FET phase.
Content: •Dramatic Arts Education and Theatre In Education •The role of Dramatic Arts in the FET phase •Dramatic Arts curriculum and assessment policy in line with the National Curriculum Documents •Theories of teaching and learning in the context of Dramatic Arts teaching •Strategies for teaching Dramatic Arts theory and practicals •Developing learning programmes in Dramatic Arts •Designing and presenting lessons in Dramatic Arts •Assessment of Dramatic Arts •Skills to create school theatre •Independent research on current issues in Dramatic Arts Education •Campus-based teaching, peer observation and reflection in the context of Dramatic Arts teaching.
Practicals: A participation in projects of Theatre In Education.
Assessment: Assignments: 10% Practical Projects (Theatre In Education): 20% Individual and Group Presentations (Oral presentations & Seminars): 20% Examination: 50%
DP Requirement: A minimum achievement of 40% on semester mark (continuous assessment). Class attendance of 75% in practicals and tutorials.

Drama Teaching 401
EDDR604 EC PC (18L-18T-12P-0S-52H-40R-0F-0G-20A-12W-16C)
Aim: To develop knowledge about teaching and learning in Drama in the FET band.
Content: The nature and content of the Dramatic Arts National Curriculum Statement. Designing teaching materials and learning programmes. Theory and practice of assessment in drama. The use of drama across the curriculum, techniques and strategies of drama in education and the relevance of drama in a South African context. Reflections on teaching experience and observations.
Practicals: 12 weeks in schools.
Assessment: Course work 50% Written exams 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

English Language Course
EDEN101 E1 (22L-22T-0P-0S-90H-20R-0F-0G-6A-12W-16C)
Aim: To introduce students to basic grammatical concepts and encourage the development of grammatical competence with specific reference to writing in English.
Content: Lexical extension; tense/time constructiuon and usage; subject/verb/object agreement; active and passive voice; simple/compound/complex sentences; cause complexes (imbeded and included clauses); modiality and modulatiuon; propositions and articles.
Assessment: Coursework 100%
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date.

English Communication 110
EDEN110 E2 (22L-22T-0P-0S-100H-7R-0F-0G-5A-12W-16C)
Prerequisite Requirement: No pre-requisite
Aim: To provide students with opportunities for improving their command of both written and oral English; developing critical thinking; and, insights into the complexities of language usage.
Content: Creative writing and the study of selected novel, poetry and film. Creating texts; interacting with and responding to a range of texts; language as a social construct; stylistic devices; practical and relevant language usage.
Assessment: Coursework 50%; examination 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Eng Ed:Language, Learning & Teaching in Education
EDEN111 E1 (20L-20T-0P-0S-80H-10R-0F-0G-30A-15W-16C)
Prerequisite Requirement: Nil
Aim: This module aims to develop students' basic understanding of structure and form of the English language with a view to developing their listening, reading, writing and speaking skills. This module will, therefore, prepare student teachers to meet the challenges of teaching through the medium of English by: • Investigating key theories and concepts related to teaching and learning through the medium of English • Developing an understanding of language structure and language change • Exploring communication modes used in teaching through the medium of English • Providing an overview of the key concepts and theories in language learning and development • Considering communication barriers in the classroom and ways to overcome them
Content: The module focusses on language structure, language change and communication skills in teaching including speaking, listening, reading and writing skills. The key concepts and theories in language learning and development will be emphasised. The content topics are: - Language structure and language change - Communication in teaching: speaking and listening skills - Communication in teaching: reading and writing skills - Key concepts and theories in language learning and development
Assessment: A Coursework mark comprising assignments (25%) and tests (25%) Examination (50%)
DP Requirement: Attendance at 75% at all lectures and tutorials; submission of all work as required.

Eng Ed: Introductory concepts (HL)
EDEN112 E1 (20L-20T-0P-0S-80H-10R-0F-0G-30A-15W-16C)
Aim: This module will prepare student teachers to meet the challenges of teaching and developing their own knowledge

and understanding of English by: • Providing insights to the South African education landscape • Exploring the roles and functions of a teacher of English • Understanding and interpreting the various documents related to becoming a teacher • Understanding and interpreting the curriculum documents required to teach English • Understanding how to plan and prepare lessons for the English classroom taking cognisance of learner needs, diversity of learners and the diverse teaching and learning context • Developing insight into first and second language acquisition theories and their implications for the English classroom

Content: The module introduces concepts and constructs associated with becoming a teacher of English with special emphasis on working in and responding to the South African landscape, Interrogates documents, and engages with lesson planning and preparation. It includes development of lesson plans, developing and integrating the use of teaching and learning resources, including ICT and teaching of lesson. The module also focuses on both first and second language acquisition. The content topics are: • Teaching of English: Understanding and responding to the South African landscape • Becoming a teacher of English within an inclusive education framework • Interrogating documents: National Education Teacher Framework – for the teacher of English • Interrogating curriculum documents • Lesson planning and preparation commensurate with the needs of learners, the learner diversity and the diverse teaching and learning context • Language acquisition (first and second language)

Assessment: A Coursework mark comprising assignments (25%) and tests (25%) Examination (50%)

DP Requirement: A minimum coursework mark of 40% and a minimum attendance of 75% at tutorials

Foundations

EDEN113 E1 (20L-20T-0P-0S-80H-10R-0F-0G-30A-15W-16C)

Aim: This module will prepare student teachers to meet the challenges of teaching and developing their own knowledge and understanding of English by: • Providing insights to the South African education landscape • Exploring the roles and functions of a teacher of English • Understanding and interpreting the various documents related to becoming a teacher • Understanding and interpreting the curriculum documents required to teach English • Understanding how to plan and prepare lessons for the English classroom taking cognisance of learner needs, diversity of learners and the diverse teaching and learning context • Developing insight into first and second language acquisition theories and their implications for the English classroom

Content: The module introduces concepts and constructs associated with becoming a teacher of English with special emphasis on working in and responding to the South African landscape, Interrogates documents, and engages with lesson planning and preparation. It includes development of lesson plans, developing and integrating the use of teaching and learning resources, including ICT and teaching of lesson. The module also focuses on both first and second language acquisition. The content topics are: • Teaching of English: Understanding and responding to the South African landscape • Becoming a teacher of English within an inclusive education framework • Interrogating documents: National Education Teacher Framework – for the teacher of English • Interrogating curriculum documents • Lesson planning and preparation commensurate with the needs of learners, the learner diversity and the diverse teaching and learning context • Language acquisition (first and second language)

Assessment: A Coursework mark comprising assignments (25%) and tests (25%) Examination (50%)

DP Requirement: A minimum coursework mark of 40% and a minimum attendance of 75% at tutorials

Introduction to Theory & Practice

EDEN114 E1 (20L-20T-0P-0S-80H-10R-0F-0G-30A-15W-16C)

Prerequisite Requirement: Nil

Aim: This module will prepare student teachers to meet the challenges of teaching and developing their own knowledge and understanding of English by: • Providing an overview of the discipline of English Education • Introducing examples of literary and media texts • Affording opportunities for improving command (both written and oral) of the English language • Developing critical thinking, aesthetic appreciation and insight into selected genres of literary texts • Supporting the use of critical discourse

Content: This module will introduce English Education aspects including language, literature and media. It will also introduce the various literary genres including poetry, film study, drama and short stories. The content topics are: • Introduction to English Education as language, literature and media • Introduction to poetry • Introduction to film study • Introduction to drama • Introduction to short stories

Assessment: A Coursework mark comprising assignments (25%) and tests (25%) Examination (50%)

DP Requirement: A minimum coursework mark of 40% and a minimum attendance of 75% at tutorials

English Major Method 1

EDEN201 EC (12L-12T-0P-3S-50H-0R-0F-0G-3A-12W-8C)

Aim: To develop understanding of the principles of OBE and how these may be applied in the English classroom;

understanding and interpretation of learning outcomes; and, understanding of approaches to listening and speaking.
Content: Implementing OBE in the classroom; the teaching of listening - oral comprehension, note-taking, assessment of oral listen ing skills; the teaching of speaking - formal presentations, impromptu presentations, sight-reading, debating, forum discussions, roleplays, small group work, persuasive speaking, and assessment of speaking skills.
Assessment: Continuous assessment 50%; Examination 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

English Major 210
EDEN210 EC (24L-24T-0P-6S-100H-0R-0F-0G-6A-12W-16C)
Prerequisite Requirement: English Communication 110, English Language Course or Academic Literacy in Education.
Aim: To prepare students for the challenges of teaching by providing an overview of applied linguistics, insights into narrative studies and various literary texts and by developing critical thinking and aesthetic appreciation.
Content: Literary texts; introduction to applied linguistics; introduction to narrative studies.
Assessment: Continuous assessment 50%; Examination 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Eng Ed 3: Teaching Theory & Practice
EDEN211 E2 (20L-20T-0P-0S-80H-10R-0F-0G-30A-15W-16C)
Prerequisite Requirement: Nil
Corequisite: Nil
Aim: This module will prepare student teachers to meet the challenges of teaching English by: • Providing opportunities for improving command (both written and oral) of the English language • Introducing literary and critical theories • Developing critical thinking, aesthetic appreciation and insight into selected South African works of literature • Encouraging critical discourse • Proposing various practices of teaching literary texts
Content: This modules uses various literary theories to study South African poetry, short stories, dramas and novels. The content topics are: • Using literary theories to study SA poetry • Using literary theories to study SA short stories • Using literary theories to study SA contemporary drama / Teaching drama • Using literary theories to study a SA novel
Practicals: Nil
Assessment: A Coursework mark comprising assignments (25%) and tests (25%) Examination (50%).
DP Requirement: A minimum coursework mark of 40% and a minimum attendance of 75% at tutorials.

Eng Ed Meth 1 for SP: Introductory Concepts
EDEN212 E1 (20L-20T-0P-0S-80H-10R-0F-0G-30A-15W-16C)
Aim: This module will prepare student teachers to meet the challenges of teaching and developing their own knowledge and understanding of English by: • Providing insights to the South African education landscape • Exploring the roles and functions of a teacher of English at the Senior phase • Understanding and interpreting the various documents related to becoming a teacher at the Senior phase • Understanding and interpreting the curriculum documents required to teach English at Senior phase • Understanding how to plan and prepare lessons for the Senior Phase English classroom taking cognisance of learner needs, diversity of learners and the diverse teaching and learning context • Developing insight into first and second language acquisition theories and their implications for the Senior Phase English classroom
Content: The module introduces concepts and constructs associated with becoming a teacher of English with special emphasis on working in and responding to the South African landscape, Interrogates documents, and engages with lesson planning and preparation. It includes development of lesson plans, developing and integrating the use of teaching and learning resources, including ICT and teaching of lesson. The module also focuses on both first and second language acquisition. The content topics are: •Teaching of English: Understanding and responding to the South African landscape •Becoming a teacher of English in the Senior phase within an inclusive education framework •Interrogating documents: National Education Teacher Framework – for the teacher of English at the Senior phase •Interrogating curriculum documents to teach English at the Senior phase •Lesson planning and preparation for the Senior Phase English classroom commensurate with the needs of learners, the learner diversity and the diverse teaching and learning context •Language acquisition (first and second language) and implications for the Senior Phase classroom
Assessment: A Coursework mark comprising assignments (25%) and tests (25%) Examination (50%).
DP Requirement: A minimum coursework mark of 40% and a minimum attendance of 75% at tutorials.

Eng Ed Meth 1 for FET:Introductory Concepts
EDEN213 EC (20L-20T-0P-0S-80H-10R-0F-0G-30A-15W-16C)
Prerequisite Requirement: Nil
Corequisite: Nil
Aim: This module will prepare student teachers to meet the challenges of teaching and developing their own knowledge and understanding of English by: • Providing insights to the South African education landscape • Exploring the roles and functions of a teacher of English at the FET phase • Understanding and interpreting the various documents related to becoming a teacher at the FET phase • Understanding and interpreting the curriculum documents required to teach English at FET phase • Understanding how to plan and prepare lessons for the FET English classroom taking cognisance of learner needs, diversity of learners and the diverse teaching and learning context • Developing insight into first and second language acquisition theories and their implications for the FET English classroom
Content: The module introduces concepts and constructs associated with becoming a teacher of English with special emphasis on working in and responding to the South African landscape, Interrogates documents, and engages with lesson planning and preparation. It includes development of lesson plans, developing and integrating the use of teaching and learning resources, including ICT and teaching of lesson. The module also focuses on both first and second language acquisition. The content topics are: •Teaching of English: Understanding and responding to the South African landscape •Becoming a teacher of English in the FET phase within an inclusive education framework •Interrogating documents: National Education Teacher Framework – for the teacher of English at the FET phase •Interrogating curriculum documents to teach English at the FET phase •Lesson planning and preparation for the FET English classroom commensurate with the needs of learners, the learner diversity and the diverse teaching and learning context •Language acquisition (first and second language) and implications for the FET classroom
Practicals: Nil
Assessment: A Coursework mark comprising assignments (25%) and tests (25%) Examination (50%).
DP Requirement: A minimum coursework mark of 40% and a minimum attendance of 75% at tutorials.

Eng Ed Meth 1 for IP: Intro Concepts HL
EDEN214 EC (20L-20T-0P-0S-80H-10R-0F-0G-30A-15W-16C)
Prerequisite Requirement: Nil
Corequisite: Nil
Aim: This module will prepare student teachers to meet the challenges of teaching and developing their own knowledge and understanding of English by: •Providing insights to the South African education landscape •Exploring the roles and functions of a teacher of HL English at the Intermediate phase •Understanding and interpreting the various documents related to becoming a HL teacher at the Intermediate phase •Understanding and interpreting the curriculum documents required to teach HL English at Intermediate phase •Understanding how to plan and prepare lessons for the Intermediate phase HL English classroom taking cognisance of learner needs, diversity of learners and the diverse teaching and learning context •Developing insight into first and second language acquisition theories and their implications for the HL English classroom.
Content: The module introduces concepts and constructs associated with becoming a teacher of HL English with special emphasis on working in and responding to the South African landscape, Interrogates documents, and engages with lesson planning and preparation. It includes development of lesson plans, developing and integrating the use of teaching and learning resources, including ICT and teaching of lesson. The module also focuses on both first and second language acquisition. The content topics are: •Teaching of English: Understanding and responding to the South African landscape •Becoming a teacher of HL English in the Intermediate phase within an inclusive education framework •Interrogating documents: National Education Teacher Framework – for the teacher of HL English at the Intermediate phase •Interrogating curriculum documents to teach HL English at the Intermediate phase •Lesson planning and preparation for the Intermediate HL English classroom commensurate with the needs of learners, the learner diversity and the diverse teaching and learning context •Language acquisition (first and second language) and implications for the Intermediate Phase HL English classroom.
Practicals: Nil
Assessment: A Coursework mark comprising assignments (25%) and tests (25%) Examination (50%).
DP Requirement: A minimum coursework mark of 40% and a minimum attendance of 75% at tutorials.

Eng Ed Meth1 for IP: Intro Concepts FAL
EDEN215 EC (20L-20T-0P-0S-80H-10R-0F-0G-30A-16W-16C)
Prerequisite Requirement: Nil
Corequisite: Nil
Aim: This module will prepare student teachers to meet the challenges of teaching and developing their own knowledge

and understanding of English by: •Providing insights to the South African education landscape •Exploring the roles and functions of a teacher of FAL English at the Intermediate phase •Understanding and interpreting the various documents related to becoming a FAL teacher at the Intermediate phase •Understanding and interpreting the curriculum documents required to teach FAL English at Intermediate phase •Understanding how to plan and prepare lessons for the Intermediate phase FAL English classroom taking cognisance of learner needs, diversity of learners and the diverse teaching and learning context •Developing insight into first and second language acquisition theories and their implications for the FAL English classroom.
Content: The module introduces concepts and constructs associated with becoming a teacher of FAL English with special emphasis on working in and responding to the South African landscape, Interrogates documents, and engages with lesson planning and preparation. It includes development of lesson plans, developing and integrating the use of teaching and learning resources, including ICT and teaching of lesson. The module also focuses on both first and second language acquisition. The content topics are: • Teaching of English: Understanding and responding to the South African landscape • Becoming a teacher of FAL English in the Intermediate phase within an inclusive education framework • Interrogating documents: National Education Teacher Framework – for the teacher of FAL English at the Intermediate phase • Interrogating curriculum documents to teach FAL English at the Intermediate phase • Lesson planning and preparation for the Intermediate FAL English classroom commensurate with the needs of learners, the learner diversity and the diverse teaching and learning context • Language acquisition (first and second language) and implications for the Intermediate Phase FAL English classroom.
Assessment: A Coursework mark comprising assignments (25%) and tests (25%) Examination (50%).
DP Requirement: A minimum coursework mark of 40% and a minimum attendance of 75% at tutorials.

English Major 220
EDEN220 EC (24L-24T-0P-6S-100H-0R-0F-0G-6A-12W-16C)
Prerequisite Requirement: English Communication 110, English Language Course or Academic Literacy in Education.
Aim: To prepare students for the challenges of teaching by developing critical thinking, aesthetic appreciation and insight into a variety of works of English literature.
Content: Introduction to poetry; Shakespearean drama. film study; and the novel.
Assessment: Continuous assessment 50%; Examination 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

English Major Method 2
EDEN301 EC (12L-12T-0P-0S-50H-0R-0F-0G-3A-12W-8C)
Aim: To prepare students to be competent teachers of English.
Content: Assumptions underlying the teaching of reading; classroom practices in relation to teaching reading and media; the selection, sequencing and pacing of skills involved in reading; principles of teaching reading to the language and Literacy and Communication outcomes; reading for academic purposes - skimming, scanning etc.; comprehension skills; precis, summary, notes and abstracts; assessment of reading skills.
Assessment: Continuous assessment 50%; Examination 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

English Major 310
EDEN310 EC (24L-24T-0P-6S-100H-0R-0F-0G-6A-12W-16C)
Prerequisite Requirement: English 210 or English 220
Aim: To develop critical thinking, aesthetic appreciation and insight into literature; awareness and perspective on various approaches to literary analysis; and to introduce popular and adolescent literature and the teaching of texts.
Content: Literary texts; introduction to literary and critical theory; popular and adolescent literature and the teaching of text.
Assessment: Continuous assessment 50%; Examination 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

English Education 3 Teaching Theory and Practice
EDEN311 E2 (20L-20T-0P-0S-80H-10R-0F-0G-30A-15W-16C)
Aim: • Developing critical thinking, aesthetic appreciation and insight into selected works of literature from beyond South Africa • Providing students with an awareness and perspective of the various theories and approaches to literary analysis • Fostering critical discourse • Understanding the theories and assumptions underlying the teaching of various genres of literary texts • Reflecting on various theories and practices of teaching literary and media texts • Exploring assessment practices related to the teaching of literary and media texts
Content: The module focuses on the theories and practices used to study and teach contemporary poetry, films, short stories and novels from beyond South Africa. The content topics are: • Teaching Poetry (Contemporary poetry from beyond South Africa) • Teaching film (Contemporary film from beyond South Africa) • Teaching narratology and the short story (Contemporary short stories from beyond South Africa) • Teaching the novel (Contemporary novel from beyond South Africa)
Assessment: A Coursework mark comprising assignments (25%) and tests (25%) Examination (50%)
DP Requirement: A minimum coursework mark of 40% and a minimum attendance of 75% at tutorials

Eng Ed Method 2 for FET Literacies
EDEN312 E1 (20L-20T-0P-0S-80H-10R-0F-0G-30A-16W-16C)
Aim: This module will prepare student teachers to meet the challenges of teaching and developing their own knowledge and understanding of English by: • Exploring the theoretical assumptions underlying the teaching, learning and assessment of listening, speaking, reading and writing skills in the FET English classroom • Demonstrating an understanding of appropriate selection, sequencing and pacing of the skills involved in listening, speaking, reading and writing in the FET English classroom • Exploring the theoretical assumptions underlying the teaching, learning and assessment of critical literacy, visual literacy and media literacy in the FET English classroom • Reflecting on and assessing various classroom practices of teaching critical literacy, visual literacy and media literacy in the FET English classroom • Developing insight into the theories and practices associated with multilingualism and multiliteracies and their impact on the FET English classroom
Content: The module will focus on literacies in the English classroom including listening, speaking, reading and writing skills; Critical literacy, Visual literacy; Media literacy; Multiliteracies and Multilingualism. The content topics are: • Listening and speaking skills for the FET phase • Reading and writing skills for the FET phase • Critical literacy for the FET phase • Viewing skills/ Visual literacy/ Media literacy for the FET phase • Multilingualism/ multiliteracies in the classroom and implications for the FET English classroom
Assessment: A Coursework mark comprising assignments (25%) and tests (25%) Examination (50%)
DP Requirement: A minimum coursework mark of 40% and a minimum attendance of 75% at tutorials

Eng Ed Method 2 for IP Literacies HL
EDEN313 E2 (20L-20T-0P-0S-80H-10R-0F-0G-30A-15W-16C)
Aim: This module will prepare student teachers to meet the challenges of teaching and developing their own knowledge and understanding of English by: • Exploring the theoretical assumptions underlying the teaching, learning and assessment of listening, speaking, reading and writing skills in the Intermediate Phase English HL classroom • Demonstrating an understanding of appropriate selection, sequencing and pacing of the skills involved in listening, speaking, reading and writing in the Intermediate Phase English HL classroom • Exploring the theoretical assumptions underlying the teaching, learning and assessment of critical literacy, visual literacy and media literacy in the Intermediate Phase English HL classroom • Reflecting on and assessing various classroom practices of teaching critical literacy, visual literacy and media literacy in the Intermediate Phase English HL classroom • Developing insight into the theories and practices associated with multilingualism and multiliteracies and their impact on the Intermediate Phase English HL classroom
Content: The module will focus on literacies in the English classroom including listening, speaking, reading and writing skills; Critical literacy, Visual literacy; Media literacy; Multiliteracies and Multilingualism. The content topics are: • Listening and speaking skills for the Intermediate Phase English HL classroom • Reading and writing skills for the Intermediate Phase English HL classroom • Critical literacy for the Intermediate Phase English HL classroom • Viewing skills/ Visual literacy/ Media literacy for the Intermediate Phase English HL classroom • Multilingualism/ multiliteracies in the classroom and implications for the Intermediate Phase English HL classroom
Assessment: A Coursework mark comprising assignments (25%) and tests (25%) Examination (50%)
DP Requirement: A minimum coursework mark of 40% and a minimum attendance of 75% at tutorials

Eng Ed Method 2 for IP Literacies FAL
EDEN314 E2 (20L-20T-0P-0S-80H-10R-0F-0G-30A-15W-16C)

Aim: This module will prepare student teachers to meet the challenges of teaching and developing their own knowledge and understanding of English by: • Exploring the theoretical assumptions underlying the teaching, learning and assessment of listening, speaking, reading and writing skills in the Intermediate Phase English FAL classroom • Demonstrating an understanding of appropriate selection, sequencing and pacing of the skills involved in listening, speaking, reading and writing in the Intermediate Phase English FAL classroom • Exploring the theoretical assumptions underlying the teaching, learning and assessment of critical literacy, visual literacy and media literacy in the Intermediate Phase English FAL classroom • Reflecting on and assessing various classroom practices of teaching critical literacy, visual literacy and media literacy in the Intermediate Phase English FAL classroom • Developing insight into the theories and practices associated with multilingualism and multiliteracies and their impact on the Intermediate Phase English FAL classroom

Content: The module will focus on literacies in the English classroom including listening, speaking, reading and writing skills; Critical literacy, Visual literacy; Media literacy; Multiliteracies and Multilingualism. The content topics are: • Listening and speaking skills for the Intermediate Phase English FAL classroom • Reading and writing skills for the Intermediate Phase English FAL classroom • Critical literacy for the Intermediate Phase English FAL classroom • Viewing skills/ Visual literacy/ Media literacy for the Intermediate Phase English FAL classroom • Multilingualism/ multiliteracies in the classroom and implications for the Intermediate Phase English FAL classroom

Assessment: A Coursework mark comprising assignments (25%) and tests (25%) Examination (50%)

DP Requirement: A minimum coursework mark of 40% and a minimum attendance of 75% at tutorials

Eng Ed Method 2 for SP Literacies

EDEN315 E2 (20L-20T-0P-0S-80H-10R-0F-0G-30A-15W-16C)

Aim: This module will prepare student teachers to meet the challenges of teaching and developing their own knowledge and understanding of English by: Exploring the theoretical assumptions underlying the teaching, learning and assessment of listening, speaking, reading and writing skills in the Intermediate Phase English HL classroom; Demonstrating an understanding of appropriate selection, sequencing and pacing of the skills involved in listening, speaking, reading and writing in the Intermediate Phase English HL classroom; Exploring the theoretical assumptions underlying the teaching, learning and assessment of critical literacy, visual literacy and media literacy in the Intermediate Phase English HL classroom; Reflecting on and assessing various classroom practices of teaching critical literacy, visual literacy and media literacy in the Intermediate Phase English HL classroom and Developing insight into the theories and practices associated with multilingualism and multiliteracies and their impact on the Intermediate Phase English HL classroom

Content: The module will focus on literacies in the English classroom including listening, speaking, reading and writing skills; Critical literacy, Visual literacy; Media literacy; Multiliteracies and Multilingualism. The content topics are: Listening and speaking skills for the Intermediate Phase English HL classroom; Reading and writing skills for the Intermediate Phase English HL classroom; Critical literacy for the Intermediate Phase English HL classroom; Viewing skills/ Visual literacy/ Media literacy for the Intermediate Phase English HL classroom and Multilingualism/ multiliteracies in the classroom and implications for the Intermediate Phase English HL classroom

Assessment: A minimum year mark of 40% and a minimum attendance of 75% at tutorials

DP Requirement: A Coursework mark comprising assignments and tests (50%); Examination (50%)

Eng Ed4 Theory and Practice using Period Lit

EDEN316 E1 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)

Aim: This module will prepare student teachers to meet the challenges of teaching and developing their own knowledge and understanding of English by: • Providing opportunities for improving command (both written and oral) of the English language • Developing critical thinking and insight into, and aesthetic appreciation of selected works of period literature • Providing insights into critical and literary theory • Exploring issues of gender, sexuality, religion, race and class in period literature

Content: The module will engage with a variety of literary theories to study period poetry and period novels as well as Shakespearean tragedies and Shakespearean comedies. It will also consider approaches to teaching Shakespeare. The content topics are: • Using literary theories to study period poetry • Using literary theories to study a Shakespearean tragedy/ Teaching Shakespeare • Using literary theories to study a Shakespearean comedy • Using literary theories to study a period novel

Assessment: A Coursework mark comprising assignments (25%) and tests (25%) Examination (50%)

DP Requirement: A minimum coursework mark of 40% and a minimum attendance of 75% at tutorials

Eng Ed 5: Theoretical & critical engagement

EDEN317 E2 (20L-20T-0P-0S-80H-10R-0F-0G-30A-15W-16C)

Aim: This module will prepare student teachers to meet the challenges of teaching and developing their own knowledge and understanding of English by: • Providing opportunities for improving command (both written and oral) of the English language • Exploring issues of gender, sexuality, religion, race and class in selected works of media and literature • Developing critical awareness and skills appropriate to media study • Developing critical thinking and insight into, and aesthetic appreciation of selected works of media and literature • Providing further insights into and engagement with critical and literary theories and research surrounding English education
Content: The module will focus on a theoretical and critical engagement with film study, including comparative film study. There will also be a theoretical and critical engagement with contemporary and period novels. The content topics are: • Theoretical and critical engagement with film study • Comparative film study • Theoretical and critical engagement with a contemporary novel • Theoretical and critical engagement with a period novel
Assessment: A Coursework mark comprising assignments (25%) and tests (25%) Examination (50%)
DP Requirement: A minimum coursework mark of 40% and a minimum attendance of 75% at tutorials

SASL Communication Foundation Phase
EDEN318 E2 (48L-32T-0P-0S-40H-10R-0F-10G-20A-15W-16C)
Aim: The aims of the module are to provide students with the opportunity to understand the history of the Deaf and acquire knowledge of Deaf culture to allow them to respond in a Deaf community. Develop an understanding of the concept of South African Sign Language and prepare student teachers to meet the challenges of conversing in SASL as a medium of communication and providing opportunities for improving command (signing) of the SASL language;
Content: The content will include history of the Deaf in South Africa, deaf culture, what is SASL, vocabulary – commonly used for conversation, Linguistics structure and conventions, Greetings and syntax used is SASL. Students are required to use special features for communication different from those in all other spoken languages in South Africa. The distinguishing feature of signed languages is that they are communicated through the medium of space, not sound, and that they use hands, face, head and upper torso for their realisation.
Assessment: Continuous assessment 100%. This will comprise: The portfolio of evidence will include: • class tests (30%) • class tasks (individual and group work) (20%) • signed assignments (50%)
DP Requirement: Evidence of attendance (the register in face to face session) to lectures and successful completion of all portfolio tasks and a cumulative average attainment above 50%.

SASL Communication Intermediate Phase
EDEN319 E2 (48L-32T-0P-0S-40H-10R-0F-10G-20A-15W-16C)
Aim: The aims of the module are to provide students with the opportunity to understand the history of the Deaf and acquire knowledge of Deaf culture to allow them to respond in a Deaf community. Develop an understanding of the concept of South African Sign Language and prepare student teachers to meet the challenges of conversing in SASL as a medium of communication and providing opportunities for improving command (signing) of the SASL language;
Content: The content will include history of the Deaf in South Africa, deaf culture, what is SASL, vocabulary – commonly used for conversation, Linguistics structure and conventions, Greetings and syntax used is SASL. Students are required to use special features for communication different from those in all other spoken languages in South Africa. The distinguishing feature of signed languages is that they are communicated through the medium of space, not sound, and that they use hands, face, head and upper torso for their realisation.
Assessment: Continuous assessment 100%. This will comprise: The portfolio of evidence will include: • class tests (30%) • class tasks (individual and group work) (20%) • signed assignments (50%)
DP Requirement: Evidence of attendance (the register in face to face session) to lectures and successful completion of all portfolio tasks and a cumulative average attainment above 50%.

English Major 320
EDEN320 EC (24L-24T-0P-6S-100H-0R-0F-0G-6A-12W-16C)
Prerequisite Requirement: English 210 and English 220
Aim: To develop critical thinking, aesthetic appreciation and insight into literature; understanding of sociolinguistics; second language acquisition; and, approaches to film study.
Content: Literary texts; introduction to linguisitcs; film and media study; second language acquisition.
Assessment: Continuous assessment 50%; Examination 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

English Major Method 3
EDEN401 EC (12L-12T-0P-3S-50H-0R-0F-0G-3A-12W-8C)
Aim: To prepare students to be competent teachers of English.
Content: Assumptions underlying the teaching of writing and language; classroom practices of teaching writing and language for specific purposes; Teaching of writing; teaching of language skills; teaching of grammar; selection, sequencing and pacing for the teaching of writing and language skills, assessment of writing and language skills for specific purposes; the teaching of grammar.
Assessment: Continuous assessment 50%; Examination 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

English Major 410
EDEN410 EC (24L-24T-0P-6S-100H-0R-0F-0G-6A-12W-16C)
Prerequisite Requirement: English 310 and English 320
Aim: To develop critical thinking, aesthetic appreciation and insight into literature; understanding of critical approaches to reading; and, research skills.
Content: Study of various literary texts; literary and critical theory; research skills.
Practicals: 12
Assessment: Continuous assessment 60%; Examination 40%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

English Method 3 for FET
EDEN411 E2 (20L-20T-0P-0S-80H-10R-0F-0G-30A-15W-16C)
Aim: This module will prepare student teachers to meet the challenges of teaching and developing their own knowledge and understanding of English by: • Exploring language learning theories and approaches relevant to South African FET English classrooms • Demonstrating an understanding of appropriate selection, sequencing and pacing of teaching grammatical structures and use in the FET English classroom • Applying the principles involved in teaching language structures and use to achieve language outcomes in the FET English classroom • Reflecting on and assessing various theories and classroom practices of teaching critical language awareness in the FET English classroom • Demonstrating an understanding of the language policy related to South African schools
Content: The module focusses on language awareness, including language structures and use and critical language awareness; Language learning approaches relevant to South Africa (SA) and beyond; and Language policy with special emphasis on South African schools. The content topics are: • Language Learning approaches – relevance to South African FET English classrooms • Language/ Grammatical structures and use in the FET English classroom • Critical language awareness in the FET English classroom • Language policy for South African schools
Assessment: A Coursework mark comprising assignments (25%) and tests (25%) Examination (50%)
DP Requirement: A minimum coursework mark of 40% and a minimum attendance of 75% at tutorials.

English Method 3 for Senior Phase
EDEN412 E2 (20L-20T-0P-0S-80H-10R-0F-0G-30A-15W-16C)
Aim: This module will prepare student teachers to meet the challenges of teaching and developing their own knowledge and understanding of English by: • Exploring language learning theories and approaches relevant to South African Senior Phase English classrooms • Demonstrating an understanding of appropriate selection, sequencing and pacing of teaching grammatical structures and use in the Senior Phase English classroom • Applying the principles involved in teaching language structures and use to achieve language outcomes in the Senior Phase English classroom • Reflecting on and assessing various theories and classroom practices of teaching critical language awareness in the Senior Phase English classroom • Demonstrating an understanding of the language policy related to South African schools
Content: The module focusses on language awareness, including language structures and use and critical language awareness; Language learning approaches relevant to South Africa (SA) and beyond; and Language policy with special emphasis on South African schools. The content topics are: • Language Learning approaches – relevance to South African Senior Phase English classrooms • Language/ Grammatical structures and use in the Senior Phase English classroom • Critical language awareness in the Senior Phase English classroom • Language policy for South African schools
Assessment: A Coursework mark comprising assignments (25%) and tests (25%) Examination (50%)

DP Requirement: A minimum coursework mark of 40% and a minimum attendance of 75% at tutorials

English Major 420
EDEN420 EC (24L-24T-0P-6S-100H-0R-0F-0G-6A-12W-16C)
Prerequisite Requirement: English 310 and English 320
Aim: To develop critical thinking, aesthetic appreciation and insight into literature; insights into mass media; and, research skills.
Content: Study of various literary texts; media study; research project.
Practicals: 12
Assessment: Continuous assessment 50%; Examination 50%
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

English (A) Teaching 401
EDEN604 EC PC (0L-18T-0P-0S-141H-0R-0F-0G-1A-18W-16C)
Aim: Develop pedagogical and methodological competence for a critical teaching philosophy; develop skills in curriculum interpretation, lesson conceptualization and assessment in line with the national curriculum statement ; design learning materials and resources; enhance the roles of an educator within the teaching context of this specialization, i.e. Grades 10 – 12.
Content: Curriculum issues(NCS): Learning Outcomes, Assessment standards, interpretation of the curriculum, assessment strategies, disciplinary development. Methodological issues : strategies and theories for teaching English Home language in a multilingual, multicultural classroom; learner misconceptions and errors; using ICT and other materials to develop teaching resources; designing learning programmes.
Assessment: 50% coursework 50% practicals.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

English Home Language Teaching 601
EDEN606 E1 P1 (25L-14T-0P-0S-75H-10R-0F-0G-36A-16W-16C)
Aim: This module will prepare student teachers to critically engage with pedagogical knowledge, skills and values related to the teaching and learning of English Home Language, to develop their own knowledge and understanding of English and to meet the challenges in the English Home Language Classroom by: •Providing insights into the South African and African education landscape, the language policy related to South African schools and the various documents related to becoming a teacher of English as a Home Language •Providing understanding and interpretation of the national curriculum documents required to teach English as a Home Language in the FET phases and exploration of the roles and functions of a teacher of English in these phases •Understanding how to plan and prepare lessons for the FET English Home language classroom •Providing insight into language acquisition theories and their implications; exploration of the theoretical assumptions underlying the teaching, learning and assessment of the four communication modes and the understanding of appropriate selection, sequencing, pacing and assessment of the skills involved in the four communication modes •The exploration of language learning theories and approaches relevant to English Home Language classrooms.
Content: The module introduces concepts and constructs associated with becoming a teacher of English with special emphasis on working in and responding to the South African landscape, interrogates documents relating to the National Curriculum and engages with lesson planning, preparation and being a reflective teacher. The content topics are: •Teaching of English as a Home Language: Understanding and responding to the South African and African landscape •Becoming a teacher of English •Interrogating all National Curriculum and Language policy documents •Lesson planning and preparation •First language acquisition theories •Listening and speaking skills •Reading and writing skills •Language learning approaches relevant to South African and African classrooms •Campus-based micro-teaching and peer observation that includes peer feedback •Classroom Management •Being a reflective teacher
Assessment: A formative assessment mark comprising assignments (50%) and tests (50%)
DP Requirement: A minimum attendance of 75% at lectures and tutorials.

English Home Language Teaching 602
EDEN608 E2 P2 (25L-14T-0P-0S-75H-10R-0F-0G-36A-15W-16C)
Aim: This module will prepare student teachers to critically engage with pedagogical knowledge, skills and values related

to the teaching and learning of English Home Language, to develop their own knowledge and understanding of English and to meet the challenges in the English Home Language Classroom by: •Proposing various approaches, strategies, and techniques of teaching English Home Language literary texts •Exploring theoretical assumptions underlying the teaching, learning and assessment of critical language awareness, critical literacy, visual literacy and media literacy and reflecting on and assessing various classroom practices of teaching these literacies in an English Home Language classroom •Exploring first language learning theories and approaches relevant to Home Language classrooms •Demonstrating an understanding of appropriate selection, sequencing, and pacing of teaching grammatical structures and use, and •Applying the principles involved in teaching language structures and use to achieve English Home Language outcomes •Exploring assessment practices related to the teaching of English as a Home Language in the FET Teaching phases •Exploring basic research skills to enable teachers to serve as researchers.
Content: The module focuses on the theories and practices used to teach literary texts, critical language awareness, language structures in teaching English Home Language. It also focuses on assessment practices and basic research skills. The content topics are: •Teaching literary texts •Critical literacy/Critical language awareness •Viewing skills/Visual literacy/Media literacy •Language/Grammatical structures and use •Assessment •Research skills •Campus-based micro-teaching and peer observation
Assessment: Formative assessment comprising assignments (25%) and tests (25%) Summative assessment: Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% at lectures and tutorials.

English 1st Additional Language Teaching 601
EDEN610 E1 P1 (25L-14T-0P-0S-75H-10R-0F-0G-36A-16W-16C)
Aim: This module will prepare student teachers to critically engage with pedagogical knowledge, skills and values related to the teaching and learning of English First Additional Language, to develop their own knowledge and understanding of English by: •Preparing them to meet the challenges of teaching English as a First Additional Language in the FET phases •Providing: insight into the South African and African education landscape, the language policy related to South African schools and the various documents related to becoming a teacher of English as a first Additional Language •Developing understanding and interpretation of the curriculum documents required to teach English as a First Additional Language in the FET phases and exploration of the roles and functions of a teacher of English in these Phases •Developing understanding of how to plan and prepare lessons for the FET English First Additional language classroom; •Providing insight into language acquisition theories and their implications •The exploration of the theoretical assumptions underlying the teaching, learning and assessment of the four communication modes as well as demonstrating an understanding of appropriate selection, sequencing, pacing and assessment of the skills involved in the four communication modes •Exploring language learning theories and approaches relevant to English First Additional Language classrooms.
Content: The module introduces concepts and constructs associated with becoming a teacher of English as a First Additional Language with special emphasis on working in and responding to the South African landscape, interrogates relevant educational and national curriculum documents and engages with lesson planning, preparation and being a reflective teacher. The content topics are: •Teaching of English as a First Additional Language: Understanding and responding to the South African and African landscape •Becoming a teacher of English (ESL) •Interrogating National Curriculum and Language Policy documents Lesson planning and preparation for English as a First Additional Language teacher •Language acquisition theories •Listening and speaking skills •Reading and writing skills •Language learning approaches relevant to South African and African classrooms •Campus-based micro-teaching and peer observation which encourages peer feedback and reflection •Being a reflective teacher •Classroom Management •Reflection on teaching English as a First Additional Language case studies situated in South African and African classrooms
Assessment: Formative assessment comprising assignments (50%) and tests (50%)
DP Requirement: A formative mark of 40% and a minimum attendance of 75% at lectures and tutorials.

English 1st Additional Language Teaching 602
EDEN612 E2 P2 (25L-14T-0P-0S-73H-10R-0F-0G-39A-15W-16C)
Aim: This module will prepare student teachers to critically engage with pedagogical knowledge, skills and values related to the teaching and learning of English First Additional Language, to develop their own knowledge and understanding of English and to meet the challenges of teaching English as First Additional Language by: •Proposing various approaches, strategies, and techniques for teaching literary texts in the English First Additional Language classroom •Exploring the theoretical assumptions underlying the teaching, learning and assessment of critical language awareness, critical literacy, visual literacy and media literacy and reflecting on and assessing various classroom practices of teaching these literacies •Exploring language learning theories and approaches relevant to First Additional Language classrooms •Demonstrating an understanding of appropriate selection, sequencing and pacing of teaching grammatical structures

and use, and applying the principles involved in teaching language structures and use to achieve English First Additional Language outcomes •Exploring assessment practices related to the teaching of English as a First Additional Language in the FET as well as exploring basic research skills to enable teachers to serve as researchers
Content: The module focuses on the theories and practices used to teach literary texts in English First Additional Language, critical language awareness and language structures. It also focuses on assessment practices in English as First Additional Language and basic research skills. The content topics are: •Teaching literary texts in English First Additional Language •Critical literacy/Critical language awareness •Viewing skills/Visual literacy/Media literacy •Language/Grammatical structures and use •Assessment of English First Additional Language •Research skills •Campus-based micro-teaching and peer observation
Assessment: Formative assessment comprising assignments (25%) and tests (25%) Summative assessment: Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% at lectures and tutorials.

Issues and Perspectives in ECD
EDES100 EC (20L-25T-18P-0S-77H-20R-0F-0G-0A-0W-16C)
Aim: In this module students will deal with a myriad of issues that impact on policy and practice in ECD development. This module will give impetus to the South African policy in ECD, intersectoral collaboration, rights of children, media and ECD, Aids orphans and indigenous health practices.
Content: Students will demonstrate an understanding of policies and factors that influence policies in South Africa ECD context, examine the value of intersectoral collaboration for the holistic development of the child, analyse the rights-based perspectives on children, examine the effect of the media, aids and indigenous health practices on children
Practicals: 18
Assessment: Policy reviews; Research reports; Portfolio.
DP Requirement: As per college rules.

Professional Studies 110
EDES110 EC (28L-10T-16P-0S-66H-5R-0F-0G-35A-13W-16C)
Aim: Provide basic foundational knowledge and practical skills to ensure successful teaching and learning during the first school practice experience. Design, produce and use resources for specific teaching purposes. Develop basic strategies for effective classroom management and control. To practice presentation skills and build self-confidence in a micro-teaching environment.
Content: Introduction to curriculum studies. Outcomes-based education in the classroom. Learner-centred approaches to teaching and learning. Planning and presentations of learning experiences. Introduction to classroom organisation, management and control. Design, construct and use various resources for teaching (audio-visual and low-cost). Reflective practice.
Practicals: 16
Assessment: Continuous Assessment 100%; Tests 40%; Assignments and Practicals 60%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Reception Year Studies
EDES111 EC (20L-25T-18P-0S-71H-12R-10F-0G-7A-13W-16C)
Prerequisite Requirement: Pre-requisite: Admission to the B.Ed degree as prescribed in the Handbook.
Aim: In this module students will contextualise the reception year within the ECD policy framework. They will examine the critical issues in educating the reception year learner. The developmental characteristics and needs of the grade R learner will be considered within the outcomes-based philosophy. Emphasis will be placed on teaching and learning strategies for the grade R learner. Students will work comprehensively with the Grade R national curriculum statement in literacy, numeracy and life skills.
Content: Overview of ECD – Grade R policy. Developmental needs of the Grade R learner. Outcomes-based education and the reception year. Approaches to teaching and learning in grade R. The national curriculum statement and the learning programmes. Making resources. Assessment in the reception year.
Practicals: 18
Assessment: Continuous assessment: 50%, Examination: 50%.
DP Requirement: 40%

An Introduction into the Study of Education
EDES113 E2 (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: The aim of the module is to introduce students to the field of Education Studies as a discipline and to locate the present South African school education systems within a genesis of school education reforms nationally and globally over periods of note.
Content: • Academic literacy development • Introduction into Curriculum Studies • Introduction into Psychology as a lens for teaching and learning • A basic introduction into Philosophy and Sociology of Education • History of South African education • International trends in educational historiography • The current South African school education system
Assessment: Test (20%) Assignments (30%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

Professional Studies 120
EDES120 EC (20L-0T-25P-0S-30H-0R-0F-0G-10A-10W-8C)
Prerequisite Requirement: NONE
Aim: To introduce students to health promotion, first aid, HIV and Aids, gender awareness other social, life and social skills. Develop skills for effective classroom presentation.
Content: Health promotion, First Aid theory, Life and social skills, HIV and Aids, Gender awareness and other prevailing social issues.
Practicals: 25
Assessment: CASS: Tests, assignments and practicals: 100%
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Teaching, Learning and Classroom Practices
EDES130 E2 (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: •To develop students' knowledge and understanding of the different worldviews, theories and principles of teaching and learning •To foster thinking about own experiences (as learners in schools, as students at UKZN, as practitioners-to-be) in relation to broader understandings & perspectives of teaching and learning
Content: •Developing academic literacy •How is learning and teaching understood by students, parents, psychologists, DOE officials, business, sociologists, historians, politicians, philosophers •learner & teacher identities •What are teachers expected to do? •What are learners' roles in school? •Teaching and learning theories and approaches •Designing lessons for teaching •Designing and integrating teaching and learning resources in teaching •Classroom management & leadership •SA schools' teaching contexts
Assessment: Formative (50%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

Understanding Child Development for ECD
EDES202 EC (20L-16T-16P-0S-76H-21R-0F-0G-7A-13W-16C)
Aim: To introduce students to fundamental concepts about child development from birth to nine years. Students will be exposed to a variety of learning theories in order to analyse the impact they have on the indigenous child rearing practices in South Africa. They will explore the relationship between knowledge of child development and teaching and learning in diverse ECD settings.
Content: Background to theories of child development; theories of child development; indigenous child rearing practices in the developing world; teaching and learning in diverse ECD contexts.
Practicals: Three
Assessment: Continuous Assessment 50%; examinations 50%.
DP Requirement: As per college rules.

Professional Studies 210
EDES210 EC (18L-8T-4P-0S-30H-0R-0F-0G-20A-10W-8C)
Prerequisite Requirement: Successful completion of at least three weeks of teaching practice 120
Aim: To investigate and critically reflect on specific classroom related issues from the students' first practice teaching experience. Extension of students' knowledge and practical experience with regard to participative approaches and techniques that would lead to learner self-directedness.
Content: Reflective practice and personal development techniques for educators and learners. Dimensions of teacher

efficacy. Theory and practical application of advanced approaches to teaching and learning. Planning and designing of learning programmes for a specific phase/level/learning area and/or subject: progression and differentiation.
Practicals: 4
Assessment: Continuous Assessment 100%; Tests 40%; Assignments and Practicals 60%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Education Studies 3
EDES211 E2 (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: To introduce students to a theoretical and conceptual tools to facilitate critical engagement with curriculum studies, specifically the application of theories of curriculum in teaching and learning within prevailing school curriculum policy (e.g. the CAPS school curriculum policy).
Content: • Academic literacy development • CURRICULUM and Curriculum policy o Conceptions of curriculum o Introduction to classical and contemporary curriculum theories o Conceptual and theoretical constructs related to curriculum, curriculum policy and the field of Curriculum Studies o Curriculum development and reform, with particular reference to the CAPS curriculum informing school education in South Africa, but also drawing on examples from abroad o Conceptions of the explicit and hidden curriculum of schooling o Critical reflection of students' own experience of the curriculum. • ASSESSMENT o Conceptions of Assessment o Purposes of assessment o Forms of assessments o Assessment techniques and processes o Integrating teaching and assessments
Assessment: Test (20%) Assignments (30%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

Education Studies 210
EDES213 PC (39L-20T-15P-0S-71H-12R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Pre-requisite: A minimum of 40% in Education Studies 122.
Aim: A Foundational Academic Studies module which serves to provide students with an understanding of how modern education systems have evolved, in respect of the world in general, and of Africa and South Africa in particular. There is a strong focus on placing developments into their political, historical and economic contexts.
Content: •Pre-modern/non-western Education• Modern society and education with special reference to Africa and South Africa • Post-modern/globalised society and education.
Assessment: Coursework: 50%; examination: 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Education Studies 220
EDES220 EC (44L-9T-0P-0S-80H-20R-0F-0G-7A-13W-16C)
Prerequisite Requirement: Professional Studies 110 and 210; Teaching Practice 120 and 220
Aim: To introduce students in a critical way to fundamental issues and theories relating to psychological development and learning.
Content: Developmentalist and anti-Developmentalist paradigms of human personality and cognition Impressionist and Constructivist paradigms of learning. Review of a range of theories: Behaviourism, Piagetian theory, Non-Piagetian Constructivism, Vygotskian theory.
Practicals: 4
Assessment: Coursework: 50%; examination: 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Professional Studies 220
EDES221E2 (18L-8T-4P-0S-30H-0R-0F-0G-20A-13W-8C)
Aim: This module aims to develop an understanding of the deliberate processes that combine to give direction within educational contexts. The module introduces students to the legal aspects of South African education, educational leadership and management at classroom and school levels, and to managing learning. The module offers the opportunity for: exploration and analysis of official policy documents and other factors that influence school and classroom practices; designing strategies, activities, programmes and policies that facilitate positive learning contexts

and learner independence; mediation and management of conflict and discipline within and outside the classroom; a critical examination of effective school and classroom management, and for an understanding, critical examination and application of the legal aspects of South African education
Content: 1. Legal aspects of the South African Education 2. Managing Learning: Introduction3. Section 1: Creating a positive learning environment 4. Section 2: Lesson Management Skills 5. Section 3: Discipline 6. Section 4: Inclusivity and Diversity 7. ICT Integration in the classroom
Assessment: Coursework (50%) examination 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Professional Studies 230
EDES230 EC (18L-8T-4P-0S-30H-0R-0F-0G-20A-13W-8C)
Aim: This module aims to enable students to distinguish theories of language acquisition between behaviourism and nativism and how children acquire language. To draw a distinction between language learning and language acquisition and the implications it has for the teacher. To overcome language difficulties spoken within a country with regards to the language policy that the country have. Focusing on applying language principles, vocabulary linking and thinking in multicultural and multilingual classes.
Content: First language acquisition, Second language acquisition, language Policy, Language across the curriculum, Language in Multicultural and multilingual classes.
Assessment: Continuous Assessment (assignments, projects, test) 50% and examination 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Creative Arts in ECD
EDES301 EC (20L-15T-18P-0S-70H-30R-0F-0G-7A-13W-16C)
Aim: In this module students will critically analyse the concepts of creativity and aesthetics as it applies to the ECD context. Cognitive, affective and imaginative aspects will be explored as it applies to ECD. Cognitive, affective and imaginative aspects will be explored through art, drama, movement and music. The latter will be examined by analysing outcomes in the integrated curriculum for preschool and the arts and culture learning area for the foundation phase.
Content: The concept of creativity; the concept of aesthetics; promoting creativity and aesthetics in ECD; the early childhood art programme; dramatic play and puppetry in ECD; creative movement; music and learning in ECD.
Practicals: Four
Assessment: Continuous Assessment 50%; examinations 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Education Studies 310
EDES310 EC (44L-9T-0P-0S-80H-20R-0F-0G-7A-13W-16C)
Prerequisite Requirement: Education Studies 210 or 220
Aim: To introduce students to issues relating to the diversity of cultures and beliefs in South Africa and to develop attitudes of respect and tolerance for others. To introduce students to the Philosophy of Education.
Content: Exploration of the diversity of cultures and religions and other worldviews in South Africa, in the context of good citizenship with reference to both beliefs and customs or practices. Reflection on a range of educational issues in the light of the writing of different philosophers.
Assessment: Coursework: 50%; examination: 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Education Studies 4
EDES311 E1 (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: To develop in students a sound theoretical and conceptual knowledge base of Psychology with a view to facilitating critical engagement with psychology of education, specifically the application of psychological principles in teaching and learning.

Content: • Developing academic literacy • A general introduction into the discipline of Psychology. • Schools of thought in Psychology; • Biological bases of behaviour, cognition and memory • The human brain and learning • Child development and learning theories • Psychological framework for understanding of issues in education, teaching and learning. • Inclusive Education and White Paper 6 informing South African schooling system • Identifying, understanding and responding to barriers to learning
Assessment: Test (20%) Assignments (30%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

Education Studies 320
EDES320 EC (44L-9T-0P-0S-100H-0R-0F-0G-7A-13W-16C)
Prerequisite Requirement: Education Studies 210 or 220
Aim: To introduce students to the study of curriculum and its various component such as curriculum theorising/ approaches, assessment, South African curriculum. Also are to reflect critically on curriculum issues in their practice.
Content: The influence of ideology on curriculum, Knowledge and curriculum, Curriculum approaches/ theories, the assessment of curriculum and the South African curriculum.
Assessment: Coursework 50%; examination 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Curriculum Development in ECD
EDES401 EC (25L-15T-10P-0S-38H-60R-5F-0G-7A-13W-16C)
Aim: In this module students will examine historical and contemporary perspectives of curriculum in early childhood education. They will investigate the dominant models used in the South African context and its impact on outcomes-based education as an entitlement curriculum in the Foundation Phase.
Content: Historical Models in the early years. The influence of child development on the curriculum in the early years. Contemporary models and its impact on early childhood education in South Africa. Outcomes-based education and the early years curriculum. Developing an early years curriculum (0-5 years).
Practicals: 18
Assessment: Continuous Assessment: 50%; Examinations: 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Education Studies 410
EDES410 EC (44L-9T-0P-0S-80H-20R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Education Studies 310 or 320
Aim: To provide students with an informed and critical perspective on modern and postmodern thought, and their premodern and medieval precursors and to provide students with an overview of the range of diversity.
Content: Social Theory: modern and postmodern thought, premodern and medieval precursors. Diversity, Disability and Inclusion: overview of the range of diversity and to deficit- and systems-based approaches to managing these.
Assessment: Coursework: 50%; Examination: 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Education Studies 5
EDES412 E2 (15L-0T-0P-15S-90H-0R-0F-0G-40A-30W-16C)
Aim: The aim of this module is to develop student's conceptual understanding about research methodology, collecting data and analysing data. The module will help the student to develop the skills needed to read research carefully and critically and to engage in research activities related to the various disciplines associated with Education. These competences will expose and prepare students for postgraduate studies in Education.
Content: Students will be given a choice to select a research focus in any one of the Education disciplines that are offered within the School of Education. This basic research focus, facilitated by the respective Education Disciplines, will be the medium through which students will develop their understanding and skills in: • Research terms and concepts • Paradigms: Ways of seeing the world and doing research • Research design and styles of research • Methods of collecting data • Analysing and presenting qualitative data • Analysing and presenting quantitative data • Research report

writing Through this process, students will be exposed to current research interests and foci within the Education Disciplines with a view to pursuing their postgraduate studies in their chosen Education Disciplines
Assessment: Research Report 100%
DP Requirement: A minimum pass mark of 50% in a research project and a minimum attendance of 75% of the module contact time.

Education Studies 420
EDES420 EC (30L-15T-0P-0S-100H-10R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Educational Studies 310 or 320
Aim: To familiarise students with issues pertaining to professionalism and get students to engage with policy issues and in literature- and school-based research.
Content: Professional Issues; Human rights, Ethics, SACE code of conduct, Legal aspects, SACE, teacher associations and unions; Aspects of educational management, Education and the school in relation to the community. Research in Education Policy and Practice Review of the development of education policy, Research methods.
Assessment: Coursework 50%; Examination 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Literacy for Foundation Phase
EDES602 EC PC (60L-15T-0P-0S-80H-0R-0F-0G-5A-0W-16C)
Aim: •Teach Literacy within the Foundation Phase of school education• Develop knowledge of the Foundation Phase curriculum and assessment• Develop knowledge of the field of Literacy within the Foundation Phase of school education• Develop into a caring adult who will be responsive to the needs of Foundation Phase learners• Develop materials to support teaching and learning of Literacy in the Foundation Phase• Develop an attitude towards peer collaboration amongst students.
Assessment: Continuous Assessment (CA): 50% ; Examination: 50%.
DP Requirement: Students must obtain a minimum CA mark of 40% to be eligible for the examination.

Education Studies: Teach Learn and Contexts
EDES612 E1 P1 (30L-15T-0P-0S-85H-10R-0F-0G-20A-15W-16C)
Aim: Develop students' foundational knowledge and conceptual understanding of broad issues in education and schooling at a systemic, school and classroom level. •Develop students' ability to critically engage in a variety of relevant educational topics in relation to historical, sociological and psychological perspectives
Content: •The current state of education in South Africa •Historical perspectives on the current state of education •Sociological perspectives on inequality in education •Theories of teacher learning and development •Classroom Management •Teachers' identity, teachers' work and professionalism •The critical, reflective practitioner and research.
Assessment: Formative assessment: assignments (30%); class activities (10%) = 40% Summative assessment: examination = 60%
DP Requirement: A minimum achievement of 40% on year mark (continuous assessment) assessment tasks.

Education Studies: Curriculum and Policy
EDES613 E2 P2 (30L-15T-0P-0S-85H-10R-0F-0G-20A-15W-16C)
Aim: Develop students' conceptual understanding of curriculum and policy both at a systemic level, and classroom level. •Develop students' competence to engage with curriculum, policy, pedagogy, assessment and diversity in theoretical and conceptual ways.
Content: •Curriculum and schooling •Approaches to knowledge in the curriculum •Approaches to pedagogy •The role of assessment in education •The role of policy in an education system •Teacher's interpretation of, and engagement with policy •Theories of teacher learning and development •Key policies in South African education •Teaching for diversity, inclusion and social justice.
Assessment: Formative assessment: assignments (30%); class activities (10%) = 40% Summative assessment: examination = 60%
DP Requirement: A minimum achievement of 40% on year mark (continuous assessment) assessment tasks.

Gender and Education
EDGE701 E1 P1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Aim: This module introduces students to feminism, its origins, politics and key features. It examines the concept of

gender. It explores how gender operates in education (particularly in school settings), both within the hidden and overt curriculum and aims to get students to reflect on their own practices and institutional locations.
Content: Students will engage with theories of gender in relation to the curriculum, become familiar with South African policies and guidelines on gender and schooling, critically consider gendered practices in school that lead to bullying and violence and understand the connections between gender, sexuality and HIV.
Assessment: Continuous assessment 100% e.g.: research based group work tasks 25%, classroom presentations 25% and an essay 50%.
DP Requirement: 75% attendance of planned lectures as per the attendance register.

Gender Curriculum and Identity
EDGE702 E1 P1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: This module introduces students to the Formal and Informal ('Hidden') curricula and the ways in which they operate both implicitly and explicitly in schools. It examines the concept of Gender, Curriculum and Identity and the intersections thereof.
Content: Students will engage with theories of gender, curriculum and identity in relation to schooling practices, become familiar with the new CAPS curriculum. Students need to consider and reflect on their own gendered practices in school that lead to how the 'hidden' curriculum operates to disadvantage particular students which are disproportionately girls.
Assessment: Continuous assessment 100% e.g.: research based group work tasks 25%, classroom presentations 25% and an essay 50%.
DP Requirement: 75% attendance of planned lectures as per the attendance register.

Gender Regimes and Justice
EDGE703 E1 P1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: This module introduces students to Gender Inequality and the pursuit of Gender Justice. It explores how gender inequalities operate on a global scale and in education (particularly in school settings). Approaches to gender justice which encourages students to reflect on their own practices and how they are able to integrate theory with their practices in school.
Content: Students will engage with theories of gender regimes and justice in relation to schooling practices. Students need to reflect on their own gendered practices that lead to gender injustices and understand the connections between patriarchy, gender norms, stereotypes and the perpetuation of gender inequality.
Assessment: Continuous assessment 100% e.g.: research based group work tasks 25%, classroom presentations 25% and an essay 50%.
DP Requirement: 75% attendance of planned lectures as per the attendance register.

Gender and Media
EDGE803 E1 (0L-5T-0P-35S-120H-0R-0F-0G-0A-13W-16C)
Aim: This module aims to develop understandings of the roles that the media plays within the gender order of society. It provides analytic frameworks for investigating the interrelationship between gender and the media, surveys the debates about such an interrelationship, and engages in media analysis.
Content: Media theory and feminist positions; representation and gender; narrative and the gender agenda; genre and the gendered subject; media agencies and gender; feminist interventions.
Assessment: Two assignments or equivalent.
DP Requirement: As per college rules.

Geography for Educators Method 1
EDGG201 EC (26L-3T-0P-0S-15H-33R-0F-0G-3A-13W-8C)
Aim: To provide students with a broad understanding of the role of geography education and its associated challenges in a global context. It also aims to introduce students to the nature and philosophy of geography education, the value of appropriate resources, the use of assessments and the implementation of the latest curriculum and assessment policy in SA.
Content: The nature and philosophy of geography education, the role of geography education, challenges in a global context, appropriate resources, new CAPS document.
Assessment: continuous assessment.

DP Requirement: As per college rules.

Geography for Educators 210
EDGG210 EC (45L-10T-10P-0S-30H-66R-0F-0G-6A-13W-17C)
Aim: To introduce students to the nature, scope and values of Geography by focusing on developmental and environmental issues in Africa.
Content: A geographical study of the pre-colonial, colonial and post-colonial periods, with particular reference to the present day marginalisation of the continent and the importance of sustainable development in the future.

Assessment: Coursework 50%; examination 50%.
DP Requirement: As per college rules.

Geography for Educators 220
EDGG220 EC (52L-0T-0P-6S-30H-66R-0F-0G-6A-13W-16C)
Aim: To expose students to a critical understanding of the spatial and historical processes that have led to the emergence of urban settlements around the world.
Content: A study of the historical growth, function, location and diversity of urban settlements, this to include an analysis of problems facing cities in particularly developing countries.
Assessment: Coursework 50%; examination 50%.
DP Requirement: As per college rules.

Geography for Educators Method 2
EDGG301 EC (25.5L-3T-0P-0S-15H-33R-0F-0G-3A-13W-8C)
Aim: To enable students to become familiar with the nature, philosophy and methodology of Geography teaching.
Content: A study of the development of Geography, including the central concerns, historical philosophies and teaching trends of the discipline.
Assessment: Coursework 50%; examination 50%.
DP Requirement: As per college rules.

Geography for Educators 310
EDGG310 EC (52L-0T-0P-6S-30H-66R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Geography 210 or 220
Aim: To equip students with a critical understanding of the nature of relationships between man and the environment with respect to vulnerability, risks and hazards that occur. To enable students to think, devise and discuss mitigation strategies in an attempt to minimise risk in different geographical settings.
Content: A study of cultural, chemical, physical and biological hazards and risk analysis and management in more and less developed countries.
Assessment: Coursework 50%; examination 50% School of Social Science Education.
DP Requirement: As per college rules.

Geography for Educators 320
EDGG320 EC (52L-0T-0P-6S-30H-66R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Geography 210 & 220
Aim: To provide an introduction to geomorphology and biogeography. Students are introduced to theories related to the origin of the earth's crustal features and concepts and processes related to fluvialism, horizontal and inclined strata, ecosystems and biomes. Environmental sustainability is infused into discussions across the module especially in coastal environments.
Content: Composition of the earth, formation of crustal features, continental drift and plate tectonics, volcanoes, fluvialism, horizontal and inclined strata, marine erosion and deposition, small island conservation.
Assessment: Coursework 50%; examination 50% School of Social Science Education.
DP Requirement: As per college rules.

Geography for Educators Method 3
EDGG401 EC (22.5L-0T-10P-0S-0H-0R-0F-0G-25A-13W-6C)
Aim: To equip students with the content knowledge and teaching strategies for teaching Geographic Information Systems and mapwork.
Content: GIS concepts and teaching strategies, mapwork concepts and skills.

Assessment: Continuous assessment.
DP Requirement: As per college rules.

Geography for Educators 410
EDGG410 EC (52L-6T-0P-0S-30H-66R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Geography Education 410
Aim: To expose students to the nature and complexity of weather and climate, thus enabling them to more completely grasp the critical relationship between people and their environment.
Content: Elements and processes of weather and climate, paying particular attention to climatic change and the relationship between food security and climate.
Assessment: Coursework 50%; examination 50%.
DP Requirement: As per college rules.

Geography for Educators 420
EDGG420 EC (52L-6T-0P-0S-30H-66R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Geography 310 or 320
Aim: To introduce students to research skills, concepts and values, and to enable the students to apply them to a freely chosen topic pertaining to Geographical education.
Content: A study of various research methods and techniques, leading to a dissertation.
Assessment: Dissertation
DP Requirement: As per college rules.

Geography Teaching 601
EDGG601 E1 P1 (25L-6T-8P-0S-70H-10R-0F-0G-41A-15W-16C)
Aim: To prepare Geography educators to interpret and teach curricula, and to use sound pedagogical practices. To develop Geography teaching techniques and philosophies of Geography, focusing on the FET phase. This module will enable trainee Geography educators to develop sound skills, pedagogical knowledge and values bases for Geography teaching. To develop competence in teaching Geography in the FET phase (grades 10 to 12).
Content: •Introduction to Geography education •The Geography educator and the learner •Teaching and learning of Geography education including worksheet construction spatial concept development,values,fieldwork,mapwork and problem-solving in Geography Education. •Geography curriculum for the FET phase •Portfolio development for Geography education •Campus-based peer teaching, observation and reflection
Practicals: No fieldwork required. Campus-based practicals in Morton Laboratory (map work, values formation).
Assessment: Formative Assessment – Two assignments (25% each) Summative Assessment – Examination (50%)
DP Requirement: Students must attend 75% of the practicals and tutorials.

Geography Teaching 602
EDGG602 E2 P2 (25L-10T-4P-0S-70H-10R-0F-0G-41A-15W-16C)
Aim: To prepare Geography educators to teach key issues and trends, and to thereby become skilled practitioners through diverse technologies. To develop understanding of key Geographical issues and trends, focusing on the FET phase. This module will enable trainee Geography educators to develop sound skills, pedagogical knowledge, skills and values bases for teaching Geography. To develop competence in teaching Geography in the FETphase (grades 10 to 12).
Content: • E-teaching for Geography education •Geography education and controversial issues •Development trends and debates •Education for Climate Change •Field work and excursions in Geography education •Assessments and recording methods in Geography education •Challenges facing the teaching of Geography education in the 21st century •Campus-based practical learning (lesson and DVD analysis).
Practicals: No fieldwork required Campus-based practicals (e-teaching, Climate Change Education) in the Morton Laboratory
Assessment: Formative Assessment – Two assignments (25% each) Summative Assessment – Examination (50%)
DP Requirement: Students must attend 75% of the tutorials and practicals.

Critical Discourses in Geography in SA
EDGG701 E2 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare students to explore and discuss relevant geographical phenomena as they are guided through current

geography debates and philosophies. Key theoretical strands in each of the content themes will be presented for discussion. This module will also enable students to develop a sound skills, knowledge and values base through research.
Content: The module includes the following topics: the Sustainable Development Goals; Education for Climate Change; Globalisation, Migration and Education; the Global Teacher; Xenophobia in Education; Decolonising Geography Education; and map work coupled with the teaching of GIS in disadvantaged schools.
Assessment: Continuous assessment 100% • Written assignments 75%: one long essay (50%) and a shorter written task (25%) • Oral student presentations 25%
DP Requirement: No DP requirement. Continuous assessment.

Development Studies
EDGO114 E1 (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: The main aim of this module is to prepare Social Sciences student teachers in the intermediate and senior phases, as part of their initial teaching qualification, to become competent in engaging with the development studies demands of the Social Sciences curriculum document and related assessment criteria, and to translate this into effective teaching and learning opportunities. The student teachers would furthermore be assisted in developing programmes based on their individual teaching styles and philosophies.
Content: The core content topics for the module are: • Development paradigms • Globalisation, migration and settlement • Factors and challenges affecting development, migration and settlement • Opportunities for development • Spatial development of South Africa, Africa and the World- historic and current • Development across scales: town, city, region, national, international • Resource use: renewable and non-renewable • Sustainable use of resources (sustainable development) • Demography and development • Conservation and development • Food resources and development • Water resources and development • Current development issues and reports, for example the HDR.
Practicals: Practicals, an hour and a half long, will be offered. If circumstances permit (number in class, health and safety requirements), a field trip may be offered (this is not definite though).
Assessment: Formative Assessment – Assignment (25%); Assignment (25%) Summative Assessment - Examination (50%).
DP Requirement: Students must attend 75% of the module contact time, and achieve a year mark of 40%.

GE2 Biogeography and Geomorphology
EDGO116 E1 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: The main aim of this module is to prepare Geography student teachers in the intermediate and senior phases, as part of their initial teaching qualification, to become competent in geographic content specific to geomorphology and biogeography. To achieve this they would be informed by a sound knowledge base, skills and values in the core learnings of geomorphology and biogeography.
Content: The core content topics for the module are: Geomorphology: • Internal Composition of the earth • Theories: Catastrophism, Uniformitarianism • Theories: Continental Drift and Plate Tectonics • Volcanoes • Key processes • Fluvial geomorphology • Structural Landforms Biogeography: • Marine Erosion and Deposition • Ecosystems and Biomes • Small Island Conservation • Wetlands
Practicals: No practicals or fieldwork required
Assessment: Formative Assessment – In class assessment (25%) - Assignment (25%) Summative Assessment - Examination (50%)
DP Requirement: Students must attend 75% of the module contact time, and obtain a year mark of 40%. Students with a year mark of 80% and above need not write the examination.

Geography Education 4
EDGO214 E1 (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Prerequisite Requirement: None
Corequisite: No co-requisites required.
Aim: The main aim of this module is to prepare Social Science student teachers in the intermediate and senior phases to, as part of their initial teaching qualification, to become competent in mapwork and GIS content. To achieve this they would be guided towards professional competence informed by a sound knowledge, skills and values base.
Content: The core content topics for the module are: • Mapwork: purpose and types of maps, symbols and projections • Mapwork Skills • GIS: components • GIS: uses and advantages of GIS • GIS: data acquisition, data manipulation, data analysis • GIS software and application.
Assessment: Formative Assessment – In class assessment (25%) and Assignments (25%) Summative Assessment -

Examination (50%)
DP Requirement: Students must attend 75% of the module contact time, and achieve a year mark of 40%. Students with a year mark of 80% and above need not write the examination.

Geography Education 3
EDGO311 E1 (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: To prepare Social Sciences student teachers in the intermediate and senior phases, as part of their initial teaching qualification, to become competent in engaging with the Climatology demands of the Social Sciences curriculum document and related assessment criteria, and to translate this into effective teaching and learning opportunities. The student teachers would furthermore be assisted in developing programmes based on their individual teaching styles and philosophies.
Content: The core content topics for the module are: • Understanding climatology: composition of atmosphere • Basic atmospheric processes • Atmospheric stability and instability • Weather instruments and measurements • Synoptic charts • Global climatic systems (primary circulation) • The Intertropical Convergence Zone • World climatic regions • El Niño and La Niña • Responses to weather events • Sub-continental weather • Climatic zones of South Africa • Climate and development • Cyclonic circulation (secondary circulation) • Micro-climate (tertiary circulation) • City climate • Climate change including mitigation and adaptation strategies
Practicals: Some practical work will be incorporated in the lectures.
Assessment: Formative Assessment – In class assessment (25%) - assignment (25%), Summative Assessment - Examination (50%),
DP Requirement: Students must attend 75% of the module contact time, and achieve a year mark of 40%.

Teaching and Learning in Higher Education
EDHE631 EC PC HC (0L-0T-8P-16S-44H-0R-0F-12G-80A-13W-16C)
Aim: To enhance and theorise diverse practices in teaching and learning.
Content: Theories of learning, teaching and learning in the African context, and the practical implementation of diverse practices to enhance teaching and facilitate students' learning. Taking cognisance of the pedagogical needs of diverse disciplines, large and small group strategies, individual and collaborative methods, contact and mixed methods, class-based and off-campus learning are included. The module includes teaching and learning in the context of research supervision.
Assessment: Practical assignment 30%, Oral presentation/demonstration 20%, Theoretical assignment 50%.
DP Requirement: The submission of all assignments.

Technology for Higher Education Pedagogy
EDHE641 EC PC HC (0L-0T-8P-16S-70H-0R-0F-6G-60A-13W-16C)
Aim: To help practitioners in Higher Education examine, design and use pedagogy which includes the use of technology in the classroom in a variety of ways. This includes an exploration on how various new technologies are effecting change in Higher Education practices, and the influence the technologies have on student and staff activities.
Content: • Current teaching and learning technologies• Theories informing the use of technology in pedagogy• Designing learning events with technology• Assessment and technology• Evaluating technology-assisted teaching and learning.
Assessment: • Series of task based activities 20% • Written assignment 30 % • Project and presentation 50%.
DP Requirement: The submission of all assignments.

Student Services in HE
EDHE854 HC PC WC EC (6L-20T-0P-0S-90H-0R-0F-0G-44A-0W-16C)
Aim: To enable higher education practitioners to develop a theoretical, historical and projective perspective on the purposes, roles and functions of student services in African higher education. It will equip participants with the skills to bring into effect appropriate research-led programmes and services in this sector of higher education.
Content: The module will cover the development, purposes, functions and roles across the range of Student Affairs activities and the theories that inform these. It will also critically examine research, policy issues and professional development related to the area.
Assessment: Written tasks, practice activities and project or longer assignments.
DP Requirement: 75% attendance and submission of all assessment tasks

Discourses in Higher Education
EDHE855 EC PC HC (0L-0T-0P-26S-90H-0R-0F-0G-44A-13W-16C)
Aim: This module explores the historical and theoretical underpinnings of higher education as well as investigates the forces that are shaping the present and future of higher education. It grounds students into higher education as an academic field and provide them with a solid foundation for analysing and critically assessing change processes at all relevant levels in higher education. It is interdisciplinary and draws on fields such as sociology, philosophy, economics, political science, organisation and management studies to explore critical areas of higher education such as teaching and learning, access and participation, quality assurance, management and leadership, professionalism, research and globalisation.
Assessment: Written tasks, practice activities and longer assignments.
DP Requirement: 75% attendance and submission of all assessment tasks.

Diversity in Higher Education
EDHE856 EC PC HC (0L-0T-0P-26S-90H-0R-0F-0G-44A-13W-16C)
Aim: To enable higher education practitioners to develop a critical understanding of the role of diversity in contemporary higher education endeavours, as well as develop an appreciation for the scholarship of diversity in higher education. Participants will be challenged to reflect on their own and others' conceptions of diversity, how these conceptions influence processes in higher education, how these processes may be researched, and how a proactively diverse higher education environment can enhance the functioning and profile of higher education institutions.
Assessment: Written tasks, practice activities and longer assignments.
DP Requirement: 75% attendance and submission of all assessment tasks.

Pedagogies in Higher Education
EDHE857 EC PC (0L-0T-0P-26S-90H-0R-0F-0G-44A-13W-16C)
Aim: To develop a critical and reflective approach to teaching and supporting student learning in higher education that is underpinned by relevant professional practice, scholarship and research It covers areas such as theories of teaching, learning and assessment and their application to diverse practices to enhance teaching and facilitate students' learning; the research and teaching nexus; approaches to reflective practice; and creating engaging learning experiences.
Assessment: Written tasks, practice activities and longer assignments.
DP Requirement: 75% attendance and submission of all assessment tasks.

Professional Services in Higher Education
EDHE858 EC PC HC (0L-0T-0P-26S-90H-0R-0F-0G-44A-13W-16C)
Aim: To enable higher education practitioners to align and integrate workplace professional and administrative service activities with the key functions of higher education. Participants will develop an understanding of the role of administration in higher education, and how this contributes to the successful attainment of higher education objectives and goals.
Assessment: Written tasks, practice activities and longer assignments.
DP Requirement: 75% attendance and submission of all assessment tasks.

Africa in a Globalising World
EDHS101 EC (52L-6T-0P-0S-90H-2R-0F-0G-10A-13W-16C)
Aim: To help students identify, assimilate and communicate information. To help students, in the process, to develop an understanding of the social, economic and political issues confronting African countries as they endeavour to become part of a globalising world.
Content: Three historical time periods (pre-colonial, colonial, post-colonial) are studied as a means of achieving the above aims. Students are encouraged to relate to their own experiences of growing up in Africa to the content they study.
Assessment: Coursework: 50%; Examination: 50% (Three hours).
DP Requirement: As per college rules.

Themes from South African History
EDHS111 E1 (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: The main aim of this module is for History student teachers in the intermediate and senior and FET phases to critically engage with historical knowledge related to South African History from pre-history to the present. At the end of the module students should have gained well rounded broad education that equips the graduate with the knowledge base, theory and methodology of the discipline to enable them to demonstrate initiative and responsibility in an academic

and professional context. Ultimately the module should empower History student teachers to teach to themes from South African History with confidence.
Content: The core content topics for the module are: • Pre-colonial South Africa • African societies of South Africa • Migration as a factor in South African History • Colonisation, Conquest and Settlement • From an agrarian to an industrial society • Union and Disunion • From a White to an African state
Assessment: Formative Assessment – In class assessment @ 20% - Long essay - @ 30% Summative Assessment - Examination @ 50%
DP Requirement: Students must attend 75% of the module contact time, submit all the assignments, and achieve a year mark of 40%. Students with a year mark of 80% and above need not write the examination.

Industrialisation Development and Modernity
EDHS112 E1 (39L-0T-0P-0S-80H-10R-0F-31G-0A-15W-16C)
Aim: The main aim of this module is for History student teachers in the intermediate and senior and FET phases to critically engage with historical knowledge on modern World History. Ultimately the module should empower History student teachers to teach to themes from World History with confidence. At the end of the module the students should have developed a sound knowledge base and sound understanding of theoretical principles of history and be able to apply this specific knowledge in context.
Content: The core content topics for the module are: • Contestations on the advent of modernity • Industrialisation in Britain and USA • Revolutions in Russia, China, France, USA, and Haiti • Medicine and social change .
Practicals: No practicals and fieldwork required
Assessment: Formative Assessment – In class assessment @ 20% - Long essay - @ 30% Summative Assessment - Examination @ 50%
DP Requirement: Students must attend 75% of the module contact time, submit all the assignments, and achieve a year mark of 40%. Students with a year mark of 80% and above need not write the examination.

History Philosophy Theory and Method
EDHS113 E1 (39L-0T-0P-0S-80H-10R-0F-0G-41A-15W-17C)
Aim: The main aim of this module is for History student teachers in the intermediate and senior and FET phases to critically engage with philosophies, theories and methods related to the subject. Ultimately the module should empower History student teachers in understanding the nature of the subject and serve to instruct them in researching and writing history. At the end of the module students should have developed basic introductory subject knowledge, cognitive and conceptual tools, practical techniques and the ability to employ general principles of the discipline with more specific procedures for application.
Content: The core content topics for the module are: • What is history? • The values and uses of history/Why study history • Historiography and historical thinking • Historical evidence and sources • Researching history • Writing history • Key issues in writing history such as fact, truth, interpretation, objectivity, gender, race, class
Practicals: Students must visit an archival repository in their own time.
Assessment: Continuous and Formative Assessment – In class assessment @ 40% - Long research essay - @ 60%
DP Requirement: Students must attend 75% of the module contact time and submit all the assessment tasks and assignments.

History for Educators Method 1
EDHS201 EC (0L-0T-0P-0S-80H-0R-0F-0G-0A-0W-8C)
Prerequisite Requirement: None
Aim: To prepare prospective History educators to become competent in the teaching methods of History and to develop skillsin developing and presenting programmes based on their individual teaching style and philosophy of History.
Content: How do learners learn history? Teaching thinking skills through history; the South African History curriculum for schools; the History curriculum for schools in the UK, USA, Canada and the Netherlands; planning to teach; differentiation in the History class; teaching methods in history; using sources to teach History: Primary sources.
Assessment: Continuous assessment.
DP Requirement: Attendance at a minimum of 75% of all contact sessions.

History for Educators 210
EDHS210 EC (36L-0T-12P-0S-105H-0R-0F-0G-5A-12W-16C)
Prerequisite Requirement: None
Aim: To empower prospective History educators, as part of there initial teaching qualification, with sound historical knowledge on the nature, philosophy and importance of the subject. This module would furthermore serve to instruct the

students in how and by whom History is written, the factors that influence the writing process as well as the sources used by Historians.
Content: What is History?; Why study History?; What does the Historian do?; Trends in Historiography; Prominent Historical thinkers; Re-writing History; History's relationship with other disciplines; History and objectivity; Gender, Class and Race in History; Writing History; Historical sources – location, authenticity, reliability.
Assessment: Continuous assessment 50%; examination (3 hrs) 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

History Ed 3 : Prejudices and War in History
EDHS212 E1 (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Prerequisite Requirement: No prerequisites
Corequisite: No co-requisites required
Aim: The main aim of this module is for History student teachers in the intermediate and senior and FET phases to critically engage with historical knowledge on topics that are related to prejudice and war. Issues of prejudice are regarded as an integral part of history particularly in respect of the South African past. Ultimately the module should empower History student teachers to teach to on any such themes from modern History with confidence. At the end of the module the students should have developed a sound knowledge base and sound understanding of theoretical principles of history and be able to apply this specific knowledge in context.
Content: The core content topics for the module are: • The theory of evolution • Social Darwinism, Eugenics and Pseudo-scientific racism • Colonialism • Slavery • The major wars in the modern world • The Cold War • Human and Women's rights • Issues of our time
Assessment: Formative Assessment – In class assessment @ 20% - Long essay - @ 30% Summative Assessment - Examination @ 50%
DP Requirement: Students must attend 75% of the module contact time, submit all the assignments, and achieve a year mark of 40%. Students with a year mark of 80% and above need not write the examination.

History Education Method 1
EDHS215 E1 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Prerequisite Requirement: No prerequisites
Corequisite: No co-requisites required
Aim: The main aim of this module is to prepare History student teachers to teach History in the Further Education and Training Phase of schooling, as part of their initial teaching qualification. At the end of the module the students should have developed a sound knowledge base and sound understanding of theoretical principles of history teaching and be able to apply this specific knowledge in their teaching of History at the FET phase of schooling , taking cognisance of the needs of the learners, the diversity of learners and the diverse nature of the teaching and learning contexts. To achieve this they would be guided towards professional competence informed by a sound knowledge, skills and values base. The student teachers would furthermore be assisted in developing and presenting programmes based on their individual teaching styles and philosophies.
Content: The core content topics for the module are: • The nature of school History • Profiling the History teacher – the identities, roles, duties and work of a History teacher • Profiling the history learner – the identities of a History learner • The philosophies, theories and methods underpinning History teaching and learning within an inclusive education framework • The CAPS History curriculum for the FET phase of school in South Africa • Selecting and integrating sources/evidence to teach history (for example documents, artefacts, visual media, ICT) • Planning history lessons for diverse learner population and diverse teaching and learning sites
Assessment: Formative Assessment – In class assessment @ 25% - Long essay - @ 25% Summative Assessment - Examination @ 50%
DP Requirement: Students must attend 75% of the module contact time, submit all the assignments, and achieve a year mark of 40%. Students with a year mark of 75% and above need not write the examination; the final mark will then be constituted by the formative assessment mark.

History for Educators 220
EDHS220 EC (36L-0T-12P-0S-105H-0R-0F-0G-5A-0W-16C)
Prerequisite Requirement: None
Aim: This course exposes prospective History Educators to the concept of change and progression. Throughout the course we look at how development, especially through Revolutions, affects our lives socially, politically and

economically, and how the ramifications of them are still felt today. At the same time the prospective educators are prepared to teach about change and progression.
Content: The History of Medicine and the technological advancements and developments; Social affects of disease and illness and therein the stigmas that have been created; Western and Traditional Medicine; The Industrial and Russian Revolutions- the changes that were made both positive and negative.
Assessment: Continuous assessment 50%; examination (3 hrs) 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

History for Educators Method 2
EDHS301 EC (0L-0T-0P-0S-80H-0R-0F-0G-0A-0W-8C)
Prerequisite Requirement: History for Educators Method 1
Aim: To prepare prospective History educators, as part of there initial teaching qualification, to become competent in the teaching methods of History.
Content: Using sources to teach History: secondary sources; feature films and History; Oral History; Historical fieldwork; History in Education and IT; the three basic History skills: Time, Cause and Effect, Empathy; Local History; the interdisciplinary nature of History: Archaeology and Genealogy.
Assessment: Continuous assessment.
DP Requirement: Attendance at a minimum of 75% of all contact sessions.

History for Educators 310
EDHS310 EC (36L-0T-12P-0S-105H-0R-0F-0G-5A-12W-16C)
Aim: To prepare prospective History educators in becoming proficient in some of the most important events in South African History. Furthermore, to create an understanding of the political, economic, social, intellectual and cultural forces and events, as well as the historical context within which they functioned, that created the democratic, multi-cultural society "New" South Africa.
Content: Pre-Colonial Southern Africa; The Cape under the DEIC; African societies; British colonial rule; The Great Trek; Indians in South Africa; Impact of the discovery of minerals; Afrikaner nationalism as a historical factor; Women and change in South Africa; Segregation and Apartheid; Black nationalism; The liberation movements; The emergence of democracy; Labour in 20th century South Africa.
Assessment: Continuous assessment 50%; examination (3 hrs) 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

History Education Method 2
EDHS311 E1 (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: To prepare History student teachers to teach History in the Further Education and Training Phase of schooling, as part of their initial teaching qualification. At the end of the module students should have gained well rounded broad education that equips the graduate with the knowledge base, theory and methodology of the discipline to enable them to demonstrate initiative and responsibility in an academic and professional context, taking into consideration the needs of the learners, the diversity of learners and the diverse teaching and learning contexts. The student teachers would furthermore be assisted in developing and preserve programmes based on their individual teaching styles and philosophies.
Content: The core content topics for the module are: • Teaching controversial and sensitive issues for the FET phase of school History in South Africa • Games and simulations in the FET phase History classroom in South Africa • Teaching contemporary History for the FET phase of school in South Africa • Identifying barriers to learning History at the FET phase of schooling • Teaching school History to large classes in a disadvantaged school within an inclusive education framework • Assessment in History for the FET phase of school in South Africa • Identity and heritage in a multicultural society for the FET phase of school in South Africa • Developing a personal History teaching philosophy • Identifying barriers to learning History at the FET phase of schooling
Practicals: Practical teaching exercises
Assessment: Formative Assessment – In class assessment @ 25% - Long essay - @ 25% Summative Assessment - Examination @ 50%
DP Requirement: Students must attend 75% of the module contact time, submit all the assignments, and achieve a

year mark of 45%. Students with a year mark of 75% and above need not write the examination; the final mark will then be constituted by the formative assessment mark.

History Education 5 African History
EDHS312 E1 (39L-0T-0P-0S-80H-10R-0F-0G-31A-0W-16C)
Aim: This module is for History student teachers in the intermediate and senior and FET phases to critically engage with historical knowledge on African History. At the end of the module students should have gained well rounded broad education that equips the graduate with the knowledge base, theory and methodology of the discipline to enable them to demonstrate initiative and responsibility in an academic and professional context. Ultimately the module should empower History student teachers to teach to themes from African History with confidence.
Content: The core content topics for the module are: • The nature of African History • Contestations on "civilisation" in African History • The nature of prehistoric African societies • Pre-colonial African polities • The impact of slavery and slave trading in Africa • Colonialism and resistance in Africa • Nature of the state in Africa • South Africa in African History Issues in post-colonial Africa
Assessment: Formative Assessment – In class assessment @ 20% - Long essay - @ 30% Summative Assessment - Examination @ 50%
DP Requirement: Students must attend 75% of the module contact time, submit all the assignments, and achieve a year mark of 40%. Students with a year mark of 80% and above need not write the examination.

History Education 4 Themes from SA History
EDHS313 E1 (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: This module is for History student teachers in the intermediate and senior and FET phases to critically engage with historical knowledge related to South African History from pre-history to the present. At the end of the module students should have gained well rounded broad education that equips the graduate with the knowledge base, theory and methodology of the discipline to enable them to demonstrate initiative and responsibility in an academic and professional context. Ultimately the module should empower History student teachers to teach to themes from South African History with confidence.
Content: The core content topics for the module are: • Pre-colonial South Africa • African societies of South Africa • Migration as a factor in South African History • Colonisation, Conquest and Settlement • From an agrarian to an industrial society • Union and Disunion • From a White to an African state
Assessment: Formative Assessment – In class assessment @ 20% - Long essay - @ 30% Summative Assessment - Examination @ 50%
DP Requirement: Students must attend 75% of the module contact time, submit all the assignments, and achieve a year mark of 40%. Students with a year mark of 80% and above need not write the examination.

History for Educators 320
EDHS320 EC (36L-0T-12P-0S-105H-0R-0F-0G-5A-12W-16C)
Prerequisite Requirement: None
Aim: This course prepares students to deal, as educators, with prejudices relating to race and gender within history. The focus is on the origin of discourse around race, and categorising someone as "other". This course requires an open-minded view and does examine sensitive issues such as Eugenics and Evolution.
Content: Eugenics, Race, Prejudices and Social Darwinism; Colonialism, the nature of Dominance by Europe; Slavery; Civil Protests, Women's movement, Black empowerment; Xenophobia
Assessment: Continuous assessment 50%; examination (3 hrs) 50%
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

History for Educators Method 3
EDHS401 EC (0L-0T-0P-0S-80H-0R-0F-0G-0A-0W-8C)
Prerequisite Requirement: Computer literacy, History for Educators Method 2
Aim: To prepare students to become competent in the teaching methods of History.
Content: Evaluation in History; teaching controversial issues in History; museums and the teaching of History; contemporary History; games and Simulations in History education; projects and assignments in History; functioning as a professional in History education; History education for citizenship; values education and History.
Assessment: Continuous assessment.
DP Requirement: Attendance at a minimum of 75% of all contact sessions.

History for Educators 410
EDHS410 EC (36L-0T-12P-0S-105H-0R-0F-0G-5A-12W-16C)
Prerequisite Requirement: Computer literacy, History 310 and 320
Aim: War, both as a concept and a from of action, is one of the most important historical phenomena, affecting politics, technology, economics, civilians, relations between states, perceptions of class and nations amongst others. Wars, as such, forms an integral part of the History curriculum for schools. This module would therefore pursue several wars, both comparatively and chronologically, in the process examining the experiences of those involved as well as the consequences of war.
Content: What is war and how should it be fought?; The Two World Wars; Cold War; Anglo-Boer War; Anglo-Zulu War; Fieldwork; Teaching about war and violence; Using Oral History and poetry to teach war.
Assessment: Continuous assessment 50%; examination (3 hrs) 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

History Education Method 3
EDHS411 E2 (30L-0T-15P-0S-80H-5R-0F-0G-30A-15W-16C)
Aim: The main aim of this module is to prepare History student teachers to teach History in the Further Education and Training Phase of schooling, as part of their initial teaching qualification. At the end of the module, the students should have become competent in engaging in research in History Education. To achieve this they would be guided towards research competence informed by a sound knowledge, skills and values base. The student teachers would furthermore be assisted in developing and presenting a research proposal based on their individual focus and paradigmatic inclination/s.
Content: The core content topics for the module are: • Research paradigms for History Education • Background and rationale for research study • Selecting and using literature in History Education • Relevant theory for History Education • Research methodology for History Education • Proposal writing for History Education
Assessment: Formative Assessment – a proposal for a research study with the following components progressively developed as either short/ long assignments: background and rationale (20%), methodology (50%), literature and theory (30%).
DP Requirement: Students must attend 90% of the module contact time and submit all assessments tasks and achieve a year mark of 50% to pass. There is no examination for this module, it is a continuous assessment module.

History for Educators 420
EDHS420 EC (36L-0T-12P-0S-105H-0R-0F-0G-5A-12W-16C)
Prerequisite Requirement: None
Aim: To equip prospective History educators with a thorough understanding of the complex dynamics underlying the 19th and 20th centuries and to create an enhanced appreciation of Africa's specific historical place in the global framework.
Content: Pre-colonial Africa; Colonialism in Africa; Decolonisation; Independence movements in Africa; Africa after 1945; Globalisation and Africa.
Assessment: Continuous assessment 50%; examination (3 hrs) 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

History Teaching 601
EDHS601 E1 P1 (25L-14T-0P-0S-70H-10R-0F-0G-38A-0W-16C)
Aim: To prepare History student teachers in the FET phase (grades 10 – 12), as part of their initial teaching qualification, to become competent in History teaching methods so as to be able to teach in schools. The modules aims to develop students' pedagogical content knowledge, skills and values related to the teaching and learning of History in the national school curriculum. To achieve this in this module they will be introduced to and prepared towards professional competence and develop a sound knowledge, skills and values base. The student teachers will, furthermore, be assisted in developing and presenting lessons based on their individual teaching styles and philosophies. All this will be done with reference to the national school curriculum document.

Content: The core content topics for the module are: •The nature of school History •The teacher of school History •The learner of school History •The learning of school History •The school History curriculum •Developing a personal History teaching philosophy •Campus-based peer teaching, peer observation and reflection
Assessment: In-class assessment (25%) Research essay (35%) Portfolio (40%)
DP Requirement: As per college rules.

History Teaching 602
EDHS602 E2 P2 (25L-14T-0P-0S-70H-10R-0F-0G-41A-16W-16C)
Aim: The main aim of this module is to prepare History student teachers in the FET phase (grades 10 to 12), as part of their initial teaching qualification, to become competent in History teaching methods to be able to teach in schools. The modules aims to develop students' pedagogical content knowledge, skills and values related to the teaching and learning of History in the national school curriculum To achieve this in the module they will be introduced to and prepared towards professional competence and develop a sound knowledge, skills and values base. Furthermore, the student teachers will be assisted in developing and presenting lessons based on their individual teaching styles and philosophies. All this will be done with reference to the national school curriculum document.
Content: The core content topics for the module are: •Using evidence to teach school History •Understanding school History textbooks •Teaching controversial issues in school History •Teaching school History to large classes in a disadvantaged school •Learning historical research by means of oral and archival evidence •Assessment in History •Campus-based peer teaching, peer observation and reflection
Assessment: In-class assessment (25%) Research essay (35%) Portfolio (40%)
DP Requirement: As per college rules.

History Teaching 401
EDHS604 EC PC (30L-15T-0P-15S-70H-10R-0F-0G-20A-16W-16C)
Prerequisite Requirement: History II or Sociology III or Political Science III
Aim: To prepare prospective FET History educators to become proficient in the teaching of History. To achieve this they will be guided towards professional competence informed by a sound skills, knowledge and value base. The prospective History educators will be assisted in developing and presenting programs/tasks/etc that are based on their individual teaching style and philosophy of History.
Content: The nature of school History; the teacher of History; the learner of History; how do learners learn History?; the History curriculum; planning your History course; using sources to teach History; assessment in History; using ICT to teach History; teaching controversial issues in History; conducting fieldwork in History Education; teaching History to large classes in a disadvantaged school; teaching Oral History.
Practicals: As per the professional practice criteria for the PGCE qualification.
Assessment: Continuous/formative assessment (50%) and the end of year/summative examination (50%).
DP Requirement: As per college rules.

Issues in Teaching African History
EDHS701 E1 (30L-0T-0P-0S-90H-0R-0F-0G-40A-15W-16C)
Aim: To examine and debate the nature of African History and how it manifests itself within the South African school context. Selected issues that impact on this recent inclusion in the curriculum will be explored so as to empower students to effectively conceptualise methodologies, policies and theories to teach African History effectively.
Content: This module covers the philosophical issues that History teachers have to consider in their practice. These issues include African identity, consciousness and representations in relation to the nature of African history. The relevance of various theoretical perspectives to African history will be explored, contemporary debates in post-colonial Africa will be explored.
Assessment: Continuous assessment 100% e.g. A seminar presentation: 20%, a research project: 60%, readings based assessments: 20%
DP Requirement: 75% attendance of planned lectures as per the attendance register and submission of all assessment tasks.

History Educ through Film and ICT
EDHS702 E1 (30L-0T-0P-0S-90H-0R-0F-0G-40A-15W-16C)
Aim: The aim of this module is to provide a theoretical and practical understanding of issues in teaching and learning History through film and Information Communication Technologies (ICT). Theories and practices will be studied by analysing the use of film and ICT. The influence of these media in conveying a sense of the past to learners in the present will be examined.

Content: The content of this module includes the implications of visual culture on History teaching and learning, a critical analysis of the use of film and film literacy in History Education, film as evidence, stories and evidence of the past: Archival films, the Impact of ICT on History, Computers in the History classroom, Social media and History Education.
Assessment: Continuous assessment will be used in the form of: A seminar presentation: 20%, a research project: 60%, readings based assessment: 20%
DP Requirement: 75% attendance of planned lectures as per the attendance register and work submission as per the University and College regulations. This implies submitting all work as expected on time.

Teaching Historical Literacy
EDHS703 EC (30L-0T-0P-0S-90H-0R-0F-0G-40A-15W-16C)
Aim: To provide students with a theoretical understanding and practical competencies in the theories of Historical literacy. The influence and impact of Historical literacy on teaching, learning and the curriculum will be analysed in relation to different contexts, particularly post-apartheid South Africa.
Content: This module covers the conceptualisation of Historical literacy. To understand Historical literacy, the module critically analyses the necessity of an index of Historical literacy and evaluates its implications for teaching and learning of history. Various theorisations from all parts of the world are considered and applied to the local context.
Assessment: Continuous assessment 100% e.g. A seminar presentation: 20%, A research project: 60%, readings based assessments: 20%
DP Requirement: 75% attendance of planned lectures as per the attendance register and submission of all assessment tasks.

Problems in Historical Understanding
EDHS704 E2 (30L-0T-0P-0S-90H-0R-0F-0G-40A-15W-16C)
Aim: To provide a theoretical understanding of issues related to Historical understanding in relevant educational contexts. Cognitive theories and issues related to Historical understanding, education and students' ability to think Historically will be studied by exploring various frameworks and methodologies.
Content: This module covers the theoretical issues that History teachers have to consider in the teaching and learning of History. The module investigates students' ability to learn History, analyse research into Historical thinking and learning and explore problem issues related to Historical understanding. Global, African and, South African realities will be considered.
Assessment: Continuous assessment 100% e.g. A seminar presentation: 20%, a research project: 60% and readings based assessments: 20%
DP Requirement: 75% attendance of planned lectures as per the attendance register and submission of all assessment tasks.

Perspectives in Social Science Education
EDHS705 EC (20L-20T-10P-0S-55H-30R-0F-0G-25A-0W-16C)
Aim: To provide a theoretical grounding in the teaching and learning of Social Science in an interdisciplinary context as it relates to the professional development of educators (compulsory for students doing the Social Science Education specialization).
Content: Understanding the nature of Social Science Education. Theories on Social Science Education as an interdisciplinary discourse. Disciplinary studies in an interdisciplinary Social Science Education context. Exploring the curricular, methodological & pedagogical nature of Social Science Education in Africa. Social Science Education & the struggle for presence & relevance in the African higher education system. Critical analysis of policies related to Social Science Education.
Practicals: 3
Assessment: Assessment is continuous – seminars, projects, readings.
DP Requirement: As per college rules.

Using Film & ICT to Teach Social Sc Education
EDHS706 EC (20L-20T-0P-10S-55H-30R-0F-0G-25A-0W-16C)
Aim: The purpose of this module is to provide a theoretical and practical understanding of issues in teaching and learning Social Science Education through film and Information Communication Techniques (ICT). Relevant theories and practices will be studied by analysing the use of film and ICT as powerful tools in Social Science Education. The influence of these media in conveying a sense of the past to learners in the present will be examined.

Content: The implications of visual culture on Social Science teaching and learning. A critical analyses of the use of film in Social Science Education. Film literacy and Social Science Education. The language and power of film. Film analysis: general framework. Experiencing Social Science Education through film. Film as evidence, stories and evidence of the past: Archival films. Impact of ICT on Social Science Education. Computers in the Social Science classroom.
Practicals: 3
Assessment: Assessment is continuous – seminars, projects, readings.
DP Requirement: As per college rules.

Comp Syst, Operating and Application Software
EDIS111 E1 (60L-10T-22P-0S-30H-10R-0F-0G-28A-0W-16C)
Aim: The aim of this module is to equip students with content knowledge and skills for competently operating a computer systems
Content: • Computer hardware and devices • Computer configuration (and troubleshooting); • System types (PDAs, notebooks, desktop, server, mainframes); • I/O devices; embedded computer devices (e.g. cell phones); • Factors affecting performance and reliability; • Installation of devices; device connectivity (e.g. USB, firmware, wireless) • Systems Software • Operating systems (at a conceptual level. To include types – stand alone, network, etc. functions-processing techniques); • File management • Installing and un-installing software; • Adding devices; • Hard disk management • Word-processing (advanced) • Keyboarding skills (use of typing tutor software for windows)
Practicals: There will be one 2 hour practical every week.
Assessment: Test (20%) Project (20%) Examination - 60% A sub-minimum of 35% is required in the examination component of the final module mark
DP Requirement: At least 75% attendance at all lectures, practical and tutorials. A minimum of 40% year mark.

E-Communications and Computer Application
EDIS112 E2 (60L-10T-22P-0S-30H-10R-0F-0G-28A-15W-16C)
Aim: The aim of this module is to equip students with content knowledge and skills in the area of Human Computer Interactions, Evaluations of computer systems, and Advanced Microsoft Excel spread sheets. The module develops in students the ability to employ general principles of the discipline with more specific procedures for application
Content: • HCI Design principles related to the web-based systems • User–Centred Design (UCD) approach and the creation and design of user centred systems; • The evolution of interface design for web pages and how the media changes as the technology advances, such as Graphical User Interfaces (GUI) vs. text based interface; • The use of web-based systems in the classroom; • Understanding of the design issues applicable to multi-cultural multi-lingual audience; • Difference between web and print design • Careers in Information Technology • Social, accessibility, economic, ethical, copyright issues, HCI and career issues • Advanced spreadsheets Microsoft Excel (Formulae and functions, Charts, Sort and filter data, Manipulate and format data)
Practicals: There will be at least one 2 hour practical every week.
Assessment: Test (20%) Project (20%) Examination - 60% A sub-minimum of 35% is required in the examination component of the final module mark.
DP Requirement: At least 75% attendance at all lectures, practical and tutorials. A minimum of 40% year mark.

Information Systems Education Method 1
EDIS201 EC (26L-19T-0P-0S-29H-0R-0F-0G-5A-6W-8C)
Prerequisite Requirement: Information Systems Education 210 or 220.
Aim: To provide students with methodologies and understanding of the principles of Information Systems in the classroom. To prepare students towards the teaching of Computer Applications Technology in the FET phase.
Content: Aims and objectives; planning for a whole topic; general lesson plan; approaches to teaching wordprocessing and spreadsheets; different types of methodologies and techniques.
Assessment: Continuous assessment 40%; Examination 60%. A sub-minimum of 40% is required in the examination component of the final module mark.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Information Systems Education 210
EDIS210 EC (52L-0T-39P-0S-59H-0R-0F-0G-10A-13W-16C)
Corequisite: Computer Literacy
Aim: To prepare the student towards the teaching of End-User Computing in the FET phase. Intended for teachers who wish to teach the subject, Computer Applications Technology, in the new FET curriculum.

Content: Computer Hardware and Devices, Computer configuration, System types, Systems Software, Wordprocessing (advanced).
Assessment: Coursework :40% Examination: 60%. A sub-minimum of 40% is required in the examination component of the final module mark.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

IS Education 3: Ethical and Social Issues
EDIS211 E2 (60L-10T-22P-0S-30H-10R-0F-0G-28A-15W-16C)
Prerequisite Requirement: EDIS111 (Information Systems Education 1: Computer Systems, Operating and Application Software)
Prerequisite Modules: EDIS111 (Information Systems Education 1: Computer Systems, Operating and Application Software)
Corequisite: None
Aim: To equip students with content knowledge and skills in the areas on the Impact of computers: social, economic, ethical issues, Microsoft PowerPoint Presentation Desktop publishing skills. The module develops in students the ability to employ general principles of the discipline with more specific procedures for application.
Content: • Impact of computers: social, economic, ethical • Human computer interaction and career issues • Security issues • MS PowerPoint Presentation skills • Information systems and case studies • Computers and file management • Desktop publishing
Practicals: There will be at least one 2 hour practical session every week.
Assessment: Test (20%) Project (20%) Examination - 60% A sub-minimum of 35% is required in the examination component of the final module mark.
DP Requirement: At least 75% attendance at all lectures, practical and tutorials. A minimum of 40% year mark.

Information Systems Education Method 1
EDIS212 EC (46L-10T-10P-23S-35H-5R-0F-0G-26A-15W-16C)
Prerequisite Requirement: EDIS111 (Information Systems Education 1: Computer Systems, Operating and Application Software)
Prerequisite Modules: EDIS111 (Information Systems Education 1: Computer Systems, Operating and Application Software)
Corequisite: None
Aim: To provide students with the necessary content and skills to be able to develop appropriate lesson plans, use appropriate problem solving strategies and apply appropriate teaching strategies in the teaching of all aspects of Information technology in the FET phase within an inclusive education framework. To develop students' ability to apply this knowledge base in context.
Content: The module covers the following aspects: • Aims and objectives of lessons in Computer Applications Technology • Planning for a whole topic in Computer application Technology • General format of a lesson plan • Approaches to teaching word processing and spread sheet • Different types of methodologies and techniques in teaching computer Applications Technology. The module aims at equipping
Practicals: There will be one 2 hour practical every week.
Assessment: Tests (30%) Project (40%) Assignment (30%)
DP Requirement: At least 75% attendance at all lectures, practical and tutorials. Minimum year mark of 40%.

Information Systems Education 220
EDIS220 EC (52L-0T-39P-0S-59H-0R-0F-0G-10A-13W-16C)
Prerequisite Requirement: Information Systems Education 210.
Aim: To prepare the student towards the teaching of End-User Computing in the FET phase. Intended for teachers who wish to teach the subject, Computer Applications Technology, in the new FET curriculum.
Content: Human- computer interactions, E-Communications, Spreadsheets.
Assessment: Coursework : 40% Examination: 60%. A sub-minimum of 40% is required in the examination component of the final module mark.
DP Requirement: As per College rules.

Information Systems Education Method 2
EDIS301 EC (26L-19T-0P-0S-29H-0R-0F-0G-5A-6W-8C)

Prerequisite Requirement: Information Systems Education Method 1.
Aim: To provide students with the necessary knowledge to implement and manage a computer centre at schools; to prepare students towards the teaching of Computer Applications Technology in the FET phase; and, to carry out research with regard to Computer Application Technology and the teaching thereof.
Content: Implementation and management of a computer centre; educational research and examples of educational research; issues in education; assessment; technology for teaching; integration of multimedia and educational software; lesson plans of topics specific to grades 10 and 11.
Assessment: Continuous assessment 40%; Examination 60%. A sub-minimum of 40% in the examination component of the final module mark.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Information Systems Education 310
EDIS310 EC (52L-0T-39P-0S-59H-0R-0F-0G-10A-13W-16C)
Prerequisite Requirement: Information Systems Education 220.
Aim: To prepare the student towards the teaching of End-User Computing in the FET phase. Intended for teachers who wish to teach the subject, Computer Applications Technology, in the new FET curriculum.
Content: Data Communications, operating systems and Power Point Presentations.
Assessment: Coursework: 40% Examination: 60%. A sub-minimum of 40% is required in the examination component of the final module mark.
DP Requirement: As per College rules.

Information Systems Education 4 Database Theory
EDIS311 E1 (60L-10T-0P-22S-30H-10R-0F-0G-28A-15W-16C)
Prerequisite Requirement: Ethical and Social Issues of Computer Systems
Aim: To equip students with content knowledge and skills in the areas of Theory of Database Management and Systems; Database Development Process; Database analysis and applications using Microsoft ACCESS; Number theory; Boolean Algebra and Data representation.
Content: • Theory of DBMS • Database Development Process • Database analysis and applications using ACCESS • Number theory • Boolean Algebra • Data representation
Practicals: There will be one 2 hour practical every week.
Assessment: Test (20%) Project (20%) Examination - 60% A sub-minimum of 35% is required in the examination component of the final module mark.
DP Requirement: At least 75% attendance at all lectures, practical and tutorials. . A minimum of 40% year mark.

Information Systems Education 2
EDIS312 E1 (46L-10T-10P-23S-35H-5R-0F-0G-26A-15W-16C)
Prerequisite Requirement: EDIS212: Information Systems Education Method 1 and EDIS112: E-Communication and Computer Application
Aim: To equip students with the content and skills for developing appropriate lesson plans, using appropriate problem solving strategies and applying appropriate teaching strategies in the teaching of all aspects of Computer Application Technology in the FET phase.
Content: • Implementation and management of a computer centre • Educational research and examples of educational research • Issues in education • Assessment • Technology for teaching • Integration of multimedia and educational software • Lesson plans of topics specific to grades 10 and 11.
Practicals: There will be one 2 hour practical every week.
Assessment: Tests (30%) Project (40%) Assignment (30%)
DP Requirement: At least 75% attendance at all lectures practical and tutorials. Minimum year mark of 40%.

Information Systems Ed 5 Data Communications
EDIS313 E2 (60L-10T-22P-0S-30H-10R-0F-0G-28A-15W-16C)
Aim: This module is to equip students with content knowledge and skills in the areas Web site development; Advanced evaluations of computer systems; Internet law and polices and Examining current and expected future trends in digital media revolution.
Content: • Web site development using an application that links to a database; graphics; hyperlinks;. Mailto; forms; tables; HCI issues; Using Front page. • Advanced evaluations of computer systems. • Internet law and polices. •

Examining current and expected future trends in digital media revolution
Practicals: There will be at least one 2 hour practical every week.
Assessment: Test (20%) Project (20%) Examination - 60% A sub-minimum of 35% is required in the examination component of the final module mark.
DP Requirement: At least 75% attendance at all lectures, practical and tutorials. A minimum of 40% year mark.

Information Systems Education 320
EDIS320 EC (52L-0T-39P-0S-59H-0R-0F-0G-10A-13W-16C)
Prerequisite Requirement: Information Systems Education 210.
Aim: To give students an in-depth understanding of why computers are essential components in business and society, and to prepare the students towards the teaching of end-user Computing applications in the FET phase. Intended for teachers who wish to teach the subject, Computer Applications Technology.
Content: Impact of computers: Social, Economic, ethical, Human Computer Interaction and career issues. Security issues, Presentation skills, Information systems and Case studies, Computer and file management, Desktop publishing.
Practicals: 39
Assessment: Coursework 40%; Examination: 60%.
DP Requirement: Must obtain a minimum of 40% coursework to qualify to write the examination.

Information Systems Education Method 3
EDIS401 EC (26L-19T-0P-0S-29H-0R-0F-0G-5A-6W-8C)
Prerequisite Requirement: Information Systems Education 210,220,310,320 or Information Systems Education and Methods 1 and 2.
Aim: To provide students with the teaching techniques, an understanding of different CAI packages that can be used to aid teaching, and preparation for teaching computer applications technology in FET.
Content: National Curriculum Statement, Learning Programme guidelines and Subject assessment guidelines for Computer Application Technology, handling of project work at school level; lesson plans of topics specific to grades 11 and 12.
Assessment: Continuous assessment 100%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date.

Information Systems Education 410
EDIS410 EC (52L-0T-39P-0S-59H-0R-0F-0G-10A-13W-16C)
Prerequisite Requirement: Information Systems Education 210, 220 and 310.
Aim: To prepare students towards the teaching of Information Technology (Computer Studies) in the FET phase and to provide an opportunity for students to widen their knowledge in various areas of Computer Science.
Content: Theory of DBMS, Database development process database analysis and applications using ACCESS and Number Theory and data representations.
Practicals: Thirteen.
Assessment: Continuous assessment 40%; Examination 60%. A sub-minimum of 40% is required in the examination component of the final module mark.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Information Systems Education Method 3
EDIS411 E1 (46L-10T-10P-23S-35H-5R-0F-0G-26A-15W-16C)
Prerequisite Requirement: EDIS312: Information Systems Education Method 2
Aim: The module aims at equipping students with well-rounded content and skills to be able to apply the National Curriculum statement in developing appropriate lesson plans, in teaching and learning process in the classroom and using computer mediated technologies in the FET phase relative to the nature of learners and within an inclusive education framework.
Content: • Implementation and management of a computer centre • Educational research and examples of educational research • Issues in education • Assessment • Technology for teaching • Integration of multimedia and educational software • Develop lesson plans and teach of topics specific to grades 10 to12 of the CAPS curriculum taking into consideration that needs of learners, the diversity of learners and the diverse teaching and learning context.
Assessment: Tests (30%) Project (40%) Assignment (30%)

DP Requirement: At least 75% attendance at all lectures, practical and tutorials. Submission of all work as required by the module coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Information Systems Education 420

EDIS420 EC (52L-0T-39P-0S-59H-0R-0F-0G-10A-13W-16C)

Prerequisite Requirement: Information Systems Education 320.
Aim: To prepare students towards the teaching of Information Technology (Computer Studies) in the FET phase and to provide an opportunity for students to widen their knowledge in various areas of Computer Science.
Content: Web site development, Special topics w.r.t. current trends and technology.
Practicals: Thirteen
Assessment: Coursework: 40% Examination: 60%. A sub-minimum of 40% is required in the examination component of the final module mark.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Academic Literacy for UG Students

EDLE100 EC (22L-22T-0P-0S-90H-20R-0F-0G-6A-12W-16C)

Aim: Academic Literacy in English aims to teach first year students the patterns, structures and communicative purpose of the genre of academic argument – one of the genres most commonly found in an academic context.
Content: This will be achieved by introducing students, in an explicit way, to the process of academic reading and writing, and by developing their capacity to produce coherent, cohesive and logical texts (orally and in writing) within the context of an intellectually challenging examination of themes which are of contemporary academic interest in education.
Assessment: Continuous assessment
DP Requirement: At least 90% attendance at all lectures, practicals, tutorials and seminars. 2. Submission of all work, as required by the module coordinator, by the stipulated due date.

Language and Literacy 120

EDLE120 EC (24L-12T-12P-6S-100H-0R-0F-0G-6A-12W-16C)

Aim: In this module students examine key concepts about language acquisition and development and curricular instructional principles which guide effective teaching and learning for first and second language learners in their primary language, their second language and in academic instruction. Students will also explore the connection between cultural practices of home / community and instruction in school, and ways in which schools engender home-school links.
Content: First language acquisition; second language acquisition; bilingualism; code-switching; language policy; language in the classroom.
Assessment: Continuous assessment 70%; Examination 30%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Language and Literacy 220

EDLE220 EC (24L-12T-12P-6S-100H-0R-0F-0G-6A-16W-16C)

Aim: To examine materials, methods and strategies for teaching reading and writing with a focus on research-based instruction in basic reading/viewing and writing skills and comprehension strategies to meet the needs of culturally diverse students.
Content: Students examine materials, methods, and strategies for teaching reading with a focus on research-based instruction, including explicit instruction in basic reading/viewing skills and comprehension strategies to meet the needs of culturally diverse students. Emphasis is placed on emergent reading, balanced literacy components, literacy in the learning areas, assessment techniques, transfer of literacy skills from home to an additional language, and literature for students with varied reading levels and language backgrounds.
Assessment: Continuous assessment 70%; Examination 30%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Language and Literacy 320

EDLE320 EC (24L-12T-12P-6S-100H-0R-0F-0G-6A-12W-16C)

Aim: To examine materials, methods and strategies for teaching reading and writing with a focus on research-based instruction in basic reading/viewing and writing skills and comprehension strategies to meet the needs of culturally diverse students.
Content: Learning to read and write; reading and writing to learn; language (reading and writing) across the curriculum; text evaluation and generation; assessment in reading and writing; reading problems.
Assessment: Continuous assessment 70%; Examination 30%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Languages Learning Area Studies
EDLE604 EC PC (0L-27T-0P-0S-83H-17.5R-30F-0G-2.5A-18W-16C)
Aim: Develop pedagogical and methodological competence for a critical teaching philosophy; develop skills in curriculum interpretation, lesson conceptualization and assessment in line with the national curriculum statement ; design learning materials and resources; enhance the roles of an educator within the teaching context of this specialization, i.e. Grades 7-9.
Content: Curriculum issues(NCS): Learning Outcomes, Assessment standards, interpretation of the curriculum, assessment strategies, disciplinary development. Methodological issues : strategies and theories for teaching English Home language in a multilingual, multicultural classroom; learner misconceptions and errors; using ICT and other materials to develop teaching resources; designing learning programmes.
Assessment: 50% coursework 50% examination based.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

French Teaching 401
EDLE605 EC PC (0L-18T-0P-0S-141H-0R-0F-0G-1A-18W-16C)
Aim: Develop pedagogical and methodological competence for a critical teaching philosophy; develop skills in curriculum interpretation, lesson conceptualization and assessment in line with the national curriculum statement ; design learning materials and resources; enhance the roles of an educator within the teaching context of this specialization, i.e. Grades 10 – 12.
Content: Curriculum issues(NCS): Learning Outcomes, Assessment standards, interpretation of the curriculum, assessment strategies, disciplinary development. Methodological issues : strategies and theories for teaching French Additional language in a multilingual, multicultural classroom; learner misconceptions and errors; using ICT and other materials to develop teaching resources; designing learning programmes.
Assessment: Assessment: 50% coursework 50% practicals.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Prerequisite Requirement: Life Orientation Education Content 1, Content 2, Content 3, Content 4, Content 5, Method 1 and Method 2
Corequisite: None
Aim: To prepare Life Orientation Education student teachers in the senior and FET phases, as part of their initial teaching qualification, to become competent in engaging with the demands of the social development aspects of the Life Orientation curriculum document and related assessment criteria. Students will be prepared to translate this into effective teaching and learning opportunities. The student teachers would be assisted in developing programmes based on their individual teaching styles and philosophies.
Content: This module focuses on the Social Development aspects of Life Orientation and concentrates on Constitutional Rights and Responsibilities, Religious Diversity and Moral Education.
Assessment: Formative Assessment – Assignment (30%); Assignment (20%); Summative Assessment - Examination (50%)
DP Requirement: Students must attend 75% of the module contact time, submit all the assignments and achieve a year mark of 40%. Students with a year mark of 40% and above will gain entry to write an examination.

Understanding Academic Literacy
EDLE700 E1 P1 (16L-0T-30P-16S-30H-12R-0F-40G-16A-0W-16C)
Aim: To teach the patterns, structures and communicative purpose of the genre of academic argument by introducing students to the process of academic reading and writing, and by developing their capacity to produce coherent, cohesive and logical texts.
Content: Students will read a range of non-scientific academic texts (such as journal articles, chapters from books, conference papers, and research reports), and media texts. They will analyse and synthesise a range of text sources in order to construct an academic argument, in writing, according to acceptable academic scheme and style conventions, and analyse and debate key issues related to language-in-education policy, and literacy education in schools.
DP Requirement: As per college rules.

Lang Learning & Teaching in Multicultural Soc
EDLE701 E1 P1 (30L-0T-0P-0S-95H-0R-0F-0G-35A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To explore and critique insights from sociolinguistic research that have implications for the multicultural language classroom. Students are encouraged to consider the implications of these issues for language policy in schools and the teaching/learning practices within the language classroom in a multicultural and multilingual society.
Content: Content include: An introduction to Multicultural Teaching, the impact of language diversity within the school curriculum, Culture, ethnicity and education considered from a sociolinguistic perspective, Issues of identity and Power relations within the school, Critical inclusivity, Stereotyping and Representation.
Assessment: Continuous assessment 100%. Class tasks – 20%, seminar presentations – 20%, research essay – 60%.
DP Requirement: 75% attendance of planned lectures as per the attendance register and submission of all tasks as per the University and College regulations.

Language in Education
EDLE702 E2 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: This module aims to develop the professional competence of language practitioners by facilitating insights into the debates around the nature of teaching of language. It also focuses on the development of methodological approaches and understandings of current theories in the area of Language and Literacy within the South African context.
Content: This module focuses on the major theories of first and second language acquisition, a variety of approaches and methods of language teaching, understanding the principles and practice of Language across the Curriculum, language transitioning and the design of appropriate curriculum materials.
Practicals: 13
Assessment: Continuous assessment: 100%. Class tasks – 20%, seminar presentations – 20%, research essay – 60%.
DP Requirement: 75% attendance of planned lectures as per the attendance register.

Narratives in Education
EDLE703 E1 P1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The program is designed to inform your understanding of narratives in the explication of short stories, the novel, plays and film texts. Key concepts of narratology are studied and applied to the critical analysis of fiction. The utility of narratives in pedagogy and educational research will also receive attention through close reading of selected texts.
Content: This module enables students to acquire knowledge of narratology through a study of selected literary texts, media and selected readings. This includes the concepts and theories of narrative that have been productively deployed. It also focuses on developing an insight into narratives in educational research and pedagogy within an African context.
Assessment: Continuous assessment 100% e.g.: research based assignment and portfolio activities.
DP Requirement: 75% attendance of planned lectures as per the attendance register.

Critical Awareness of Language and Media
EDLE705 E2 P2 (30L-0T-0P-0S-90H-10R-0F-0G-30A-15W-16C)
Prerequisite Requirement: None
Corequisite: None

Aim: The aim of this module is to develop an awareness of the role that language and media plays in contemporary lives and the correspondingly critical task of educating about them, and introduces educators to recent theoretical developments to inform practical engagement in the field of language and media education in the African context.
Content: This module focuses on the role that language and media play in contemporary lives. It looks at how we might educate students to think about language and media critically and how various critical theories could inform practical engagement in the field of language and media education in the African context.
Assessment: Continuous assessment 100%: Class tasks, Written Essay, Seminar Presentation, and Research Assignment.
DP Requirement: 75% attendance of planned lectures as per the attendance register.

Understanding Academic Literacy
EDLE707 E1 P1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The aim of this module is to introduce students to the conventions of academic literacy. Students will be trained in critical literacy pertaining to postgraduate writing, research and presentations in appropriate rhetorical conventions and analytical rigor.
Content: The module adopts an academic literacies approach to reading and writing in appropriate academic registers and genres. Students are introduced to various texts types that provide insight into the analysis of discourse, academic and rhetorical conventions, and multimodal text types from both theoretical and practical perspectives.
Assessment: Continuous assessment 100%: 3 research based assignments and portfolio activities.
DP Requirement: 75% attendance of planned lectures as per the attendance register.

Foundations of Language Development
EDLE803 EC (0L-40T-13P-0S-147H-0R-0F-0G-0A-13W-20C)
Prerequisite Requirement: Honours degree or equivalent.
Aim: This module introduces students to the foundations of language development particularly as they apply to the early learning child and the adolescent. Different approaches to language learning and development are discussed in relation to developments in applied and cognitive linguistics. An exploration of second language learning is also covered.
Content: Debates about language processing, cognitive development, and barrier to learning relevant to language learning in particular are surveyed.
Assessment: Assessment: 2 Essays of 2500 words each – 80%/ 1 Seminar presentation – 20%.
DP Requirement: DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. 2. Submission of all work, as required by the module coordinator, by the stipulated due date. 3. At least 40% in the course work component of the module.

Life Orientation Education 1
EDLF111 E1 (39L-0T-0P-0S-53H-10R-0F-11G-47A-16W-16C)
Aim: The main aim of this module is to prepare Life Orientation Education student teachers to teach Life Orientation Education in the Senior and FET phases, as part of their initial teaching qualification so as to become competent in engaging with the demands of the personal development aspects of the Life Orientation curriculum, and the related assessment criteria, and to translate this into effective teaching and learning opportunities. The student teachers would furthermore be assisted in developing programmes based on their individual teaching styles and philosophies.
Content: This module focuses on the psychosocial development of self-in-society aspects of Life Orientation Education and concentrates on the relevance of Life Orientation and Guidance in schools, development of self in society, and context-based psychosocial challenges, different understandings of human wholeness, career and career choices, basic counselling skills and life skills education.
Assessment: Formative Assessment – Assignment (30%); Assignment (20%) Summative Assessment - Examination (50%)
DP Requirement: Students must attend 75% of the module contact time, submit all the assignments and achieve a year mark of 40%. Students with a year mark of 40% and above will gain entry to write an examination.

Life Orientation Education 2
EDLF112 E2 (33L-0T-17P-0S-44H-10R-0F-9G-47A-15W-16C)
Prerequisite Requirement: EDLF111 Life Orientation Education 1
Aim: The main aim of this module is to prepare Life Orientation student teachers in the Senior Phase and FET, as part

of their initial teaching qualification, with basic knowledge in fundamental concepts related to physical education and sport, the benefits of PE in schools, an understanding of personal and environmental health, functional anatomy and common sports injuries in PE, the different physiological systems and nutrition. The intended outcome is to develop sound subject knowledge in the teaching specialisation with a view to develop the student as a subject specialist in PE for the Senior Phase and FET. The student teachers would furthermore be assisted in developing programmes based on their individual teaching styles and philosophies.
Content: The module focuses on the fundamental concepts related to PE and sport, the benefits of PE in schools, an understanding of personal and environmental health, functional anatomy and common sports injuries in PE, the different physiological systems and nutrition.
Practicals: The practicals could include laboratory and/or field based practical sessions on the functioning of the different physiological systems.
Assessment: Formative Assessment – Test (20%); Assignment (30%) Summative Assessment - Examination (50%)
DP Requirement: Students must attend 75% of the module contact time, submit all the assignments and achieve a year mark of 40%. Students with a year mark of 40% and above will gain entry to write an examination.

Life Orientation 120
EDLF120 EC (52L-0T-13P-0S-51H-24R-0F-0G-20A-13W-16C)
Prerequisite Requirement: Life Orirentation 110
Aim: To provide students with an understanding of personal, community and environmental health; to provide students with knowledge and understanding of communicable diseases, HIV/Aids, all forms of child abuse, substance abuse, gender and sexuality; to provide students with an opportunity to participate in physical fitness activities that promote heath; to assist students to apply this understanding and knowledge in developing and presenting learning programmes.
Content: Health, wellness and safety (personal, community and environmental); communicable diseases and HIV/Aids; child Abuse (all forms); substance abuse; sexuality; physical activities that promote health.
Assessment: Coursework: tests and assignments: 50%; Examination: 50%.
DP Requirement: As per college rules.

Life Orientation Method 1
EDLF201 EC (12L-14T-0P-0S-30H-0R-0F-0G-24A-13W-8C)
Aim: To introduce students to the National Curriculum Statement for Life Orientation and to equip students with life skills.
Content: Critical analysis of the National Curriculum Statement for Life Orientation; designing Life Orientation learning experiences; strategies for teaching and learning in Life Orientation; life skills facilitation including topics such as: time management, goal setting, conflict management, developing empathy, stress management.
Assessment: Coursework: tests and assignments: 100%.
DP Requirement: As per college rules.

Life Orientation Method 2
EDLF202 EC (12L-0T-14P-0S-30H-0R-0F-0G-24A-13W-8C)
Aim: To equip students with strategies, methods and techniques to teach Physical Development and Movement and Health Promotion aspects of Life Orientation.
Content: Introduction to Physical Movement and Development; effective Teaching In “Physical Education”; creating The Conditions For Effective Teaching In “Physical Education”; towards a Human “Physical Education”; creativity In The “Physical Education” Lesson; School Organisation.
Assessment: Coursework: tests and assignments: 100%.
DP Requirement: As per college rules.

Life Orientation 210
EDLF210 EC (52L-20T-0P-25S-28H-25R-0F-0G-10A-13W-16C)
Prerequisite Requirement: Life Orientation 110
Aim: To investigate various theories and approaches in the field of ethics, looking at the implications for society in general and more specifically in the education arena, focusing on moral education.
Content: An introduction to the study of ethics looking at meta-ethics, normative ethics (including different ethical theories and theorists), applied ethics, ethics in education; an investigation of applied ethics; Human Rights; ethics in education including topics like racism in schools, plagiarism and cheating, vandalism ; moral education and approaches to the facilitation thereof in the classroom.
Assessment: tests and assignments: 50%; Examination: 50%.
DP Requirement: As per college rules.

Life Orientation Education Content 3
EDLF211 E1 (33L-0T-0P-0S-60H-10R-0F-11G-46A-13W-16C)
Prerequisite Requirement: Life Orientation Education Content 1, Content 2, Content 3, Content 4, Content 5, Method 1 and Method 2
Corequisite: None
Aim: The main aim of this module is to prepare Life Orientation Education student teachers in the senior and FET phases, as part of their initial teaching qualification, to become competent in engaging with the demands of the social development aspects of the Life Orientation curriculum document and related assessment criteria. Students will be prepared to translate this into effective teaching and learning opportunities. The student teachers would be assisted in developing programmes based on their individual teaching styles and philosophies.
Content: This module focuses on the Social Development aspects of Life Orientation and concentrates on Constitutional Rights and Responsibilities, Religious Diversity and Moral Education.
Assessment: Formative Assessment – Assignment (30%); Assignment (20%); Summative Assessment - Examination (50%)
DP Requirement: Students must attend 75% of the module contact time, submit all the assignments and achieve a year mark of 40%. Students with a year mark of 40% and above will gain entry to write an examination.

Life Orientation Education Method 1 FET
EDLF212 E2 (33L-0T-0P-0S-61H-0R-0F-19G-47A-13W-16C)
Prerequisite Requirement: Life Orientation Education Content 1, Content 2, Content 3
Corequisite: None
Aim: To prepare Life Orientation Education student teachers in the FET, as part of their initial teaching qualification, to become competent in engaging with the demands of the social and personal development aspects of the Life Orientation curriculum document and related assessment criteria, and to translate this into effective teaching and learning opportunities. The student teachers would furthermore be assisted in developing programmes based on their individual teaching styles and philosophies.
Content: The core content topics for the module are: • An introduction to the Curriculum and Assessment Policy (CAPS) for Life Orientation (Grades 10 – 12) • The interpretation and implementation of CAPS for Life Orientation • Assessment in Life Orientation
Assessment: Continuous assessment of student presentations and assignments: 100%
DP Requirement: Students must attend 75% of the module contact time, submit all required work and achieve a year mark of 50%.

Life Orientation Education Method 1 SP
EDLF213 E1 (39L-0T-0P-0S-80H-0R-0F-11G-30A-15W-16C)
Prerequisite Requirement: Life Orientation Education Content 1 and Content 2
Corequisite: Life Orientation Education Content 3
Aim: To prepare Life Orientation Education student teachers in the Senior Phase, as part of their initial teaching qualification, to become competent in engaging with the demands of the social and personal development aspects of the Life Orientation curriculum document and related assessment criteria, and to translate this into effective teaching and learning opportunities. The student teachers would furthermore be assisted in developing programmes based on their individual teaching styles and philosophies.
Content: The core content topics for the module are: • An introduction to the Curriculum and Assessment Policy (CAPS) for Life Orientation (Grades 7 – 9) • The interpretation and implementation of CAPS for Life Orientation • Assessment in Life Orientation
Assessment: Continuous assessment: 100%
DP Requirement: Students must attend 75% of the module contact time, submit all required work and achieve a year mark of 50%.

Life Orientation Education Content 4
EDLF300 E (33L-0T-17P-0S-44H-10R-0F-9G-47A-15W-16C)
Prerequisite Requirement: Life Orientation Education Content 1 and Content 2
Aim: To prepare Life Orientation student teachers in the senior and FET phases, as part of their initial teaching qualification, with basic knowledge in CAPS PE LO curriculum in the senior phase, physical activity and chronic diseases, fitness testing: measurement and evaluation, and organisation and management of sport to become competent in engaging with the Life Orientation demands of the Life Orientation curriculum document and related assessment criteria,

and to translate this into effective teaching and learning opportunities. The student teachers would furthermore be assisted in developing programmes based on their individual teaching styles and philosophies.
Content: The module focuses on the CAPS PE LO curriculum in the senior phase, physical activity and chronic diseases; fitness testing: measurement and evaluation, and organisation and management of sport.
Practicals: The practicals will include laboratory based and field based measurement and evaluation of a number of physical fitness components as well as sport management related practical sessions.
Assessment: Formative Assessment- Tests (20%); Assignment (30%) Summative Assessment- Examination (50%)
DP Requirement: Students must attend 75% of the module contact time, submit all the assignments and achieve a year mark of 40%. Students with a year mark of 40% and above will gain entry to write an examination

Life Orientation Method 2 SP
EDLF322 E2 (33L-0T-17P-0S-44H-0R-0F-19G-47A-15W-16C)
Aim: The main aim of this module is to prepare Life Orientation student teachers in the FET phase, as part of their initial teaching qualification, to become competent in engaging with the Life Orientation demands of the Life Orientation curriculum document and related assessment criteria, and to translate this into effective teaching and learning opportunities. The student teachers will be equipped with strategies, methods and techniques to teach the Physical Education (PE) aspect in Life Orientation.
Content: The core content topics for the module are: • CAPS PE curriculum in the FET phase • Barriers to provision of PE in the FET phase • Misconceptions about PE • Theoretical background of physical activity and movement • Learning sport and physical activity skills • Lesson planning in PE • Teaching styles in PE • Constructivism in a PE classroom • Organisation and administration of classroom practice • Maintaining appropriate behaviour • Assessing in PE • Communicating • Creating a safe learning environment in PE • Toward a humane PE: ethics and morals in the gym
Practicals: The practicals could be athletics, swimming, cricket, soccer, rugby, indigenous games, netball, basketball, tennis, hockey, volleyball, badminton and baseball. The presentation of a practical activity will be dependent on available capacity in that year.
Assessment: Continuous Assessment (100%)
DP Requirement: Students must attend 75% of the module contact time, submit all required work and achieve a year mark of 50%.

Life Orientation Education Content 5
EDLF324 E1 (39L-0T-20P-0S-50H-0R-0F-11G-40A-15W-16C)
Prerequisite Requirement: Life Orientation Education Content 1, Content 2, Content 3
Aim: To prepare Life Orientation Education student teachers in the FET phase, as part of their initial teaching qualification, to become competent in engaging with the integrated nature of Life Orientation by exploring contemporary issues in Life Orientation as they pertain to the personal, social and physical development of learners. This module aims to develop the teacher as a scholar, researcher and lifelong learner, by providing the basis for critical theoretical engagement as it relates to teaching and learning. This modules also aims to introduce Physical Education student teachers in the FET phase, as part of their initial teaching qualification, to the theory, principles, concepts, and practices that can be applied in the field of coaching with special emphasis on the developing school athletes
Content: This module focuses on the integrated Personal, Social and Physical Development aspects of Life Orientation and concentrates on Human Rights Education, Citizenship Education, Human Development, Environmental and healthy lifestyles. This module will also focus on coaching theory, principles, concepts, and practices that lead to success in the field of coaching such as a coaching philosophy, setting coaching objectives, coaching styles, coaching diverse athletes, communicating with athletes, motivating athletes, teaching technical and tactical skills, training basics, training for energy and muscular fitness, drugs and managing relationships.
Practicals: The practicals will involve student teachers working with various athletes in individual and/or team sports. and coaches on various aspects of coaching such as talent identification, screening of athletes, and conducting a training session.
Assessment: No examination. Continuous assessment: I 00%. (Written assignment: 25%; Practical: 25%: Research project:50%)
DP Requirement: Students must attend 75% of the module contact time, submit all the assignments and achieve a year mark of 40%. Students with a year mark of 40-% and above will gain entry to write an examination.

Life Orientation Method 2 FET
EDLF325 E1 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Prerequisite Requirement: Life Orientation Education Content I, Content 2, Content 3 and Method 1
Corequisite: Life Orientation Education Content 4

Aim: The main aim of this module is to prepare Life Orientation student teachers in the Senior Phase, as part of their initial teaching qualification, to become competent in engaging with the Life Orientation demands of the Life Orientation curriculum document and related assessment criteria, and to translate this into effective teaching and learning opportunities. The student teachers will be equipped with strategies, methods and techniques to teach the Ph ysic a l Education (PE) a sp e c t in Life Orientation.
Content: The core content topics for the module are: • CAPS PE curriculum in the senior phase • Barriers to provision of PE in the senior phase • Misconceptions about PE • Theoretical background of physical activity and movement • Learning sport and physical activity skills • Lesson planning in PE • Teaching styles in PE • Constructivism in a PE • Organisation and administration of classroom practice • Maintaining appropriate behaviour • Assessing in PE • Communicating • Creating a safe learning environment in PE • Toward a humane PE: ethics and morals in the gym
Practicals: The practicals could be athletics, swimming, cricket, soccer, rugby, indigenous games, netball, basketball, tennis, hockey, volleyball, badminton and baseball. The presentation of a practical activity will be dependent on available capacity in that year.
Assessment: Continuous assessment: 100%
DP Requirement: students must attend 75% of the module contact time, submit all required work and achieve a year mark of 50%.

Life Orientation Method 3 FET
EDLF411 E2 (33L-0T-17P-0S-44H-0R-0F-19G-47A-13W-16C)
Prerequisite Requirement: Life Orientation Education content 1, Content 2, Content 3,Content 4,Content 5,Method 1 and Method 2
Aim: The main aim of this module is to prepare Life Orientation student teachers in the FET, as part of their initial teaching qualification, to become competent in engaging with the Life Orientation demands of the Life Orientation curriculum document and related assessment criteria, and to translate this into effective teaching and learning opportunities. The student teachers will be equipped with strategies, methods and techniques to teach the Physical Education (PE) aspect in Life Orientation.
Content: This module engages the science of teaching PE as part of Life Orientation in using diverse approaches. It covers strategies, methods and techniques underpinning PE teaching in the FET as well as segments specific to Physical Education teaching and learning and assessment. The module focuses on available and the use of technology and resources in teaching PE, motivation, behavior management, preventative classroom management, introduction to adapted PE and Sport, adapted sport, instructional strategies for adapted PE, student assessment and evaluation in PE, the importance of practice and feedback and safety issues in PE and Sport
Practicals: The practicals will include athletics, swimming, cricket, soccer, rugby, indigenous games, netball, basketball, tennis, hockey, volleyball, badminton and baseball.
Assessment: Continuous assessment: 100% Group presentations: 25% Practicals: 50% Written assignment: 25%
DP Requirement: Students must attend 75% of the module contact time, submit all required work and achieve a year mark of 50%

Life Orientation Teaching 601
EDLF601 E1 P1 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: The module is intended for pre-service Senior Phase and Further Education and Training Teaching Phase Life Orientation teachers. The main purpose of this module is for students to critically engage with pedagogical knowledge, skills and values related to the teaching and learning of Life Orientation in the national school curriculum which focuses on the Personal, Social and Physical development of learners.
Content: •Life Orientation in the South African school curriculum and diverse social contexts as determined by the National Curriculum documents •The critical roles and competencies of the Life Orientation teacher as a facilitator and classroom manager •Life Orientation programme planning including the design of individual lessons •Teaching and learning strategies for Life Orientation in the Senior Phase and Further Education and Training Teaching and Further Education and Training Teaching phases •Campus-based peer teaching, peer observation and reflection
Assessment: Formative assessment (50%) •Oral presentations (25%) •Written assignments (25%)•Summative assessment (50%)•Written examination (50%)
DP Requirement: 100% attendance at oral presentations.

Life Orientation Teaching 602
EDLF603 E2 P2 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: The module is intended for pre-service Senior Phase and Further Education and Training Teaching Phase Life Orientation teachers. The main purpose of this module is for students to critically engage with pedagogical knowledge,

skills and values related to the teaching and learning of Life Orientation in the national school curriculum which focuses on the Personal, Social and Physical development of learners.
Content: •Life Orientation in the South African school curriculum and diverse social contexts as determined by the National Curriculum documents. •The critical roles and competencies of the Life Orientation teacher as a facilitator and classroom manager. •Life Orientation programme planning including the design of individual lessons. •Teaching and learning strategies for Life Orientation in the Senior Phase and Further Education and Training Teaching and Further Education and Training Teaching phases. •Assessment strategies. •Campus-based peer teaching, peer observation and reflection.
Assessment: Formative assessment (100%) •Oral presentations (50%) •Written assignments (50%)
DP Requirement: 100% attendance at oral presentations.

Life Orientation Learning Area Studies
EDLF604 EC PC (0L-20T-20P-0S-103H-0R-0F-0G-7A-10W-15C)
Prerequisite Requirement: Relevant credits in the degree for teaching the learning area.
Aim: Develop knowledge about teaching and learning in the chosen learning area in the senior phase of General Education Training.
Content: The nature of the learning area as defined in the National Curriculum Statement. Teaching, learning and assessment in the learning area. Common misconceptions in the learning area and strategies to overcome these. Designing a coherent learning programme in the learning area, producing teaching resources, and designing assessment tasks in line with the national curriculum statement. Communication in the learning area. Specialised teaching techniques relevant to each learning area. Reflecting on teaching experience, and on observation of experienced teachers at work.
Practicals: 12 weeks in schools.
Assessment: Attendance and Course work: 50%; Examination: 50%.
DP Requirement: As per college rules.

Contemporary Issues in Life Orientation Educ
EDLF701 E1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The purpose of this module is to provide students with a theoretical understanding of the interdisciplinary nature of Life Orientation (LO) Education and to explore contemporary issues in LO Education.
Content: The module includes the following topics: the location of LO within the field of Social Sciences in Education; the interdisciplinary nature of LO Education; the LO curriculum policy and its implementation; Professional identity and LO; and Contemporary issues related to LO Education as it relates to an African and, more specifically, South African context.
Assessment: Continuous assessment 100% • Written assignments 75%: one long essay (50%) and a shorter written task (25%) • Student presentations 25%
DP Requirement: No DP requirement. Continuous assessment.

Current Debates in Physical Education & Sport
EDLF702 E2 (25L-0T-5P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The purpose of this module is to present current debates in Physical Education (PE) and sports to highlight the need for an active citizenry, especially school children.
Content: The module focuses on understanding the nature of PE in the school curriculum; current threats to health, exercise and fitness; charters and policies for PE and sports; resistance training in youth; sport in post-apartheid South Africa; constructions of masculinities and sexualities in PE and Sport; miseducation of a student-athlete and quotas in sports.
Practicals: The practicals will include presentations on various topics on health, fitness and sports.
Assessment: Formative assessment (100%) will include the following: • Written (assignments + research-based assignment [30%], projects [35%]) and practicals (group work + presentations [30%])
DP Requirement: No DP requirement. Continuous assessment.

Mathematics 110
EDMA119 EC (52L-24T-0P-0S-76H-0R-0F-0G-8A-13W-16C)

Prerequisite Requirement: A pass in Matric Mathematics.
Aim: To provide under-prepared pre-service teachers, wishing to specialise in mathematics, computer science education, or physical science education an opportunity to increase their personal confidence and competence in mathematics.
Content: A selection of the following: Algebraic Equations and Inequalities; Quadratic Theory; Exponents; Algebraic Functions - their graphs and interpretations; Logarithms; Sequences and Series; Trigonometry.
Assessment: Tutorials tests, major tests or projects 50%; Examination 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.
Not for students who have already passed Mathematics specialisation modules

Primary Mathematics Education 110
EDMA134 EC (52L-26T-0P-0S-72H-0R-0F-0G-10A-0W-16C)
Prerequisite Requirement: Pass in Basic Mathematics for Educators or in Mathematics or Mathematical Literacy in Grade 12.
Aim: The general outcome of this module is that pre-service teachers will effectively facilitate the learning of Mathematics in the Foundation Phase / Intermediate Phase of the GET Band.
Content: The teaching and learning of: numbers; operations and relationships; measurement and algebra; including the use of appropriate technology.
Assessment: Assignments, lecture tasks or tests (50%); Examination (50%).
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Basic Mathematics for Educators
EDMA135 EC (52L-26T-0P-0S-72H-0R-0F-0G-10A-13W-16C)
Prerequisite Requirement: No prerequisite
Aim: This module is intended for prospective GET teachers who have not passed Mathematics or Mathematical Literacy at Grade 12 level in preparation for studies in Primary Mathematics Education. The purpose of the module is to develop mathematical knowledge and skills and to engender self-confidence in Mathematics.
Content: Elementary number theory, Space and shape, Ratio, rate and proportion, Patterns, Measurement, Elementary graphing, Multi-base arithmetic.
Assessment: Assignments, tests, projects and classwork 50% Examination 50%. Students must obtain at least 40% in the final examination in order to pass the course.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Mathematics for Life and Teaching
EDMA144 EC (52L-26T-0P-0S-72H-0R-0F-0G-10A-13W-16C)
Aim: This module is intended for prospective FET phase teachers who have not studies Mathematics to grade 12 level. The purpose is to develop mathematical literacy skills in these students and to engender self-confidence in their ability to deal with quantitative situations that may arise in their professional lives as teachers.
Content: Numbers and number sense; mathematics in financial contexts; reasoning in mathematics; measurement; geometry - symmetry, transformations, fractal geometry; foundational statistics.
Assessment: Assignments and tests (50%); One 3 hour examination (50%).
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Maths Ed for SP1 Geometry
EDMA150 (39L-20T-0P-0S-60H-10R-0F-0G-31A-15W-16C)
Aim: The module is intended to prepare pre-service mathematics teachers to facilitate the teaching and learning of mathematics in the Senior Phase. It aims to help the student to employ general principles of the discipline related to geometric procedures for application. The purpose is to develop personal confidence and competence in mathematics content, especially geometry. This will prepare teachers for effective facilitation of learning of mathematics in the SP band.
Content: Study of important and foundational mathematics education ideas applicable to Senior Phase teaching of geometry: • Basic geometric concepts such as point, distance, lines, planes • Basic geometric content that is located in the SP curriculum • Euclidean and Transformation Geometry • The role of visualisation in geometric reasoning • The use

of technology such as Sketchpad in exploring patterns, proof and roles of proof in mathematical thinking
Assessment: Assignments and/or projects (30%) Class test (20%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time

Maths Ed for SP1 Trigonometry and Measurement
EDMA151 E1 (39L-20T-0P-0S-70H-10R-0F-11G-0A-15W-15C)
Aim: The purpose is to develop personal confidence and competence in mathematics content especially in Trigonometry and Measurements concepts. This module is intended to prepare pre-service teachers for effective facilitation of the teaching and learning of mathematics in the Senior Phase.
Content: Study of important and foundational mathematics education ideas applicable to Senior Phase teaching of Trigonometry and measurements, thus covering the following topics: • Trigonometric ratios and identities • Trigonometric functions and graphs • Trigonometric equations • General solutions of trigonometric equations • Measurements of 2D shapes and 3D objects
Assessment: class tests, assignments and/or projects(50%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time

Math for FET Teachers 1:Geometry & Trigonometry
EDMA160 E2 (39L-20T-0P-0S-60H-10R-0F-0G-31A-15W-16C)
Aim: The module is intended for pre-service mathematics teachers. It aims to help the student to employ general principles of discipline with more specific geometric and trigonometric procedures for application. The purpose is to develop personal confidence and competence in mathematics content, especially geometry and trigonometry. This will prepare teachers for effective facilitation of learning of mathematics in the FET and SP bands.
Content: It covers the following topics: • Basic geometric concepts such as point, distance, lines, planes. • Euclidean, Non Euclidean, Analytical, and Transformation Geometry • Trigonometry • The use of technology such as Sketchpad in exploring proof and roles of proof in mathematical thinking
Assessment: A class mark made up from a combination of projects, class tests, assignments and other tasks: (50%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

Math for FET Teachers 2: Precalculus
EDMA161 E1 (39L-20T-0P-0S-60H-10R-0F-0G-31A-15W-16C)
Prerequisite Requirement: A pass In Mathematics for FET teachers 1: Geometry and Trigonometry
Aim: The module is intended for pre-service FET and SP mathematics teachers. The purpose is to develop personal confidence and competence in mathematics content especially in precalculus concepts. This will prepare teachers for effective facilitation of learning of mathematics in the FET and SP bands of study.It aims to provide a sound knowledge base in precalculus topics allowing them to apply the specific knowledge to various concepts in mathematics.
Content: It covers the following : • Polynomial Theory and Partial Fractions • Matrix Algebra • Complex numbers • Conic Sections
Assessment: A class mark made up from a combination of projects, class tests, assignments and other tasks: (50%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

Mathematics for Educators Method 1
EDMA201 EC (26L-13T-0P-0S-36H-0R-0F-0G-5A-13W-8C)
Prerequisite Requirement: A pass in Mathematics at Level 5 or a 60% pass in Mathematics 110.
Aim: This module is intended for prospective GET or FET Mathematics teachers. The purpose is to develop the ability to facilitate the learning of Mathematic in the Senior Phase, which entails personal conceptual competence in all aspects of the subject content, pedagogic content knowledge and an understanding of how mathematical concepts develop in learners.
Content: Teaching and learning Algebra, Statistics in the Senior / FET Phase. The work will be related to current curriculum documents and international research on how key concepts in these topic areas are best learnt.
Assessment: Assignments and tests (50%); One 3 hour examination (50%).
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Mathematics for Educators 210
EDMA210 EC (52L-26T-0P-0S-72H-0R-0F-0G-10A-13W-16C)

Prerequisite Requirement: A pass in Mathematics at Level 5 or a 60% pass in Mathematics 110.
Aim: The module is intended for pre-service FET and Senior Phase mathematics educators. The purpose is to develop personal confidence and competence in mathematics content. This will prepare educators for effective facilitation of learning of mathematics in the FET and GET bands.
Content: Matrix Algebra; Polynomial Theory; Partial Functions; Trigonometry; Complex Numbers; Statistics and Probability; Coordinate Geometry and Conic Sections.
Assessment: Assignments, tests or projects 50%; Examinations 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Primary Mathematics Education 210
EDMA211 EC (52L-26T-0P-0S-72H-0R-0F-0G-10A-13W-16C)
Prerequisite Requirement: A pass in Basic Mathematics for Educators or in Mathematics or Mathematical Literacy in Grade 12.
Aim: The general outcome of this module is that pre-service teachers will effectively facilitate the learning of Mathematics in the Foundation Phase of the GET Band.
Content: The teaching and learning of: numbers, operations and relationships, measurement and algebra; including the use of appropriate technology.
Assessment: Assignments, tests, projects and classwork 50% Examination 50%. Students must obtain at least 40% in the final examination in order to pass the course.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Mathematics for Educators 220
EDMA220 EC (52L-26T-0P-0S-72H-0R-0F-0G-10A-13W-16C)
Prerequisite Requirement: Gained a pass of at least 40% in Mathematics for Educators 210
Aim: The module is aimed at pre-service FET and Senior Phase mathematics educators. The purpose is to develop personal confidence and competence in mathematics content. This will prepare educators for effective facilitation of learning of mathematics at the FET and GET bands.
Content: Piecewise functions; exponential functions; inverse functions and logarithms; inverse trigonometric functions; limits and continuity; the derivative; applications of derivatives.
Assessment: Assignments, test or projects (50%); Examination (50%).
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Mathematics Foundations Intermediate Phase
EDMA221 E1 (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The aim of this module is to provide an overview of the mathematical topics taught in the Intermediate Phase, and to promote personal competence in these topics.
Content: Personal competence in topic areas of mathematics covered in the Intermediate Phase. • Number sense with whole and rational numbers • Measurement – common benchmarks, SI units and conversions, calculations of perimeter, area, volume. • Geometric ideas such as shape, symmetry, transformations. • Statistical literacy
Assessment: Assignments (30%) Class test (20%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

Mathematics Education for FI Phase
EDMA226 E1 (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The aim of this module is to provide a sound basis of the educational theories that underpin mathematics teaching in the Foundation Phase and Intermediate Phases, and in depth understanding of the mathematics content areas taught in the Foundation Phase and Intermediate Phases. 12. What is the content of this module? Introduction to theoretical basis of mathematics education: • Views on the nature of mathematics • Views on how children learn mathematics Study of important and foundational mathematics education ideas applicable to Foundation and Intermediate Phase teaching

of • Number • Operations • Patterns 13. What modules are needed as pre-requisites before taking this module? None 14. What other modules must be completed with this module, as co-requisites? None 15. What are the D.P. requirements for this module? A minimum year mark of 40% and a minimum attendance of 75% of the module contact time 16. What are the practicals or field trip requirements for this module? None 17. What methods of assessment are used in the module (indicate the % weighting for each method) Assignments (30%) Class test (20%) Examination (50%) 18. What is the duration of the module? (in weeks) 15 weeks
Content: Introduction to theoretical basis of mathematics education: • Views on the nature of mathematics • Views on how children learn mathematics Study of important and foundational mathematics education ideas applicable to Foundation and Intermediate Phase teaching of • Number • Operations • Patterns
Assessment: Assignments (30%) Class test (20%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

Mathematics Education for FI Phase
EDMA227 E2 (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The aim of this module is to provide a sound basis of the educational theories that underpin mathematics teaching in the Foundation and Intermediate phases, and in depth understanding of the mathematics content areas taught in the Foundation and Intermediate phases.
Content: Introduction to theoretical basis of mathematics education: • Development of geometric thinking, and theories of learning geometry • Views on how children learn measurement concepts Study of important and foundational mathematics education ideas applicable to Foundation and Intermediate Phase teaching of • Shape and Space • Measurement
Assessment: Assignments (30%) Class test (20%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

Maths Educ for FET Teachers : Diff Calc
EDMA231 E1 (39L-20T-0P-0S-70H-10R-0F-0G-21A-15W-16C)
Prerequisite Requirement: A pass in Mathematics for FET Teachers 2: Pre-Calculus. This is to ensure explicit competence in all pre-calculus concepts that link up with and render the understanding of differential calculus sensible and attainable.
Prerequisite Modules: EDMA161
Corequisite: None
Aim: The module is intended for pre-service FET mathematics teachers. The purpose is to develop personal confidence and competence in mathematics content. This will prepare teachers to have the requisite content knowledge for effective facilitation of learning of mathematics in the FET Phase.
Content: The following topics will be covered: • Limits; • Continuity; • Differentiability; • Differentiation; • Implicit Differentiation; • Applications of Differentiation
Assessment: A class mark made up from a combination of projects, class tests, assignments and other tasks: (50%) Examination (50%)
DP Requirement: A minimum mark of 40% and a minimum attendance of 75% of the module contact time

Mathematics for Educators Method 2
EDMA301 EC (26L-13T-0P-0S-36H-0R-0F-0G-5A-13W-8C)
Prerequisite Requirement: A pass in Mathematics for Educators 210
Aim: To prepare preservice teachers to facilitate the learning of mathematics in the Senior / FET Phase.
Content: Issues related to the teaching of geometry; a look at some interesting Euclidean and Non- Euclidean geometry theorems which are not necessary included in the school curriculum; creation of appropriate classroom materials for the teaching of geometry in the Senior Phase/FET classroom; use of computer technology in working with geometry.
Assessment: Assignments, tests, projects and classwork 50% Examination 50%. Students must obtain at least 40% in the final examination in order to pass the course.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Mathematics for Educators 310
EDMA310 EC (52L-20T-0P-0S-78H-0R-0F-0G-10A-13W-16C)
Prerequisite Requirement: Mathematics for Educators 210 and 220

Aim: The purpose of this optional module is to provide pre-service teachers with the opportunity to increase their personal confidence and competence in Maths, to develop a broad understanding of a selection of Maths topics, and to prepare pre-service teachers to facilitate the learning of Maths in the FET band.
Content: Further applications of derivatives; derivatives of exponential and logarithmic functions; integration; simple integration techniques; some application of integrals
Assessment: Tutorial tests, tests or projects 50%; Examinations 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Primary Mathematics Education 311
EDMA311 EC (52L-26T-0P-0S-72H-0R-0F-0G-10A-0W-16C)
Prerequisite Requirement: Achieved at least 40% in Primary Mathematics Education 210
Aim: The teaching and learning of: Data handling, space and shape and measurement; numbers and operations. Current trends in mathematics education.
Content: The teaching and learning of : Data handling, space and shape and integers, (basic concepts and computations). Current trends and issues in Mathematics Education.
Assessment: Assignments, tests, projects and classwork 50% Examination 50%. Students must obtain at least 40% in the final examination in order to pass the course.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Mathematics for Educators 320
EDMA320 EC (52L-20T-0P-0S-78H-0R-0F-0G-10A-13W-16C)
Prerequisite Requirement: At least a pass of 40 % in Mathematics for Educators 310
Aim: The purpose of this optional module is to provide pre-service teachers with the opportunity to increase their personal confidence and competence in Maths, to develop a broad understanding of a selection of Maths topics, and to prepare pre-service teachers to facilitate the learning of Maths in the FET band.
Content: Further application of integrals; transcendental functions and differential equations; further integration techniques; ordinary differential equations; modeling of differential equations; numerical method.
Assessment: Assignments, tests or projects 50%; Examinations 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module

Maths for FET Teachers 4 Integral Calculus
EDMA321 E2 (39L-20T-0P-0S-60H-10R-0F-0G-31A-15W-16C)
Prerequisite Requirement: A pass in Mathematics for FET Teachers 3: (Differential Calculus)
Aim: The module is intended for pre-service FET mathematics teachers. The purpose is to develop personal confidence and competence in mathematics content. This will prepare teachers for effective facilitation of learning of mathematics in the FET band.
Content: It will cover the following: • The Fundamental Theorem of Calculus and Indefinite Integration; Indeterminate forms and L' Hopital's Rule; • Applications of Indefinite Integration (Initial Value Problems (IVP), First Order Differential Equations); • Techniques of Integration (Integration by Substitution, Integration by Partial Fractions, Integration by Parts); • Integrals involving exponential and logarithmic functions; • Integrals involving trigonometric and inverse trigonometric functions; • Riemann Sums leading to the Definite Integral; • Applications of Definite Integration (Area under a curve, Volumes of solids of revolution); • Exact , homogeneous and non-homogeneous differential equations • Modelling of differential equations. • Numerical Methods.
Assessment: A class mark comprising of the combination of class tests, assignments, projects, seminars and other tasks: (50%) Examination: (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time

Maths Ed for SP3 Algebra and Functions
EDMA322 E1 (39L-20T-0P-0S-60H-10R-0F-0G-31A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The module is intended to prepare pre-service teachers to facilitate the teaching and learning of mathematics in the Senior Phase. The purpose is to develop personal confidence and competence in mathematics content especially in algebra concepts. This will prepare teachers for effective facilitation of learning of mathematics in the SP bands of study.

It aims to provide a sound knowledge base in algebra topics allowing them to apply the specific knowledge in a way that connects to various concepts in mathematics.
Content: Study of important and foundational mathematics education ideas applicable to Senior Phase teaching of algebra: • Variables • Using patterns as a tool for generalisation • Working with algebraic expressions and language • Solving equations, inequalities and proving identities • Functions and relations and graph work involving selective functions • Problem solving
Assessment: Class tasks, oral presentation and Assignments (30%} Class test (20%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time as per attendance register.

Maths Education for SP4 Stats and Probability
EDMA323 E2 (39L-20T-0P-0S-60H-10R-0F-0G-31A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare pre-service teachers to facilitate the teaching and learning of mathematics in the Senior Phase. Specifically, the aim is to enable pre-service teachers to apply basic knowledge of statistics and probability in problem solving or investigative contexts.
Content: Study of important and foundational mathematics education ideas applicable to Senior Phase teaching of data handling: • Formulation of questions designed to solve an everyday problem . • Data collection techniques (e.g., surveys, experiments, and simulations such as sampling) using an interesting problem. • Data analysis & Presentation: Graphical (e.g., picture graphs, line plots, stem-andleaf plots, bar graphs & histograms, pie charts, line graphs). • Interpretation of results (communication of results with others: e.g., presenting findings about the suitability of f204 & F208 for Tutorials in terms of size). • Probability of an event & Sample spaces . • Randomness (Mutually exclusive & Independent events) Statlstlcal technique: Tallies Frequency tables Mean, Mode, & Median Box-and-whisker plots & Five Number Summaries Random sampling Venn diagrams Unconditional probability Tree diagrams Stem-and-leaf plots Scatter plots Histogram Mean absolute deviation Probability concepts Counting Principle Permutations & Combinations Probability (Sample) space Unconditional probability Conditional Probability Independence Mutually exclusive events
Assessment: Assignment (20%): Oral presentation - 10% & Task - 10% Research Project (10%) Class tests (20%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time as per attendance register.

Maths EM2 SP Algebra and Functions
EDMA324 E2 (39L-20T-0P-0S-60H-10R-0F-0G-31A-15W-16C)
Prerequisite Requirement: Mathematics for Senior Phase Teaching 2 (Algebra and Functional Relations)
Corequisite: None
Aim: To prepare student teachers to facilitate the teaching and teaming of Algebra and Functions in the Senior Phase.
Content: •The teaching and learning of algebra and a selection of functions related to the Senior Phase using variety of resources such as technology. manipulatlves etc. •Analysing misconceptions in Algebra and Functions. •A study about theories of learning mathematics.
Practicals: A minimum class mark of 40% and a minimum attendance of 75% of the module contact time as per attendance register.
Assessment: A class mark made up from o combination of: Projects. assignments and other tasks: (20%) Class tests {30%)
DP Requirement: A minimum class mark of 40% and a minimum attendance of 75% of the module contact time as per attendance register

Maths Education for Found and Inter Phase 3
EDMA325 E1 (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: To provide a sound basis of the educational theories that underpin mathematics teaching in the Foundation and Intermediate Phases, and in depth understanding of the mathematics content areas taught in the Foundation and Intermediate Phases
Content: Introduction to theoretical basis of mathematics education: • Mathematical proficiency • Development of statistical literacy • Development of algebraic thinking Study of important and foundational mathematics education ideas applicable to Foundation and Intermediate Phase teaching of • Data Handling • Proportional reasoning • Early algebra
Assessment: Assignments (30%) Class test (20%) Examination (50%)
DP Requirement: A minimum class mark of 40% and a minimum attendance of 75% of the module contact time.

Mathematics Education Method 1 Intern Phase
EDMA326 EC (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: To provide a sound basis of the pedagogical content knowledge, teaching strategies and classroom practices required to effectively facilitate mathematics learning in the Intermediate Phase.
Content: Overview of current national curriculum requirements for Intermediate Phase Mathematics Models and artifacts for number Common misconceptions and errors in number Selection and design of games to promote mathematical learning Use of children's literature to motivate and enhance mathematical learning Using technology in the mathematics classroom.
Assessment: Assignments (25%) Class test (25%) Development of classroom materials (25%) Teaching practice project (25%)
DP Requirement: Minimum attendance of 75% of the module contact time

Maths Ed Method 2 for FET Algebra and Calculus
EDMA328 E1 (39L-20T-0P-0S-60H-10R-0F-0G-31A-23W-16C)
Aim: To prepare pre-service teachers to facilitate the teaching and learning of algebra and calculus in the FET Phase of schooling within the CAPS curriculum framework. This module aims to develop the students to become a subject specialist, mediator of learning, interpreter and designer of learning programmes and an assessor of learning.
Content: The topics covered are: • The teaching and learning of algebra (equations, inequalities) and calculus. • The teaching and learning of a selection of functions located in the FET Phase using a variety of resources e.g. technology, manipulatives etc. • Analysing misconceptions in Algebra and Calculus. • Reasoning in mathematics (e.g., making conjectures, exploring, justifying claims) as a defining feature of mathematics. • Assessment in the FET phase (designing assessment tasks). • A study about theories of learning mathematics (e.g. Dubinsky, Vygotsky, Olivier, Siyepu, etc.). • Unpacking the CAPS document.
Assessment: A class mark made up from a combination of projects, class tests, assignments and other tasks: (50%) Examination: (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time

Maths Ed for FET Teachers 5 Stats and Prob
EDMA329 E1 (39L-20T-0P-0S-60H-10R-0F-0G-31A-15W-16C)
Prerequisite Requirement: None. No prerequisite beyond the entrance requirements for an FET specialisation in mathematics
Aim: The module is intended for pre-service FET mathematics teachers. The purpose is to develop personal confidence and competence in mathematics content. This will prepare teachers for effective facilitation of learning of mathematics in the FET band.
Content: It will cover the following: • Descriptive statistical methods; Shapes of Distributions, • Measures of Centre and Spread, • The Fundamental Counting Principle, • Use of Venn diagrams to calculate probabilities, • Permutations and combinations in probability calculations, • Least Squares Regression Line; linear regression and Correlation, • Sampling distributions, • Interval estimates for a population mean, standard deviation and proportion, • A confidence interval for a population mean and proportion, • Hypothesis tests for means and proportions
Assessment: A class mark made up of a combination of research projects, class tests, assignments and other tasks: (50%) Examination: (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75 % of the module contact time

Mathematics for Educators Method 3
EDMA401 EC (26L-13T-0P-0S-36H-0R-0F-0G-5A-13W-8C)
Prerequisite Requirement: A pass in Mathematics for Educators Method 1 and Mathematics for Educators Method 2.
Aim: To prepare pre-service teachers to facilitate the learning of mathematics in the FET Phase.
Content: Getting familiar with the FET curriculum; issues related to the teaching of Functions, Calculus and Trigonometry at the FET Level; use of Technology in the FET classroom; the creation of appropriate classroom materials for the FET classroom.
Assessment: Assignments, tests, projects and classwork 50% Examination 50%. Students must obtain at least 40% in the final examination in order to pass the course.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Mathematics for Educators 410
EDMA410 EC (52L-13T-0P-0S-85H-0R-0F-0G-10A-13W-16C)

Prerequisite Requirement: A pass in Mathematics for Educators 310
Aim: To provide pre-service teachers with the opportunity to increase their personal confidence and competence in Maths, to develop a broad understanding of a selection of Maths topics, and to prepare pre-service teachers to facilitate the learning of Maths in the FET band.
Content: The Real Number System; Series; Sequences; Continuity; Countibility; Cluster points; Financial Mathematics.
Assessment: Assignments, tests or projects 50%; Examinations 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Mathematics Education Method 3 for FET
EDMA411 E2 (39L-20T-0P-0S-60H-10R-0F-31G-0A-15W-16C)
Aim: To prepare pre-service teachers to facilitate the teaching and learning of mathematics in the FET Phase within the CAPS curriculum. This module develops the students to become a subject specialist, mediator of learning, interpreter and designer of learning programmes and an assessor of learning.
Content: • Critical engagement with readings on current perspectives on teaching and learning probability and statistics • Developing statistical reasoning • The understanding of concepts such as data, statistical models and modelling, distributions, center, probability, variability, comparing groups, sampling, statistical inference and covariation. • Models in solving probability problems • Visualization and representations • the use of technology in teaching statistics and probability • recognizing and dealing with misconceptions in statistics and probability
Assessment: A class mark made up from a combination of projects, class tests, assignments and other tasks: (50%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time

Maths EM3 SP Statistics and Probability
EDMA412 E2 (39L-20T-0P-0S-60H-10R-0F-0G-31A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare pre-service teachers to facilitate the teaching and learning of data handling in the Senior Phase.
Content: Study of important and foundational mathematics education ideas applicable to Senior Phase teaching of data handling: •Linking assessment strategies with statistical thinking •Development of statistical reasoning in investigating and solving real life problems/issues.
Assessment: A class mark made up from a combination of: projects, assignments, demonstrations and other tasks: (20%) Class tests f30%J Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time as per attendance register.

Mathematics Education Method 2 for IP
EDMA413 E2 (39L-0T-0P-0S-80H-10R-31F-0G-0A-15W-16C)
Aim: The aim of this module is to provide a sound basis of the pedagogical content knowledge, teaching strategies and classroom practices required to effectively facilitate mathematics learning in the Intermediate Phase..
Content: Instructional strategies and planning for mathematics instruction Assessment in mathematics Common misconceptions and errors in geometry and measurement Selection and design of classroom materials to promote geometric and measurement learning Using technology and software (for example Geometers Sketchpad or GeoGebra) in the mathematics classroom. Becoming a reflective practitioner – introduction to classroom research
Assessment: Assignments (25%) Class test (25%) Development of classroom materials (25%) Teaching Practice project (25%)
DP Requirement: A minimum attendance of 75% at lectures and tutorials is required.

Mathematics Education Method 1 for FET
EDMA414 E1 (39L-20T-0P-0S-60H-10R-0F-0G-31A-23W-16C)
Aim: To prepare student teachers to facilitate the teaching and learning of mathematics in the FET Phase.
Content: A study about theories of learning mathematics, including van Hiele, Piagetian and visualisation theories, • The use of diagrams, manipulatives, and technology in teaching and learning mathematics. • Designing of Lesson Plans. • Marking techniques. • Teaching and learning of Trigonometry, proof and proving, Euclidean, Non-Euclidean and Coordinate Geometry. • Misconceptions in Geometry and Trigonometry.
Assessment: A class mark made up from a combination of projects, class tests, assignments and other tasks: (50%) Examination (50%)

DP Requirement: A minimum class mark of 40% and a minimum attendance of 75% at lectures and tutorials is required.

Mathematics for Educators 420
EDMA420 EC (52L-13T-0P-0S-85H-0R-0F-0G-10A-13W-16C)
Prerequisite Requirement: At least a 40% pass in Mathematics 410
Aim: To provide pre-service teachers with the opportunity to increase their personal confidence and competence in Maths, to develop a broad understanding of a selection of Maths topics, and to prepare pre-service teachers to facilitate the learning of Maths in the FET band.
Content: Explorations in Mathematics using Technology.
Assessment: Assignments, tests or projects 50%; Examinations 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Mathematics Teaching FET 601
EDMA600 E1 P1 (25L-14T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: The module is intended for pre-service FET phase Mathematics teachers to introduce to and engage students with the skills, attitude and knowledge required to teach Mathematics in the FET phase. The purpose is to develop knowledge about teaching and learning Mathematics in the FET phase; develop specialist teaching skills and competencies; develop practical skills for teaching Mathematics; introduce educational and professional issues relevant to Mathematics; design; and produce Mathematics resources and technology for specific teaching purposes.
Content: The module will cover the following content: •The Mathematics FET assessment and policy documents •The Mathematics FET content as prescribed by the national curriculum documents for example a selection of the following content areas: Functions; Number Patterns, Sequences, Series; Finance, growth and decay; Algebra; Differential Calculus; Probability; Euclidean Geometry and Measurement; Analytical Geometry; Trigonometry and Statistics will be discussed. •Affective issues in Mathematics FET learning •The selection, sequencing and pacing in Mathematics FET teaching as per the national curriculum requirements •Issues and debates in Mathematics education, learning about the African context (diversity, inclusivity, socio-economic factors and HIV/Aids) •The use of innovative instructional strategies, technology and manipulatives in FET Mathematics teaching •Campus-based peer teaching, peer observation and reflection within the context of FET Mathematics teaching
Assessment: Formative assessment: (50%) :A class mark made up from a selection of activities including research projects,, class tests , assignments,presentations and portfolio tasks. Summative assessment: (50%).
DP Requirement: A minimum attendance of 75% at lectures and tutorials is required.

Mathematical Literacy Teaching 601
EDMA601 E1 P1 (25L-14T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: The module is intended for pre-service FET phase Mathematical Literacy teachers to introduce to and engage students with the skills, attitude and knowledge required to teach Mathematical Literacy. The purpose is to develop knowledge about teaching and learning Mathematical Literacy; develop specialist teaching skills and competencies; develop practical skills for teaching; introduce educational and professional issues relevant to Mathematical Literacy; and design and produce resources and technology for specific teaching purposes.
Content: The module will cover the following content: •The Mathematical Literacy national assessment and policy documents •The Mathematical Literacy content as prescribed by the national curriculum documents for example a selection of the following content areas: Interpreting and communicating answers and calculations; Numbers and calculations with numbers; Patterns, relationships and representations; Finance; Measurement; Maps, plans and other representations of the physical world; Data handling and Probability will be discussed. •Affective issues in Mathematics Literacy learning •The selection, sequencing and pacing in Mathematics Literacy teaching as per the national curriculum requirements •Campus-based teaching, peer observation, peer assessment and reflection within the context of Mathematics Literacy •Issues and debates in Mathematics Literacy education, including particular issues about the African context as well as issues about diversity, inclusivity, socio-economic factors and HIV/Aids •The use of innovative instructional strategies in Mathematics Literacy teaching, including the use of technology and manipulatives
Assessment: Formative assessment: (50%) :A class mark made up from a selection of activities including research projects,, class tests , assignments,presentations and portfolio tasks. Summative assessment: (50%).
DP Requirement: A minimum attendance of 75% at lectures and tutorials.

Mathematical Literacy Teaching 602
EDMA602 E2 P2 (25L-14T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: The module is intended for pre-service FET phase Mathematical Literacy teachers to further develop students with

respect to the skills, attitude and knowledge required to teach Mathematical Literacy in the FET phase. The purpose is to further develop knowledge about teaching and learning Mathematical Literacy; further develop specialist teaching skills and competencies and further develop practical skills for teaching Mathematical Literacy.
Content: The module will cover the following content: •The nature of Mathematical Literacy •Expressing specialist pedagogic content knowledge with respect to mathematical concepts in Mathematical Literacy with reference to current school topics as per the national curriculum documents. The topics include a selection of the following content areas: Interpreting and communicating answers and calculations; Numbers and calculations with numbers; Patterns, relationships and representations; Finance; Measurement; Maps, plans and other representations of the physical world; Data handling and Probability. •Designing tasks and assessments in Mathematical Literacy as per the national curriculum requirements •Reflecting on and extending ideas revolving around situational and practical learning •Learner misconceptions within the context of Mathematical Literacy teaching in Africa
Assessment: Formative assessment: (50%) :A class mark made up from a selection of activities including research projects,, class tests , assignments,presentations and portfolio tasks. Summative assessment: (50%).
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% at lectures and tutorials.

Mathematics Teaching FET 602
EDMA603 (25L-14T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: The module is intended for pre-service FET Phase Mathematics teachers to further develop students with respect to the skills, attitude and knowledge required to teach Mathematics in the FET phase. The purpose is to further develop knowledge about teaching and learning Mathematics in the FET phase; further develop specialist teaching skills and competencies and further develop practical skills for teaching Mathematics.
Content: The module will cover the following content: •The nature of Mathematics and Mathematical thinking •Applying specialist pedagogic content knowledge with respect to mathematical concepts in the FET Mathematics national curriculum with reference to current school topics. The topics include a selection of the following content Number, Patterns Sequences,Series, Finance,growth and decay, Algebra;Differential Calculus;Probability; Euclidean Geometry and Measurement;Analytical Geometry and Measurement;Analytical Geometry; Trigonometry and Statistics.Designing tasks and assessments in FET Mathematics as per the national curriculum requirements •Learner misconceptions within the context of Mathematics FET teaching in Africa. Reflecting on and extending ideas revolving around situational learning.
Assessment: Formative assessment(50%) A class mark made up from a selection of activities including research projects , class tests , assignments presentations and portfolio tasks. Summative assessment (50%): Examination.
DP Requirement: A minimum attendance of 75% at lectures and tutorials and a minimum of 40% in the coursework component of the module.

Mathematics Teaching 401
EDMA604 EC PC (40L-0T-0P-0S-120H-0R-0F-0G-0A-0W-16C)
Aim: Develop knowledge about teaching and learning in the chosen specialisation; develop specialist teaching skills and competencies; develop practical skills for teaching the subject/ discipline/ learning area; introduce educational and professional issues relevant to the course; design and produce resources and technology for specific teaching purposes.
Content: Curriculum issues; teaching, learning and assessment; learner misconceptions and errors; teaching plans and learning programmes; reflecting on practice teaching and observations of experienced teachers.
Practicals: 12 weeks in schools.
Assessment: Attendance and Course work: 50%; Examinations: 50%.
DP Requirement: As per college rules.

Mathematics Learning Area Studies
EDMA606 EC PC (40L-0T-0P-0S-120H-0R-0F-0G-0A-20W-16C)
Prerequisite Requirement: Relevant credits in the degree for area of specialisation.
Aim: Develop knowledge about teaching and learning in the chosen learning area in the senior phase of General Education Training.
Content: The nature of the learning area as defined in the Curriculum statement. Teaching, learning and assessment in the learning area. Common misconceptions in the learning area and strategies to overcome these. Design a coherent learning programme in the learning area, producing teaching resources, and designing assessment tasks in line with the national curriculum statement. Communication in the learning area. Specialized teaching techniques relevant to each learning area. Reflecting on teaching experience, and observation of experienced teachers at work.
Practicals: 12 weeks in schools.

Assessment: Attendance and Course work: 50%; Examinations: 50%.
DP Requirement: As per college rules.

Mathematics Teaching FET 602
EDMA607 E2 P2 (25L-14T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: The module is intended for pre-service SP Mathematics teachers to introduce to and engage students in the skills, attitude and knowledge required to teach Mathematics in the Senior Phase. The purpose is to develop knowledge about teaching and learning; develop specialist teaching skills and competencies; develop practical skills for teaching; introduce educational and professional issues relevant to Mathematics; and design and produce resources and technology for specific teaching purposes.
Content: The module will cover the following content: •The Mathematics SP national curriculum, assessment and policy documents •Mathematics SP content as prescribed by the national curriculum documents for example a selection of topics from the following content areas Numbers, Operations and Relationships; Patterns, Functions and Algebra; Space and Shape (Geometry); Measurement; and Data Handling will be discussed. •Affective issues in Mathematics SP learning •The selection, sequencing and pacing in Mathematics SP teaching as per the national curriculum requirements •Campus-based teaching, peer observation, peer assessment and reflection within the context of SP Mathematics •Issues and debates in Mathematics education and learning about the African context (diversity, inclusivity, socio-economic factors and HIV/Aids) •The use of innovative instructional strategies, technology and manipulatives in Mathematics SP teaching.
Assessment: Formative assessment: • research projects (10%), • class tests (10%), • assignments (20%), • group work (10%) • assessment portfolio (50%) made up of portfolio tasks: campus-based peer teaching tasks (10%), designing of resources (15%), analysis and reflection of case studies (10%) and designing of lesson plans (15%).
DP Requirement: A minimum attendance of 75% is required at lectures and tutorials.

Mathematics Teaching FET 602
EDMA608 (25L-14T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: The module is intended for pre-service SP Phase Mathematics teachers to further develop students with respect to the skills, attitude and knowledge required to teach Mathematics in the Senior phase. The purpose is to further develop knowledge about teaching and learning Mathematics in the Senior phase; further develop specialist teaching skills and competencies and further develop practical skills for teaching Mathematics.
Content: The module will cover the following content: •The nature of Mathematics and Mathematical thinking •Applying specialist pedagogic content knowledge with respect to mathematical concepts in the Mathematics SP national curriculum with reference to current school topics. A selection of topics from the following content areas Numbers, Operations and Relationships; Patterns, Functions and Algebra; Space and Shape (Geometry); Measurement; and Data Handling will be discussed. •Designing successful tasks and assessments in Mathematics SP as per the national curriculum requirements •Reflecting on and extending ideas revolving around situational learning •Learner misconceptions within the context of Mathematics SP teaching in Africa
Assessment: A continuous assessment class mark made up of research projects (15%), class tests (10%), assignments (10%) and portfolio tasks (15%): (50%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% at lectures and tutorials is required.

M Thesis: Mathematics Education CY
EDMA8CY (0L-0T-0P-0S-1920H-0R-0F-0G-0A-0W-192C)

Sociology of Mathematics Education
EDME814 E2 PE (28L-11T-0P-7S-60H-3R-10F-21G-40A-0W-18C)
Aim: To further the students' understanding of how social, cultural and political values and institutions, as well as individual experiences affect mathematics education and its outcomes. The students should come to a deeper comprehension of the role of mathematics education in socialization and social reproduction. They will engage with issues of structure and agency in relation to mathematics education, and be able to apply this in contextualized analysis of cases. In particular, they will come to an understanding of relations of power that regulate within mathematics and mathematics education practices and between these and other practices.
Content: •The reproduction of social class through mathematics education•The recontextualisation of practices in South African school mathematics and mathematics literacy and the impact on epistemological access to mathematical practices• Discourses of mathematics and mathematics education and their structuring as it links to relations of power•

The role of pedagogy in transformation of knowledge and its effects• The role of assessment in reproduction and appropriation of mathematical practices.
Assessment: Tasks 40%, Presentation of selected content 10%, Basic summative task: Test of comprehensive of basic theoretical concepts from the module, together with one small application task – written and/or oral presentation 25%, Advanced summative task: Analysis of real data using the theories from the module – written and/or oral presentation 25%.
DP Requirement: Completion of all assessment tasks, 75% attendance at all lectures and a minimum of 50% in the continuous assessment mark.

Gender and Education Management
EDMN701 EC (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: This module aims to introduce students to theories of gender and to acquaint students with the principles of and issues in management. The module is a blend of theoretical introductions, case studies and issues and debates concerning gender and management and practical engagement with challenges facing school managers and teachers.
Content: The module focuses on broad issues relating to gender and education management. The module foregrounds the relationship between gender and educational management, in addition the module looks at the laws and policies relating to gender and educational management.
Assessment: Continuous assessment (100%): seminar presentation (20%), minor assignment (40%), major assignment (40%).
DP Requirement: A minimum of 75% attendance at contact sessions and submission of all assessment tasks.

Intro to Educ Leadership & Management
EDMN712 E1 P1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To introduce students to concepts, theories and models of leadership and management. The emphasis is on linking concepts, theories and models to practices and also how practices in turn inform concepts, theories and models. This module will also bring into dialogue African, Western and/or Eurocentric notions of leadership and management.
Content: This module focuses on concepts, theories and models of educational leadership and management. It covers contested meanings of leadership and management and its synergy to each other. Theories such as servant leadership, leadership for learning, distributed and ethical leadership; collegial, formal and subjective theories are discussed.
Assessment: Continuous assessment 100%: minor assignment (20%), major assignment (50%); online assessment tasks (15%); and formal seminar presentations (15%).
DP Requirement: A minimum of 75% attendance at contact sessions and submission of all assessment tasks.

Introduction to Education Law and Policy Planning
EDMN715 E2 P2 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To introduce students to the wide discipline that incorporates education law and policy. The module is intended to theoretically foreground students with the relevant knowledge so that they can critically interpret various education policies and laws from Africanized, Westernized and European perspectives. More so, the module seeks to equip students with the necessary skills of engaging with education policy and law discourses so they can ethically serve the needs of the organizations in which they serve.
Content: This module focuses on a broad range of pertinent issues around policy and law in education. It covers the policy process; the contested nature of policy; the social and cultural dynamics in the context of policy implementation, and law and governance in diverse educational contexts.
Assessment: Continuous assessment (100%): seminar presentation (15%), minor assignment (20%), and online assessment tasks (15%) and major assignment (50%)
DP Requirement: A minimum of 75% attendance at contact sessions and submission of all assessment tasks.

Leading and Managing Educational Change
EDMN716 E2 P2 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None

Aim: In this module, students will critically analyse key aspects of leading and managing educational change from Africanised, Westernised, and European perspectives. The module will examine the structural, human resource, cultural, and political perspectives in relation to leading and managing change in educational organisations. Furthermore, uses theories and practice to investigate how education institutions and individuals experience educational change.
Content: Students will explore organisational issues of change and key organisational and personnel issues involved with leading and managing educational change successfully. By reflecting on their own practices, drawing on literature and critically engaging on theoretical models, students will explore complexities of change, and how people react to change.
Assessment: Continuous assessment (100%): seminar presentation (15%), minor assignment (20%), and online assessment tasks (15%) and major assignment (50%)
DP Requirement: A minimum of 75% attendance at contact sessions and submission of all assessment tasks.

Leading and Managing People in Education
EDMN717 E1 P1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: This module focuses on the key issues relating to leading and managing people as important resources in any organisation. The module aims to explore the theoretical and ethical issues underpinning the management of people in education and also to link the theory and practice of managing people to diverse contexts.
Content: The content of the module includes a wide range of issues such as, theorising human resources management in the context of educational organisations and critiquing managerialism in relation to human resources management. The module also brings into dialogue African, Western and/or Eurocentric notions of leadership and management.
Assessment: Continuous assessment (100%); seminar presentation (10%), online tasks (10%), minor assignment (30%), major assignment (50%).
DP Requirement: A minimum of 75% attendance at contact sessions and submission of all assessment tasks.

Leading Prof in Learning Communuties
EDMN814 EC PC (30L-0T-0P-30S-208H-0R-0F-0G-52A-0W-32C)
Prerequisite Requirement: Theoretical and Methodological Approaches to Educational Leadership, Management and Policy
Aim: The module seeks to critically examine theory, research and practice in relation to the leadership of human resources within professional learning communities, and to explore leadership within a constantly changing educational context.
Content: The module exposes students to critical engagements with theories and perspectives on educational change, leadership for organizational learning and organizational cultures within communities of practice.
Assessment: The module has three assessment tasks comprising a minor assignment of 1500 words and weighted at 20%; seminar presentations of 30% weighing and a major assignments of 5000 words weighted at 50%.
DP Requirement: A minimum of 75% attendance at contact sessions, completion and submission of all assessment tasks.

Science Toolbox
EDNS111 E1 (39L-0T-56P-0S-17H-15R-0F-0G-33A-15W-16C)
Aim: The aim of this module is to enable student teachers to develop the skills required to engage meaningfully in the study of the natural sciences in the senior phase. In particular it will provide students with the necessary cognitive and conceptual tools, and practical competences for studying the discipline, and enable students to develop the competence to apply concepts and principles in relevant contexts
Content: • Reading scientific texts • Meaning-making strategies- summaries, concept maps, flow diagrams • The use of the microscope • The cell as the basic unit of life • Process skills • The geologic timescale and its importance in understanding evolution • Evolution as the unifying theme in Biology • Principles of classification- Biology • Periodic Table- Atoms,elements, compounds and mixtures • Mathematical skills • Light • Measurement • Problem-solving
Practicals: At least 60% of the course will consist of practical work
Assessment: • Tests = 25% • Practical activities, tasks= 25% • Practical examination = 50%. A sub-minimum of 40% in the practical examination is required to pass the course
DP Requirement: At least 75% attendance and 40% course work.

Foundational Concepts in Physical Sciences
EDNS112 E2 (39L-20T-33P-0S-32H-20R-0F-0G-16A-15W-16C)

Aim: The aim of this module is to familiarise students with foundational concepts in physics and chemistry. This module will equip students with knowledge and specific skills to enable them to teach relevant topics in Natural Science in the Senior Phase. It will enable students to develop the competence to apply concepts and principles in relevant contexts.
Content: • Forces: foundational concepts and laws related to forces • Energy sources, energy flow and energy transformations • Basic electrostatics • Particle theory of matter: foundational concepts, models and principles related to the classification of matter. • Atomic structure: different models of atomic structure • Chemical bonding and reactions: foundational concepts and theories related to chemical bonding.
Practicals: Practical sessions as required
Assessment: Tests = 25% Assignments, practical work and other additional tasks = 25% Examination = 50%
DP Requirement: A minimum attendance of 75% for all practical activities and a minimum of 40% course mark.

Natural Science Method 2
EDNS202 EC (15L-10T-10P-10S-20H-5R-0F-0G-10A-11W-8C)
Aim: The purpose of this module is to prepare students to successfully teach the Natural Science Learning Area in the Intermediate (Grades 4,5,6) and Senior Phases (Grades 7,8,9).
Content: Topics covered in the module are: Learning Theories applicable to the teaching and learning of science, Practical Work and Investigations, Demonstrations, Improvisations, Laboratory Safety, Problem Solving, Concept Mapping, Indigenous Knowledge Systems and Western Science,Gender and Science
Assessment: 50 % examination + 50 % coursework.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Natural Science Education Method 1
EDNS211 E1 (23L-10T-0P-0S-60H-20R-0F-0G-47A-15W-16C)
Prerequisite Requirement: Science Toolbox – This module develops the process skills and experience required by students to understand the purpose and function of practical work in the sciences, as well as issues related to its implementation, and the nature of science.
Prerequisite Modules: EDNS111
Corequisite: None
Aim: This module will focus on the nature of the sciences and of indigenous knowledge systems. Emphasis will be on the Natural Sciences school curriculum, the purpose of practical work in science, and laboratory safety. A fundamental aspect of this module is to engage students in meaningful reflection on their Professional Practice experience.
Content: The nature of knowledge: Nature of Science and Indigenous Knowledge Systems, The Natural Science Curriculum, History of Science, Gender and Science Education, Practical work, Laboratory safety, Reflections on professional practice
Practicals: None
Assessment: • Tests = 25% • Assignments, tasks, and presentations = 25% • Examination = 50%
DP Requirement: At least 75% attendance and 40% course mark.

LAS Natural Sc & Tech Ed
EDNS310 EC (48L-4T-16P-0S-68H-18R-0F-0G-6A-13W-16C)
Aim: To introduce students to key concepts and skills in the disciplines of Natural Science and Technology, with a view to teaching these disciplines as part of the Foundation Phase Life Skills programme.
Content: Relationships between people and animals with regard to feeding and diseases; Food technology and requirements of people; How people and animals respond to their environment; Basic principles of ecology; Importance of soil and water; Basic sexual and asexual reproduction; energy sources and transfer; Daily and seasonal changes; Properties of materials; Classification of materials.
Practicals: Twelve
Assessment: Course work 50%; Examination 50%. A sub-minimum of 40% is required in the examination component of the final module mark.
DP Requirement: As per college rules.

Natural Science Education Method 2
EDNS311 E2 (23L-10T-0P-0S-60H-20R-0F-5G-47A-15W-16C)
Prerequisite Requirement: Science Toolbox, Introduction to Teaching and Learning in Natural Sciences – The module introduces students to the South African school curriculum and lesson plans, which are needed for engaging effectively in this module.

Aim: This module will focus on the development of conceptual and cognitive skills and practical techniques related to teaching the content topics covered in Natural Sciences Education content modules. In particular, it will introduce students to teaching approaches which are particular to the Natural Sciences; to interrogate strategies for teaching large classes, e.g. co-operative learning strategies; to further extend students' competences in lesson planning and presentation with emphasis on assessment; to develop competence in the use of resources, including ICT, in science learning commensurate with the needs of learners, the learner diversity and the diverse nature of the teaching and learning environments.
Content: • Inquiry based learning • Resource-based learning • Cooperative learning • Teaching large classes in science • Lesson planning and presentation • Assessment • Reflections on professional practice
Assessment: • Tests = 25% • Assignments, tasks, and presentations = 25% • Examination = 50%
DP Requirement: At least 75% attendance and 40% course mark

Natural Science Education Method 3
EDNS411 E2 (15L-15T-0P-3S-75H-8R-0F-0G-44A-15W-16C)
Prerequisite Requirement: Lesson Design in Natural Sciences – The module establishes the understanding of lesson planning and teaching approaches needed for effective learning programme design.
Aim: To provide students with a well-rounded and broad education that equips the graduate with the in-depth knowledge, theory and methodologies of the discipline to enable them to demonstrate the initiative and responsibility in an academic and professional context within an inclusive education framework. In particular, it will assist students in developing the ability to plan learning programmes using the knowledge and skills acquired in the previous two modules. Furthermore, students will be engaged in the development of two projects- one on the research and application of IKS in Science education as well as the development of an issue-based environmental education project
Content: • Learning Programmes • Projects- two on selected themes(eg IKS and EE) • Reflection on professional practice
Assessment: • Tests = 30% • Development of a learning programme = 40% • Research project from one of the knowledge strands = 30%
DP Requirement: At least 75% attendance.

Natural Sciences Teaching 601
EDNS601 E1 P1 (22L-10T-10P-0S-70H-10R-0F-0G-38A-15W-16C)
Aim: The main aim of this module is to introduce students who wish to specialise in Natural Sciences teaching in the Senior Phase (grades 7 – 9) to the knowledge, skills, values and attitudes required to teach Natural Sciences within the national school curriculum framework. To develop competence in teaching of Natural Science in the Senior phase.
Content: The module will cover the following content •Teaching and learning Natural Sciences •Using an inquiry approach to teach Natural Sciences •Practical work and investigations for Natural Sciences •Principles of curriculum - Natural Sciences National Curriculum Documents •Basic planning and instruction strategies for Natural Sciences •Practical learning through micro-teaching, lesson observations and lesson transcripts •Learning about diverse school and Natural Sciences classroom contexts •Identifying and managing barriers to learning Natural Sciences •Current issues and debates in Science in society •Career choices and professional progression as a Science teacher •Campus based peer teaching, peer observation and reflection
Practicals: A number of practical investigations based on the school curriculum are required for this module and will be carried out in the laboratory.
Assessment: Formative assessment with: Tests (20%) Group assignments (10%) Individual Assignments (40%) Individual Projects (30%)
DP Requirement: A minimum attendance of 75% at lectures, tutorials and practical Science sessions

Natural Sciences Teaching 602
EDNS602 E2 P2 (22L-10T-10P-0S-70H-10R-0F-0G-38A-15W-16C)
Aim: The main aim of this module is to introduce students who wish to specialise in Natural Sciences teaching in the Senior Phase (grades 7 – 9) to the knowledge, skills, values and attitudes required to teach Natural Sciences within the national school curriculum framework. To develop competence in teaching of Natural Science in the Senior phase.
Content: The module will cover the following content: •Designing higher order questions in Natural Sciences •Assessment in Natural Sciences •The Nature of Science and Natural Sciences Education •Communication and language in Natural Sciences classroom •Professional ethics for Natural Sciences teachers •Management and safety in the Natural Sciences Laboratory •Advanced planning and instruction strategies for Natural Sciences •Practical learning through micro-teaching, lesson observations and lesson transcripts •Learning about diverse school and Natural Sciences classroom contexts •Identifying and managing barriers to learning Natural Sciences

Practicals: A number of practical investigations based on the school curriculum are required for this module.
Assessment: Formative assessemnt with: Tests and group tasks (10%) Individual Assignments (30%) Projects (20%) Portfolio of work (40%)
DP Requirement: A minimum attendance of 75% at lectures, practicals and tutorials

Music Teaching 601
EDPD601 E1 P1 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: The main purpose of this module is for student teachers to engage critically with pedagogical knowledge, skills and values related to the teaching and learning of Music in the FET phase (grades 10 – 12) in the national schools' curriculum. To introduce students to the schools' curriculum, pedagogy and assessment as it relates to teaching Music. To prepare students to be able to teach Music competently in the FET phase.
Content: •The role of music in the education of a child •The Music FET curriculum and assessment policy documents •Designing lesson plans and resource material for teaching Music •Strategies for teaching Music theory and practicals •Assessment in Music for the FET phase •Introduction to teaching and learning of a musical instrument (e.g. recorder) and sight reading •Classroom management skills for effective Music pedagogy •Use of technology and resources for successful Music teaching •Campus-based teaching, peer observation and reflection
Practicals: Musical instrument playing (recorder) in the music room.
Assessment: Continuous assessment: Assignments = 20% Project = 20% Presentations = 20% Portfolio = 40%
DP Requirement: A minimum of 75% class attendance in practical presentations and tutorials is required.

Music Teaching 602
EDPD602 E2 P2 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: The main purpose of this module is for student teachers to engage critically with pedagogical knowledge, skills and values related to the teaching and learning of Music in the FET phase (grades 10 – 12) in the national schools' curriculum. To introduce students to the schools' curriculum, pedagogy and assessment as it relates to teaching of Music. To develop students understanding of the relationship of Music to the broader educational context. To prepare students to be able to teach the Music competently in the FET phase.
Content: •FET Music curriculum and assessment policy documents •Multicultural Music education and challenges in an African context •The significance and role of traditional African Music in education in an African context •Planning lessons and assessment strategies for Music theory and practicals •Designing and presenting lesson plans to teach Music •Designing and using technology and resources in Music for the FET phase •Research on critical issues in Music Education •Introduction to Philosophy and Psychology of Music education •Methods and approaches to the Music curriculum by e.g. Carl Off, Suzuki, Dalcroze, etc. •Classroom management strategies •Theoretical knowledge, skills and attitudes relating to basic recorder teaching and learning
Practicals: Musical instrument playing such as recorder in the music room.
Assessment: Assignments = 20% Practical test = 10% Presentations = 20% Examination = 50%
DP Requirement: •A minimum achievement of 40% in year mark (continuous assessment) assessment tasks •Class attendance of 75% in practical presentations and tutorials

Visual Arts Teaching 601
EDPD614 E1 P1 (25L-14T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: The main purpose of this module is for student teachers to engage critically with pedagogical knowledge, skills and values related to the teaching and learning of Visual Arts in the FET phase (grades 10 – 12) in the national school curriculum. To introduce students to the school curriculum, pedagogy and assessment as it relates to teaching of Visual Arts. To prepare students to be able to teach the main components of Visual Arts competently in the FET phase.
Content: •The role of Visual Art/Artist in education and society •The relevance of Visual Arts Education in the school curriculum •Visual Arts education and the media •Visual Arts aesthetics in South Africa •Visual Arts FET curriculum and assessment policy documents •Strategies for teaching Visual Arts theory and practicals •Assessment in Visual Arts •Lesson planning and resources for teaching Visual Arts •Campus-based peer teaching, peer observation and reflection •Classroom management for successful Visual Arts teaching
Assessment: Continuous Assessment: Assignments = 20% Projects = 20% Presentations = 20% Portfolio = 40%
DP Requirement: A minimum achievement of 75% class attendance in presentations

Visual Arts Teaching 602
EDPD615 E2 P2 (25L-14T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: The main purpose of this module is for student teachers to engage critically with pedagogical knowledge, skills and values related to the teaching and learning of Visual Arts in the FET phase (grades 10 – 12) in the national school

curriculum. To introduce students to the school curriculum, pedagogy and assessment as it relates to teaching of Visual Arts. To develop students understanding of the relationship of Visual Arts to other subjects in the broader educational context. To prepare students to be able to teach the main components of Teaching Arts competently in the FET phase.
Content: •The Visual Artist in the 21st century: Progress and Prospects •South African Education Policy and Visual Arts education •Text to Context: Representations in Visual Arts education •Youth Culture and appreciation in relation to Visual Arts context •Research on current issues in Visual Arts education •Appreciation and significance of Visual arts in relation to culture •Strategies for teaching Visual Arts theory and practicals •Assessment in Visual Arts •Classroom management skills for teaching Visual Arts •Lesson planning and resources for teaching Visual Arts •Campus-based peer teaching, peer observation and reflection
Assessment: Assignments = 20% Projects = 20% Presentations = 10% Examination = 50%
DP Requirement: A minimum achievement of 40% on year mark (continuous assessment) assessment tasks and minimum achievement of 75% class attendance in presentations.

Mentoring in Schools
EDPD704 E1 P1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The purpose of this module is to facilitate the professional development of (experienced) teachers as on-site mentors. It will develop the specific roles and responsibilities of senior/experienced teachers particularly in mentoring colleagues in South African schools. It emphasizes the developmental approach to mentoring.
Content: The module content is on teacher mentoring and engages students on literature, theory and processes of mentoring as part of teacher development, both of novice teachers and of experienced teachers. It further engages on issues of mentor/mentee relationships for the professional growth of teachers.
Assessment: Continuous assessment 100%: portfolio tasks and 2 major assignments.
DP Requirement: 75% attendance of planned lectures as per the attendance register and submission of all assessment tasks.

Teachers and the Curriculum
EDPD711 E2 P2 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The purpose of this module is for students to engage with different understandings of curriculum, specifically the official, planned curriculum and the implemented, interpreted curriculum. It describes the three key messages which underlie any curriculum: pedagogy, knowledge and assessment.
Content: The content of the module is driven by the following key questions: What do we mean by curriculum? How can key concepts of curriculum help us to understand the school curriculum? How might teachers' past curriculum experiences affect their responses to curriculum policy and curriculum change?
Assessment: Continuous assessment 100% e.g.: portfolio tasks 10%, assignments 90%.
DP Requirement: 75% attendance of planned lectures as per the attendance register.

Teacher Identities and Teacher Change
EDPD712 EC PC (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The module aims to explore how teachers negotiate their personal and professional identities within a range of contextual/social realities. The focus of the module is on the links between the personal - professional and its relation to varying social contexts, in working towards reconstructing / re-inventing selves as teachers and professionals.
Content: The module content centres around global and local discourses and debates relating to teacher identities and teacher work (includes engagement with the self, teachers' lives, teacher identities, teacher reflection, teacher personal and professional knowledge, teacher change)
Assessment: Continuous assessment 100% e.g.: Auto/Biographical essays, literature review, portfolio tasks (50%) and academic essay (50%)
DP Requirement: 75% attendance of planned lectures as per the attendance register and submission of all assessment task.

Teacher Agency in Professional Learning
EDPD713 E1 P1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The module aims to introduce students to the key concept of teacher professional learning and to provide students with a range of opportunities to reflectively and critically examine teacher agency in professional learning. The module aims to support the development of academic writing at the postgraduate level.
Content: Students will be introduced to a number of creative and participatory modes for exploring and facilitating teacher professional learning, such as memory-work, drawing, letter-writing, dramatic presentations, and mind mapping. Students gain experience of some foundation elements of academic writing, including taking a process approach to writing.
Assessment: Continuous assessment 100%: made up of two portfolios with numerous tasks (50 % each).
DP Requirement: 75% attendance of planned lectures as per the attendance register and submission of all assessment tasks.

Teacher Stress and Wellbeing
EDPD715 E1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The purpose of this module is to contribute to the continuous professional development of teachers by creating knowledge about job demands and by developing strategies how to effectively manage such demands. Teachers will also acquire knowledge and skills on how to create and foster personal and job resources to sustain their wellbeing.
Content: The module content is on job demands and resources in the teaching profession as well their role for stress, burnout and wellbeing of teachers. The Module further engages students on how to activate personal and job resources to sustain their wellbeing and provide quality teaching and learning.
Assessment: Continuous assessment 100%: made up of academic essays 50% and portfolio tasks 25 %, minor assignments/projects 25%.
DP Requirement: 75% attendance of planned lectures as per the attendance register and submission of all assessment tasks.

Rural Education and Multi Grade Teaching
EDPD716 E2 P2 (30L-0T-0P-0S-85H-0R-0F-0G-45A-0W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The module is located within the discourses on rural education with a focus on multi-grade teaching and learning. The module develops an understanding of rural education with a view to developing teachers' teaching and learning competence to teach within a rural context and within a multi-grade classroom.
Content: The module content engages with three aspects of rural education. The first aspect engages students on the contextual realities of a rural school that frames teaching, learning and schooling within such communities. The second aspect engages students on teaching and learning processes to provide quality education within a multi-grade classroom. The third aspect focuses on teacher development.
Assessment: Continuous assessment 100% e.g.: portfolio tasks 25% and assignments 75%.
DP Requirement: 75% attendance of planned lectures as per the attendance register.

Conceptualising Teacher Development
EDPD807 E1 P1 (45L-0T-0P-15S-180H-0R-0F-0G-80A-13W-32C)
Aim: Within the context of our rapidly changing educational context globally, and its impact on teachers and formal education, this module aims to develop in students a critically reflexive perspective on issues, debates and trends within the discourse of Teacher Development Studies. Through this critical engagement students will develop deep insights into theory, practice, policy and research. Further, this module aims to promote research literacy within the field of teacher development.
Content: Paradigms, theories and models of teacher education. Developing content literacy and research literacy in teacher development. Teacher learning, teacher knowledge and thinking Policy debates, curriculum and governance informing teacher development within a Southern African context. Social, professional and personal frames influencing Teacher Development Studies. Teacher socialisation focusing on professional learning and development through identity studies and narrative enquiry.
Assessment: The assessment for this module is based on 100% continuous formative assessment method.

DP Requirement: Attendance of 75% of contact sessions and submission of all assessment tasks.

Researching Teacher Development
EDPD808 E2 P2 (40L-0T-0P-15S-170H-0R-0F-5G-90A-13W-32C)
Prerequisite Requirement: Conceptualising teacher development
Aim: To expose students to the research and research agendas within teacher development. Current issues impacting on teachers and education, methodologies, methods and research literacy will be the primary focus of this module to develop in students the knowledge, skills and values of educational research in the area of teacher development and teacher studies.
Content: •Research in the areas of teacher knowledge, teacher learning, teacher work and teacher identity• Current issues in teacher development and education, nationally and internationally• Research foci within the domain of current issues in teacher development and education, nationally and internationally• Research methods and methodologies informing the research agendas within teacher development, nationally and internationally•Research ethics.
Assessment: The assessment for this module is based on 100% continuous formative assessment methods.
DP Requirement: Attendance of 75% of contact sessions and submission of all assessment tasks.

Foundational Chemistry
EDPS110 E1 (39L-20T-33P-0S-32H-20R-0F-0G-16A-15W-16C)
Prerequisite Requirement: EDNS112 - Foundational Concepts in Physical Sciences
Aim: The aim of this module is to provide students with the necessary cognitive and conceptual tools, and practical competences for studying the discipline. It will also enable students to develop the competence to apply concepts and principles in relevant contexts. In particular, it will focus on familiarising students with the chemistry content of molecular concept, bonding and periodic trends. This module will equip students with knowledge and specific skills to enable them to teach relevant topics in Physical Sciences in the FET phase of schooling.
Content: • • Inorganic chemistry – periodic table, trends • The molar concept and related calculations • Stoichiometry • Bonding • Hybridization • Molecular orbital theory (MOT) • Valence shell electron pair repulsion theory (VSEPR) • Gas Laws • Reaction kinetics • Solutions • Chemical equilibrium • Solution equilibria -Acids and bases & acid-base equilibria
Practicals: Practical sessions as required
Assessment: Tests = 25% Assignments, practical work and other additional tasks = 25% Examination = 50%
DP Requirement: A minimum attendance of 75% for all practical activities and a minimum of 40% course mark.

Chemical Reactions
EDPS111 E2 (39L-20T-33P-0S-32H-20R-0F-0G-16A-15W-16C)
Aim: The aim of this module is to familiarise students with the chemistry content of solution chemistry of salts, electrochemistry, main group elements, organic chemistry. This module will equip students with subject knowledge, theory and specific skills to enable them to teach relevant topics in Physical Sciences in the FET phase of schooling, and enable them to develop the competence to apply concepts and principles in relevant contexts.
Content: • Solution chemistry of salts • Inorganic – electrochemistry • Main group elements (groups 4, 5,6,7 –sulfur, phosphorus, nitrogen, oxygen & halogens) • Organic chemistry
Practicals: Practical sessions as required
Assessment: Test (25%) Assignments/Practicals (25%) Examination (50%)
DP Requirement: A minimum attendance of 75% for all practical activities and lectures and a minimum of 40% course mark

Physical Science for Educators Method 1
EDPS201 EC (20L-10T-0P-0S-40H-0R-0F-0G-6A-6W-8C)
Aim: To develop a deep understanding of the nature of physical science and the ways in which learners learn science; to critically assess the role of practical work in the learning of Physical Science; to develop understanding of the principles of NSC CAPS.
Content: The nature of Science; Science and Society; Rationale for Practical work; Specific Aims of the Physical Sciences CAPS.
Assessment: Course work 50%; Examination 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Physical Science for Educators 210
EDPS210 EC (40L-14T-20P-0S-60H-20R-0F-0G-6A-0W-16C)

Prerequisite Requirement: Matric pass in Physical Science at 60% or above.
Aim: This module will equip students with knowledge and scientific skills to enable them to teach relevant topics in Physical science from Grade 10 to Grade12 of the FET phase of schooling competently and confidently.
Content: Mechanics – Vectors, Newton's laws, Momentum, Kinematics, Work & Energy, Elasticity, Moments.
Practicals: 20
Assessment: Continuous assessment 50%; Examination 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Phys Sc Ed Method 1: Teaching & Learning
EDPS211 EC (23L-10T-0P-0S-60H-20R-0F-0G-47A-15W-16C)
Prerequisite Requirement: Science Toolbox – Experience of practical work and process skills are needed to engage in aspects of this module related to the use of investigations, problem solving and practical work in teaching and learning physical sciences.
Prerequisite Modules: EDNS111
Corequisite: Foundational Chemistry – Content of this module will be used as a context for developing an understanding of how physical science is taught.
Aim: The aim of this module is to develop students' knowledge of learning theories relevant to the discipline of Physical Science, and focus on the specific aims and teaching skills of the FET phase of the CAPS curriculum. Furthermore the module will focus on the development of conceptual and cognitive skills and practical techniques related to teaching the content topics in Physical Sciences.
Content: • The Physical Science (PS) curriculum with special references to the South African curriculum • Approaches to learning (learning theories relevant to the discipline) • The role of Inquiry-based teaching and learning in Physical Science • The role of Problem solving in the curriculum • The use of physical science equipment and practical • Reflection on Professional Practice
Assessment: Test (25%) Assignments/Projects (25%) Examination (50%)
DP Requirement: At least 75% attendance and a minimum of 40% course mark.

Physical Science for Educators 220
EDPS220 EC (30L-14T-30P-0S-60H-20R-0F-0G-6A-0W-16C)
Prerequisite Requirement: Matric pass in Physical Science at 60% or above
Aim: This module will equip students with knowledge and scientific skills to enable them to teach relevant topics in Physical Science in the FET phase of schooling.
Content: Basic Chemistry; Stoichiometry; Periodic Table/Chemical bonding; Nature of Science.
Practicals: 30
Assessment: Course work 50%; Examination 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Physical Science for Educators Method 2
EDPS301 EC (24L-10T-0P-0S-40H-0R-0F-0G-6A-0W-8C)
Aim: This module will equip students to develop deep knowledge of the pedagogy of teaching Physical Science and to enable students to use effective teaching strategies in relevant topics in Physical science from Grade 10 to Grade12 of the FET phase of schooling competently and confidently.
Content: Concept mapping, problem solving in science,cooperative learning; Resource –based teaching, school-based practical work related to FET Physical Science curriculum.
Assessment: Course work 50%; Examination 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Physical Science for Educators 310
EDPS310 EC (40L-14T-20P-0S-60H-20R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Physical Science 210
Aim: This module will equip students with knowledge and scientific skills to enable them to teach relevant topics in Physical Science from grade 10 to Grade12 of the FET phase of schooling competently and confidently.
Content: Electrostatics, Direct and alternating current & circuits, Electromagnetism, Electromagnetic induction, Basic electronics.

Practicals: 20
Assessment: Course work 50%; Examination 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Physical Science for Educators 320
EDPS320 EC (30L-14T-30P-0S-60H-20R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Physical Science 220
Aim: This module will equip students with knowledge and scientific skills to enable them to teach relevant topics in Physical Science in the FET phase of schooling.
Content: Chemical energetics - thermochemistry, reaction kinetics; Chemical equilibria; Ionic equilibria; Inorganic chemistry - Group 17, industrial processes(Haber, Contact, Ostwald), fertilisers, Nitrogen Cycle, Carbon Cycle, Acid rain, The Ozone Layer; Qualitative analysis.
Practicals: 30
Assessment: Course work 50%; Examination 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Physical Science Education 2 Chemical Reactions
EDPS330 E1 (39L-20T-33P-0S-32H-20R-0F-0G-16A-15W-16C)
Prerequisite Requirement: Foundational Concepts in Physical Sciences – Basic atomic structure and chemical bonding are introduced in the module and are required for this module.
Aim: To familiarise students with the chemistry content of solution chemistry of salts, electrochemistry, main group elements, organic chemistry. This module will equip students with subject knowledge, theory and specific skills to enable them to teach relevant topics in Physical Sciences in the FET phase of schooling, and enable them to develop the competence to apply concepts and principles in relevant contexts.
Content: • Solution chemistry of salts • Inorganic – electrochemistry • Main group elements (groups 4, 5,6,7 –sulfur, phosphorus, nitrogen, oxygen & halogens) • Organic chemistry
Practicals: Practical sessions as required
Assessment: Test (25%) Assignments/Practicals (25%) Examination (50%)
DP Requirement: A minimum attendance of 75% for all practical activities and lectures and a minimum of 40% course mark.

Physical Science Ed 3 Mechanics and Waves
EDPS331 E1 (39L-20T-33P-0S-32H-20R-0F-0G-16A-15W-16C)
Prerequisite Requirement: Energy and Change – Concepts of force and energy that are introduced in this module are further developed here.
Aim: To familiarise students with the physics content of mechanics and mechanical waves. This module will equip students with subject knowledge, theory and specific skills to enable them to teach relevant topics in Physical Sciences in the FET phase of schooling, and enable them to develop the competence to apply concepts and principles in relevant contexts.
Content: • Newton's Laws • Kinematics • Work as energy transfer • Momentum • Pressure • Rotational dynamics • Simple harmonic motion • Waves and sound
Practicals: Practical sessions as required
Assessment: Test (25%) Assignments/Practicals (25%) Examination (50%)
DP Requirement: A minimum attendance of 75% for all practical activities and lectures and a minimum of 40% course mark.

Phys Sc Ed 4 Electricity & Atomic Structure
EDPS332 E2 (39L-20T-33P-0S-32H-20R-0F-0G-16A-15W-16C)
Prerequisite Requirement: Energy and Change – Concepts of force and energy, and electrical circuits that are introduced in this module are further developed here.
Aim: The module develops in students the knowledge base, theories and methodologies required for teaching this specialisation with a view to developing the student as a subject specialist for the FET phase of teaching. In particular, this module will familiarise students with the content of electrostatics, electricity, electromagnetism, and electrochemistry. This module will equip students with knowledge and specific skills to enable them to teach relevant topics in Physical Sciences in the FET phase of schooling.

Content: • Electrostatics • Electric and electronic circuits • Electromagnetism and Induction • Historical experiments related to the development of atomic models • Electron behaviour and light – atomic spectra, photoelectric effect
Practicals: Practical sessions as required
Assessment: Test (25%) Assignments/Practicals (25%) Examination (50%)
DP Requirement: A minimum attendance of 75% for all practical activities and lectures and a minimum of 40% course mark.

Phy Sc Ed 5 Further Topics in Phy Sciences
EDPS333 E1 (39L-20T-21P-0S-34H-20R-0F-0G-26A-15W-16C)
Prerequisite Requirement: Chemical Reactions; Mechanics and Waves; Electricity and Atomic Structure – This module builds on the understanding of chemistry and physics topics that are taught in these modules.
Aim: The module develops in students a well-rounded knowledge base on theories and methodologies required for teaching this specialisation with a view to developing the student as a subject specialist for the FET phase of teaching within the CAPS curriculum. This module will familiarise students with both physics and chemistry content. This module will equip students with knowledge and specific skills to enable them to teach relevant topics in Physical Sciences in the FET phase of schooling.
Content: • The wave nature of light – interference and diffraction • Radioactivity and nuclear physics • Elementary particles • Phase chemistry • Recent developments in physics and chemistry – SKA, SALT, Hadron collider • Topics in physics and chemistry education
Practicals: Practical sessions as required
Assessment: Test (25%) Assignments/Practicals (25%) Examination (50%)
DP Requirement: A minimum attendance of 75% for all practical activities and lectures and a minimum of 40% course mark.

Phy Sc Ed Method 2 Teaching and Learning
EDPS334 E0 (23L-10T-0P-0S-60H-20R-0F-0G-47A-15W-16C)
Prerequisite Requirement: Introduction to Teaching and Learning Physical Sciences – Knowledge of the school curriculum that are developed in this module are needed here to understand the context in which teaching, learning and assessment are carried out.
Corequisite: Chemical Reactions; Mechanics and Waves – Content of this module will be used as a context for developing an understanding of how physical science is taught and how alternative (mis)conceptions can be identified and addressed in the teaching process.
Aim: To provide students with a broad-based sound knowledge that equips the graduate with the knowledge of theories and methodologies of the discipline to enable them to demonstrate the initiative and responsibility in an academic and professional context within and inclusive education framework. In particular, it will assist students in developing an awareness of the various teaching and learning strategies in Physical Science education; to make students aware of the kinds of misconceptions learners; to develop skills in assessment; to develop skills in selecting and using resources in science teaching and to engage in professional reflective practice.
Content: The following content will be covered : teaching and learning strategies in physical sciences ; resource-based learning ; assessment ; identifying and addressing alternative (mis)conceptions, as well as reflection on the application of the above during Professional Practice • Teaching and learning strategies in physical sciences (cooperative learning etc…) • Resource-based learning (types of resources, use of selected resources eg. simulations) • Assessment – tests, examinations, practical reports • Identifying and addressing alternative (mis)conceptions • Reflection on the application of the above during Professional Practice
Assessment: Test (25%) Assignments/Projects (25%) Examination (50%)
DP Requirement: At least 75% attendance and a minimum of 40% course mark.

Physical Science for Educators Method 3
EDPS401 EC (24L-10T-0P-0S-40H-0R-0F-0G-6A-0W-8C)
Aim: This module will equip students to develop deep knowledge of the pedagogy of teaching Physical Science and to enable students to use effective teaching strategies in relevant topics in Physical science from Grade 10 to Grade12 of the FET phase of schooling competently and confidently.
Content: Professional development, Assessment, Planning learning programmes, Research in Science Education.
Assessment: Course work 50%; Examination 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Physical Science for Educators 410
EDPS410 EC (34L-10T-30P-0S-60H-20R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Physical Science for Educators 210 (EDPS210).
Aim: This module will equip students with knowledge and scientific skills to enable them to teach relevant topics in Physical Science from grade 10 to Grade12 of the FET phase of schooling competently and confidently.
Content: Waves, Optics, Atomic structure, radioactivity and nuclear physics, wave-particle duality.
Practicals: 30
Assessment: Course work 50%; Examination 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Physical Science Education Method 3
EDPS411 E2 (18L-15T-0P-0S-72H-8R-0F-0G-47A-15W-16C)
Prerequisite Requirement: Teaching and Learning in Physical Sciences – Aspects of this module such as assessment are further developed here.
Aim: The aim of this module is to provide students with a well-rounded and broad education that equips the graduate with the knowledge of theories and methodologies of the discipline to enable them to demonstrate the initiative and responsibility in an academic and professional context within an inclusive education framework. In particular, it will assist students in developing their skills in the development of investigations and projects in physical science teaching. Furthermore students will engage in a conceptual study project.
Content: • Planning investigations in Physical Science teaching • Planning projects in Physical Science teaching • Assessment of learning • Conceptual studies in Physical Science Education
Assessment: Test (25%) Assignments/Projects (25%) Examination (50%)
DP Requirement: A minimum attendance of 75% and a minimum course mark of 40%

Physical Science for Educators 420
EDPS420 EC (30L-14T-30P-0S-60H-20R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Physical Science for Educators 220.
Aim: This module will equip students with knowledge and scientific skills to enable them to teach relevant topics in Physical Science in the FET phase of schooling.
Content: Solutions, redox reactions, electrochemistry, introductory organic chemistry.
Practicals: 30
Assessment: Course work 50%; Examination 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Physical Sciences Teaching 601
EDPS601 E1 P1 (22L-10T-10P-0S-70H-10R-0F-0G-38A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The aim of this module is to introduce and engage students who wish to specialise in Physical Sciences teaching with the pedagogical knowledge, skills, values and attitudes required to teach Physical Sciences in the FET phase. To develop competent teachers of Physical Sciences.
Content: • Teaching and Learning Physical Sciences • Using an inquiry approach to teach Physical Sciences • Principles of curriculum - Physical Sciences in the National Curriculum Documents • Management and safety in the Physical Sciences Laboratory • Practical work and investigations • Basic planning and instruction strategies for Physical Sciences • Campus based peer teaching, peer observation and reflection
Practicals: Practical Science sessions are required for this module.
Assessment: Continous assessment with: Tests (20%) Group assignments(10%) Individual Assignment(40%) Individual Projects(30%)
DP Requirement: A minimum attendance of 75% at lectures, tutorials and practical Science sessions.

Physical Sciences Teaching 602
EDPS602 E2 P2 (22L-10T-10P-0S-70H-10R-0F-0G-38A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The aim of this module is to introduce and engage students who wish to specialise in Physical Sciences teaching

with the pedagogical knowledge, skills, values and attitudes required to teach Physical Sciences in the FET phase. To develop competent teachers of Physical Sciences.
Content: • The Nature of Science and Science Education • Problem solving and scientific reasoning • Communication, language and models • Assessment in Physical Sciences • Advanced planning and instruction strategies for Physical Sciences • Professional ethics for Physical Sciences • Practical learning through micro-teaching, lesson observations and lesson transcripts • Learning about diverse school and classroom contexts
Practicals: Practical activities are required for this module.
Assessment: • Tests and group tasks (10%) • Individual Assignments (30%) • Projects (20%) • Portfolio of work (40%)
DP Requirement: A minimum attendance of 75% at lectures, tutorials and practical Science sessions

Physical Sciences Teaching 401
EDPS604 EC PC (0L-20T-20P-0S-120H-0R-0F-0G-0A-20W-16C)
Prerequisite Requirement: Relevant credits in the degree for teaching the specialisation.
Aim: Develop knowledge about teaching and learning in the chosen specialisation; develop specialist teaching skills and competencies; develop practical skills for teaching the subject/ discipline/ learning area; introduce educational and professional issues relevant to the course; design and produce resources and technology for specific teaching purposes.
Content: Curriculum issues; teaching, learning and assessment; learner misconceptions and errors; teaching plans and learning programmes; reflecting on practice teaching and observations of experienced teachers.
Practicals: 12 weeks in schools.
Assessment: Attendance and Course work: 50%; Examination; 50%.
DP Requirement: As per college rules.

Perspectives on Human Nature
EDPY101 EC (40L-0T-0P-0S-90H-24R-0F-0G-6A-13W-16C)
Aim: An extension module which aims to introduce students in a critical way to fundamental issues and theories relating to psychological and philosophical treatments of human nature across human experience.
Content: Origins of the modern psychological perspective. The positions of Freud, Eysenck, Skinner, Sullivan and Frankl. Western and non-western philosophical perspectives on world, self and personality. Traditional African, Hebrew, Chinese, Hindu, Buddhist and premodern Eastern and Western Christian positions, and comparison with modern views.
Assessment: Continuous assessment 50%; Examination 50%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Numeracy in the early years
EDPY110 E1 (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: •To introduce students to fundamental concepts of early mathematics to strengthen their basic mathematical knowledge. •To provide students with knowledge of number sense and how to deal with numbers in number relationships and in operations in the early years of schooling.•To explore early geometric thinking, geometric concepts and to develop students' reasoning about space and shape in the early years of schooling. •To provide students with an understanding of the indigenous concepts of measurement; the measuring process and the use of mathematics vocabulary in the early years of schooling.• To equip students with knowledge of early data handling including collection, organisation, representing and interpreting data.
Content: • Fundamental concepts of mathematics to strengthen students' mathematical knowledge. • Number sense and how to deal with numbers in number relationships and in operations. • Geometric thinking, geometric concepts and reasoning about space and shape. • The concepts of measurement; the measuring process and the use of mathematics vocabulary. • Data handling including collection, organisation, representing and interpreting of data.
Assessment: Assignments(25%) Test(25%) Examination(50%)
DP Requirement: A minimum year mark of 50% and a minimum attendance of 75% of the module contact time

Life Skills 1
EDPY201 E2 (39L-8T-0P-0S-72H-10R-0F-0G-31A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: • To provide students with basic introductory knowledge to understand the Foundation Phase child... • To equip student with cognitive and conceptual tools to communicate and implement the principles of child development. • To provide students with the ability to apply general principles of Foundation Phase with more specific procedures for the

application. • Analyze contextual issues in teaching and learning in FP. • Examine and apply different teaching strategies that pertain to teaching and learning in the FP with a diverse learner population. • Examine and apply different observation techniques in the FP settings.
Content: • To provide students with basic introductory knowledge to understand the Foundation Phase child.. • The holistic development of the young child from birth to the age • Learning in Early years • Play • Diversity • Children's rights • Theory and research in Foundation Phase • Assessment in teaching and learning in the Foundation Phase, taking cognizance of the learner diversity in this phase of schooling • Developmental Appropriate practices for learners in the early years. • The teacher's role in the child learning and development
Assessment: Assignments 25% Development of LTSM 25% Examination 50%
DP Requirement: Students must obtain a minimum of 40% year mark A minimum of 75% of attendance of lectures

Understanding Child development & Learning FP
EDPY202 E1 (39L-8T-0P-0S-72H-10R-0F-0G-31A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: • To introduce students to fundamental concepts about child development from birth to nine years • To provide students with basic introductory knowledge to understand how the child develops from birth to nine • To equip students with knowledge , skills, and values to communicate and implement the principles of child development • To expose students to a variety of learning theories in order to analyse the impact they have on the indigenous child rearing practices in various contexts • To explore the relationship between knowledge of child development and teaching and learning in diverse early childhood settings
Content: • Fundamental concepts about child development from birth to nine years • Basic introductory knowledge to understand how the child develops from birth to nine • Principles of child development • Learning theories on the indigenous child rearing practices • Teaching and learning in diverse early childhood settings
Assessment: Assignments (25%) Project/ Practicals (25%) Examination (50%)
DP Requirement: Students must attend 75% of the lectures A minimum of 50% from coursework

English Literacy Method 1 FAL
EDPY203 E2 (39L-8T-0P-0S-67H-0R-0F-0G-46A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: • To introduce students to fundamental FAL theoretical underpinnings of language acquisition and literacy development in foundation phase • To expose students to a variety of basic foundation phase FAL literacy skills (listening and speaking, reading and viewing, handwriting, writing, language structure and use) • To introduce students into gaining knowledge of how the FAL is learned in the early years • To provide students with knowledge of Literacy's (FAL) teaching and learning strategies within the Foundation Phase years of schooling • To introduce students to planning and planning strategies for FAL teaching to foundation phase learners • To equip students with knowledge of assessing FP learners' basic FAL literacy skills
Content: • Fundamental FAL theoretical underpinnings of language acquisition and literacy development in foundation phase • Variety of basic foundation phase FAL literacy skills (listening and speaking, reading and viewing, handwriting, writing, language structure and use) • Learning the FAL in the early years: How does it happen? • Literacy's (FAL) teaching and learning strategies within the Foundation Phase years of schooling • Planning and planning strategies for FAL teaching to foundation phase learners • Assessment of FP learners' basic FAL literacy skills
Practicals: None. There are no field trips planned for this module
Assessment: Assignments 25% Projects 25% Examination 50%
DP Requirement: Students must attend 75% of the lectures A minimum of 50% pass from coursework

English Literacy Method 2 FAL
EDPY204 E1 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Prerequisite Modules: Method Module for FAL Literacy in the Foundation Phase (Year 2)
Corequisite: None
Aim: • To develop students' knowledge of FAL acquisition and stages of development in the early years (e.g. Krashen's input hypothesis) • To acquaint students with knowledge of using FAL for communication and learning in foundation phase (e.g. BICS & CALP) • To expose student to a variety of global theoretical perspectives on teaching and learning the FAL in different contexts in foundation phase. • To equip students with critical knowledge of basic FAL skills and teaching strategies in the foundation phase • To equip students with comprehensive knowledge on assessment of basic FAL literacy skills in foundation phase

Content: • Knowledge of FAL acquisition and stages of development in the early years • Knowledge of using the FAL for communication and learning in foundation phase • Variety of global theoretical perspectives on teaching and learning the FAL in different contexts in foundation phase. • Critical knowledge of basic FAL skills and teaching strategies in the foundation phase • Comprehensive knowledge on assessment of basic FAL literacy skills in foundation phase • Comprehensive knowledge of debates around FAL teaching in foundation phase; e.g. policies • Knowledge of using a range of strategies in foundation phase FAL teaching in different contexts • Knowledge of FAL teaching strategies in foundation phase multilingual contexts • Critiquing observed FAL for foundation phase teaching lessons through different theoretical lenses • Development of a variety of teaching and learning resources for effective FAL teaching in foundation phase • Variety of planning and assessment strategies for effective FAL teaching skills in foundation phase
Assessment: Examination 50% Teaching Practice project 15% Portfolio 10% Assignment 25%
DP Requirement: Students must attend 75% of the lectures A minimum of 50% pass from coursework

IsiZulu Literacy Method 1 HL
EDPY205 EC (39L-8T-0P-0S-67H-0R-0F-0G-46A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: • To introduce students to fundamental theoretical underpinnings of early language acquisition and literacy development • To expose students to a variety of basic literacy skills (listening and speaking, reading and viewing, handwriting, writing, language structure and use) • To provide students with knowledge of Literacy (HL) teaching and learning strategies within the foundation phase years of schooling in different contexts • To introduce students to planning and planning strategies for Literacy teaching to foundation phase learners • To equip students with knowledge of assessing FP learners' basic literacy skills (listening and speaking, reading and viewing, handwriting, writing, language structure and use)
Content: • Fundamental theoretical underpinnings of language and literacy development • Variety of basic literacy skills (listening and speaking, reading and viewing, handwriting, writing, language structure and use) • Literacy's (HL) teaching and learning strategies within the foundation phase years of schooling • Introduction to planning and planning strategies for Literacy teaching to foundation phase learners • Knowledge of assessing FP learners' basic literacy skills (listening and speaking, reading and viewing, handwriting, writing, language structure and use) • Comprehensive knowledge of debates around HL teaching in the early years ; e.g. policies • Knowledge of using a range of strategies of HL teaching in different contexts (deprived and privileged contexts) in foundation phase schooling years • Knowledge of HL teaching strategies in foundation phase multi-lingual diverse contexts in the early years • Observations of foundation phase HL lessons through different theoretical lenses • Development of a variety of teaching and learning resources for effective HL teaching foundation phase years of schooling • Variety of planning and assessment strategies for effective HL teaching skills in the foundation phase
Practicals: None. There are no field trips planned for this module
Assessment: Assignments 25% Projects 25% Examination 50%
DP Requirement: Students must attend 75% of the lectures A minimum of 50% pass from coursework

IsiZulu Literacy Method 2 HL
EDPY206 E2 (39L-8T-0P-0S-67H-0R-0F-0G-46A-15W-16C)
Prerequisite Modules: Method Module for Literacy in the Foundation Phase (Year 2)
Corequisite: None
Aim: • To develop students' knowledge of HL acquisition and stages of development in the early years • To introduce students to the knowledge of using the language for learning • To develop students' understanding of a variety of global theoretical perspectives on teaching and learning the HL in the early years. • To equip students with comprehensive knowledge of assessment of basic HL literacy skills in the foundation phase • To equip students with knowledge to address barriers related to language learning in the early years • To develop students' knowledge to incorporate play-based strategy in early language teaching • To equip students with basic knowledge of developing early literacy teaching resources using waste.
Content: • Knowledge of HL acquisition and stages of development in the early years • Knowledge of using the language for learning in the early years • Variety of global theoretical perspectives on teaching and learning the HL in the foundation phase • Comprehensive knowledge of assessment of basic HL literacy skills in the foundation phase • Knowledge of incorporating play-based strategy in early language teaching • Basic knowledge of developing early literacy teaching resources using waste
Practicals: None.
Assessment: Examination 50% Teaching Practice project 15% Portfolio 10% Assignment 25%
DP Requirement: Students must attend 75% of the lectures A minimum of 50% pass from coursework

Life Skills Learning Area Studies
EDPY300 EC (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: To analyse the use of integrated approaches for a lifeskills programme, and the learning areas in the Foundation Phase of Curriculum 2005.
Content: Integrated teaching and the lifeskills-learning programme in the Foundation Phase. The national curriculum statement and learning outcomes for the foundation phase. Outcomes and assessment standards for life orientation, science, design and technology, social sciences, economic management sciences. Planning, implementing and assessing using all learning areas in the national curriculum statement.
Practicals: Seminar presentations; Video reviews; Individual research; Demonstration lessons.
Assessment: Continuous assessment 50%; Examinations 50%.
DP Requirement: As per college rules.

Life Skills 2
EDPY321 E1 (39L-8T-0P-0S-67H-0R-0F-0G-46A-15W-16C)
Aim: • To provide students with an introduction to Life Skills conceptualisation in the South African context. • To introduce students to Life Skills curriculum policy's, mandate. • To introduce and develop students' knowledge of Life Skills content areas:- o Beginning knowledge o Personal and social well being o Creative arts o Physical education • To equip students with knowledge and debates around Life Skills content areas. • To introduce students to theoretical perspectives underpinning Life Skills
Content: • Introduction to Life Skills conceptualisation in the South African context • Life Skills curriculum policy's mandate • Knowledge of Life Skills content areas • Knowledge and debates around Life Skills content areas in different contexts. • Theoretical perspectives underpinning Life Skills
Practicals:
Assessment: Assignments 25% Projects 25% Examination 50%
DP Requirement: Students must attend 75% of the lectures A minimum of 50% from coursework

Contextual Realities Frameworks and Processes
EDPY325 E (39L-8T-0P-0S-77H-0R-0F-0G-26A-0W-15C)
Aim: In this module, students will deal with a variety of issues that impact on early childhood development. It serves to develop academic knowledge base and thinking relating the contextual realities of early childhood education. The module will introduce students to policy frameworks underpinning early childhood education.
Content: This module will acquaint students with Policies and frameworks underpinning early childhood education in the South African context such as Education White Paper (EWP) 5 and 6, Early Childhood Education Curriculum policies. It also seek to develop students' of constructions of childhood, socio cultural perspective, African perspectives, identity, human rights approach, voice and agency, participation. It also allows students to explore how contexts influence the belonging, being and becoming child.
Assessment: • Projects/ portfolios (10%) • Students' presentations (15%) • Assignments (25%) • Examination (50%)
DP Requirement: Students must attend a minimum of 75% of the lectures A minimum of 50% from coursework

Mathematics Education Method 1 for IP
EDPY326 E1 (20L-20T-0P-0S-90H-10R-0F-0G-30A-15W-17C)
Aim: • To provide students with theoretical understanding of how Foundation Phase Learners learn Mathematics. • To empower students to plan and teach the Mathematics curriculum in the Foundation Phase (Grades R-3). • To introduce students to various approaches for teaching Foundation Phase learners: - Number sense and number relationships - Patterns and Algebra - Geometry (Space and Shape) - Data handling. • To equip students with knowledge and strategies of assessing Mathematics in the Foundation Phase. • To provide students with knowledge and skills to develop Foundation Phase Mathematics resources.
Content: • Theoretical understanding of how Foundation Phase Learners learn Mathematics. • Planning and teaching Mathematics curriculum in the Foundation Phase (Grades R-3). • A variety of approaches for teaching: - Number sense and relationships - Patterns and Algebra - Geometry (Space and Shape) - Data Handling. • Knowledge and strategies of assessing Mathematics in the Foundation Phase. • Knowledge and skills of developing Foundation Phase Mathematics resources.
Assessment: Students must attend 75% of the lectures A minimum of 50% from coursework
DP Requirement: Students must attend 75% of the lectures A minimum of 50% from coursework

Mathematics for Foundation Phase Method 2
EDPY410 E2 (39L-8T-0P-0S-77H-10R-0F-0G-26A-15W-16C)
Prerequisite Requirement: Mathematics teaching and learning in the FP 1
Aim: • To develop students' comprehensive theoretical understanding of how Foundation Phase learners learn Mathematics. • To empower students to plan and teach the Mathematics curriculum in the Foundation Phase (Grades R-3). • To equip students with knowledge of critiquing observed mathematics through theoretical lenses • To provide students with a variety of strategies for teaching: - Number relationships and place values - Geometry (Space and Shape) - Measurement. • To equip students with knowledge to identify and use relevant assessment strategies for Mathematics in the Foundation Phase. • To develop students' in-depth understanding of preparing and designing resources for Mathematics in the Foundation Phase. • To empower students with knowledge of identifying barriers and applying intervention strategies to learning Mathematics in the Foundation Phase.
Content: • Theoretical concepts about how Foundation Phase learners learn Mathematics. • Mathematics CAPS curriculum in the Foundation Phase (Grades R-3). • A variety of approaches for teaching: - Number relationships and place values - Geometry (Space and Shape) - Measurement. • Knowledge of identifying and using relevant assessment strategies for Mathematics in the Foundation Phase. • An in-depth understanding of preparing and designing resources for Mathematics in the Foundation Phase. • Knowledge of identifying barriers and applying intervention strategies to learning Mathematics in the Foundation Phase.
Assessment: Assignments (25%) Portfolios (25%) Examination (50%)
DP Requirement: Students must attend 75% of the lectures A minimum of 50% from coursework

Life Skills 3
EDPY411 E1 (39L-8T-0P-0S-72H-10R-0F-0G-31A-15W-16C)
Aim: To develop in students a sound understanding of the role of creative arts and physical education in promoting a healthy living environment amongst young children. It includes developing an awareness of creativity and perceptual development for the holistic development of children.
Content: • Knowledge and development of dance techniques • Dramatic acting skills development • Music genre and skills in using musical instruments • Creative imaginations through drawings, pictures and collages • Rhythm and balance development through play and movements • Games and sports for early childhood development
Assessment: Assignments (25%) Projects (25%) Examination (50%)
DP Requirement: Students must obtain a minimum year mark of 40% to be eligible for the exam and must attend a minimum of 75% of lectures.

Life Skills Method 2
EDPY412 E2 (39L-8T-0P-0S-67H-0R-0F-0G-46A-15W-16C)
Prerequisite Modules: Life Skills for Foundation Phase 4(method)
Aim: • To elaborate on and evaluate the students' knowledge of integrating theory and practice in Life Skills • To develop students' comprehensive knowledge of debates around the teaching of Life Skills in the early years • To develop pedagogical content knowledge of the field of Life Skills within the Foundation Phase schooling • To contextualize healthy living within Life Skills in the foundation phase schooling • To critically evaluate the influence of cultural diversity in Life Skills teaching
Content: • Knowledge of integrating theory and practice in Life Skills • knowledge of debates around the teaching of Life Skills in the early years • Pedagogical content knowledge of the field of Life Skills within the Foundation Phase schooling • Healthy living within Life Skills in the foundation phase schooling • Influence of cultural diversity in Life Skills teaching 18. What is the duration of the module? (in weeks) 15 weeks
Assessment: Assignments 30% Presentations 20% Examination 50%
DP Requirement: Students must attend 75% of the lectures A minimum of 50% pass from coursework

Human Development and Learning
EDPY701 E1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The aim of this module is designed to afford educators deeper insight into understanding human development and learning in order to become more effective teachers: to acquire knowledge and skills in order to promote the optimal development of learners and to enhance teaching and learning.
Content: Discourses of childhood development; early development theories; recent theories of development; socio-cultural perspective on development and learning; constructivist approach of teaching and learning; contextual, social and interpersonal factors that promote/impede development and learning; positive development and learning context.

Assessment: Oral presentation (10%); Assignment (40%); Case study project (50%)
DP Requirement: 75% attendance of planned lectures as per the attendance register.

School Pyscho-Educational Support
EDPY707 E2 (6L-0T-0P-20S-84H-0R-0F-0G-50A-0W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The aim of this module is designed for educators and school management staff who are concerned about the psychological health and well-being of students and educators in schools and to introduce students to the concept of pastoral care in education as well as developing practical school-based interventions for teachers, learners and families.
Content: This module focuses on Pastoral Care in schools; theoretical issues and policy; understanding health risks in adolescence; health promotion; case studies of schools within the South African context while dealing with issues of diversity and promoting inclusivity in order to cater for the needs of the differentiated nature of South African society.
Assessment: • Two written assignments (20% each) • Case study research project through literature review (50%) • Leading a seminar on a specific reading (20%) • Oral presentation (10%)
DP Requirement: 75% attendance of planned lectures as per the attendance register.

Introduction to Inclusive Education
EDPY710 E2 (30L-0T-0P-0S-85H-0R-0F-15G-30A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The purpose of the module is to raise awareness regarding the debates around the shift in emphasis from 'special needs' to 'addressing barriers to learning and development in school, community and society' with a view to achieving inclusive teaching.
Content: Theoretical underpinnings, understandings of exclusion and inclusion, including conceptualisations in recent policy documents in South Africa and the world. Exploration of interventions aimed at increasing the participation of those learners who are marginalized on account of difference from the culture and curriculum of the school.
Assessment: Continuous assessment 100% e.g.: research based tasks 20%, assignment 40% and case studies 40%.
DP Requirement: 75% attendance of planned lectures as per the attendance register.

Life skills Education
EDPY714 E1 P1 (30L-0T-0P-0S-80H-0R-0F-0G-50A-15W-16C)
Aim: This module will equip educators with knowledge and skills to help learners with problems make informed decisions and guide them with career and other choices in life. The aim is to develop students' general knowledge and competence in being able to "read the world". Students will be exposed to multiple truths, use of frameworks/templates in interrogating phenomena, orientation of general knowledge (historical, geographical, economical and current issues) and awareness of themselves. The philosophy of social constructivism is relevant as the module tackles issues and challenges that confront young people in their quest to make sense of the world around them.
Content: The module is designed to cover various life skills topics including: Counselling, Self- awareness, Critical Thinking, Decision-making, Problem-solving, Crisis Intervention, Anger- management, Stress Management, Sexuality Education, Teenage Pregnancy, Sexual Abuse, Work and Career Guidance, Writing a CV /Preparing for a job interview, etc.
Assessment: Continuous assessment 100% e.g.: Two written submissions on a specific area of inclusive education (15% each), Case study project (50%) and Oral presentation (individual) (20%).
DP Requirement: 75% attendance of planned lectures as per the attendance register. Attendance and work submission as per university regulations.

Inclusive Education Theory and Practice
EDPY810 E1 (15L-0T-0P-30S-225H-0R-0F-0G-50A-0W-32C)
Aim: To raise awareness regarding the debates around the shift in emphasis from "special needs" to "addressing barriers to learning and development in school, community and society". Theoretical underpinnings of this shift will be debated, including conceptualisations in recent policy documents in South Africa. The module will focus mainly on research studies on the subject of Inclusion.
Content: Changing perspectives in special needs education: Historical analysis. Policy development and legislation in South Africa. Challenges (local & international) regarding the implementation of inclusive education: charting the way forward.

Assessment: Three written assignments (10%), One long essay (20%), Leading a seminar on a specific reading (20%), Mini research Project (50%).
DP Requirement: Students must attend 75% of seminar sessions, and submit all required assignments. Students must achieve a class mark average of not less than 50%.

Psychological Assessments in Education
EDPY811 E2 (10L-0T-0P-20S-80H-0R-0F-0G-50A-0W-16C)
Aim: The purpose of the module is to help students develop a critical understanding of psychological assessment by focusing on: Theoretical underpinnings determining assessment strategies. Critically evaluating assessment techniques. Encouraging students to become aware of the challenges within the broad context of educational psychology. Students are expected to have a background in educational psychology and a basic understanding of psychological assessment.
Content: Introduction to psychological assessment: Standardized measures of assessment: Non-standardized measures of assessment: Theory, terminology and implications: Assessment in specific areas of functioning or need. Referrals and reports.
Assessment: Leading a seminar on a specific reading: 10%. Oral presentation (individual or group): 20%, Written submission on a specific area of assessment (individual or group): 20%, Report: 50%.
DP Requirement: Students must attend 75% of seminar sessions, and submit all required assignments. Students must achieve a class mark average of not less than 50%.

Psychological Interventions in Education
EDPY812 E2 (10L-0T-0P-20S-80H-0R-0F-0G-50A-0W-16C)
Aim: To equip students with knowledge and skills to make them capable of providing basic, brief and supportive counselling services in schools. The general goal of the module is to make students competent in applying psychological and or psycho-educational services to enhance the well-being of learners and their teachers.
Content: Psychological Interventions; Helping relationship; Psychological Testing/ Assessment; Dysfunctional Families; Mental Health, Traumatised children; Learning difficulties, School Psychological Services; School Violence; Ethical Issues; Career Guidance; HIV/AIDS counselling; Crisis Intervention.
Assessment: 3 written assignments (30%), seminar presentation (20%) and a research project (50%).
DP Requirement: Students must attend 75% of seminar sessions & submit all required assignments. Students must achieve a class average mark of not less than 50%.

Understanding Research
EDRS701 EC PC (0L-21T-0P-0S-114H-0R-0F-0G-25A-13W-16C)
Aim: To enhance the ability to read research reports with understanding, analyse reports so as to identify assumptions and key features of the research process and evaluate and critique research reports.
Content: Research as a form of knowledge production; Objectivist and Subjectivist conceptions of social reality; key elements in research activity - statement of problem, literature review, research design, data collection, analysis and interpretation; styles of education research; strategies for data collection (including interviews, questionnaries, observation, surveys, etc; sampling, reliability, validity; research ethics.
Assessment: Assessment is based on 50% course work and 50% examination.
DP Requirement: Submission of all work, as required by the module coordinator, by the stipulated due date.

Independent Research Project (IRP)
EDRS732 EC PC (20L-0T-0P-20S-170H-0R-0F-10G-100A-26W-32C)
Aim: The purpose of this module is to provide Bachelor of Education Honours students with the experience of a small independent research project, to foster intellectual independence and critical reflection. The module will develop research capacity in the methodology and techniques of a particular education specialisation.
Content: Concepts that underpin research for example: proposal development, methodology, data collection, data analysis, issues of ethics, conducting and writing independent research. Students may also work with research in the field to explore issues of diversity and inclusivity within South African society.
Practicals: None
Assessment: An Independent Research Project (IRP) report of between 6 000 and 8 000 words (100%).
DP Requirement: 75% attendance of planned lectures as per the attendance register.

Research Proposal Development
EDRS820 EC PC (30L-0T-0P-0S-90H-0R-0F-0G-40A-13W-16C)

Aim: To enable students to acquire the core concepts, skills and processes necessary for the development of a viable research study and to write a coherent proposal which describes and motivates such a study.
Content: Formulation of a research topic• Development of a rationale for a research study Construction of research purpose and research questions. Development of a literature review, Positioning of a study in terms of conceptual and/or theoretical frameworks. Development of methodological approach, methods and instruments for the study. Consideration of ethical implications of a research study, Planning for research quality, Writing a coherent research proposal Planning a feasible timeframe, work plan and budget for the study, Implementing an appropriate referencing format.
Assessment: This module will be assessed on a continuous assessment basis which will require three written assignments of unequal weight, the last of which will be a research proposal.
DP Requirement: 75% attendance and submission of all assessment tasks.

Research Discourses and Methodology
EDRS821 E1 P1 (30L-0T-0P-0S-90H-0R-0F-0G-40A-13W-16C)
Aim: To develop in students a critical research literacy and proficiency in the language and practice of educational research. The module further aims to develop students' understanding of a range of research designs, methodologies, methods of data production with a view to making appropriate selection decisions of research design.
Content: Research, discourses and education.Research traditions and paradigms, including positivist, interpretivist, critical and post-modernist. Key concepts: Ontology, epistemology, methodology, methods, ethics, axiology. Qualitative approaches – Discourses related to methods and various research designs. Quantitative approaches - Discourses related to methods and various research designs. Mixed methods approaches - Discourses related to methods and various research designs.The researcher, participant and the power relations in education research. Ethical research in education. Focus on a range of research methodologies and how they are used in educational research.
Assessment: This module will be assessed on a continuous assessment basis. The continuous assessment tasks will include a minimum of two written assignments.
DP Requirement: 75% attendance and submission of all assessment tasks.

Introduction to Design Process
EDSE130 E1 (39L-0T-20P-0S-40H-20R-0F-0G-41A-15W-16C)
Aim: The aim of this module is to develop students' understanding of the importance of the design process in technology and its application in design problems to two significant fields in Technology: material science and food technology.
Content: Topics will be selected from each of the three main topics provided below. However, the number of sub-topics covered will be dependent on the availability of expertise at the time of offering: Material engineering (Metals, Ceramics, Polymers, Textiles, Wood, Food) Processing of Materials: (Metals, Ceramics, Polymers, Textiles, Wood, Food, Tool technology) Manufacturing and Design (Product engineering): (Manufacturing processes, Process planning, Problem solving and continuous improvement, Concurrent engineering and design for manufacturability).
Practicals: Practical work and field work as required by the content.
Assessment: Tasks 10% Projects/Assignment 25% Tests 15% Examination 50%
DP Requirement: Attendance at 80 % for practicals, tutorials and seminars and at least 40% in the coursework component of this module.

Electronics and Electricity
EDSE131 E2 (39L-0T-20P-0S-40H-20R-0F-0G-41A-15W-16C)
Aim: The main aim is to introduce students to basic electronics and industrial systems, with respect to industrial automation by developing students' knowledge, skills and understanding of basic electrical systems, mechanical systems, electronics, hydraulics, pneumatics, gas and arc welding, fabrication and its application to industry.
Content: • Introduction to Electronics and Electricity – application in schools and industry • Principles of blueprint reading • Introduction to Industrial systems • Application of Systems • Control & Automation • Fabrication, manufacturing and machining • Manufacturing Systems • Metal Forming And Sheet Metalworking • Material removal processes • Special Processing And Assembly Technologies
Practicals: Practical work and fieldwork as required by the content.
Assessment: Tasks/projects 40% Assignments 10% Tests 10% Examination 40%
DP Requirement: Attendance at 80 % for practicals, tutorials and seminars and at least 40% in the coursework component of this module.

Technology Education Method 1
EDSE211 EC (10L-12T-0P-10S-70H-20R-0F-0G-38A-15W-16C)

Prerequisite Requirement: Introduction to Design Process
Corequisite: None
Aim: To prepare prospective Technology educators, as part of their initial teaching qualification, to become competent and confident in the teaching and assessment methods of Technology Education. To achieve this, they will be guided towards professional competence informed by a sound skill and value base.
Content: o Curriculum development o Historical developments of Technology in the South African curriculum • Aims of Technology Education o Enabling students to understand the unique features of Technology and its inclusion in the curriculum • Critical Analysis of National Curriculum Statement in Technology o Explore the key content and specific aims of Technology Curriculum • Assessment o Demonstrate types of assessment and rubrics that can be used in Technology • Laboratory planning in Technology o Explore ideas for setting up a Technology room in a range of schools.
Practicals: None
Assessment: Course Work =100% Course work will consist of • Tests = 20% • Major assignments= 30% • Tasks, and presentations = 40% • Digital Portfolio= 10%
DP Requirement: At least 75% attendance.

Technology Education 3 Renewable Energy Tech
EDSE212 E2 (20L-20T-20P-0S-40H-20R-0F-0G-40A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: This module aims to introduce students to Renewable Energy Technologies (RETs) and the concepts behind the design of renewable and efficient electric power systems. Distributed power generation and its economics are discussed, followed by a detailed analysis of the design and operation of solar (photovoltaic - PV), wind, hydro and other renewable power systems. Students are exposed to the problem of meeting energy demands while implementing strategies to reduce greenhouse gas emissions. Furthermore, the module provides an overview of the status of RETs locally and internationally and explores the debates and politics surrounding the provision of cleaner and cheaper energy in the 21st century.
Content: Content Topics are selected from the list below: • Defining the concept of Energy (Scientific and mathematical definitions) • The historical development of electricity as our major energy source • Solar & wind technologies • Hydrogen (electrolysis) & fuel cell technologies • Energy storage & conversion • Introduction to hybrid renewable energy systems • Introduction to renewable energy system design & management. • Load & weather simulations • Energy politics and sustainability
Practicals: Practical work and fieldwork as required by the content.
Assessment: Continuous assessment (formative) - 60%; Examination- 40% Tasks/projects 20% Tech Expo 20% Assignments 10% Tests 10% Examination 40%
DP Requirement: Attendance at 80 % for practicals, tutorials and seminars and at least 40% in the coursework component of this module.

Technology Education Method 2
EDSE311 E0 (10L-12T-0P-10S-70H-20R-0F-0G-38A-15W-16C)
Prerequisite Requirement: Introduction to Teaching and Learning Technology
Aim: To build the competence and confidence of future educators of Technology and to offer the student practical ways of teaching and assessing Technology within the classroom. Thus, the focus will be on Curriculum development, understanding of the CAPS document and Laboratory planning in Technology Education.
Content: • Teaching and Learning o Teaching methods, strategies o Learning and learning styles • Teaching and Learning Technology o Creative ways to use children's books and movies in the teaching of Technology o Using ICT in teaching technology • Philosophy and Methodology of Technology Education teaching o Problem based o Case Study , o Enabling Tasks, o Capability tasks • Technology programme- lesson planning • Theoretical models for teaching Technology
Assessment: • Tests = 20% • Major assignments= 30% • Tasks, and presentations = 20% • Digital portfolio = 30%
DP Requirement: At least 75% attendance

Tech Education 3 Renewable Energy Tech
EDSE312 E2 (20L-20T-20P-0S-40H-20R-0F-0G-40A-15W-16C)
Aim: To introduce students to Renewable Energy Technologies (RETs) and the concepts behind the design of renewable and efficient electric power systems. Distributed power generation and its economics are discussed, followed by a detailed analysis of the design and operation of solar (photovoltaic - PV), wind, hydro and other renewable power systems. Students are exposed to the problem of meeting energy demands while implementing strategies to reduce

greenhouse gas emissions. Furthermore, the module provides an overview of the status of RETs locally and internationally and explores the debates and politics surrounding the provision of cleaner and cheaper energy in the 21st century.
Content: Content Topics are selected from the list below: • Defining the concept of Energy (Scientific and mathematical definitions) • The historical development of electricity as our major energy source • Solar & wind technologies • Hydrogen (electrolysis) & fuel cell technologies • Energy storage & conversion • Introduction to hybrid renewable energy systems • Introduction to renewable energy system design & management. • Load & weather simulations • Energy politics and sustainability
Practicals: Practical work and fieldwork as required by the content.
Assessment: Continuous assessment (formative) - 60%; Examination- 40% Tasks/projects 20% Tech Expo 20% Assignments 10% Tests 10% Examination 40%
DP Requirement: Attendance at 80 % for practicals, tutorials and seminars and at least 40% in the coursework component of this module.

Tech Education 4 Project Based Learning
EDSE313 E2 (39L-0T-20P-0S-40H-20R-0F-0G-41A-15W-16C)
Aim: This module engages students in project based learning in Technology education and its application to the knowledge strands from the other 3 core content Technology Education modules. The focus is on the design, research and development experience in Technology Education.
Content: Topics are selected from the list below: The topics that form the contents of this module are drawn from /based upon the core content of the previous 3 Technology modules. These topics allow for students to engage in research that will catapult technological innovation via project based learning. This type of learning allows for head-heart-hands on engagement that can be used to alleviate many contextual problems encountered locally. The topics include: • An Introduction to problem based learning in Technology • Project Guide • Project management • Project Investigation • From design specification to Product specification • Generating and developing ideas • Testing and evaluation • Planning and making prototypes • Planning the making and the manufacturing • Project presentation
Practicals: Practical work and fieldwork as required by the content
Assessment: Continuous assessment (formative) - 50%; Examination- 50% Project portfolio 30% Tasks, assignments and tests 20% Examination project presentation 50%
DP Requirement: Attendance at 80 % for practicals, tutorials and seminars and at least 40% in the coursework component of this module.

Technology Education Method 3
EDSE411 E2 (10L-12T-0P-10S-70H-20R-0F-0G-38A-15W-16C)
Prerequisite Requirement: Introduction to Teaching and Learning Technology and Teaching and Learning Technology
Aim: The aim of this module is to introduce students who wish to specialise in Technology Education in the Senior Phase to the professional practice of Technology Education. It focuses on students developing an understanding of the key characteristics of technology education as a field of human endeavour, whereby that endeavour is driven by the overall purpose of intervening in the world to meet needs and realise opportunities. A fundamental aspect of this module is thus to educate students to be reflexive about the nature of technology in their Professional Practice.
Content: • Becoming a Technology Education Educator • Enhancing successful classroom practice and experience – best practices in Technology Education • Teaching Technology Education for Change • Introducing Maker- spaces – STEM Applications and Design • Drawing and Designing solutions in Technology Education • Developing high quality resources for Technology teaching and learning • Engaging in Classroom-based research • Curriculum development in Technology Education • Integrating ICT in Technology Education
DP Requirement: As per college rules.

Science and Technology in Society
EDSE806 E2 (40L-10T-0P-0S-60H-0R-10F-0G-40A-0W-16C)
Aim: This module is for students to develop an understanding of the approach used and the skills required to critique, develop and research Science and Technology in Society phenomena.
Content: Historical development of the STS approach;STS in different contexts; Critique of the STS approach; STS approach and the South African curriculum; Research within the field of STS.
Assessment: Tasks – 15%; Assignments, including a research project – 75% and Presentations – 10%.
DP Requirement: 75% attendance and submission of all assessment tasks.

Specialist Studies in Learning Science & Tech

EDSE810 E2 (20L-10T-0P-10S-50H-20R-0F-5G-40A-0W-16C)

Aim: To develop a teacher's subject content knowledge as well as pedagogic content knowledge. The module therefore has a professional development focus with a research component linked to a particular topic. Students will be expected to develop in depth knowledge of an aspect of their discipline as well as research the pedagogy associated with the topic.

Content: Content of a topic in the discipline. Reflection on learning of the topic in the light of current theories of learning. Research on alternative conceptions and other difficulties in learning the topic. Pedagogic content knowledge of the topic. Development of learning Programme on the topic.

Assessment: Written and oral presentations, participation in discussions and workshops, through assignments. Open book assignment or tests of mastery of the content knowledge and pedagogical content knowledge in the chosen specialist topic (25%);Portfolio of work including review of literature, reflections on learning, concept maps of content area, frameworks of pedagogical content knowledge, etc. or Development of a teaching guide for use on professional development workshops (75%).

DP Requirement: 75% attendance and submission of all assessment tasks.

Diversity and Learning

EDSJ101 EC (24L-24T-0P-0S-112H-0R-0F-0G-0A-13W-16C)

Aim: To develop an understanding of how the diversity of social groups are caught up in relations of inequality, and how these impact on learning and education. To develop a sense of agency in working for equity within education and the broader society.

Assessment: Assignments (60%); examination (40%).

DP Requirement: Attendance in at least 80% of classes and submission of all written tasks.

Introduction to Social Justice Education

EDSJ701 E1 P1 (30L-0T-0P-0S-90H-0R-0F-0G-40A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: The module aims to provide a theoretical foundation to Social Justice Education. Specific aims include: to equip students with an understanding of the theoretical framework for social justice and education, to develop the ability of students to integrate the theoretical understandings with their own practice, and to strengthen their critical self-awareness.

Content: Understanding social justice and how this applies to education, understanding social groups, Stereotype, Prejudice, Discrimination and Oppression. Understanding social power and unequal power relations. Exploring these terms through forms of oppression such as: Sexism, Racism, Ableism, Classism, homophobia, Xenophobia, etc.

Assessment: Continuous assessment 100 % e.g.: 20% class participation; 20% class presentation; 60% assignment.

DP Requirement: 75% attendance of planned lectures as per the attendance register.

Race Racism and Education

EDSJ702 E1 P1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: The primary aim of the module is to develop educators who will have an understanding of race as a social construct, who will understand racism as a form of oppression with effects at personal, institutional and societal levels, and who will have resources to challenge racism in their spheres of influence, but particularly within education.

Content: Race and racism receive a great deal of attention, yet few courses in teacher education deal with these questions in a systematic way. Using a social justice framework, this module focuses on theoretically informed ways of addressing and developing an understanding of these issues, and links this understanding to questions of action and questions of research.

Assessment: Continuous assessment 100% e.g.: Portfolio Tasks & Class participation 30 % (comprised of a reflective journal, community journal, reading presentations); Assignment 70%

DP Requirement: 75% attendance of planned lectures as per the attendance register.

Education and Social Inequality

EDSJ704 E2 P2 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)

Prerequisite Requirement: None

Corequisite: None
Aim: This module aims to develop a clearer understanding of the meaning, nature and scope of the relation between education and social inequality. It stimulates students into taking a sociologically informed thinking about education and educating, and aims to develop a 'sociological imagination' and a 'social consciousness'.
Content: This module focuses on social inequalities existent in both South African society and in the educational system. Students engage with academic readings that relate to social inequalities and its interconnectedness with social stratification. The aim is to assist students in identifying and using theoretically informed ways of addressing social inequalities.
Assessment: Continuous assessment 100 % e.g.: Sessional Tasks and Class Participation 10%; Portfolio Task; 10%; Class Presentation 20% and Assignment 60%
DP Requirement: 75% attendance of planned lectures as per the attendance register.

Diversity and Education
EDSJ706 E2 P2 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To promote a critical understanding of issues of diversity and the relationship of diversity to oppression in society in South Africa. It aims to equip students with conceptual understandings of oppression related to one or more specific forms of oppression. The forms of oppression that this module focuses on are sexism and heterosexism.
Content: The module focuses on conceptual understandings of gender, sexism and heterosexism. In addition, students develop an understanding of sexism/heterosexism as complex, systemic, multi-faceted, and interconnected, and identify specific issues in the research on sexism/heterosexism in education.
Assessment: Continuous assessment 100% e.g.: minor assignment 20 %, major assignment 70%, portfolio activities 10%.
DP Requirement: 75% attendance of planned lectures as per the attendance register.

Pedagogy for Social Justice
EDSJ708 P2 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: Pedagogy for Social Justice teaches Participatory Pedagogy through experiential learning. It is a module about learning to facilitate for critical engagement with the world. This is a praxis module. It is designed to incorporate needs and experiences of participants within a guided framework to facilitate the practical learning of relevant theory and skills.
Content: The module unfolds through three Moves: 1) Opening: Ways of working and thinking about participatory pedagogy. 2) Doing Participatory Pedagogy: Practicing learning through reflexive doing of participatory methods and designs; 3) Reflexive praxis: Practicing, reflecting and analysing from critical consciousness of hope and possibilities.
Assessment: Continuous assessment 100% : Reading based assignment 20%; Class Presentation 30%; Critically reflexive Main Assignment 50%.
DP Requirement: 75% attendance of planned lectures as per the attendance register and submission of all assessment tasks.

Disability and Inclusion
EDSJ803 EC PC (24L-24T-0P-0S-152H-0R-0F-0G-0A-0W-20C)
Aim: To provide students with insight into the politics of disability, including the various discourses debated in current literature. The course will move beyond the welfare model to a social justice model which recognises the multiple voice of peple with disabilities.
Content: Students will engage in critical reflection on issues of representation of disability and its articulation with gender, sexuality, race, class and other categories of social difference. The complexities faced by school administrators, teachers and parents in creating educational sytems that guarantee equality of opportunity and full participation will be explored.
Assessment: Continuous assessment in the form of oral presentation and class participation (10%); annotated bibliographies (10%); article critique (20%) and case study research project (60%).
DP Requirement: As per college rules.

Inclusive Education:Theory and practice
EDSJ809 EC PC (24L-24T-0P-0S-152H-0R-0F-0G-0A-13W-20C)

Aim: To provide students with a theoretical background on inclusive education. Special attention is paid to the history, philosophy and current issues being debated in developing and developed countries. An analysis is made of policy and legislation both internationally and in South Africa.
Content: Discourses on disability; disability – a social construction; gender and disability; policy development internationally and locally; initiatives in developing countries.
Assessment: Two assignments or equivalent.
DP Requirement: As per college rules.

Social Foundations, Social Justice & Educ

EDSJ813 EC PC (24L-24T-0P-0S-152H-0R-0F-0G-0A-0W-20C)
Aim: To extend the principles and practices of social justice and transformation to the arena of education through socio-political critique.
Assessment: Written assignments.
DP Requirement: Attendance in at least 80% of classes and submission of all written tasks.

Social Identities and Education

EDSJ832 EC PC (0L-0T-5P-30S-125H-0R-0F-0G-0A-13W-16C)
Aim: The aim of the Social identities and Education module is to establish an appreciation and in-depth knowledge of the range and variety of approaches to social identity development, in terms of their theoretical and real-life underpinnings, as these derive from different social identity groups, different social identity status (whether dominant or subordinate), and their intersection in lived experience. Students will be provided with opportunities to engage with the dynamics of oppression at the individual, institutional and socio-cultural/societal levels. Students are required to apply this analysis to human relations in education, including a critical awareness of their own role as actors in a social context. The module is intended to strengthen the ability of educators to create an education system that is just and equitable.
Content: Social identity theory; racial identity theories and racial identity development; gender and sex role identity; social identities and inequality; class identity theories interactions and/or commonalities; professional and classroom practice. The module content enables students to develop reflexive capacities and to integrate theoretical understandings into the practice and how they can strive for equal opportunities and full participation for those most vulnerable.
Assessment: Written assignments (20%), presentations (20%) and one major assignment (60%)
DP Requirement: Attendance in at least 75% of classes and submission of all written tasks.

Peace Education and Conflict Resolution

EDSJ833 EC PC (20L-0T-0P-40S-140H-20R-0F-0G-100A-13W-32C)
Aim: The Peace Education and Conflict Resolution module aims to critically examine conditions of peace and conflict within personal, organisational, country and global contexts. It further aims to develop knowledge, skills and values which allow for creative and sustainable responses to conflict. The module attempts to develop an appreciation and in-depth knowledge of the range and variety of approaches and skills of Peace Education and Conflict Resolution in terms of their theoretical and real life underpinnings. Students are required to critically apply such knowledge and skills to human relations in education and society, including a critical awareness of their own role as actors in a social context. The module is intended to strengthen the ability of educators to create an education system based on peace and justice.
Content: Perspectives on peace education, Forms of peace education and conflict resolution, Peace education practices, curricula and pedagogy, Peace education through peace action, Conflict analysis, Developing conflict resolution programmes, Researching conflict, peace & peace education.
Assessment: One minor assignment (20%), one major seminar paper (60%) and a seminar presentation (20%).
DP Requirement: 75% attendance and completion of all assessment.

Theo & Meth Found of SJE

EDSJ834 EC PC (20L-0T-0P-40S-140H-20R-0F-0G-100A-13W-32C)
Aim: This module offers students an opportunity to explore and examine bodies of knowledge, research and practice that inform social justice and education. Participants engage with conceptual and theoretical frameworks in social justice and education for understanding inequality, injustices and social oppression. Framed within a social justice framework, it extends students' understandings of sociological perspectives on social justice, citizenship, social inequalities, social inclusion and exclusion.

Content: Social Justice and Education theories such as sociological perspectives on social construction and social inequality in education, critical theories, critical pedagogy as related to equity, education and schooling, and research and praxis in educational research.
Assessment: Two minor assignments (Including presentations and portfolios) (40%) and two major assignments (60%).
DP Requirement: 75% attendance and completion of all module assessment.

Curriculum Development in Science & Mathemati
EDSM702 E1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Aim: The purpose of this module is to provide educators with an understanding of the nature of curriculum, factors which influence its development and the determinants of transformation and change.
Content: Students will engage with current curriculum policy documents with the aim of designing appropriate tasks in science and mathematics while dealing with issues of diversity and promoting inclusivity in order to cater for the needs of the complex and differentiated nature of South African society.
Assessment: Continuous assessment 100% e.g.: research based assignment 50%, application based tasks 50%.
DP Requirement: 75% attendance of planned lectures as per the attendance register.

Issues in Science and Mathematics Education
EDSM703 E2 P2 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Aim: To raise awareness of current issues in the teaching and learning of science and mathematics education. These issues may include the nature of science/mathematics/computing, controversial issues, culture, gender and religion, misconceptions, indigenous knowledge, ICT and ICT pedagogical practices and other relevant issues that teachers may face in the classroom.
Content: This module focuses on issues in science and mathematics teaching and learning contexts. Students engage with nature of science, indigenous knowledge, race and gender in science and mathematics while dealing with issues of diversity and promoting inclusivity in order to cater for the needs of the differentiated nature of South African society.
Assessment: Continuous assessment 100% e.g.: research based assignment: 50% and application based tasks: 50%
DP Requirement: 75% attendance of planned lectures as per the attendance register.

Assessment in Science and Mathematics Education
EDSM704 E2 P2 (30L-0T-0P-0S-85H-0R-0F-0G-45A-16W-16C)
Aim: To introduce educators to assessment models and issues in science and mathematics education, with emphasis on reflecting on current practice and developing new forms of assessment appropriate to the curriculum.
Content: This module focuses on assessment in science and mathematics teaching and learning contexts. Students engage with models of assessment, rubrics, designing performance assessment tasks as integral components of the learning process whilst promoting inclusivity in order to cater for the needs of the differentiated nature of South African society.
Assessment: Continuous assessment 100% e.g.: research based assignment: 50% and application based tasks: 50%
DP Requirement: 75% attendance of planned lectures as per the attendance register.

Teaching & Learning in Sc & Maths Ed II
EDSM705 E1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Aim: To introduce educators to current thinking about particular areas or activities used in teaching and learning in science and mathematics education. Emphasis will be on problematizing these areas and promoting critical reflection on current practice.
Content: This module focuses on a critical understanding of current thinking about activity structures in mathematics and science education, higher order thinking and problem solving, language and communication strategies in science and mathematics education, an understanding of metacognition and self-regulated learning,teaching and learning in Science and Mathematics in the 21st century.
Assessment: Continuous assessment 100% e.g.: research based assignment: 50%, application based tasks: 50%
DP Requirement: 75% attendance of planned lectures as per the attendance register.

Teaching & Learning in Sc & Maths Ed I
EDSM707 E1 P1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Aim: To introduce educators to current thinking about particular areas or activities used in teaching and learning in science and mathematics education. Emphasis will be on problematizing these areas and promoting critical reflection on current practice.

Content: This module will cover learning theories within science/mathematics/computing education, motivation, reasoning and argumentation. It will also cover practical work within science/mathematics/computing education, project work within science/mathematics/education and pragmatism.
Assessment: Continuous assessment 100% e.g.: research based assignment 50%, application based tasks 50%
DP Requirement: 75% attendance of planned lectures as per the attendance register.

Sports Science for Educators Method 3

EDSP401 EC (10L-10T-10P-0S-40H-0R-0F-0G-10A-12W-8C)

Aim: To provide students with knowledge and understanding of effective teaching and learning in movement education; ethical and moral issues in education; developing creativity in the teaching and learning environment and applying this knowledge in the school environment.
Content: Effective teaching in physical education, creating conditions for effective teaching in movement education; ethics and morality in movement education and creativity in lesson planning and presentations.
Practicals: 10
Assessment: Tests, assignments and practicals 100%.
DP Requirement: As per college rules.

Sports Science for Educators 410

EDSP410 EC (20L-0T-25P-0S-105H-0R-0F-0G-10A-12W-16C)

Aim: To provide students with understanding and knowledge of research in sport; environmental aspects influencing exercise and training and community recreation; practical and theoretical aspects of various movement activities; and, to assist students apply this understanding in developing and presenting programmes.
Content: Research Methodology; and environmental aspects influencing exercise, training and community recreation; , water activities, games and recreation.
Practicals: 25
Assessment: Tests, assignments and practicals 60%; Examination 40%.
DP Requirement: As per college rules.

Sports Science for Educators 420

EDSP420 EC (20L-0T-25P-0S-105H-0R-0F-0G-10A-11W-16C)

Aim: To provide students with understanding and knowledge of biomechanical aspects of sport; sport psychology,; practical and theoretical aspects of various movement activities and, to assist students apply this understanding in developing and presenting programmes.
Content: Sport psychology; biomechanical aspects of sport and games.
Practicals: 25
Assessment: Tests, assignments and practicals 60%; Examination 40%.
DP Requirement: As per college rules.

Social Science Education Method 1 SP

EDSS201 E1 (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)

Prerequisite Requirement: None
Corequisite: None
Aim: The main aim of this module is to prepare Social Sciences student teachers in the intermediate and senior phases, as part of their initial teaching qualification, to become competent in integrated and cross-disciplinary teaching methods within an inclusive education framework. At the end of the module the students should have developed a sound knowledge base and sound understanding of theoretical principles of history and be able to apply this specific knowledge in context, taking cognisance of the needs of the learners, the diversity of learners and the diverse nature of the teaching and learning contexts. To achieve this they would be guided towards professional competence informed by a sound knowledge, skills and values base. The student teachers would furthermore be assisted in developing and presenting programmes based on their individual teaching styles and philosophies.
Content: The core content topics for the module are: • The philosophies, theories and methods underpinning Social Sciences teaching and learning • Teaching and learning for critical thinking in an integrated and cross-disciplinary manner • The relationship/s between history and geography • Using sources/evidence to teach history in an integrated and cross-disciplinary manner (for example documents, artefacts, visual media, ICT) • Using sources/evidence to teach geography in an integrated and cross-disciplinary manner (for example maps, GIS, visual media, fieldwork) • Integrating history and geography teaching and learning

Assessment: Formative Assessment – In class assessment @ 25% - Long essay - @ 25% Summative Assessment - Examination @ 50%
DP Requirement: Students must attend 75% of the module contact time, submit all the assignments, and achieve a year mark of 50%. Students with a year mark of 80% and above need not write the examination.

Social Science Education Method 1 IP
EDSS202 E1 (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The main aim of this module is to prepare Social Sciences student teachers in the intermediate and senior phases, as part of their initial teaching qualification, to become competent in integrated and cross-disciplinary teaching methods within an inclusive education framework. At the end of the module the students should have developed a sound knowledge base and sound understanding of theoretical principles of history and be able to apply this specific knowledge in context, taking cognisance of the needs of the learners, the diversity of learners and the diverse nature of the teaching and learning contexts. To achieve this they would be guided towards professional competence informed by a sound knowledge, skills and values base. The student teachers would furthermore be assisted in developing and presenting programmes based on their individual teaching styles and philosophies.
Content: The core content topics for the module are: • The philosophies, theories and methods underpinning Social Sciences teaching and learning • Teaching and learning for critical thinking in an integrated and cross-disciplinary manner • The relationship/s between history and geography • Using sources/evidence to teach history in an integrated and cross-disciplinary manner (for example documents, artefacts, visual media, ICT) • Using sources/evidence to teach geography in an integrated and cross-disciplinary manner (for example maps, GIS, visual media, fieldwork) • Integrating history and geography teaching and learning
Assessment: Formative Assessment – In class assessment @ 25% - Long essay - @ 25% Summative Assessment - Examination @ 50%
DP Requirement: Students must attend 75% of the module contact time, submit all the assignments, and achieve a year mark of 50%. Students with a year mark of 80% and above need not write the examination.

Social Sciences Education Method 2 SP
EDSS301 E1 (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: The main aim of this module is to prepare Social Sciences student teachers in the intermediate and senior phases, as part of their initial teaching qualification, to become competent in engaging with the Social Sciences CAPS curriculum document and related assessment criteria and to translate this into effective teaching and learning opportunities within an inclusive education framework. At the end of the module students should have gained well rounded broad education that equips the graduate with the knowledge base, theory and methodology of the discipline to enable them to demonstrate initiative and responsibility in an academic and professional context, taking into consideration the needs of the learners, the diversity of learners and the diverse teaching and learning contexts. The student teachers would furthermore be assisted in developing and preserve programmes based on their individual teaching styles and philosophies.
Content: The core content topics for the module are: • The teacher of school History • The learner of school History • The learning of school History • The school History curriculum • Teaching controversial issues in school History • Teaching school History to large classes in a disadvantaged school • Assessment in History • Developing a personal History teaching philosophy • Campus based / practical teaching and learning by means of tutorials, peer observation and reflection • Analysis and reflections on case studies within the context of history teaching and learning about and in the context of southern Africa
Practicals: No practicals and fieldwork required
Assessment: Formative Assessment – In class assessment @ 25% - Long essay - @ 25% Summative Assessment - Examination @ 50%
DP Requirement: Students must attend 75% of the module contact time, submit all the assignments, and achieve a year mark

Social Sciences Education Method 3
EDSS411 E2 (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: The main aim of this module is to prepare Social Sciences student teachers in the intermediate and senior phases, as part of their initial teaching qualification, to become competent in engaging with the geography within the Social Sciences CAPS curriculum document and related assessment criteria and to translate this into effective teaching and

learning opportunities. The student teachers would furthermore be assisted in developing lessons based on their individual teaching styles and philosophies.
Content: The core content topics for the module are: • The teacher of school Geography • The learners of school Geography • The learning of school Geography • The school Geography curriculum • Teaching controversial issues in school Geography • Teaching school Geography to large classes in a disadvantaged school • Assessment in Geography • Developing a personal Geography teaching philosophy • Campus based / practical teaching and learning by means of tutorials, peer observation and reflection (key components and developing innovative Geography lesson plans with substantial content)
Practicals: No practicals and fieldwork required
Assessment: Formative Assessment – In class assessment @ 25% - lesson plans- @ 25% Summative Assessment - Examination @ 50%
DP Requirement: Students must attend 75% of the module contact time, submit all the assignments, and achieve a year mark of 50%. Students with a year mark of 80% and above need not write the examination.

Social Sciences Teaching 601

EDSS601 E1 P1 (25L-14T-0P-0S-70H-10R-0F-0G-41A-15W-16C)
Aim: The main aim of this module is to prepare Social Science student teachers in the Senior Phase (Grades 7 – 9) to become competent in Social Studies teaching as part of their initial teaching qualification; to introduce students to the skills, attitudes and knowledge in teaching Social Science in an integrated manner; to introduce students; to Social Science curriculum documents, assessment and pedagogy as it relates to teaching. The student teachers will, furthermore be assisted in developing and presenting lessons based on their individual teaching styles and philosophies.
Content: • Introduction to Social Science component of the National Curriculum document and its application • Assessment and Social Science • Strategies to teach Social Science • Stratagems of integrating History into Geography and vice versa • Effective classroom management • Lesson planning and resources for teaching Social Science • Use of resources for a successful Social Science lesson • Fundamentals of Social Science • Knowledge of subject teaching
Assessment: Formative Assessment – In-class assessment (30%); Assignments (20%) Summative Assessment – Research essay (50%)
DP Requirement: Students must attend 75% of the tutorials.

Social Sciences Teaching 602

EDSS602 E2 P2 (25L-14T-0P-0S-70H-10R-0F-0G-51A-15W-17C)
Aim: To prepare Social Science student teachers in the Senior Phase (grades 7 to 9) to become competent in Social Studies teaching as part of their initial teaching qualification; to equip students with requisite pedagogical knowledge, skills and values related to the teaching and learning of Social Science; to select, construct and identify sources and strategies to teach the Social Science curriculum in an integrated manner. Students will develop research skills bin Social Science Education. The student teachers will, furthermore develop and present lessons based on their individual teaching styles and philosophies.
Content: •Social Science (Geography and History) as a subject discourse within the national school curriculum documents •Engaging with textbooks and other sources in teaching the Social Science (Geography and History) school curriculum in an integrated manner •Designing lesson plans and resources for teaching Social Science in a way that integrates Geography and History. •Positive class management strategies and practices for a successful Social Science lesson •Theories and practices in creative teaching in Social Science •Campus-based peer teaching, peer observation and reflection focusing on topics relating to the Social Science curriculum •Reflections on case studies within the context of Social Science teaching focusing on Africa and the world
Assessment: Formative Assessment – In-class assessment (30%), Assignments (20%) Summative Assessment – Teaching and Learning portfolio (50%)
DP Requirement: Students must attend 75% of the tutorials.

Perspective in Social Sciences in Education

EDSS701 E1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The purpose of this module (compulsory for students doing the Social Sciences in Education Honours programme) is to provide perspectives in the Social Sciences in Education, focusing on disciplinarities and research methodologies in multiple contexts in Africa and South Africa.
Content: The module content will include exploring contextually relevant topics from intra-disciplinary, inter-disciplinary,

multi- disciplinary and trans- disciplinary perspectives, and research design and methodologies in the Social Sciences in Education.
Assessment: Continuous assessment 100% will be used in the form of: • Research assignments (60%) • Presentations/seminars (25%) • Critique of key readings (15%)
DP Requirement: No DP requirement. Continuous assessment.

Technology Education 111
EDTE111 E1 (39L-9T-30P-0S-78H-0R-0F-0G-4A-13W-16C)
Aim: To introduce students to teaching Technology in the GET phase and expose them to the emerging issues in Technology Education discourse, w.r.t. IKS; Sustainability and STS and the environment.
Content: Introduction to Technology Education; Examination of current and projected technology topics that are growing in importance but are not presently reflected in policy documents; Historical case studies of selected technologies; Design in Technology Education; Communication technology; Construction Technology – green construction; Material properties and strength in relation to structures and processing.
Assessment: Course Work (50%). Examination (50%). A sub-minimum of 40% is required in the examination component of the final module mark.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Technology Education Method 201
EDTE201 EC (40L-0T-10P-0S-25H-0R-0F-0G-5A-13W-8C)
Aim: To prepare prospective Technology educators, as part of their initial teaching qualification, to become competent and confident in the teaching methods of Technology Education. To achieve this, they will be guided towards professional competence informed by a sound skill and value base. The prospective technology educator would furthermore be assisted in developing and presenting a learning programme based on the models discussed in the literature.
Content: Develop the students understanding of why Technology should be taught. Present various definitions of Technology Education. Critically engage with curriculum changes in South Africa. Explore possible ways to develop a Technology programme. Reinforce the role of the "Design Process" in Technology teaching. Explore the key content and specific aims of CAPS. Demonstrate types of assessment that can be used in Technology Education. Develop useful Assessment tools for Technology. Explore ideas for setting up a Technology room in a range of schools. Critical analysis of three theoretical models of learning and how they can be adapted for the technology class.
Assessment: Course work (40%) Examination (60%). The Examination is in the form of a seminar/presentation.
DP Requirement: At least 80% attendance at all lectures, practicals, seminar and tutorials. Submission of all work as required by module coordinator by the stipulated date. At least 40% in the course work component of the module.

Technology Education 121
EDTE121 E2 (39L-9T-30P-0S-78H-0R-0F-0G-4A-13W-16C)
Aim: To provide students with an understanding of the many important aspects of modern mechanical, electrical, pneumatic and hydraulic components and systems.
Content: Elementary systems theory; the history of mechanics; Forces and the three laws of motion; Inclined plane phenomena; Levers and pulleys; Wheels, radius, plane of rotation, axle; Gears: types, transmission types, applications; Properties and characteristics of air; Basic gas laws and flow rate; Basic pneumatic components: cylinders and pistons; Pneumatic circuits; Characteristics of fluid and fluid power; Hydraulic fluid properties; Hydraulic jack; Hydraulic parameters: pressure, force, area, volume and capacity; Hydraulic leverage; Hydraulic components: tank, pump, cylinders, control valves and actuators; Hydraulic systems.
Assessment: Course Work (50%). Examination (50%). A sub-minimum of 40% is required in the examination component of the final module mark.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Technology Education 220
EDTE220 EC (50L-2T-40P-0S-64H-0R-0F-0G-4A-13W-16C)
Prerequisite Requirement: EDTE111 and EDTE121
Aim: To introduce students to the basic knowledge and skills needed to process common materials and produce functional products of clay, paper, woods, metals, plastics, textiles and composite materials. This will include exposure to laboratory safety, use of hand tools, operation of machines, and teaching strategies. Students will be provided with

laboratory experiences in materials 201 testing and construction of multi-material projects.
Content: Modern computer numeric control (CNC) milling and lathe machines, vacuum forming and bending, pressure forming and blow molding of plastic materials; contemporary and historical examples of the art and craft of ceramics; designing ceramic forms and expressing individual ideas through the medium of clay.
Assessment: Course work (60%), Examination (40%).
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 50% in the coursework component of the module.

Technology Education Method 301
EDTE301 EC (24L-0T-10P-0S-40H-0R-0F-0G-6A-0W-8C)
Aim: To build the competence and confidence of future educators of Technology and to offer the student practical ways of teaching Technology within the classroom. Thus, the focus will be on Curriculum development, understanding of the CAPS document and Laboratory planning in Technology Education.
Content: Creative use of children's books and movies in the teaching of Technology. Present the Specific aims, Content aspects and Assessment strategies required by the CAPS curriculum. Explore the purpose of assessment in Technology. Explore the use of appropriate strategies and techniques for assessment. Laboratory planning, management and safety. Develop a concept map for the teaching of design; structures; mechanical systems; and electrical systems in a grade.
Assessment: Course work (40%) Examination (60%). The examination is in the form of a seminar/presentation.
DP Requirement: At least 80% attendance at all lectures, practicals, seminar and tutorial. Submission of all work as required by module coordinator by the stipulated date. At least 40% in the course work component of the module.

Science & Technology Education Method 2
EDTE312 E1 (23L-10T-0P-0S-60H-20R-0F-0G-47A-15W-16C)
Aim: To introduce students who wish to specialise in Science and Technology to the relationship between Science and Technology with the view of integrating these two disciplines in their teaching. To introduce students to teaching approaches which are particular to Natural Science and Technology; to develop students' competences in lesson planning and presentation with emphasis on assessment; to develop competence in the use of resources in science and technology learning. Furthermore a fundamental aspect of this module is to educate students to reflect meaningfully on their Professional Practice experience
Content: • Specific aims of the Natural Science curriculum • Specific aims of the Technology curriculum • Integration of the aims of both disciplines in lesson planning • Appropriate teaching strategies in Science and Technology • Resource-based learning • Assessment • Reflections on professional practice
Assessment: • Tests = 25% • Assignments, tasks, and presentations = 25% • Examination = 50%
DP Requirement: At least 75% attendance and 40% course mark

Science & Technology Education 3
EDTE313 E2 (39L-0T-20P-0S-40H-20R-0F-0G-41A-15W-16C)
Corequisite: Introduction to Science and Technology Education – This module establishes the nature of the Natural Sciences and Technology Education disciplines that are further elaborated here.
Aim: To further extend students' knowledge of the content and processes with regard to Natural Sciences and Technology related to the knowledge strands Matter and Materials; Structures and Processing in order to build a sound knowledge base and understanding of theoretical principles. To enable students to develop the competence to apply their knowledge base in relevant contexts.
Content: • Classification of matter • Solids, liquids and gases • Atomic structure • Periodic table • Elements, chemical bonding, compounds and mixtures, metals and non-metals • Structures with special reference to reinforcement, indigenous structures e.g. huts, ungqu-phantsi, rontabile • Properties and uses of materials- plastics, paints, glass, textiles and fibres • Processing and combining of materials
Practicals: Students must complete 75% of practical work and/or fieldwork to relevant industries as appropriate
Assessment: At least 75% attendance of integrated/practical sessions and 40% course mark
DP Requirement: • Two tests = 25% • Assignments, Tasks, practical work and presentations = 25% • Examination = 50%

Science & Technology Education Method 1
EDTE314 E2 (15L-15T-0P-3S-75H-8R-0F-0G-44A-15W-16C)
Prerequisite Requirement: Introduction to Science and Technology Education; Teaching and Learning Science and

Technology – These modules provide a context for students to design learning programmes that integrate Natural Science and Technology.
Aim: To further extend students' knowledge of strategies for teaching Natural Sciences and Technology with a focus on teaching large classes, co-operative learning strategies, and inquiry based learning. It will also develop the students' ability to plan learning programmes on selected topics within the discipline, which are informed by relevant science and technology education research, and include appropriate assessment strategies. This will provide the students with a well-rounded, broad education in these disciplines that will equip them with the knowledge base, theories and methodologies required to demonstrate initiative and responsibility in an academic and professional context within an inclusive education framework.
Content: • Inquiry based learning • Cooperative learning • Teaching large classes in Science and Technology • Learning Programmes • Assessment • Reflection on professional practice
Assessment: • Tests, tasks and presentations-45% • Development of a learning programme - 45% • Reflective journal – 10% Continuous assessment module. An average mark of 50% is required to pass the module
DP Requirement: At least 75% attendance.

Science and Technology Education 4
EDTE411 E2 (10L-12T-0P-10S-70H-20R-0F-0G-38A-15W-16C)
Prerequisite Requirement: Introduction to Teaching and Learning Technology and Teaching and Learning Technology
Aim: The aim of this module is to introduce students who wish to specialise in Technology Education in the Senior Phase to the professional practice of Technology Education. It focuses on students developing an understanding of the key characteristics of technology education as a field of human endeavour, whereby that endeavour is driven by the overall purpose of intervening in the world to meet needs and realise opportunities. A fundamental aspect of this module is thus to educate students to be reflexive about the nature of technology in their Professional Practice.
Content: Becoming a Technology Education Educator • Enhancing successful classroom practice and experience – best practices in Technology Education • Teaching Technology Education for Change • Introducing Maker- spaces – STEM Applications and Design • Drawing and Designing solutions in Technology Education • Developing high quality resources for Technology teaching and learning • Engaging in Classroom-based research • Curriculum development in Technology Education • Integrating ICT in Technology Education
Assessment: Course Work =100% Course work will consist of • Tests = 50% • Major assignments, tasks and presentations = 50%
DP Requirement: At least 75% attendance

Technology Teaching 601
EDTE601 E1 P1 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: The main aim of this module is to introduce and engage students who wish to specialise in Technology teaching in the Senior Phase (grades 7 – 9) to the nature and history of Technology education, principles of the national curriculum document in terms of knowledge, skills, values and attitudes required to teach and assess Technology. To develop competence in teaching Technology in the Senior Phase.
Content: •Teaching and learning Technology •Principles of the National Curriculum Documents for Technology teaching and assessment •The nature and history of Technology and Technology Education •Campus-based practical learning through peer teaching, peer observation and reflection •Basic planning of learning programme •Assessing Technology in the following areas: Technological process, Graphical communication, Structures •Analysis and reflection on case studies within Technology Education •Learning about diverse school and Technology classroom context •Management and safety in the Technology classroom/workshop •Campus-based peer teaching, peer observation and reflection.
Practicals: A number of practical investigations and projects based on the school curriculum are required for this module in the Technology laboratories.
Assessment: Formative assessment with: Tests (20%) Group assignments (10%) Individual Assignment(40%) Individual Projects (30%)
DP Requirement: A minimum attendance of 75% at lectures, tutorials and practicals

Technology Teaching 602
EDTE602 E2 P2 (22L-10T-10P-0S-70H-10R-0F-0G-38A-15W-16C)
Aim: The main aim of this module is to introduce and engage students who wish to specialise in Technology teaching in the Senior Phase (grades 7 – 9) with the knowledge, skills, values and attitudes required to teach Technology within the national school curriculum. To develop competence in teaching Technology in the Senior Phase.

Content: •Management and safety in the Technology classroom/workshop •Practical work, investigations and projects •Problem solving •Communication, language and models •Assessment and Planning and instruction strategies •Technology to develop a program of learning involving the following areas: Properties of materials, Processing of materials, Systems and control-: mechanical systems; electric and electronic systems; pneumatic and hydraulic systems •Research on Technology Education – areas of need •Resources and support groups for Technology •Campus based practical learning through micro-teaching, lesson observations and lesson transcripts •Learning about diverse school and classroom contexts
Practicals: A number of practical investigations and projects based on the school curriculum are required for this module in our technology laboratories.
Assessment: Tests and group tasks (10%) Individual Assignments (30%) Projects (20%) Portfolio of work (40%)
DP Requirement: A minimum attendance of 75% at lectures , practicals and tutorials.

Technology Learning Area Studies
EDTE604 EC PC (0L-20T-20P-0S-120H-0R-0F-0G-7A-20W-17C)
Prerequisite Requirement: Relevant credits in the degree for teaching the learning area.
Aim: Develop knowledge about teaching and learning in the chosen learning area in the senior phase of General Education Training.
Content: The nature of the learning area as defined in the National Curriculum Statement. Teaching, learning and assessment in the learning area. Common misconceptions in the learning area and strategies to overcome these. Designing a coherent learning programme in the learning area, producing teaching resources, and designing assessment tasks in line with the national curriculum statement. Communication in the learning area. Specialised teaching techniques relevant to each learning area. Reflecting on teaching experience, and on observation of experienced teachers at work.
Practicals: 12 weeks in schools.
Assessment: Attendance and Course work: 50%; Examination: 50%.
DP Requirement: As per college rules.

Curriculum Devel in Technology Education
EDTE701 E2 (30L-0T-0P-0S-75H-0R-0F-0G-55A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The purpose of this module is to provide students with a critical understanding of the principles and debates, which characterize the inclusion of Technology Education in the South African curriculum - and its increasing inclusion in the general education curricula of other countries.
Content: Critical review of historical developments in this field; The relationship between Technology Education, Technical Education and Science Education; The vocational / academic debate; The nature of Technology Education curricula in selected countries.
Assessment: Continuous assessment 100% e.g. • Class topic discussion sessions: 30% • Assignments: 30% • Seminar Presentation: 20% • Written research paper: 20%
DP Requirement: Students must attend 75% of planned lectures as per the attendance register, and submit all required preparatory tasks and assignments. Students must achieve a class mark average of not less than 50%.

Design for Technology Education
EDTE702 E1 (30L-0T-0P-0S-75H-0R-0F-0G-55A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: This module extends students' existing understanding and skills in the field of Design in Technology Education. The module seeks to extend students' ability to employ and apply drawing and visualisation skills; use these learning experiences as a basis for investigating the nature, role and assessment of design; use research as a basis for the development of design focussed learning materials in Technology Education.
Content: A critical consideration of its nature and implications for practice and research is explored. Particular emphasis on Design in Technology Education in the African Continent is foregrounded. Content includes: Theory and history of design, principles of design, Issues in the teaching and assessment of Design, Design research and its implications for practice.
Assessment: Continuous Assessment 100%: •Class topic discussion sessions: 30% •Assignments: 30% •Seminar: 20% •Written Research paper: 20%

DP Requirement: Students must attend 75% of planned lectures as per the attendance register. Students are required to submit all required assessments tasks. Students must achieve a class mark average not less than 50%.

Indigenous Science and Technology
EDTE703 E2 (30L-0T-5P-0S-80H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: This module explores issues associated with Indigenous Knowledge Systems (IKS), with particular reference to Science and Technology (S&T). Furthermore, the module explores the implications of the inclusion of IKS in the curriculum for sustainable development, capacity building and intellectual development of S&T in Africa in the 21st century.
Content: Content topics includes: Medicine and African Traditional Medicine (ATM), Mathematics, Agricultural Science - Food Processing & Storage and Textile technology, Metallurgy, Building Technology (architecture and engineering), Astronomy and Navigation. This module explores issues associated with Indigenous Knowledge Systems (IKS), with particular reference to Science and Technology (S&T). Furthermore, the module explores the implications of the inclusion of IKS in the curriculum for sustainable development, capacity building and intellectual development of S&T in Africa in the 21st century.
Practicals: Field trip: visiting a nursery that focuses on indigenous plants.
Assessment: Continuous assessment 100% e.g.: Class topic discussion sessions: 30% Assignments: 30% Seminar: 20% Written research paper: 20%
DP Requirement: Students must attend 75% of planned lectures as per the attendance register. Students are required to submit all required assessments tasks. Students must achieve a class mark average not less than 50%.

Research in Technology Education
EDTE704 E1 (30L-0T-0P-0S-75H-0R-0F-0G-55A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare students for future research endeavours in the field of Technology Education. The module introduces students to current research trends, past and present philosophies that have influenced the development of Technology Education. The main outcome is that students will produce a thorough and well-reasoned proposal for a research project.
Content: The content of this module includes the history of Technology Education, technology and globalization, the politics of gender, social justice and equity, Indigenous Knowledge System, sustainable development, technological literacy, teacher/curriculum development. Research trends in technology education, Technology and knowledge in an open society.
Assessment: Continuous assessment 100% e.g. • Class topic discussion sessions: 30% • Assignments: 30% • Seminar Presentation: 20% • Written research proposal: 20%
DP Requirement: Students must attend 75% of planned lectures as per the attendance register. Students are required to submit all required assessments tasks. Students must achieve a class mark average not less than 50%.

Teaching Practice 1
EDTP121 E2 (39L-29T-10P-0S-57H-0R-0F-0G-25A-15W-16C)
Aim: The aim of the module is to introduce students to the different contexts of teaching in KwaZulu-Natal.
Content: • A guided bus tour to two schools through an exploratory framework focusing on context and teaching • Teaching methods – generic • Classroom technologies • Micro teaching
Practicals: A bus tour of two selected schools in KwaZulu-Natal
Assessment: 100% continuous assessment, presented through a portfolio.
DP Requirement: Participation in the bus tour of the two selected schools and minimum attendance of 75% of the module contact time.

Teaching Practice 220
EDTP220 EC (0L-0T-0P-0S-0H-0R-0F-0G-80A-4W-8C)
Prerequisite Requirement: : Teaching practice 120
Aim: To develop students' ability through teaching practice.
Content: Supervised teaching practice by teachers.
Assessment: Preparation of records; lesson performances, portfolio of evidence. Preparation of portfolio according to instructions with the evidence of teaching, preparation and teaching aids.
DP Requirement: Must have credits for TP120.

Teaching Practice 2
EDTP221 E2 (0L-30T-0P-0S-20H-0R-30F-0G-3A-7W-8C)
Prerequisite Requirement: Teaching Practice 1
Corequisite: At least one of the respective teaching specialisation method module at level 1
Aim: The aim of the module is to develop in students a sound knowledge and understanding of the nature of teaching and learning in an authentic school environment, using theories and principles of teaching and learning within a socially diverse and inclusive South African education system
Content: •On site teaching practice – planning and teaching of lessons across all teaching subject specialisation, applying generic teaching methods in their teaching of lessons •Develop and appreciation and an understanding of the school and professional policies relating to schooling, teaching and learning, and the teaching profession •Observe classroom and school management processes and practices during the school based teaching practice session •Developing an understanding of being a professional teacher.
Practicals: Placement at a school of the students' choice in consultation with the teaching practice coordinator, for a continuous period of one academic term (equivalent to approximately 7 weeks).
Assessment: 100% continuous assessment of teaching practice through a teaching practice report, tests and a portfolio.
DP Requirement: A minimum attendance of 100% of school based teaching and 80% campus based teaching and the submission of a teaching practice report and portfolio.

Teaching Practice 320
EDTP320 EC (0L-0T-0P-0S-0H-0R-0F-0G-80A-4W-8C)
Prerequisite Requirement: Teaching practice 220
Aim: To further develop students' ability through teaching practice and enhancing of teaching portfolio.
Content: Supervised teaching practice by both tutors and mentor teachers.
Assessment: Preparation of records; lesson performances, portfolio of evidence showing advancement and examples of teaching aids related to teaching, with evidence of daily preparation and teaching. Attendance 90%
DP Requirement: Must have credits for TP120 and TP220.

Teaching Practice 3
EDTP321 E2 (0L-0T-25P-0S-20H-0R-0F-10G-25A-0W-8C)
Prerequisite Requirement: Teaching Practice 1 and Teaching Practice 2
Corequisite: At least one of the respective teaching specialisation method module at level 2
Aim: To develop students' competence in teaching their respective teaching subject specialisations within an authentic school context, using their subject content knowledge, the knowledge of the CAPS curriculum and the theories and principles of teaching, learning and assessment.
Content: • On site teaching practice – planning and teaching of lessons across all teaching subject specialisation, applying appropriate pedagogical content knowledge in their teaching of lessons • Work within the school and professional policies relating to schooling, teaching and learning and the teaching profession • Implement classroom and school management processes and practices during the school based teaching practice session • Developing professional ethics as a teacher
Practicals: Placement at a school consultation with the teaching practice coordinator, for a continuous period of one academic term (equivalent to approximately 7 weeks).
Assessment: 100% continuous assessment of teaching practice report
DP Requirement: An attendance of 100% of school based teaching and the submission of a portfolio.

Teaching Practice 420
EDTP420 EC (0L-0T-0P-0S-0H-0R-0F-0G-80A-4W-8C)
EPrerequisite Requirement: Teaching practice 320
Aim: To develop students' ability to teach independently
Content: Independent teaching practice, student teacher to teach continuously. Proof of lessons taught, research.
Assessment: Preparation of records; lesson performances and portfolio of evidence with proof of daily teaching and relevant teaching aids.
DP Requirement: Must have credits for TP120, TP220 and TP320.

Teaching Practice 4
EDTP430 E1 (0L-0T-0P-0S-40H-0R-85F-5G-30A-15W-16C)
Prerequisite Requirement: Teaching Practice 1, Teaching Practice 2 and Teaching Practice 3

Prerequisite Modules: EDTP121, EDTP221, EDTP321
Corequisite: At least one of the respective teaching specialisation method module at level 3
Aim: The aim of the module is to further develop students' competence in teaching their respective teaching subject specialisations within an authentic school context, using their subject content knowledge, the knowledge of the CAPS curriculum as it relates to their teaching subjects and the theories and principles of teaching, learning and assessment. In addition, the module intends to develop in students a teacher professional identity.
Content: •On site teaching practice – planning and teaching of lessons across all teaching subject specialisation, applying appropriate pedagogical content knowledge in their teaching of lessons •Work within the school and professional policies relating to schooling, teaching and learning and the teaching profession •Implement classroom and school management processes and practices during the school based teaching practice session •Developing competence in being a teacher with full school responsibilities
Assessment: Placement at a school consultation with the teaching practice coordinator, for a continuous period of one academic semester (equivalent to approximately 12 weeks).
DP Requirement: A minimum attendance of 80% of school based teaching and the submission of a portfolio.

School Experience 610
EDTP601 EC PC (0L-10T-15P-0S-15H-0R-120F-0G-0A-4.5W-16C)
Aim: The main purpose of the module is to educate, train and develop professional educators in a practical context.
Content: The development of teaching skills including observation, communication, questioning, presentation and classroom organization, management and control. The design and construction of audiovisual resources. This is supported through specific skills workshops, practical teaching experience and interaction with teacher-mentor(s) and tutors.
Practicals: At least 4.5 weeks in the classroom and participation in specific skills workshops on campus.
Assessment: By board of examiners comprising teacher-mentors and tutors and portfolio of evidence that will be submitted after TP.
DP Requirement: Attendance at 80% of tutorials and submission of two major assignments.

School Experience 601
EDTP611 E1 P1 (12L-0T-6P-0S-60H-0R-75F-0G-7A-4W-16C)
Aim: The module aims to introduce students, as professionals in training, to teaching in a diverse range of schools. It provides opportunities for development of beginner teacher competence through integrative learning that links theoretical knowledge with workplace (school) practice .
Content: This School Experience module consists of two components: a campus-based component and a school-based component: Campus-based component will expose students to: •Teaching and learning technologies •A variety of schooling contexts, teaching and management styles •Teaching philosophies School-based component will expose students to: •Practice of teaching •Planning and presentation of lessons in respective teaching subject specialisations •Critical analysis of a school as an education organisation •Teaching and learning practices •Reflection upon teaching and learning practices •Assessment practices •School and professional policies related to schooling, teaching, learning and management •Classroom management processes and practices •Developing professional competence informed by the SACE Code of Professional Ethics
Practicals: Placement at a school, in consultation with the Teaching Practice co-ordinator, for a continuous block period of four weeks in the first academic semester (equivalent to 20 days).
Assessment: 100% continuous assessment of teaching practice through summative reports from school mentors and university tutors and submission of a professional portfolio.
DP Requirement: A minimum attendance of 75% in the campus-based component. Attendance during the school-based component in accordance with conditions of service for institution-based educators .

School Experience 602
EDTP612 E2 P2 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: The main aim of this module is to further develop students as professionals-in-training for teaching their respective teaching subject specialisations in a school as a workplace setting. It provides opportunities for development of beginner teacher competence through integrative learning that links theoretical knowledge with workplace (school) practices . In addition, the module intends to develop in a student a teacher professional identity.
Content: School-based component will expose students to: •Teaching practice in a school •Planning and presenting a sequence of coherent lessons in respective teaching subject specialisations •Critical analysis of a school as an education organisation •Engagement in assessment practices •School and professional policies related to schooling, teaching, learning and management •Classroom and school management processes and practices •Developing as a classroom

leader •Developing competence in being a professional ethical teacher with full school responsibilities •Developing a teacher identity in relation to personal teaching philosophy
Practicals: Placement at a school, in consultation with the Teaching Practice co-ordinator, for a continuous block period for 6 weeks in the second academic semester (equivalent to 30 teaching days).
Assessment: 100% continuous assessment of teaching practice through summative reports from school mentors and university tutors and submission of a professional portfolio of evidence.
DP Requirement: Attendance during the school-based component in accordance with conditions of service for institution-based educators.

Travel and Tourism Education Method 1
EDTT201 EC (20L-5T-10P-0S-30H-0R-0F-0G-5A-13W-7C)
Prerequisite Requirement: Travel and Tourism 210/220
Aim: The module is aimed at developing teaching skills and pedagogical approaches to teaching tourism.
Content: Study of the nature of tourism within the school curriculum. Basic principles of the curriculum. Introduction to developing a learning programme in tourism. Teaching strategies for tourism.
Assessment: Continuous Assessment 100%.
DP Requirement: As per college rules.

Travel and Tourism Education 210
EDTT210 EC (36L-0T-12P-0S-105H-0R-0F-0G-5A-13W-16C)
Aim: To provide students with an understanding of the nature of travel & tourism and travel & tourism management within the socio-economic and political context of South Africa.
Content: Tourism Theory; Tourism: Know your own country; Hospitality: An introduction; Structures and operations within the tourism industry.
Assessment: Continuous assessment (50%) Examination (50%).
DP Requirement: As per college rules.

Travel and Tourism Education 220
EDTT220 EC (36L-0T-12P-0S-105H-0R-0F-0G-5A-13W-16C)
Aim: To provide students with an understanding of the infra structures related to various forms of transport and range of accommodation facilities and to examine the regulations documentation procedures in travel industry.
Content: Transport systems within the Travel industry and target markets; Range of accommodation; Laws, regulations and procedures related to travel documentation (visas, passports, health certificates); Communications systems.
Assessment: Continuous assessment (50%), Examination (50%).
DP Requirement: As per college rules.

Travel and Tourism Education Method 2
EDTT301 EC (40L-25T-30P-20S-20H-20R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Travel &Tourism Method 1 and Travel &Tourism 210/220
Aim: Module is aimed at developing teaching skills and pedagogical approaches to teaching tourism. It also aimed at exploring various assessment strategies in tourism education.
Content: Teaching strategies for tourism. Assessment in tourism education. Developing assessment tasks for tourism.
Assessment: Continuous Assessment 100%.
DP Requirement: As per college rules.

Travel and Tourism Education 310
EDTT310 EC (36L-0T-12P-0S-105H-0R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Travel & Tourism 210 /220
Aim: To provide students with an understanding of the: economic, social and geographical factors that impact on tourism; to examine communication in travel and tourism; introduce students to basic marketing principals in tourism.
Content: Tourism : Know your country; Technology and Tourism; Tourism, public relations and the media; Tourism Marketing : An introduction.
Assessment: Continuous assessment (50%) Examination (50%).
DP Requirement: As per college rules.

Travel and Tourism Education 320
EDTT320 EC (36L-0T-12P-0S-105H-0R-0F-0G-5A-13W-16C)

Prerequisite Requirement: Travel and Tourism 210/220
Aim: To develop knowledge of hotel management and related industries and the concept of environmental responsibility in tourism.
Content: Accommodation sector and market segments; Technology : Communications in tourism; Eco-tourism : An Introduction (Case Studies); Africa: tourism trends.
Assessment: Continuous assessment (50%) Examination (50%).
DP Requirement: As per college rules.

Travel and Tourism Education Method 3
EDTT401 EC (40L-25T-30P-20S-20H-20R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Travel and Tourism Method 2
Aim: Module is aimed at developing teaching skills and pedagogical approaches to teaching tourism. It also aimed at developing assessment skills in tourism.
Content: Marking and feedback in assessment, Recording and Reporting of assessment, Moderation and its processes.
Assessment: Continuous Assessment 100%.
DP Requirement: As per college rules.

Travel and Tourism Education 410
EDTT410 EC (36L-0T-12P-0S-105H-0R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Travel and Tourism 310/320
Aim: To develop basic knowledge of marketing principles in travel and tourism, global trends in tourism and calculations needs for international travel.
Content: Marketing and advertising in the tourism industry; Public Relations and the Media; International trends in travel and tourism; Basic calculations; foreign exchange and time zones.
Assessment: Continuous assessment (50%) Examination (50%).
DP Requirement: As per college rules.

Travel and Tourism Education 420
EDTT420 EC (36L-0T-12P-0S-105H-0R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Travel & Tourism 310/320
Aim: To develop awareness of different cultural norms and values used as cultural attractions in the tourism industry; knowledge of the various facets of cultural tourism and the related problems and benefits to the local community; and, entrepreneurial skills required to start a business.
Content: Cultural tourism and its development – local and national; Career opportunities in travel and tourism; Entrepreneurial skills in the travel industry - basic requirements for settings up a business.
Assessment: Continuous assessment (50%) Examination (50%).
DP Requirement: As per college rules.

Tourism Teaching 601
EDTT601 E1 P1 (25L-14T-0P-0S-90H-10R-0F-0G-21A-15W-16C)
Aim: To develop students' integrated and applied knowledge of curriculum, pedagogy and assessment as it relates to teaching the subject Tourism in the Further Education and Training Teaching phase (grades 10 to 12). To develop competence in teaching Tourism in the FET phase.
Content: The content of this module includes: •Teaching and learning theories for teaching Tourism •Planning of lessons and resources for teaching Tourism •Understanding and interpretation of Tourism National Curriculum documents •Issues and trends in Tourism teaching and learning •The selection, sequencing and pacing in Tourism teaching as per National Curriculum documents •Campus-based peer teaching, peer observation and reflections •Issues and debates in Tourism education, learning about context (diversity, inclusivity, socio-economic factors, HIV/Aids) •The use of innovative instructional strategies for teaching Tourism
Assessment: Continuous assessment (100%): research projects (10%), class test (30%), oral presentation (10%), assignments (40%) and group project (10%)
DP Requirement: As per college rules.

Tourism Teaching 602
EDTT602 E2 P2 (25L-14T-0P-0S-90H-10R-0F-0G-21A-15W-16C)

Aim: To develop students' integrated and applied knowledge of curriculum, pedagogy and assessment as it relates to teaching the subject Tourism in the FET phase (grades 10 to 12). To develop competence in teaching Tourism in the FET phase
Content: The content of this module includes •The nature of Tourism in schools •Developing specialist pedagogic content knowledge in the Further Education and Training Tourism curriculum with reference to current school topics •Assessment principles and practices in Tourism •Identifying barriers to learning within the context of Tourism •Implications of schooling contexts on the Tourism curriculum •Campus-based peer teaching, peer observation and reflections
Assessment: Continuous Assessment: 50%: test (20%); assignment (20%); oral presentation (10%) Summative Assessment: examination: 50%
DP Requirement: A minimum achievement of 40% on year mark (continuous assessment) assessment tasks

Travel and Tourism Teaching 401
EDTT604 EC PC (30L-15T-0P-15S-70H-10R-0F-0G-20A-16W-16C)
Prerequisite Requirement: Tourism related subjects to second year in first degree.
Aim: To prepare tourism educators at FET level .To be guided in the necessary knowledge and skills to teach tourism in an outcomes based way .Students should produce learning material to assist them.
Content: The nature of tourism. The qualities of a tourism teacher .An analysis of the curriculum. planning and preparation of lessons in the four learning areas Using resources, .assessment and planning fieldwork. Looking at teaching in disadvantaged schools. Working and assessing portfolios.
Assessment: Continuous/ formative is 50%; Examination is 50%.
DP Requirement: As per college rules.

Travel and Tourism
EDTT701 EC (16L-6T-8P-0S-130H-0R-0F-0G-0A-13W-16C)
Aim: To provide students with an understanding of the nature of travel & tourism and tourism management within the socio-economic, cultural & political context of Southern African and the regional context.
Content: Tourism organisation and development; careers in tourism; transport and accommodation sector; tourist destinations: national and regional; South African History and Culture and Arts.
Assessment: Continuous Assessment (60%); Research project (40%).
DP Requirement: As per college rules.

Contemporary Issues in Tourism Education
EDTT702 E2 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The module's aim is to provide students with an understanding of the nature of Tourism Education within the socio-economic, cultural and political context of Southern African and the regional context.
Content: This module includes the following topics: an overview of tourism industry; conceptualising Tourism Education; understand contemporary Tourism Education and research; innovative instructional strategies for teaching and assessment in Tourism curriculum; and academic writing and basic research skills in Tourism.
Assessment: Continuous assessment will be 100% and will include the following: • Two written assignments (30%) • Mini research project (50%) • Leading a seminar/group presentation on a specific reading/topic (20%)
DP Requirement: No DP requirement. Continuous assessment.

Communication in isiZulu 110
EDZU110 EC (48L-24T-0P-20S-30H-15R-0F-0G-23A-13W-16C)
Aim: To provide students with opportunities to attain skills that contribute to effective communication, negotiation and managing conflict.
Content: The communication process; functions of communication; language and communication; listening; township music: kwaito; culture.
Assessment: Examination 50% continuous assessment 50%
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Conversational isiZulu 110
EDZU111 EC (48L-24T-0P-20S-30H-15R-0F-0G-23A-13W-16C)
Aim: To promote the acquisition and continued pursuit of a communicative ability in isiZulu and to provide students with a repertoire of common isiZulu expressions which may be used spontaneously in conversation with isiZulu speakers, in specific contexts.
Content: Language skills; starting a conversation; personal information; places / locatives; the shop; the kitchen; Zulu names, Isangoma , Inyanga, Umthakathi and Umthandazi.
Assessment: Continuous assessment (50%); Examination (50%)
DP Requirement: As per college rules.

Communication in isiZulu 120
EDZU120 EC (48L-24T-0P-20S-30H-15R-0F-0G-23A-13W-16C)
Aim: To encourage students to engage in discussions, sharing of ideas, opinions and information ; to ensure students apply their knowledge successfully and effectively in varied contexts ; to help students develop an interest in and appreciation of isiZulu language and its traditional literature.
Content: Interpersonal communication ; communication and perception ; non-verbal communication ; developing oral skills ; effective communication ; media ; language attitudes ; essay and short story writing; traditional music : Maskandi & Isicathamiya; literature : short stories and one act plays; culture
Assessment: Examination 50% continuous assessment 50%
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Conversational isiZulu 120
EDZU121 EC (48L-24T-0P-0S-80H-0R-0F-0G-8A-13W-16C)
Aim: To promote fluency in conversational isiZulu and to provide students with useful vocabulary and expressions within varied contexts with which they might come into contact.
Content: Use of: past tense in presenting narrative account; adjectives in enriching meaning; comparisons to modify meaning; demonstrative to clarify meaning; questions to engage in information exchange.
Assessment: Continuous assessment (50%); Examination (50%)
DP Requirement: As per college rules.

Intergrated isiZulu and Literacy Studies
EDZU130 (26L-26T-10P-20S-40H-10R-0F-0G-28A-15W-16C)
Aim: To equip course participants with sound knowledge base of integrated isiZulu language and literacy, and sound understanding of theoretical principles of language and literacy development for diverse learners; to enable them to apply this integrated isiZulu language and literacy knowledge in mono- and multi-cultural contexts; for example, young, adult, second language and first language speakers and in varying contexts such as mono- and multi-cultural contexts. Students will also be exposed to relevant theories such as the socio-cultural theory, critical theory, etc.
Content: Debates and discourses about isiZulu language and literacy: social literacies, dialogic language, multi-literacies, etc. IsiZulu literacy as social practice rather than technical skills. IsiZulu literacy development: young and adult learners: theory and practice (e.g. socio-cultural theory). Literacy development in multilingual contexts IsiZulu academic literacy development. IsiZulu critical language awareness. IsiZulu Foreign language (ZFL) classrooms. IsiZulu language and literacy development for learners with special needs. IsiZulu language and literacy development and assessment approaches: implications for educational settings.
Assessment: Project Portfolio assignment 10% Assignments (20%) Class test (20%) Examination (50%)
DP Requirement: A minimum semester mark of 40% and a minimum attendance of 75% of the module contact time.

IsiZulu Prose and Intro. to LT in Education
EDZU131 E1 (26L-26T-20P-10S-40H-10R-0F-0G-28A-15W-16C)
Aim: To develop in pre-service student teachers the understanding of traditional and post-modern literary theories. To develop critical appreciation of the work of a range of authors of isiZulu prose (i.e. novel, short story, essay, folk tales), through the examination of works from different historical and socio-cultural backgrounds.
Content: Historical development of isiZulu prose. Understanding prose (novel, essay, short story, folk tales). Various traditional (moral philosophy, formalism, historicism, etc.), and modern/post-modern (feminism, Marxism, historico-cultural, etc) literary theories Developing insights into reading prose. Discussions on construction of prose (novels, short stories, essays, folk tales). Discussions based on the selected works of different texts and authors. Examination (50%)

Assessment: Assignments (30%) Class test (20%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

IsiZulu Lang Acquisition,Learn & Teach (FAL)
EDZU132 E1 (26L-26T-20P-10S-40H-10R-0F-0G-28A-15W-16C)
Aim: To develop in student teachers sound knowledge base and sound understanding of theoretical principles of isiZulu teaching and learning concepts and the principles of current school curriculum documents to enable them to demonstrate the ability to apply this knowledge base in the isiZulu classroom (in the intermediate, senior and FET phases); and interpreting the learning outcomes; approaches to the teaching of listening and speaking in isiZulu.
Content: Becoming an ideal isiZulu teacher. IsiZulu language acquisition (first, second and foreign). Theories and strategies of language learning. Approaches to isiZulu language teaching and learning (e.g. learner-centred, communicative and text-based approaches). Approaches to the teaching of listening and speaking. Policies and isiZulu language curriculum documents. Lesson planning and preparation. Assessment strategies for listening and speaking skills in the classroom.
Assessment: Project portfolio assignment (10%) Assignments (20%) Class test (20%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

Intergrated isiZulu and literacy studies
EDZU133 E1 (26L-26T-20P-10S-40H-10R-0F-0G-28A-15W-16C)
Aim: To equip course participants with sound knowledge base of integrated isiZulu language and literacy, and sound understanding of theoretical principles of language and literacy development for diverse learners; to enable them to apply this integrated isiZulu language and literacy knowledge in mono- and multi-cultural contexts; for example, young, adult, second language and first language speakers and in varying contexts such as mono- and multi-cultural contexts. Students will also be exposed to relevant theories such as the socio-cultural theory, critical theory, etc.
Content: Debates and discourses about isiZulu language and literacy: social literacies, dialogic language, multi-literacies, etc. IsiZulu literacy as social practice rather than technical skills. IsiZulu literacy development: young and adult learners: theory and practice (e.g. socio-cultural theory). Literacy development in multilingual contexts IsiZulu academic literacy development. IsiZulu critical language awareness. IsiZulu Foreign language (ZFL) classrooms. IsiZulu language and literacy development for learners with special needs. IsiZulu language and literacy development and assessment approaches: implications for educational settings.
Assessment: Project Portfolio assignment 10% Assignments (20%) Class test (20%) Examination (50%)
DP Requirement: A minimum semester mark of 40% and a minimum attendance of 75% of the module contact time.

IsiZulu for Communication & Lang. usage in Ed
EDZU134 E2 (26L-26T-20P-0S-50H-10R-0F-0G-28A-0W-16C)
Aim: -To promote the acquisition and continued pursuit of a communicative ability in isiZulu. -To provide students with the repertoire of common isiZulu expressions that may be used spontaneously in conversation with isiZulu speakers.
Content: -Starting a conversation (weather); personal information (relations, body, etc.). -Vocabulary and language use in various contexts, and contextualised within particular themes. -Situations (themes) for using isiZulu language: at home; at the university; at school; at the court; at the bank, at the hospital, and other situations. -Basic phonetic, phonological and morphological skills. -Language structures related to the selected themes or particular situations: for example, nouns, verbs, concords, tenses, adjectives, adverbs, etc. -Language usage related to the selected themes or particular situations: sentence construction, interrogatives, polite conventions, etc.
Assessment: Individual and group projects (10%) Assignments (20%) Class test (20%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.
Not for students with IsiZulu FAL/HL at matric

isiZulu (mother tongue) Method 1
EDZU201 EC (15L-15T-0P-0S-40H-6R-0F-0G-4A-13W-8C)
Prerequisite Requirement: To run concurrently with EDZU210 or in possession of EDZU210
Corequisite: EDZU210
Aim: To prepare students teachers to meet the challenges of teaching isiZulu (MT). Emphasis will be on understanding the principles of OBE and how they may be applied in isiZulu classroom; understanding and interpreting the learning outcomes; understanding approaches to listening and speaking.
Content: Implementing OBE in the classroom; the teaching of listening— Oral comprehension, note taking, assessment of oral listening skills; the teaching of speaking-formal presentations, sight reading, debating, forum discussions, role plays, small group work, persuasive speaking and assessment of speaking skills.

Assessment: Examination 50% Continuous assessment 50%
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module

isiZulu (mother tongue) 210
EDZU210 EC (26L-26T-0P-0S-90H-10R-0F-0G-8A-13W-16C)
Prerequisite Requirement: Matric Zulu HL or 65% FAL
Aim: To provide students with useful language skills for both personal and social development and to ensure that students apply their knowledge successfully and effectively in the classroom with appreciation of the value of their cultural heritage.
Content: Phonetics and phonology I ; literary theory; short stories and essays.
Assessment: Continuous assessment 50%; Examinations 50%
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

IsiZulu Education Method 1 for Senior Phase
EDZU213 E (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: To develop in student teachers sound knowledge base and sound understanding of theoretical principles of isiZulu teaching and learning concepts and the principles of current school curriculum documents to enable them to demonstrate the ability to apply this knowledge base in the isiZulu classroom (in the intermediate, senior and FET phases); and interpreting the learning outcomes; approaches to the teaching of listening and speaking in isiZulu.
Content: Becoming an ideal isiZulu teacher. IsiZulu language acquisition (first, second and foreign). Theories and strategies of language learning. Approaches to isiZulu language teaching and learning (e.g. learner-centred, communicative and text-based approaches). Approaches to the teaching of listening and speaking. Policies and isiZulu language curriculum documents. Lesson planning and preparation. Assessment strategies for listening and speaking skills in the classroom.
Assessment: Project portfolio assignment (10%) Assignments (20%) Class test (20%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

IsiZulu Education Method 1 for Inter Phase HL
EDZU215 E1 (26L-26T-20P-10S-40H-10R-0F-0G-28A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To develop in student teachers sound knowledge base and sound understanding of theoretical principles of isiZulu teaching and learning concepts and the principles of current school curriculum documents to enable them to demonstrate the ability to apply this knowledge base in the isiZulu classroom (in the intermediate, senior and FET phases); and interpreting the learning outcomes; approaches to the teaching of listening and speaking in isiZulu.
Content: Becoming an ideal isiZulu teacher. IsiZulu language acquisition (first, second and foreign). Theories and strategies of language learning. Approaches to isiZulu language teaching and learning (e.g. learner-centred, communicative and text-based approaches). Approaches to the teaching of listening and speaking. Policies and isiZulu language curriculum documents. Lesson planning and preparation. Assessment strategies for listening and speaking skills in the classroom.
Assessment: Project portfolio assignment (10%) Assignments (20%) Class test (20%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

IsiZulu Education Method 1 Inter Phase FL
EDZU216 E1 (26L-26T-20P-10S-40H-10R-0F-0G-28A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To develop in student teachers sound knowledge base and sound understanding of theoretical principles of isiZulu teaching and learning concepts and the principles of current school curriculum documents to enable them to demonstrate the ability to apply this knowledge base in the isiZulu classroom (in the intermediate, senior and FET phases); and interpreting the learning outcomes; approaches to the teaching of listening and speaking in isiZulu.
Content: Becoming an ideal isiZulu teacher. IsiZulu language acquisition (first, second and foreign). Theories and strategies of language learning. Approaches to isiZulu second language teaching and learning (e.g. learner-centred, communicative and text-based approaches). Approaches to the teaching of listening and speaking. Policies and isiZulu

language curriculum documents. Lesson planning and preparation. Assessment strategies for listening and speaking skills in the classroom.
Practicals: None
Assessment: Project portfolio assignment (10%) Assignments (20%) Class test (20%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

IsiZulu Education Method 1
EDZU217 E2 (26L-26T-20P-10S-40H-10R-0F-0G-28A-15W-16C)
Aim: To develop in student teachers sound knowledge base and sound understanding of theoretical principles of isiZulu teaching and learning concepts and the principles of current school curriculum documents to enable them to demonstrate the ability to apply this knowledge base in the isiZulu classroom (in the senior and FET phases); and interpreting the learning outcomes; approaches to the teaching of listening and speaking in isiZulu.
Content: Becoming an ideal isiZulu teacher. IsiZulu language acquisition (first, second and foreign). Theories and strategies of language learning. Approaches to isiZulu language teaching and learning (e.g. learner-centred, communicative and text-based approaches). Approaches to the teaching of listening and speaking. Policies and isiZulu language curriculum documents. Lesson planning and preparation. Assessment strategies for listening and speaking skills in the classroom.
Assessment: Project portfolio assignment (10%); Assignments (20%); Class test (20%); Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

isiZulu (mother tongue) 220
EDZU220 EC (26L-26T-0P-0S-90H-10R-0F-0G-8A-13W-16C)
Prerequisite Requirement: EDZU210
Aim: To provide students with useful language skills for both personal and social development and to ensure that students apply their knowledge successfully and effectively in the classroom with appreciation of the value of their cultural heritage.
Content: Phonetics and Phonology II; novels.
Assessment: Continuous assessment 50%; Examinations 50%
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

isiZulu (mother tongue) Method 2
EDZU301 EC (15L-15T-0P-0S-40H-6R-0F-0G-4A-13W-8C)
Prerequisite Requirement: EDZU201
Aim: To prepare students to meet the challenges of teaching isiZulu NMT. Emphasis will be on the teaching and assessment of reading; applying the principles involved in teaching reading to the Language Literacy and Communication outcomes.
Content: The teaching of reading; literature, reading for academic purposes; comprehension skills-précis, summary, notes abstracts; assessment of reading skills; teaching of media and the teaching of materials development.
Assessment: Examination 50% Continuous assessment 50%
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module

isiZulu (mother tongue) 310
EDZU310 EC (26L-26T-0P-0S-90H-10R-0F-0G-8A-13W-16C)
Prerequisite Requirement: EDZU210 & EDZU220
Aim: To provide students with useful language skills for both personal and social development and to ensure that students apply their knowledge successfully and effectively in the classroom with appreciation of their cultural heritage.
Content: Morphology; poetry and media.
Assessment: Continuous assessment 50%; Examinations 50%
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

isiZulu Education 5
EDZU311 E1 (26L-26T-0P-40S-30H-10R-0F-0G-28A-15W-16C)
Aim: To develop a well-rounded broad education that equips the graduate with the knowledge base and theory of the sociolinguistic aspect and language usage of the IsiZulu language and the historical development of the language, the language varieties and dialects to demonstrate initiative and responsibility in an academic and professional context on IsiZulu Language usage and culture.
Content: IsiZulu history and development. IsiZulu varieties, dialects, values. Language planning and policy issues and IsiZulu language. Language society and culture; Class and language usage; the royal family and their use of language IsiZulu language and culture; how cultural values manifest in the language e.g. in proverbs and in idiomatic expressions. Gender, age and language usage
Assessment: Assignments (30%) Class test (20%) Examination (50%)
DP Requirement: A minimum semester mark of 40% and a minimum attendance of 75% of the module contact time.

isiZulu Education Method 2
EDZU313 E1 (26L-26T-20P-10S-40H-10R-0F-0G-28A-15W-16C)
Aim: To develop a well-rounded broad education that equips the graduate with the knowledge base, theory and methodologies of isiZulu teaching to enable them to demonstrate initiative and responsibility in an academic and professional context to meet the challenges of teaching the reading and comprehension skills with a focus on isiZulu prose (novel, short stories, essay, folk tales). Emphasis will be on the teaching and assessment of reading and viewing; applying the principles involved in teaching reading according to the prevailing school CAPS curriculum documents and within an inclusive education framework.
Content: The module includes development of lesson plans, developing and integrating the use of teaching and learning resources, including ICT and teaching of lesson. Theoretical approaches to reading. Teaching reading and visual literacy skills in isiZulu language within an inclusive education framework. Using isiZulu texts in teaching the reading process (pre-reading, whilst-reading, post-reading, scaffolding strategies). Teaching comprehension skills. Teaching isiZulu prose: isiZulu media texts; novels; short stories; folk tales; essays. Teaching visual literacy skills (receiving and creating visual texts). Assessment strategies for isiZulu prose, reading skills and visual literacy.
Assessment: Individual Project portfolio assignment (10%) Assignments (20%) Class test (20%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

IsiZulu Education 4
EDZU314 E2 (26L-26T-10P-20S-40H-10R-0F-0G-28A-15W-16C)
Aim: To develop in course participants the ability to sensitively read and to critically analyse seemingly 'simple' texts, and to develop critical appreciation of the work of a range of authors of children's isiZulu literature through the examination of works from different historical and socio-cultural backgrounds as well as different literally genres, including media texts.
Content: Reading various genres and visual literacy. Insight development into reading and viewing through books and media texts. Story construction and telling. Reading strategies for children. Stories and legends of indigenous people of Africa and South Africa. Evaluating children's isiZulu literary and non-literary texts. Integrating isiZulu media in education.
Assessment: Project Portfolio assignment 10% Assignments (20%) Class test (20%) Examination (50%)
DP Requirement: A minimum semester mark of 40% and a minimum attendance of 75% of the module contact time.

isiZulu Education Method 2 Intel HL
EDZU315 E2 (26L-26T-20P-10S-40H-10R-0F-0G-28A-15W-16C)
Aim: To develop a well-rounded broad education that equips the graduate with the knowledge base, theory and methodologies of isiZulu teaching to enable them to demonstrate initiative and responsibility in an academic and professional context to meet the challenges of teaching the reading and comprehension skills with a focus on isiZulu literature prose (novel, short stories, essay, folk tales), poetry including folk poetry, film and drama. Emphasis will be on the teaching and assessment of reading and viewing; applying the principles involved in teaching reading according to the prevailing school CAPS curriculum documents and within an inclusive education framework.
Content: The module includes development of lesson plans, developing and integrating the use of teaching and learning resources, including ICT and teaching of lesson. Theoretical approaches to reading. Teaching reading and visual literacy skills in isiZulu language within an inclusive education framework. Using isiZulu texts in teaching the reading process (pre-reading, whilst-reading, post-reading, scaffolding strategies). Teaching comprehension skills. Teaching isiZulu prose: isiZulu media texts; novels; short stories; folk tales; essays; poetry; folk poetry; drama and film. Teaching visual literacy skills (receiving and creating visual texts). Assessment strategies for isiZulu prose, reading skills and visual literacy.

Assessment: Individual Project portfolio assignment (10%) Assignments (20%) Class test (20%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

IsiZulu Education 3
EDZU316 E2 (26L-26T-0P-40S-30H-0R-0F-0G-28A-0W-15C)
Aim: To develop in pre-service student teachers the ability to read and use literary theory to critically analyse texts, and to develop critical appreciation of the work of a range of authors and film-makers of isiZulu film, poetry and drama through the examination of works from different historical and socio-cultural backgrounds.
Content: Understanding poetry, film study and drama Understanding traditional literature such as folk songs, praise poetry, lullabies, clan praises, etc. Literary theory integrated with film study, poetry, folklore, and drama. Developing insights into reading and viewing (film, poetry, folklore, and drama) Discussions on construction of film, poetry, folk songs, lullabies, clan praises, praise poetry, and drama. Discussions based on the selected works of different authors / film makers
Assessment: Assignments (30%) Class test (20%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

isiZulu Education Method 2 Intel Phase FAL
EDZU317 E2 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: To develop a well-rounded broad education that equips the graduate with the knowledge base, theory and methodologies of isiZulu second language teaching to enable them to demonstrate initiative and responsibility in an academic and professional context to meet the challenges of teaching the reading and comprehension skills with a focus on isiZulu literature prose (novel, short stories, essay, folk tales), poetry including folk poetry, film and drama. Emphasis will be on the second language teaching and assessment of reading and viewing; applying the principles involved in teaching reading according to the prevailing school CAPS curriculum documents and within an inclusive education framework.
Content: The module includes development of lesson plans, developing and integrating the use of teaching and learning resources, including ICT and teaching of lesson. Theoretical approaches to reading. Teaching reading and visual literacy skills in isiZulu second language within an inclusive education framework. Using isiZulu texts in teaching the reading process (pre-reading, whilst-reading, post-reading, scaffolding strategies). Teaching comprehension skills. Teaching isiZulu second language prose: isiZulu media texts; novels; short stories; folk tales; essays; poetry; folk poetry; drama and film. Teaching visual literacy skills (receiving and creating visual texts). Assessment strategies for isiZulu literature, reading skills and visual literacy.
Assessment: Individual Project portfolio assignment (10%) Assignments (20%) Class test (20%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

isiZulu (mother tongue) 320
EDZU320 EC (26L-26T-0P-0S-90H-10R-0F-0G-8A-13W-16C)
Prerequisite Requirement: EDZU310
Aim: To provide students with useful language skills for both personal and social development and to ensure that students apply their knowledge successfully and effectively in the classroom with appreciation of the value of their cultural heritage.
Content: Morphology; drama; media
Assessment: Continuous assessment 50%; Examinations 50%
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

isiZulu (mother tongue) Method 3
EDZU401 EC (15L-15T-0P-0S-40H-6R-0F-0G-4A-13W-8C)
Prerequisite Requirement: EDZU301
Aim: To prepare students to meet the challenges of teaching isiZulu. Emphasis will be on the teaching of writing and language; apply the principles involved in teaching writing and language for specific purposes to the language Literacy and Communication outcomes.
Content: Teaching of writing-essay writing (descriptive, narrative, discursive); writing for specific purposes; assessment of writing and editing skills; teaching of language skills-register, bias, ambiguity, emotive language; teaching of grammar and assessment of grammar skills.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as

required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

isiZulu (mother tongue) 410
EDZU410 EC (26L-26T-0P-0S-90H-10R-0F-0G-8A-13W-16C)
Prerequisite Requirement: EDZU310 & EDZU320
Aim: To provide students with useful language skills for both personal and social development and to ensure that students apply their knowledge successfully and effectively in the classroom with appreciation of their cultural heritage.
Content: Syntax and semantics; traditional prose; introduction to research.
Assessment: Continuous assessment 50%; Examinations 50%
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

isiZulu Education Method 3 for FET
EDZU411 E2 (26L-26T-20P-10S-40H-10R-0F-0G-28A-15W-16C)
Aim: To develop a well-rounded broad education that equips the graduate with knowledge base and theory of isiZulu language with a focus on isiZulu poetry, drama and film studies, to enable them to demonstrate initiative and responsibility in an academic and professional context to meet the challenges of teaching the writing and presentation skills with a focus on isiZulu poetry (modern, and traditional such as folk songs praise poetry), drama and film studies. Emphasis will be on the teaching and assessment of writing and presentation applying the principles involved in teaching writing and presentation according to the prevailing school CAPS curriculum documents and within an inclusive education framework.
Content: Theoretical approaches to writing. Teaching writing and presentation skills in isiZulu language. Using isiZulu texts in teaching the language structure and conventions, and the writing process (brainstorming, multiple drafting, editing and proofreading strategies). Teaching of analytical and interpretation skills of various texts (e.g. drama, poetry, film). Assessment strategies for isiZulu poetry, writing, and presentation skills
Assessment: Individual Project portfolio assignment (10%) Assignments (20%) Class test (20%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

IsiZulu Education Method 3 for SP
EDZU413 E2 (26L-26T-20P-10S-40H-10R-0F-0G-28A-15W-16C)
Aim: To develop a well-rounded broad education that equips the graduate with knowledge base and theory of isiZulu language with a focus on isiZulu poetry, drama and film studies, to enable them to demonstrate initiative and responsibility in an academic and professional context to meet the challenges of teaching the writing and presentation skills with a focus on isiZulu poetry (modern, and traditional such as folk songs praise poetry), drama and film studies. Emphasis will be on the teaching and assessment of writing and presentation applying the principles involved in teaching writing and presentation according to the prevailing school CAPS curriculum documents and within an inclusive education framework.
Content: Theoretical approaches to writing. Teaching writing and presentation skills in isiZulu language. Using isiZulu texts in teaching the language structure and conventions, and the writing process (brainstorming, multiple drafting, editing and proofreading strategies). Teaching of analytical and interpretation skills of various texts (e.g. drama, poetry, film). Assessment strategies for isiZulu poetry, writing, and presentation skills.
Assessment: Continuous assessment 100%. This will comprise: Individual project portfolio assignment (35%) Assignments (35%) Class Test (30%)
DP Requirement: Nil

isiZulu (mother tongue) 420
EDZU420 EC (26L-26T-0P-0S-90H-10R-0F-0G-8A-13W-16C)
Prerequisite Requirement: EDZU410
Aim: To provide students with useful language skills for both personal and social development and to ensure that students apply their knowledge successfully and effectively in the classroom with appreciation of the value of their cultural heritage.
Content: Syntax and semantics; traditional poetry; research and report.
Assessment: Continuous assessment 50%; Examinations 50%
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as

required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

IsiZulu Home Language Teaching 601
EDZU601 E1 P1 (25L-14T-0P-0S-75H-10R-0F-0G-36A-15W-16C)
Aim: The aim of this module is to prepare students to teach language skills (listening, speaking, reading, writing and viewing) and presentation skills with a focus on isiZulu as a Home Language in the national school curriculum. The module includes the teaching of various texts (traditional and modern isiZulu literature including novel, short stories, essay, drama and film studies). Emphasis will be on the teaching and assessment of language and presentation skills and applying the relevant principles according to the prevailing school curriculum documents and pedagogy. To develop competent teachers of IsiZulu as a Home Language in both the Senior Phase and FET phase.
Content: •Teaching isiZulu as a Home Language: Understanding and responding to the South African landscape •Becoming a teacher of isiZulu as a Home language •Interrogating documents: National Curriculum Documents and National Education Teacher Framework •Lesson planning and preparation •Micro teaching, peer observation and reflection •Analysis and reflections on case studies within the context of teaching isiZulu in South African classrooms •Language Learning approaches – relevant to SA classrooms •Home language acquisition theories •Theoretical approaches to reading and writing; listening and speaking •Teaching writing and presentation skills in isiZulu language •Using isiZulu texts in teaching the language structure and conventions, and the writing process (brainstorming, multiple drafting, editing and proofreading strategies) •Introducing students to multilingualism in the South African context.
Assessment: Formative assessment with submission of portfolio (50%) Summative assessment: Examination (50%)
DP Requirement: Submission of all assessment tasks and class attendance of 75% of lectures and tutorials.

IsiZulu Home Language Teaching 602
EDZU603 E2 P2 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: The aim of this module is to further develop and prepare students to teach language skills (listening, speaking, reading, writing and viewing) and presentation skills with a focus on isiZulu as a Home Language in the national school curriculum. The module includes the teaching of various texts (traditional and modern isiZulu literature including novel, short stories, essay, drama and film studies). Emphasis will be on the teaching and assessment of language and presentation skills applying the relevant principles according to the prevailing school curriculum documents, school curriculum and pedagogy. To develop competent teachers of IsiZulu as a Home Language in both the Senior Phase and FET phase.
Content: •Deepening isiZulu discipline knowledge and drawn from Teaching Practice experiences •Micro teaching, peer observation and reflection •Teaching approaches of analytical and interpretation skills of various texts (e.g. drama, poetry, film) •Teaching approaches reading and visual literacy skills in isiZulu language •Using isiZulu texts in teaching the reading process (pre-reading, whilst-reading, post-reading, scaffolding strategies) •Teaching approaches for comprehension •Teaching how to design lesson plans, teaching materials and assessment instruments. •Teaching approaches for isiZulu prose: isiZulu media texts; novels; short stories; essays (using both traditional and modern literature) •Teaching approaches for visual literacy skills (receiving and creating visual texts) •Assessment strategies for language and presentation skills, isiZulu prose and poetry, reading skills and visual literacy.
Assessment: A formative assessment of a submission of a portfolio (50%) Summative assessment: Examination (50%)
DP Requirement: Submission of all assessment tasks and a minimum attendance of 75% at lectures and tutorials

Zulu (A) Teaching 401
EDZU604 EC PC (30L-20T-20P-15S-40H-15R-0F-0G-20A-15W-16C)
Prerequisite Requirement: Relevant credits in the degree for teaching the specialisation.
Aim: Develop knowledge about teaching and learning in the chosen specialisation; develop specialist teaching skills and competencies; develop practical skills for teaching the subject/ discipline/ learning area; introduce educational and professional issues relevant to the course; design and produce resources and technology for specific teaching purposes.
Content: Curriculum issues; teaching, learning and assessment; learner misconceptions and errors; teaching plans and learning programmes; reflecting on practice teaching and observations of experienced teachers.
Practicals: 12 weeks in schools
Assessment: Attendance and Course work: 50%; Examination; 50%
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Zulu (B) Teaching 401
EDZU605 EC PC (30L-20T-20P-15S-40H-15R-0F-0G-20A-15W-16C)
Prerequisite Requirement: Relevant credits in the degree for teaching the specialisation.
Aim: Develop knowledge about teaching and learning in the chosen specialisation; develop specialist teaching skills and competencies; develop practical skills for teaching the subject/ discipline/ learning area; introduce educational and professional issues relevant to the course; design and produce resources and technology for specific teaching purposes.
Content: Curriculum issues; teaching, learning and assessment; learner misconceptions and errors; teaching plans and learning programmes; reflecting on practice teaching and observations of experienced teachers.
Practicals: 12 weeks in schools
Assessment: Attendance and Course work: 50%; Examination; 50%
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

IsiZulu Fist Additional Language Teaching 601
EDZU609 E1 P1 (25L-14T-0P-0S-75H-10R-0F-0G-36A-15W-16C)
Aim: The aim of this module is to prepare students to teach language skills (listening, speaking, reading, writing and viewing) and presentation skills with a focus on isiZulu as a First Additional Language in the national school curriculum. The module includes the teaching of various texts (novel, short stories, essay, drama and film studies). Emphasis will be on the teaching and assessment of language and presentation skills and applying the relevant principles according to the prevailing school curriculum documents, school curriculum and pedagogy. To develop competent teachers of IsiZulu as a First Additional Language in both the Senior Phase and FET phase.
Content: 12. What is the content of this module? •Micro teaching, peer observation and reflection. •Teaching isiZulu First Additional Language: Understanding and responding to the South African landscape •Becoming a teacher of isiZulu First Additional language •Interrogating documents: National Curriculum Documents National Education Teacher Framework; curriculum and language policy •Lesson planning and preparation •First Additional (Second) Language acquisition theories •Theoretical approaches to reading and writing; listening and speaking. •First Additional (Second) Language Learning approaches that are relevant to SA classrooms •Teaching comprehension skills •Teaching writing and presentation skills in isiZulu language. •Using isiZulu texts in teaching the language structure and conventions, and the writing process (brainstorming, multiple drafting, editing and proofreading strategies). •Introducing students to multilingualism in the South African context.
Assessment: A formative assessment with a submission of a portfolio (50%), Examination (50%)
DP Requirement: A submission of all assessment tasks and a minimum attendance of 75% at lectures and tutorials

IsiZulu Fist Additional Language Teaching 602
EDZU613 E2 P2 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: The aim of this module is to further develop students to teach language skills (listening, speaking, reading, writing and viewing) and presentation skills with a focus on isiZulu First Additional Language in the national school curriculum. The module includes the teaching of various texts (novel, short stories, essay, drama and film studies). Emphasis will be on the teaching and assessment of language and presentation skills and applying the relevant principles according to the prevailing school curriculum documents and pedagogy. To develop competent teachers of IsiZulu as a First Additional Language in both the Senior Phase and FET phase.
Content: •Deepening isiZulu discipline knowledge drawn from Teaching Practice experiences •Micro teaching, peer observation and reflection •Analysis and reflections on case studies within the context of teaching isiZulu in South African classrooms •Understanding and application of theoretical approaches to writing and presentation skills in isiZulu First Additional Language •Teaching approaches for analytical and interpretation skills of various texts (e.g. drama, poetry, film) •Teaching approaches for reading and visual literacy skills in isiZulu language •Using isiZulu texts in teaching the reading process (pre-reading, whilst-reading, post-reading, scaffolding strategies) •Teaching approaches for comprehension •Teaching approaches for isiZulu prose: isiZulu media texts; novels; short stories; essays (using both traditional and modern literature) •Teaching approaches for creation of various isiZulu texts •Teaching approaches for visual literacy skills (receiving and creating visual texts) •Teaching approaches for lesson plans, teaching materials and assessment instruments •Identify and manage barriers to learning and be able to engage in curriculum differentiation for multiple learning levels in a grade •Assessment strategies for language and presentation skills, isiZulu prose and poetry, reading skills and visual literacy
Assessment: A formative assessment of a submission of a portfolio (50%), Examination (50%)
DP Requirement: Submission of all assessment tasks and class attendance of 75% of lectures and tutorials

English Language Studies

Offered in the School of Arts

English Language Development A

ELDV001 H1 P1 (59L-0T-0P-0S-92H-4R-0F-0G-5A-13W-16FC-0DC)

Aim: The purpose of this module is to develop the English language proficiency (including writing, reading and oral skills) of students selected for the Access Programme in the Humanities and the Social Sciences. The core of students in this course will be second-language speakers.

Content: This module will address areas identified as problematic for first entry English second-language speakers including dictionary work, English grammar, reading and comprehension of general texts, comprehension of spoken English, paragraph writing and conversational and debating skills.

Assessment: One 3-hour examination: 33%: Cumulative assessment 67%

DP Requirement: 90% attendance; Completion of all assessment tasks.

Offered as part of the Humanities Access Programme.

English for Musicians A

ELDV0M1 H1 (39L-0T-0P-0S-35H-3R-0F-0G-3A-13W-8FC-0DC)

Aim: The purpose of this module is to develop the English language proficiency (including writing, reading and oral skills) of students selected for Access to the School of Music and for selected other students. The core of students in this course will be second-language English speakers.

Content: This module will address areas identified as problematic for first entry Music students who speak English as a second language, including dictionary work, fundamental English grammar, reading and comprehension of texts related to Music and general themes, paragraph writing and basic oral skills (including presentations, discussion, oral argument).

Assessment: One 2-hour examination: 33.3%; Cumulative assessment: 66.7%

DP Requirement: 90% attendance, Completion and timeous submission of all assessment tasks

English for Musicians B

ELDV0M2 H2 (39L-0T-0P-0S-35H-3R-0F-0G-3A-13W-8FC-0DC)

Aim: The purpose of this module is to develop and enhance the academic English skills of Music students.

Content: The module focuses on complex English language structures for specific purposes (including essay writing, analysis of text, comprehension of more complex texts and discussion thereof). Grammar fundamentals are revised and expanded on.

Assessment: One 2-hour examination: 33.3%, Cumulative assessment: 66.7%

DP Requirement: 90% attendance, Completion and timeous submission of all assessment tasks.

English Language Development B

ELDV100 HB (59L-0T-0P-0S-92H-4R-0F-0G-5A-13W-16C)

Aim: The purpose of this module is to develop the English language proficiency of mainstream English second-language students who have done English as a second language for Grade 12.

Content: This module focuses on intermediate English grammar, reading of discursive and extended texts, comprehension of typical academic spoken and written English, essay writing and oral presentations.

Assessment: One 3-hour examination: 33%: Cumulative assessment: 67%

DP Requirement: 90% attendance; Completion of all assessment tasks

Business Language Development A

ELDV1C1 P1 W1 (58.5L-0T-0P-0S-45H-18R-0F-0G-38.5A-13W-16C)

Aim: To develop the English proficiency of students in the Access Programme of the BCOM4 and to build business-based language competency.

Content: This module will seek to introduce students to and to extend their current lexis relevant to the context of language in the business genre. It will consist of 5 units, each aiming to develop at the micro level the skills of reading, writing, listening and comprehension in English.

Assessment: Class mark: 60%; examination: 40%

DP Requirement: A minimum of 80% class attendance and submission of all assignments

Business Language Development B
ELDV1C2 P2 W2 (58.5L-0T-0P-0S-79H-18R-0F-0G-4.5A-13W-16C)
Prerequisite Requirement: Business Language Development A
Aim: To develop further, at the macro level, the English proficiency of students in the Access Programme of the BCOM4.
Content: This module will introduce students to additional vocabulary relevant to the context of language in business and will further develop skills related to reading, writing, listening and comprehension in English.

Assessment: Class mark: 60%; examination: 40%
DP Requirement: A minimum of 80% class attendance and submission of all assignments.

English Literature Studies

Offered in the School of Arts

Introduction to English Studies A
ENGL101 H1 P1 (18L-0T-0P-18S-79H-42R-0F-0G-3A-13W-16C)
Aim: The ability to identify conventions of genre, register and style in a variety of literary texts written in English, and to use these in your own reading, critical analysis and writing.
Content: Substantial reading of literature required, which may include a novel, a play, short stories and poetry.The module develops your skills of reading, writing,and expression in English.By working on examples of different kinds of texts,you learn how to communicate successfully in written contexts,and to analyse forms of writing.
Assessment: Class assignments (50%) which may include short exercises, tests and essay/s, and controlled assessment (50%)
DP Requirement: Submit all written work on time, and attend at least 80% of classes.

Introduction to English Studies B
ENGL102 H2 P2 (18L-0T-0P-18S-79H-42R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Introduction to English Studies A or an appropriate cognate course (eg. ALE, ELDV, ACLE).
Aim: Confident first-level skills in the reading and interpretation of literary and cultural texts produced in English.
Content: Substantial reading of literature is required. The module teaches you to read and interpret a range of literary-cultural material written in English using appropriate critical vocabularies and academic methods of presentation.
Assessment: Class assignments (50%) which may include short exercises, tests and essay/s, and controlled assessment (50%)
DP Requirement: Submit all written work on time, and attend at least 80% of classes.

English 2: Period/Genre/Creative Writing A
ENGL201 H1 P1 (15L-0T-0P-15S-87H-40R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 32 credits in English Studies.
Aim: To familiarise you with fundamental ideas and skills of literary period study in relation to the conventions of genre and to develop your writing abilities.
Content: Substantial reading of literature is required. The module introduces you to the ideas and practices of literary period study and genre analysis. Where appropriate, these are linked to the development of your own creative and academic writing.
Assessment: Class assignments (50%) which may include short exercises, tests and essay/s, and controlled assessment (50%)
DP Requirement: Submit all written work on time, and attend at least 80% of classes.

English 2: Period/Genre/Creative Writing B
ENGL 202 H2 P2 (15L-0T-0P-15S-87H-40R-0F-0G-3A-13W-16C)
Prerequisite Requirement:48 credits in English Studies.
Aim: To develop your skills of literary study in relation to the conventions of genre, and to develop your writing abilities.
Content: Substantial reading of literature is required. The module equips you with skills of literary period study and genre analysis. Where appropriate these are linked to the development of your own creative and academic writing.

Assessment: Class assignments: 50%, which may include short exercises, tests and essays and controlled assessment (50%).
DP Requirement: Submit all work on time, and attend at least 80% of classes.

English 3: Canonical/Period Studies A

ENGL301 H1 P1 (15L-0T-0P-15S-100H-27R-0F-0G-3A-13W-16C)
Prerequisite Requirement:64 credits in English Studies.
Aim: The ability to produce detailed stylistic analyses of representative texts; to relate literary-artistic activity to the dominant philosophies and socio-historical characteristics of a period; to substantiate argument by means of appropriate critical quotation.
Content: In relation to a selected period (e.g. Elizabethan, Enlightenment, Modernism), this module focuses on the skills and concepts of traditional literary period study.
Assessment: Class assignments worth 50% which may include short exercises, tests and essay/s, and controlled assessment (50%)
DP Requirement: Submit all written work on time, and attend at least 80% of classes.

English 3: Creative Writing

ENGL302 P2 (15L-0T-0P-15S-100H-27R-0F-0G-3A-13W-16C)
Prerequisite Requirement: None, except for intending majors, who should have 64 credits in English.
Aim: To assist you in the self-reflexive development of your creative writing skills.
Content: A rigorous creative writing and reading course in which you test your imaginative abilities against a thorough technical grasp of generic conventions and styles encountered in the work of established writers.
Assessment: Class assignments worth 50% which may include short exercises, tests and essay/s, and controlled assessment (50%)
DP Requirement: Submit all written work on time, and attend at least 80% of classes.
This module is not offered in 2022

English 3: Literature and Journalism

ENGL 303 H2 P1 (15L-0T-0P-15S-100H-27R-0F-0G-3A-13W-16C)
Prerequisite Requirement 80 credits in English Studies.
Aim: The mastery of a critical vocabulary crucial to debates about literature in relation to journalism, eg 'empirical and creative truth', 'the 'literary imagination', 'documentary fact'.
Content: Substantial reading of literature is required. Using selected case-studies, the module investigates the relationship between the conventions of newspaper and television journalism and those of imaginative genres such as short fiction, the novel, and poetry.
Assessment: Class assignments: 50%, which may include short exercises, tests and essays and controlled assessment (50%).
DP Requirement: Submit all work on time, and attend at least 80% of classes.

English 3: Canonical/Period Studies B

ENGL305 P1 (15L-0T-0P-15S-100H-27R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 64 credits in English Studies.
Aim: The ability to produce detailed stylistic analyses of representative texts; to relate literary-artistic activity to the dominant philosophies and socio-historical characteristics of a period; to substantiate argument by means of appropriate critical quotation.
Content: In relation to a selected period (eg Elizabethan, Enlightenment, Modernism, Colonialism, Post-Colonialism), this module focuses on the skills and concepts of traditional literary period study.
Assessment: Class assignments worth 50% which may include short exercises, tests and essay/s, and controlled assessment (50%)
DP Requirement: Submit all written work on time, and attend at least 80% of classes.

English 3: South/African Literatures

ENGL306 H2 P2 (15L-0T-0P-15S-100H-27R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 80 credits in English Studies.
Aim: To equip you with advanced skills of South/African literary period study and an appropriate critical vocabulary.
Content: Substantial reading of literature is required .The module focuses on the formation of South/African literatures,

investigating the representation of colonial, postcolonial and/or post-apartheid identities in work by selected authors.
Assessment: Class assignments worth 50% which may include short exercises, tests and essay/s, and controlled assessment (50%)
DP Requirement: Must submit all written work on time, and attend at least 80% of classes.

English 3:Postmodernisms/Gender
ENGL308 H1 P2 (15L-0T-0P-15S-100H-27R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 64 credits in English Studies.
Aim: To develop your ability to analyse texts that represent influential forms of contemporary subjectivity, not only in terms of content, but in their very form and style.
Content: Substantial reading of literature is required .The course focuses either on material that is arguably 'postmodern' in its technical capacities, generic impurity, and its interest in the possibilities of representation in a globalised, digitised age, or on gender, using insights from women's studies and writers on masculinities to engage questions of identity mediation, sexual orientation, and individual agency.
Assessment: Class assignments worth 50% which may include short exercises, tests and essay/s, and controlled assessment (50%)
DP Requirement: Submit all written work on time, and attend at least 80% of classes.

Mediating South African Identities 1
ENGL705 H2 (0L-0T-0P-24S-232H-60R-0F-0G-4A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors degree
Aim: This module investigates some of the ways in which South African identities have been mediated, both historically and in the present. It engages with theoretical debates about definitions of 'the popular', 'the literary', 'mass culture', and so on.
Content: A range of materials including fiction and autobiography by leading South African writers, journalism, film, oral performance and the built/natural environments.
Assessment: Assignments (50%); Controlled Assessment (50%)
DP Requirement: Submit all written work on time, and attend at least 80% of classes. The module Intercultural Communication and Translation 1 (TRIC702 H2) may also be taken as part of the Honours degree in English Studies.
Also offered at Masters level: ENGL805 - Assessment requires a more substantial independent research component.
The module Intercultural Communication and Translation 1 (TRIC702 H2) may also be taken as part of the Honours degree in English Studies.

South African Literature and Landscape 1
ENGL706 (0L-0T-0P-24S-232H-60R-0F-0G-4A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors degree
Aim: This course examines how various selected South African writers of the late nineteenth and twentieth centuries have used land and landscape in their writing. Students at the module's completion should be better positioned to understand how ideological struggles about national and individual identities can be traced in the way land has been represented in South African literature, both past and present.
Content: Current postcolonial debates in literature and spatial discourse about the construction of space and place will form the theoretical foundation for this course. Seminars will move from early writers on South Africa: settler poets ('foreign' landscape), Haggard ('exotic' Africa), Schreiner (realism), Plaatje (pastoral, lost Eden); to industrialized South Africa as urban landscape (Nkosi, Mda, Mphe); and finally to the deeply politicised landscape of apartheid and post-apartheid South African poetry.
Assessment: Assignments (50%); Controlled Assessment (50%)
DP Requirement: Submit all written work on time, and attend at least 80% of classes.

Constructions of Self and Nation (32C)
ENGL707 P1 (0L-0T-0P-24S-256H-37R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors Degree
Aim: This course analyses the manner in which various images of Africa have been generated, by a range of writers, including Europeans who participated in the colonisation of Africa and those who questioned it. The literary representation of the "dark continent" will be explored and the African responses to that viewpoint. The complex nature of the "African identity / identities" will be considered and the texts will highlight the challenges faced when representing the self and the "other".

Content: A selection of early 20th- and 21st-century texts from South Africa.
Assessment: Assignments and a seminar presentation (50%); three-hour examination, constituting the other (50%)
DP Requirement: submit all written work on time, and attend at least 80% of classes.

Special Topics: Literary & Cultural Studies 1
ENGL710 (0L-0T-0P-24S-256H-37R-0F-0G-3A-13W-32C)
Content: From time to time the School of Literary Studies, Media and Creative Arts is able to offer one or more special modules, the purpose of which will be to explore new areas and themes emerging in the discipline concerned with or arising from the research of current or visiting members of the teaching staff.

Gender and Writing 1
ENGL711 H2 (0L-0T-0P-24S-232H-60R-0F-0G-4A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors degree
Aim: This module traces the historical relationships between gender and writing in various parts of the world. It covers the possibilities of reading and writing as empowerment; the politics of language; questions of how and why the ownership of writing changes at different times in different societies; how women (including those in oral cultures) enter writing; how a place in the institutions of writing has also been affected by factors such as race and class.
Content: Works studied include Frankenstein, Villette, Howard's End, So long a letter, Blame me on History and Nehanda. Theorists include Wollstonecraft, de Beauvoir, Woolf, Weedon, Gates and Driver.
Assessment: Assignments (50%); Controlled Assessment (50%)
DP Requirement: Submit all written work on time, and attend at least 80% of classes.
The module Intercultural Communication and Translation 1 (TRIC702 H2) may also be taken as part of the Honours degree in English Studies.

Autobiography and Identity 1
ENGL713 H1 (0L-0T-0P-24S-232H-60R-0F-0G-4A-13W-32C)
Aim: This course seeks to explore the ways in which autobiographers, across the centuries and from diverse cultural contexts, have represented self.
Content: Beginning with St Augustine's Confessions, generally thought to be the first autobiography, this module traces shifts in self-conception and self-representation right up to very recent times. Looking at a diverse range of texts from around the world, we will consider key questions raised in theories of autobiography and, more broadly, in literary theories. We will focus on how autobiographers have conceived of the self; how they have construed the relation between self and other; how they have approached the problems of truth-telling and textual representation. We will consider also the generic particularities of autobiography, and the functions which autobiographical texts can serve.
Assessment: Assignments (50%); Controlled Assessment (50%)
DP Requirement: Submit all written work on time, and attend at least 80% of classes.

Critical Theory and Research Methodology 1
ENGL714 H1 (0L-0T-0P-24S-232H-60R-0F-0G-4A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors degree
Aim: This module examines the evolution of the discipline of English literary and cultural studies within the context of the question of the function of intellectuals.
Content: We will progress through various key theorical issues that have impacted on the discipline. Foci may iclude Marxism; cultural studies; structuralism; reader-response theories; psychoanalysis; post-structuralism; feminism, and deconstruction.
Assessment: Assignments (50%); Controlled Assessments (50%)
DP Requirement: Submit all written work on time, and attend at least 80% of classes.

Writing across Worlds (32C)
ENGL716 H1 (0L-0T-0P-24S-232H-60R-0F-0G-4A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors degree
Aim: To discuss the 'postcolonial' challenge to modernism and postmodernism.
Content: Through literature from Africa (including South Africa), the US, Latin America, eastern Europe and Australia the course exams contemporary literary configurations... after apartheid, after the Berlin Wall, after the Twin Towers. What makes the writer regional or international? In what ways are Africa, the West, and the US postcolonial?
Assessment: Assignments (50%); Controlled Assessment (50%)
DP Requirement: Submit all written work on time, and attend at least 80% of classes.

The module Intercultural Communication and Translation 1 (TRIC702 H2) may also be taken as part of the Honours degree in English Studies.

Countercultures
ENGL717 P1 (0L-0T-0P-24S-255H-37R-1F-0G-3A-13W-32C)
Aim: To examine the needs of society for stability and order, and the individual's needs for autonomy and fulfilment.
Content: Issues such as alienation, corporeality, sexuality, gender identity and the radical potential of cyberspace are explored in readings of a selection of novels, short stories, poems and films.
Assessment: Assignments (50%); Controlled Assessments (50%)
DP Requirement: Submit all written work on time, and attend at least 80% of classes.

Research Paper: English Studies
ENGL7RP HC PC (0L-0T-0P-0S-320H-0R-0F-0G-0A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors Degree
Aim: To enable students to conduct supervised research on an approved topic leading to a research essay.
Content: An introduction to research methods and proposal writing; individual research on an approved topic.
Assessment: Examination of the research essay.
DP Requirement: As per college rules.

Ethics Studies

Offered in the School of Religion, Philosophy and Ethics

Ethics 1: Introduction to Ethical Theories
ETHS110 P1 (30L-3T-0P-4S-69H-50R-0F-0G-4A-13W-16C)
Aim: The aim of this module is to offer an introduction to the foundations of Ethical theories from African, Western / philosophical and Religious perspective. Specifically, the objective is to provide the student with a critical understanding of African ethics, Western and Religious ethics and the ability to apply them to our contemporary ethical problems.
Content: A critical study of basic principles and concepts underlying African, western and Religious ethical theories, such as *Ubuntu, Communitarianism, utilitarianism, Libertarianism, Deontology, Golden rule, stewardship*
Assessment: Test / Assignments: 50%, Examination: 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% and attendance of not less than 80% of all classes.

Ethics 1: Life, Sexuality and Death
ETHS102 P2 (30L-3T-0P-4S-69H-50R-0F-0G-4A-13W-16C)
Aim: This module aims to apply ethical theories discussed in Ethics 101 to a broader variety of controversial ethical issues ranging from abortion, euthanasia, to capital punishment.
Content: Scientific, religious and legal aspects of the phenomenon of life, including genetics; traditional sexual moralities; the sexual revolution; issues such as sexual orientation, gender; pornography and censorship; abortion, capital punishment, euthanasia and the ethics of the HIV/AIDS pandemic.
Assessment: Tests / Assignments 50%, Examination: 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% and attendance at not less than 80% of all classes.

Ethics 2: The Ethics of Power
ETHS201 P2 (30L-7T-0P-0S-87H-30R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Introduction to Ethical theories
Aim: The aim of this module is to explore the relationship between power and leadership. Evaluate the ethical issues faced by women in patriarchal societies. Help students recognize, understand, and evaluate potential solutions to ethical problems generally associated with the abuse and imbalance of power. Provide students with the tools and skills needed to make them responsible leaders
Content: Topics that is addressed in this module include but not limited to the following: What is power?, How is power related to leadership?, What is the relationship between ethics and leadership?, What is the relationship between Leadership ethics and governance?, What is patriarchy and feminism?

Assessment: Tests/Assignments 50%, Examination: 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% and attendance at not less than 80% of all classes.

Environmental Philosophy & Ethics
ETHS204 P1 (42L-9T-0P-0S-94H-12R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Introduction to Ethical theories
Aim: The module aims at moralizing about issues of the environment and to enhance student's understanding of how ethical considerations and worldviews influence and shape decision making around the natural environment. Students will apply a critical ethical lens to contemporary environmental issues with special focus on Southern Africa.**Content:** The module exposes students to theories and processes within Environmental Ethics which include: The classical ethical theories and the environment (utilitarianism, deontology and virtue ethics), Historical root-cause of the ecological crisis, Posterity and future generations, Animal rights, Social dimensions of environmental problems (environmental justice, ecofeminism), Climate change
Assessment: Tests/assignments 50%, examination 50%
DP Requirement: Submission of all assignments by due date, and an average mark of not less than 500% and attendance of not less than 80% of all classes.

African Ethics & the Postcolonial Condition
ETHS303 P1 (39L-0T-0P-0S-86H-10R-0F-0G-25A-15W-16C)
Prerequisite Requirement: Introduction to Ethical theories and ETHS201
Aim: In-depth understanding of the fundamental principles underlying African ethics and appreciation of the differences and similarities between African ethics and other ethical traditions of the world. Specifically the objective here is to provide the student with a critical understanding of African ethics, western and Religious ethics and be able to them to our contemporary ethical problems.
Content: Foundations of African ethics; African ethical concepts of personhood, African communitarianism and Individualism, Ubuntu, Relationality; Application of African Ethics to specific problems such as leadership, gender, health and healing, African outlook towards wealth.
Assessment: Test / Assignments 50%, examination 50%
DP Requirement: Submission of all assignments by due date, and average mark of not less than 50% and attendance of not less than 80% of all classes.

Ethics 3: Ethics and comtemporary Issues in Africa
ETHS310 P2 (30L-6T-0P-0S-73H-25R-23F-0G-3A-13W-16C)
Prerequisite Requirement: Introduction to Ethical theories and ETHS201
Aim: The module aims at developing skills of critical ethical analysis of contemporary moral problems facing the African society. It will enhance an understanding of the more deeply rooted ethical problems, which give rise to our perplexities concerning such moral issues.
Content: Module content includes a discussion of specific moral problems, issues and controversies in Africa. Topics may include but not limited to rights and liberties; ethical dimensions of democracy, politics and elections in Africa; economic justice; food ethics; war and terrorism; and ethics of artificial intelligence.
Assessment: Test **/** Assignments 50%, Examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them, and attendance at not less than 80% of all classes.

Ethics of Literature Media
ETHS311 P2 (39L-10T-0P-0S-76H-10R-0F-0G-25A-15W-16C)
Prerequisite Requirement: Introduction to Ethical theories and ETHS201
Aim: The course aims to explore the complex relationship between literature and Ethics as well as Media and ethics, concentrating on ethics as a tool for analyzing role of literature and media in moral education.
Content: Module content include: The moral connections of literary texts, Ethical criticism of literature, and the writer and reader's duty and responsibility, Approaches to media Ethics, Media harm and offense, Sex and violence in the media, The Ethics of Reality TV, Censorship and the Media.
Assessment: Tests / Assignments 50%, examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% and attendance of not less than 80% of all classes.

Intro to Professional Workplace Ethics
ETHS312 P2 (39L-10T-0P-0S-76H-10R-0F-0G-25A-15W-16C)
Prerequisite Requirement: Introduction to Ethical theories and ETHS201
Aim: The module is designed to review, discuss, and evaluate ethical issues that arise in general professional life and in specific professions. It also aims to engage with African values that promote good work ethics and professionalism at the workplace.
Content: Issues pertaining to professional ethical standards, professional virtues, corporate social responsibilities and general professional conduct in contemporary societies are considered with some practical examples within the South African context.
Assessment: Tests/Assignments 50%, Examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% and attendance at not less than 80% of all classes.

Comparative and Applied Ethics
ETHS703 PC (20L-12T-0P-0S-220H-60R-0F-0G-8A-13W-32C)
Aim: To utilize principles and methods of comparative and applied ethics in selected contexts to enhance ethical practices.
Content: Advanced principles and methods of comparative and applied ethics. Research and project development methods. Selected contexts from business management, the professions, education, health sciences and social services, leadership, literature, environment, media, policy and governance.
Assessment: Research portfolio: 50% 1x3-hour examination: 50%
DP Requirement: Completion of all work designated as required for the DP on time

African Feminist Ethics
ETHS704 P1 (26L-0T-0P-0S-109H-4R-0F-0G-21A-13W-16C)
Core module
Aim: The overarching aim of this module is to provide an in-depth understanding and overview of the foundations and development of African Feminist Ethics in the broader ambit of selected issues affecting contemporary African women.
Content: A critical study of basic principles and concepts underlying the need for the foundation and development of African Feminist Ethics. This is followed by the application of African Feminist Ethics to specific issues affecting African women such as environmental issues, health care, sexuality, violence and cultural issues.
Assessment: 3-Hour Examination (50%), Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Development Ethics
ETHS705 P2 (26L-0T-0P-0S-109H-4R-0F-0G-21A-13W-16C)
Core module
Aim: To take a normative stance on the nature of ethically desirable development; to equip students with the in-depth knowledge of the theories of ethically desirable human development and the contemporary debates around ethics of development, its goals, values, principles, indicators, and strategies; to engage students into the activity of thinking in an ethically careful way about the problems and possibilities in development policy and practice; and to discuss various ethical dilemmas that the practice of development has led to.
Content: This module focuses on the three sets of issues. The first one is a critical overview of the meaning and goals of 'human development' and the major theoretical approaches to it. The second one is a comparative analysis of the underlying values and principles behind the various theories of human development. The third one is the applied analysis of the controversies and dilemmas arising from the clash of the principles and values and their implications for social practices and policies, especially in relation to development in Africa.
Assessment: 3-Hour Examination (50%), Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Alternative Methods and Approaches in Applied Ethics
ETHS706 P1 (26L-0T-0P-0S-109H-4R-0F-0G-21A-13W-16C)
Core module
Aim: To equip students with the in-depth knowledge of alternative approaches and methods in applied ethics; to provide them with the necessary tools for successful resolution of ethical controversies, ambiguities and dilemmas; and thus to promote the development of their critical and creative abilities in the area of practical ethical problem-solving and decision-making.

Content: An advanced study of the principles, methods, and approaches in contemporary applied ethics, and their employment in the process of identification, moral evaluation and resolution of ethical controversies, ambiguities and dilemmas in the selected contexts of application such as biomedicine, healthcare, business management, policy and governance, professions, media, education, sports, environment, military, and social ethics.
Assessment: 3-Hour Examination (50%), Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Environmental Ethics: An African Perspective
ETHS707 P2 (26L-0T-0P-0S-109H-4R-0F-0G-21A-13W-16C)
Elective module
Aim: To equip students with the advanced knowledge of contemporary environmental ethics, in particular from the African perspective; to expose students to a broad range of contemporary environmental issues and debates; to enhance their ethical reasoning skills in applying theoretical ethics to practical environmental problems and their resolution on the African continent.
Content: An advanced study of the nature and justification of general claims about the value of the natural environment and our obligations towards it with the special emphasis on and an appeal to African Ethics. An applied analysis of the ethical issues around pollution, overpopulation and population control, resources use, food production and distribution, energy production and consumption, the preservation of the wilderness and of species diversity, and ecological restoration in the context of contemporary Africa.
Assessment: 3-Hour Examination (50%), Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Ethical Issues in African Indigenous Knowledge Systems
ETHS708 P2 (26L-0T-0P-0S-109H-4R-0F-0G-21A-13W-16C)
Elective module
Aim: The overarching aim of this module is to develop knowledge and understanding of ethical issues in African indigenous knowledge systems in fields such as science, technology, health sciences, social sciences, etc.
Content: Interrogation of the philosophical foundations of the nature, sources and characteristics of African indigenous and Western scientific, technological, natural science, social science, and management science systems from an ethical perspective.

Ethics: Research Paper
ETHS7RP PC (0L-0T-0P-0S-320H-0R-0F-0G-0A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors degree
Aim: To undertake and complete a competent research project.
Content: Research conducted over one semester on an approved topic in applied ethics.
Assessment: Examination of a formal research paper embodying the methods and results of the project.
DP Requirement: Completion by due date of all work designated as required by the supervisor.

Ethics Studies: Fundamentals
ETHS801 PC (0L-0T-0P-0S-317H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Honours degree
Aim: This module is designed to equip students with a detailed understanding of the ethical dimension of human existence, the main features of the development of this reality in the main ethics traditions of the world, a multi- disciplinary methodology for studying ethics issues, and competence in the field of moral reasoning.
Content: Comparative history of ethics; approaches to the study of ethics; the development of applied ethics; moral reasoning.
Assessment: A formal paper counting 25% of the final mark for the degree.
DP Requirement: Completion of all work designated as required for the DP on time

Ethics Studies: Electives
ETHS802 PC (0L-0T-0P-0S-317H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Honours degree and ETHS801: Fundamentals
Aim: In this module the intention is to equip students with the resources for a detailed knowledge of two fields of applied ethics selected from those offered in any given year.

Content: Education and ethics; business ethics; environment ethics; religion and ethics; leadership ethics; moral development; research ethics; biomedical ethics; media ethics.
Assessment: A formal paper counting 25% of the final mark for the degree.
DP Requirement: Completion of all work designated as required for the DP on time

Fine Arts

Offered in the School of Arts

Fine Art 1: Drawing & Design
FIAR101 P1 (0L-0T-91P-0S-69H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: Previous study in art is not a requirement.
Aim: To introduce students to the practice of studio drawing and design.
Content: An introduction to general studio drawing and design using a variety of new and traditional studio methods and materials.
Assessment: Class work 100%
DP Requirement: 100% attendance, timeous completion of all assignments, submission of a final portfolio.

Fine Art 1: Two-Dimensional Studio-Work
FIAR102 P1 (0L-0T-132P-0S-28H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: Previous study in art is not a requirement.
Aim: To introduce students to the principles and practice of two-dimensional visual art.
Content: A studio-based course introducing the fundamentals of two-dimensional visual art, with the focus upon painting and printmaking.
Assessment: Class work 100%
DP Requirement: 100% attendance, timeous completion of all assignments, submission of a final portfolio.

Fine Art 1: Ceramics
FIAR103 P1 (0L-0T-132P-0S-28H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: Previous study in art is not a requirement.
Aim: Introduction to the basic principles and practices of ceramics and three-dimensional design.
Content: Introduction to the principles of sculpture, in various media. Introduction to hand building and moulding techniques in ceramics; firing and glazing. Basic studies in design.
Assessment: Class work 100%
DP Requirement: 100% attendance, timeous completion of all assignments, submission of a final portfolio.

Fine Art 2: Expressive Drawing
FIAR201 PC (0L-0T-91P-0S-69H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: 80 credits, unspecified. 16 credits in Drawing and Design is advisable.**Aim:** To increase students' creative competencies in studio drawing.
Content: Observed and imaginative studies in a variety of new and traditional media.
Assessment: Class work 100%
DP Requirement: 100% attendance, timeous completion of all assignments, submission of a final portfolio.

Fine Art 2: Two-dimensional Studio-Work
FIAR202 PC (0L-0T-132P-0S-28H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: 80 credits, unspecified. 16 credits in Fine Art 1: Two-Dimensional Studiowork is advisable.
Aim: To increase students' technical and conceptual competencies in various two-dimensional processes. **Content:** A studio-based course in two-dimensional visual processes, with the focus upon painting and printmaking.
Assessment: Class work 100%
DP Requirement: 100% attendance, timeous completion of all assignments, submission of a final portfolio.

Fine Art 2: Ceramics
FIAR203 PC (0L-0T-132P-0S-28H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: 80 credits, unspecified. 16 credits in Fine Art 1: Ceramics is advisable.

Aim: To introduce students to the principles and practice of ceramics and three-dimensional design.
Content: Observed and imaginative studies in various media. Introduction to the basic principles of throwing, hand building and glazing in ceramics. Basic studies in design.
Assessment: Class work 100%
DP Requirement: 100% attendance, timeous completion of all assignments, submission of a final portfolio.

Fine Art 3: Studio-Work A
FIAR301 P1 (0L-0T-234P-0S-66H-0R-0F-0G-20A-13W-32C)
Prerequisite Requirement: 224 credits, including 64 credits in Fine Art, at least 32 of which must be at level 200.
Aim: To introduce students to advanced studio-work.
Content: Advanced assignments in the principles, techniques and concepts of two-dimensional or three-dimensional studio-work. Theoretical elements may be included.
Assessment: Exhibition of class work 100%
DP Requirement: 100% attendance, timeous completion of all assignments, submission of a final portfolio.

Fine Art 3: Studio-Work B
FIAR302 P2 (0L-0T-234P-0S-66H-0R-0F-0G-20A-13W-32C)
Prerequisite Requirement: Fine Art 3: Studio-Work A. 32 credit points in Level 100 and/or Level 200 Art History modules.
Aim: The production of a conceptually and technically sound body of studio-work for the exit examination.
Content: More advanced, candidate-motivated projects in specialised areas of two-dimensional or three-dimensional studio-work.
Assessment: Exhibition of class work 100%
DP Requirement: 100% attendance, timeous completion of all assignments, submission of a final portfolio.

Fine Art 6: Studio Specialisation A
FIAR601 PC (0L-0T-620P-0S-0H-0R-0F-0G-20A-13W-64C)
Prerequisite Requirement: Fine Art 3: Studio-Work B or equivalent qualification.
Aim: The introduction of independent studio-work in a chosen discipline or related disciplines.
Content: Independent specialised studio research in one or more studio disciplines leading to an exhibition.
Assessment: Exhibition of class work 100%
DP Requirement: 100% attendance, timeous completion of all assignments, submission of a final portfolio.
Note: Part-time students must register for module code FIAR621 PC.

Fine Art 6: Studio Specialisation B
FIAR602 PC (0L-0T-620P-0S-0H-0R-0F-0G-20A-13W-64C)
Prerequisite Requirement: Fine Art 6: Studio Specialisation A.
Aim: Advanced independent studio-work leading to the exhibition of a conceptually and technically sound body of work.
Content: Advanced independent specialised studio research in the discipline or related disciplines chosen in Fine Art 640.
Assessment: Exhibition of class work 100%
DP Requirement: 100% attendance, timeous completion of all assignments, submission of a final portfolio.
Note: Part-time students must register for module code FIAR622 PC.

Fine Art 7: Studio Specialisation A
FIAR701 PC (0L-0T-260P-0S-52H-0R-0F-0G-8A-13W-32C)
Prerequisite Requirement: Fine Art 3: Studio-Work B
Aim: The introduction of advanced specialised studio-work in a chosen discipline or related disciplines.
Content: Independent studio-work in the discipline/s chosen as the undergraduate major, with certain flexible interdisciplinary combinations being available.
Assessment: Exhibition of class work 100%
DP Requirement: 100% attendance, timeous completion of all assignments, submission of a final portfolio.

Fine Art 7: Studio Specialisation B
FIAR702 PC (0L-0T-620P-0S-0H-0R-0F-0G-20A-13W-64C)
Prerequisite Requirement: Fine Art 7: Studio Specialisation A

Aim: Advanced independent specialised studio-work leading to the exhibition of a conceptually and technically sound body of work.
Content: Advanced independent studio research in the discipline or related disciplines chosen in Fine Art 720.
Assessment: Exhibition of class work 100%
DP Requirement: 100% attendance, timeous completion of all assignments, submission of a final portfolio.

Fine Art Honours Research Paper
FIAR703 PC (0L-6T-0P-1S-313H-0R-0F-0G-0A-13W-32C)
Prerequisite Requirement: Fine Art 3: Studio-Work B
Aim: Introduction to advanced research in a chosen area of study.
Content: An introduction to research methodology (including critical and formal analysis) in relation to a chosen area of study.
Assessment: Research Paper 100%
DP Requirement: 100% attendance and timeous completion of all assignments.

M-ART in Fine Arts
FIAR8MD PY (0L-0T-944P-0S-0H-0R-0F-0G-16A-26W-96C)**Prerequisite Requirement**: Honours degree in Fine Art or a 4-year degree in Fine Art or an equivalent qualification and having attained a high standard in the first degree.
Corequisite: Each component of the degree must be passed for the award of the degree.
Aim: Advanced studio-work in one or more of the studio disciplines, culminating in an exhibition of professional standard.
Content: The degree comprises a body of practical work of an advanced nature.
Assessment: Exhibition of practical work, 100%
DP Requirement: As per college rules.

M-ART in Fine Arts
FIAR8MS PY (0L-0T-0P-6S-954H-0R-0F-0G-0A-26W-96C)
Prerequisite Requirement: Honours degree in Fine Art or a 4-year degree in Fine Art or an equivalent qualification and having attained a high standard in the first degree.
Corequisite: Each component of the degree must be passed for the award of the degree
Aim: Research in a topic in the Visual Arts utilizing appropriate retrieval and scholarly methodologies.
Content: A dissertation of 15000 20000 words based on research in the visual arts and a course of study and papers in research methodology.
Assessment: Research Component, 100%
DP Requirement: Not applicable

French

Offered in the School of Arts

French level one and Research French Degrees will also be offered at Howard College.

French 1A: French for Beginners
FREN101 H1 P1 (58L-20T-0P-0S-76H-0R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Students with Grade 12 French or equivalent are not admitted to this course and register for Intermediate French
Aim: To provide students who have no prior knowledge of French with an intensive language course so that they may be fast-tracked in understanding, reading, speaking and writing French.
Content: Elementary texts written and spoken in French, basic grammatical structures, expressions, vocabulary.
Assessment: Class mark: 50% Examination: 50%
DP Requirement: Attendance at 80% of classes and completion of all class work and tests.

French 1B: French for Beginners
FREN102 H2 P2 (58L-20T-0P-0S-76H-0R-0F-0G-6A-13W-16C)

Prerequisite Requirement: French 101 or equivalent , or at the discretion of the Academic Coordinator.
Aim: To enable students to consolidate knowledge acquired during French 101 and to develop their communicative competence in French.
Content: Authentic texts written and spoken in French, vocabulary and grammar.
Assessment: Class mark: 50% Examination: 50%
DP Requirement: Attendance at 80% of classes and completion of all class work and tests.

French 2A: Intermediate French
FREN201 H1 P1 (55L-0T-0P-0S-99H-0R-0F-0G-6A-13W-16C)
Prerequisite Requirement: French 102, Grade 12 French, or at the discretion of the Academic Co-ordinator.
Aim: To achieve communicative competence in French in increasingly complex situations.
Content: Language and culture through the study of authentic documents in French. More advanced grammatical structures and vocabulary.
Assessment: Class mark: 50% Examination: 50%
DP Requirement: Attendance at 80% of classes and completion of all class work and tests.

French 2B: Intermediate French
FREN202 H2 P2 (55L-0T-0P-0S-99H-0R-0F-0G-6A-13W-16C)
Prerequisite Requirement: French 201, or at the discretion of the Academic Co-ordinator.
Aim: To enable students to consolidate knowledge acquired during French 201 and to introduce them to modern literature written in French
Content: A critical study of cultural texts (film, song, literature) using multi-media tools.
Assessment: Class mark: 50% Examination: 50%
DP Requirement: Attendance at 80% of classes and completion of all class work and tests.

Advanced French Language I
FREN311 PA HA (39L-0T-0P-0S-160H-0R-0F-0G-10A-13W-21C)
Prerequisite Requirement: French 202, or at the discretion of the Academic Co-ordinator.
Aim: This module aims to deepen the student's knowledge of the French language by using a taskbased approach. Student will continue to develop their communicative skills in French.
Content: More advanced authentic written and oral documents, advanced grammatical structures and vocabulary.
Assessment: Class mark: 50% Examination: 50%
DP Requirement: Attendance at 80% of classes and completion of all class work and tests.

Advanced French Cultural Studies I
FREN312 HA PA (39L-0T-0P-0S-160H-0R-0F-0G-10A-13W-21C)
Prerequisite Requirement: French 202, or at the discretion of the Academic Co-ordinator.
Aim: This module aims to further an in-depth study of French and Francophone cultural production(literature, film, etc), with special reference to the African continent.
Content: Analysis of several artistic productions in French mainly from Francophone Africa.
Assessment: Class mark: 50% Examination: 50%
DP Requirement: Attendance at 80% of classes and completion of all class work and tests.

Advanced French Language II
FREN313 (39L-0T-0P-0S-160H-0R-0F-0G-10A-13W-21C)
Prerequisite Requirement: French 311, or at the discretion of the Academic Co-ordinator.
Aim: This module aims to deepen the student's knowledge of the French language by using a taskbased approach. In addition to the B1 level of the CEFRL, students will be prepared towards the B2 level of the CEFRL.
Content: More advanced authentic written and oral documents, advanced grammatical structures and vocabulary.
Assessment: Class mark: 50% Examination: 50%
DP Requirement: Attendance at 80% of classes and completion of all class work and tests

Advanced French Cultural Studies II
FREN314 (39L-0T-0P-0S-160H-0R-0F-0G-10A-13W-21C)
Prerequisite Requirement: French 312, or at the discretion of the Academic Co-ordinator.

Aim: This module aims to further an in-depth study of French and Francophone cultural production(literature, film, etc), with special reference to the African continent.
Content: Analysis of several more complex artistic productions in French mainly from Francophone Africa.
Assessment: Class mark: 50% Examination: 50%
DP Requirement: Attendance at 80% of classes and completion of all class work and tests

Culture Litteraire

FREN708 H2 (10L-0T-0P-16S-204H-87R-0F-0G-3A-13W-32C)
Aim: To make students aware of literature as a cultural phenomenon, situated in history and constantly evolving.
Content: Extracts of literature in French from the Middle Ages to the 20th Century, discussed from the point of view of literary genre.
Assessment: Class mark 50%, examination 50%
DP Requirement: Submission of all written work and compliance with the attendance requirements of the School.

Teaching Internship

FREN710 H1 H2 P1 P2 (0L-0T-20P-0S-0H-0R-280F-0G-20A-13W-32C)
Aim: Students may apply for a bursary to work as an English tutor in a school in France. The aim of the internship is to develop linguistic and cultural competence in French and to develop the ability to tutor a foreign language in a structured classroom situation.
Content: Students conduct classes in which role-play, dialogues, basic vocabulary and grammar revision form the basis of the teaching and learning.
Assessment: 20-minute oral interview conducted in French. A 15-20 page report in French, in which students describe the teaching environment, evaluate the experience gained, attach lesson plans and critically comment on and evaluate the lessons.
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School

African Literature in French

FREN720 H2 (6L-0T-0P-6S-302H-0R-0F-0G-6A-6W-32C)
Aim: To enable students to appreciate the concerns and preoccupations of novelists from continental Africa and the Indian Ocean Islands who write in French. To equip students to appreciate their specific and individual use of the French language.
Content: A study of the Negritude movement and its effect on 20th century African literature written in French. An in-depth analysis of a selection of both pre- and post-independence novels.
Assessment: Class mark 50%, examination 50%.
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School.

French Translation Part 1

FREN730 P1 P2 (13L-0T-0P-6S-288H-0R-0F-0G-13A-6W-32C)
Aim: To enable students to further their practice of translation from and into French.
Content: A study of translation as an academic exercise; is it a skill or an art? Its secondary purpose is the honing of learners' ability to translate both literary and scientific texts.
Assessment: Class mark 50%, examination 50%.
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School

French Translation Part 2

FREN731 P1 P2 (13L-0T-0P-6S-288H-0R-0F-0G-13A-6W-32C)
Aim: To enable students to further their practice of translation from and into French (continuation of Part 1).
Content: A study of translation as an academic exercise; is it a skill or an art? Its secondary purpose is the honing of learners' ability to translate both literary and scientific texts.
Assessment: Class mark 50%, examination 50%.
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School

Special Topics in French Studies
FREN770 H1 P1 (10L-0T-0P-16S-204H-87R-0F-0G-3A-13W-32C)
Content: From time to time the French Programme is able to offer one or more special modules, the purpose of which will be to explore new areas and themes emerging in the discipline or arising from the research of current or visiting members of the teaching staff.
Assessment: Class mark 50%, examination 50%.
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School

Special Topics in French Literature
FREN771 H1 P1 (10L-0T-0P-16S-204H-87R-0F-0G-3A-13W-32C)
Content: From time to time the French Programme is able to offer one or more special modules, the purpose of which will be to explore new areas and themes emerging in the discipline or arising from the research of current or visiting members of the teaching staff.
Assessment: Class mark 50%, examination 50%.
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School

Discourses about Language: French
FREN772 P1 (0L-0T-0P-0S-320H-0R-0F-0G-0A-0W-32C)
Aim: To provide students with advanced insights into various discourses (personal, artistic, institutional, political and ideological) relating to the French language
Content: Historical development of perceptions about French: French as universal language, the "génie" of French; French as institution (Francophonie): Origins of Francophonie, the relation between Francophonie and Négritude; Francophonie as ideology: Critical perspectives, particularly with regard to French-speaking Africa; Current perspectives on French in the context of globalization
DP Requirement: **As per college rules**

Research Paper: French
FREN7RP HY PY (0L-0T-0P-0S-320H-0R-0F-0G-0A-13W-32C)
Aim: To enable students to conduct supervised research on an approved topic leading to a dissertation.**Content:** An introduction to research methods and proposal writing; individual research on an approved topic.
Assessment: Examination of the dissertation.
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School

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Gender Studies

Offered in the School of Social Science

Introduction to Gender Studies
GEST202 H2 30L-20T-0P-0S-105H-0R-0F-0G-5A-13W-16C
Aim: The development of an understanding of the critical vocabulary on gender and related issues; An understanding of the instability of the concept of gender; the critical evaluation and presentation of arguments in relation to gender.
Content: Ways of Talking and Thinking about Gender: Introduction to Gender Studies is thematized around gender, culture and social consciousness; gender and violence; and gender, sexuality and disease. These themes are underpinned by case studies focusing on South Africa.
Assessment: Cumulative assessment (3 written assignments; and tutorial submissions: 50 %); 3-hour examination (50 %).
DP Requirement: 100 % attendance at tutorials; submission of tutorial work and 3 written assignments.
Offered on the Howard College Campus only

Gender, Politics and Theory
GEST701 H1 P1 (0L-0T-2P-26S-288H-0R-1F-0G-3A-15W-32C)
Prerequisite Requirement: Undergraduate degree and/or special permission by Academic Co-ordinator

Aim: To explore a historical overview and analysis of First, Second and Third waves of feminism /s and to consider the contribution of the theories of identity and gender that emanate from these feminisms.
Content: First and second wave feminism, Third wave and African feminism(s), The relationship of gender to culture, The interrelated issues of race, identity and gender, The political implications of language, Exploring masculinities, Theories of Sexuality.
Assessment: Weekly e-reflections: 25%, attendance 5%, seminar presentation: 20% and Examination 50%.
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the school.

Genders, Sexualities, Cultures & Histories
GEST706 H1 P1 (0L-0T-0P-26S-294H-0R-0F-0G-0A-13W-32C)
Prerequisite Requirement: Undergraduate degree and/or special permission by Academic Co-ordinator (latter appropriate in respect of senior exchange students)
Aim: The understanding of sexuality and its major debates and theories; Development of skills in critical evaluation and presentation of arguments via independent research; An understanding of how meanings about sex, sexuality and gender interface are constructed.
Content: 'Modern debates and current panics' in respect of human sexuality. The module prioritises the political, historical, cultural and theoretical contexts in which gender identities and sexualities have been and are currently being expressed.
Assessment: Weekly e-reflections: 25%; attendance 5%: 5%; seminar presentation: 10%: supervised research project: 60%. Supervised research project is externally examined.
DP Requirement: 80% attendance at seminars; submission of all e-reflections, presentation of seminar and completion of research paper.

Gender and Language
GEST804 H2 P2 (0L-0T-0P-20S-114H-15R-8F-0G-3A-15W-16C)
Prerequisite Requirement: Contemporary Issues in Gender Studies GEST807.
Aim: To develop knowledge and explore gendered language, issues in language acquisition and teaching focus on South African contexts. To explore the relationship between language, gender, and social structures.
Content: Empirical findings on links between gender and language; discussions on broader issues of interpretation; role of language in constructing gender identities.
Assessment: Attendance : 5% weekly reflections: 35% Prepared Presentations and class participation 10% Gender Portfolio 50%
DP Requirement: Attendance of all seminars and submission of all assignments.

Contemporary Issues in Gender Studies
GEST807 H2 P2 (0L-0T-2P-40S-164H-34R-0F-0G-80A-6W-32C)
Prerequisite Requirement: Honours degree in any cognate discipline
Aim: This module is aim at exploring contemporary issues in Gender studies by reviewing positions and reinterpreting debates that have led to rethinking categories, methods and theories in feminist research. The research examines significant debates in gender and feminism, stratifications of inequality, colonialism, gender, class and race, citizenship, justice and power among others.
Content: Includes but not restricted to new directions in feminist theory, transnational feminist theory, gendered development and globalisation, human trafficking and contemporary slavery, gender based violence, the politics of citizenship and advocacy, Ecofeminism and earth democracy.
Assessment: Weekly e-reflections 30%, attendance 5%, seminar presentation 15% and Examination 50%.
DP Requirement: Attendance of all seminars and submission of all assignment.

Bachelor of Social Science Honours (Geography and Environmental Management)

Advanced Global Change
ENVS709 P2 (0L-0T-31P-36S-50H-30R-0F-0G-13A-13W-16C)

Prerequisite Requirement: 60% in ENVS319.
Aim: To discuss, critically evaluate, synthesise and integrate approaches and quantitative techniques used to understand environmental change in the global and southern African contexts.
Content: Uncertainty surrounding reconstructions, models & predictions; Natural vs. anthropogenic drivers of climate change. Sea-level change – proxies, reconstructions & predictive modelling. Environmental change in southern Africa – vegetation change, midden & speleothem records. Human impacts. Evidence for the Anthropocene. Environmental envelope modelling, impacts on biodiversity & predicted responses.
Practicals: A field excursion, laboratory work.
Assessment: Practical assignments (including a field trip) (20%), research project (20%), seminars (10%); 3 h exam (50%).
Subminimum: 40% on exam.
DP Requirement: Not applicable
Students may be required to contribute to costs of fieldwork.

Analytical GIS & Advanced Spatial Modelling
ENVS712 P1 W1 (20L-0T-32P-10S-62H-30R-0F-0G-6A-13W-16C)
Prerequisite Requirement: At least 60% in ENVS316.
Aim: To provide advanced insight into GIS and its applications. Emphasis is on understanding through an analytical modelling approach to spatial problems.
Content: Analytical modelling, techniques for spatial modelling. Statistical analysis and interpretation of geographic data. Spatial database design and manipulation. Error assessment and management. GIS project design and management. Environmental GIS applications.
Practicals: GIS applications for environmental management.
Assessment: Assignment (15%), practical report (10%) seminars (10%), practical test (15%); 3 h theory exam (50%).Subminimum: 40% on exam.
DP Requirement: Not applicable
Students may be required to contribute to costs of fieldwork.

Advanced Remote Sensing
ENVS720 P2 W2 (20L-0T-32P-10S-62H-30R-0F-0G-6A-13W-16C)
Prerequisite Modules: ENVS316 or equivalent knowledge.
Aim: To provide an advanced instruction in Remote Sensing, coupled with the use of Geographic Information Systems (GIS) in environmental applications. Emphasis is on understanding through application of techniques.
Content: Image processing. Image restoration. Supervised and unsupervised classification. Quality assessment, including replicability, positional accuracy and thematic accuracy. Vegetation indices and their applications. Time series change and analysis using Remote Sensing with GIS. Decision making using Multiple Criteria Analysis.
Practicals: Application of advanced remote sensing techniques.
Assessment: Assignment (20%), practical reports (15%), practical test (15%); 3 h theory exam (50%).
Subminimum: 40% on exam.
DP Requirement: Not applicable

Applied Geomorphology
ENVS722 PC (20L-0T-42P-5S-60H-30R-0F-0G-3A-13W-16C)
Prerequisite Modules: ENVS315.
Aim: To impart an understanding of process geomorphology based on the analysis of case studies.
Content: The application of Geomorphology to solving problems in natural and urban environments. Professional ethics; social and economic considerations. Risk assessment and hazard mitigation in geomorphic systems. Case studies to investigate the application of Geomorphology in the solution of environmental problems. The field based identification and remediation of degraded systems through careful process intervention.
Practicals: Field excursion (students to contribute to costs), laboratory work.
Assessment: Major project (25%), assignment (15%), seminars (10%); 3 h Exam (50%).Subminimum: 40% on exam.
DP Requirement: Not applicable

Offered in either Semester 1 or 2. Students may be required to contribute to costs of fieldwork.

Advanced Biogeography
ENVS723 PC WC (20L-0T-32P-15S-60H-30R-0F-0G-3A-13W-16C)
Prerequisite Modules: ENVS314.
Aim: To discuss, critically evaluate, synthesize and integrate the various approaches to modern biogeography.
Content: Vicariance biogeography; centres of origin; pan-biogeography; applied historical biogeography; techniques of historical biogeography - retrospection; experimental island biogeography; the man-land paradox and the depletion/conservation of resources; species diversity; modern environmetalism.
Practicals: A field excursion (students to contribute to costs), laboratory work.
Assessment: Practical assignments (20%); major project (20%); seminars (10%); 3 h exam (50%).Subminimum: 40% on exam.
DP Requirement: Not applicable
Offered in either Semester 1 or 2. Students may be required to contribute to costs of fieldwork.

Coastal Geomorphology
ENVS741 WC (20L-0T-14P-15S-78H-30R-0F-0G-3A-13W-16C)
Prerequisite Modules: Entry into an appropriate honours programme
Aim: To develop an understanding of shoreline and off-shore geomorphological history and processes; to study the geomorphological link between catchments and shorelines and to emphasize the impacts of human utilization of the coastal zone.
Content: Geomorphological aspects of oceanic currents; offshore and shoreline processes; tectonics and coastlines; catchment and shoreline geomorphology; human interventions and impacts on coastal geomorphological systems.
Practicals: Field excursion; three afternoon practicals.
Assessment: Seminar presentation (20%), field report (20%), practicals (10%); 3 h exam (50%).Subminimum: 40% on exam.
DP Requirement: Not applicable
Offered in either semester 1 or 2. Students may be required to contribute to the costs of the fieldtrip.

Contemporary Environmental Issues
ENVS751 PC WC (20L-0T-35P-10S-62H-30R-0F-0G-3A-13W-16C)
Prerequisite Modules: ENVS322.
Aim: To understand the complexity of contemporary environmental issues of applied environmental science in the southern African and global context.
Content: Hazard assessment in an environmental context; people-environment dependencies; sustainability and biodiversity; energy, fuel and pollution; conservation strategies and policies including Agenda 21, ISO and other international treaties and conventions; environmental ethics and sustainable development; environmental consequences of population movement.
Practicals: Workshops, a major independent assignment and limited fieldwork.
Assessment: Seminars (25%), essay (10%), assignments (15%); 3 h exam (50%).Subminimum: 40% on exam.
DP Requirement: Not applicable
Offered in either Semester 1 or 2. Students may be required to contribute to costs of field work.

Concepts and Methods in Geography
GEOG700 H1 P1 (20L-0T-8P-30S-79H-20R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Entry into an appropriate Honours programme.
Aim: To consolidate the principles, philosophy and methods of Geography as a holistic, applied environmental science, within a spatial and temporal context.
Content: Debates on philosophical and methodological theories, concepts and paradigms informing and contextualizing methods with an emphasis on a variety of quantitative and qualitative methods available to conduct geographical research.
Practicals: Workshops, presentations and assignments.
Assessment: Assignments (20%), essay (15%), term paper (15%); 3 h exam (50%).NB: Subminimum of 40% on exam.

DP Requirement: Not applicable.
Students may be required to contribute to the costs of the fieldtrip.

Analytical GIS & Advanced Spatial Modelling
GEOG712 P1 W1 (20L-0T- 32P10S-62H-30R-0F-0G- 6A-13W-16C)
Prerequisite Requirement: At least 60% in ENVS316. **Aim:** To provide advanced theoretical insight into Geographic Information Systems (GIS) and its social applications.
Content: Analytical modelling, techniques for spatial modelling. Statistical analysis and interpretation of geographic data. Spatial database design and manipulation. Error assessment and management. GIS project design and management, Environmental and Social GIS applications and emerging topics in GIS applications in human and social sciences.
Practicals: GIS applications in human and social sciences.
Assessment: Assignment (15%), practical report (10%) seminars (10%), practical test (15%); 3 h theory exam (50%). Subminimum: 40% on exam.
DP Requirement: Not applicable

Migration, Displacement and Human Rights
GEOG722 HY (30L-0T-0P-27S-60H-30R-0F-0G-13A-15W-16C)
Prerequisite Requirement: Entry into an appropriate Honours programme
Aim: To introduce students to contemporary trends and debates in migration and its associated impacts, as well as the challenges for migrants and policy makers. At the end of the course students should be able to: understand the different theories of migration; evaluate international migration patterns; explain the gender implications of migration; discuss the different types of forced movements and human rights violations; understand the rise of xenophobia and racism; evaluate trends in human trafficking; and critically assess migration policies in post-apartheid South Africa.
Content: Theories of Migration, International migration and globalisation, transnationalism and citizenship, Migration and development, Gender dimensions of migration, Undocumented/Irregular migration, Refugees, Migrant Smuggling and Human Trafficking, Human rights violations, Policy Debates: Open borders versus sovereignty, South Africa: Post 1994 Policies and Realities
Assessment: Seminars/assignment (15%), Term Paper (35%) and written examination (50%).
NB: Subminimum of 40% on exam.
DP Requirement: Not applicable

Geographical Sciences Research Project
GEOG730 PY HY (0L-0T-0P-40S-440H-0R-0F-0G-0A-26W-48C)
Corequisite: GEOG700.
Aim: To gain experience in the formulation, planning and execution of a research project in the Geographical Sciences. To identify & execute a significant research project in one of the sub-disciplines of Geography within the natural sciences, requiring the student to collect, analyse and interpret data; integrate practical & theoretical knowledge; develop independent critical thought and communicate the results effectively in both written & oral reports.
Content: The projects will be decided in discussion between the supervising staff & the individual student. The project must be submitted in the format as required by one of the journals of the discipline appropriate to the selected project.
Assessment: Oral presentations (20%), Dissertation (80%).
DP Requirement: Not applicable.
Year-long Module. This module has no supplementary exam. Students may be required to contribute to the costs of the fieldtrip. For students in the College of Agriculture, Engineering and Science only.
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Natural Resources & Sustainable Land Use
GEOG733 HC (20L-0T-38P-10S-62H-27R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Entry into an appropriate Honours programme.
Aim: To examine NRM and SLU issues utilising problem-based, interdisciplinary and field-orientated approaches.
Content: Resource management theories and debates, ecosystem management, field-based methodologies, sustainable land use, natural resource management strategies, institutional dynamics, conflict resolution, policy aspects, constraints and capacities.
Practicals: Workshops, projects and fieldwork.
Assessment: Presentations (20%); assignments (30%) 3 h exam
(50%).NB: Subminimum of 40% on exam.

DP Requirement: Not applicable.
Offered in either Semester 1 or 2. Students may be required to contribute to costs of fieldwork.

Rural Development & Land Reform
GEOG735 PC WC (0L-0T-26P-36S-68H-27R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Entry into an appropriate Honours programme.
Aim: To examine rural change and challenges in developing contexts.
Content: Social differentiation in rural areas; rural governance and political dynamics; knowledge systems and social capital; rural-urban linkages; food security and agricultural issues; off-farm income generating/livelihood sustaining activities; rural service provision, appropriate technologies; review of relevant rural development policies; monitoring/management and research issues in rural development.
Practicals: Workshops, projects and a field excursion.
Assessment: Assignments (25%), research report (25%); 3 h exam (50%).NB: Subminimum of 40% on exam.
DP Requirement: Not applicable.
Offered in either Semester 1 or Semester 2. Students may be required to contribute to costs of fieldwork.

Advanced Tourism Studies
GEOG744 PC (0L-0T-38P-30S-62H-27R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Entry into an appropriate Honours programme.
Aim: To develop critical expertise in the analysis of tourism issues in the developing world.
Content: Concepts and theoretical aspects of tourism, the production of tourism spaces, places and forms, globalization and tourism, trends in tourism development, tourism impacts, tourism and sustainable development and tourism in Southern Africa.
Practicals: Workshops, projects, and field excursions.
Assessment: Term paper (20%), assignments (20%), seminar presentations (10%); 3 h exam (50%). NB: Subminimum of 40% on exam.
DP Requirement: Not applicable.
Offered in either Semester 1 or 2. Students may be required to contribute to costs of field trips.

Managing Environmental Conflicts
GEOG791 PC WC (20L-0T-14P-15S-78H-30R-0F-0G-3A-13W-16C)
Prerequisite Modules: ENVS322.
Aim: This module enhances the understanding of key concepts and theories in environmental conflicts and conflictsensitive adaptation under conditions of environmental change.
Content: Key conceptual frameworks such as conflict theory, political ecology/economy and Sustainability Science. Thematic issues of concern for adaptation include an examination of socio-spatial vulnerabilities, geopolitics and the role of corporations in environmental conflict. The module considers tools and policies for conflict-sensitive adaptation to environmental change, including EIA, SEA, IPAT, ecological foot-printing, cleaner production, risk assessments and livelihoods frameworks.
Assessment: Class mark (50%); 3 h exam (50%).NB: Subminimum of 40% on exam.
DP Requirement: Not applicable.
Available only to students on a programme offered in Geography or in the Environmental field.

Government, Business ad Ethics

Offered in the School of Social Sciences

Independent Research: Govt, Bus & Ethics
GOBE301 PC (0L-0T-0P-20S-140H-0R-0F-0G-0A-13W-16C)
Aim: This module is an independent readings exercise on a topic that embraces the three central pillars of the

programme - Government, Business, and Ethics - leading to a research paper of between 6,000 and 7,000 words. The paper may focus on issues that draw primarily from any of the constituent disciplines.
Content: Variable
Assessment: Weekly meetings and reports; research paper.
DP Requirement: **Submission of all written work on time and 100% attendance at seminars**

Research Project: Govt, Business & Ethics
GOBE7RP PC (0L-0T-3P-2S-242H-75R-0F-0G-0A-13W-32C)
Prerequisite Requirement: Admission to Honours degree.
Aim: Candidates will undertake and present an independent original research essay involving the analysis of complex data, and written compilation of findings. Although the research can focus on any topic, it should draw from each of the constituent disciplines.
Content: Variable
Assessment: Completed thesis project (100%).
DP Requirement: Not applicable

History

Offered in the School of Social Sciences

The Making of the Modern World
HIST104 H1 P1 39L-8T-0P-0S-102H-10R-0F-0G-3A-13W-16C
Aim: This course will equip students with the long term understanding of world history required to understand the world today. We consider the world before European hegemony; and then the major forces - economic, political, ecological, technological and cultural - of change that brought the Old and New worlds into contact after the 1400s; the impacts of this process of contact; and the creation of a world order in which the West established its dominance over much of the globe.
Content: 1) Why World History?; 2) The Most Important Revolutions Yet?; 3) The World before European Hegemony, c. 900-1450; 4) Contact, Commerce and Colonization, c. 1450-1600; 5) The Atlantic System and Conquest of the Indian Ocean, c. 1600-1750.
Assessment: Class Work 50%; Examination 50%
DP Requirement: Punctual submission of all written and oral work and attendance at 90% of tutorials.

Empires of the Modern World
HIST105 H2 P2 (39L-8T-0P-0S-99H-13R-0F-0G-3A-13W-16C)
Aim: The idea of Empire is at the heart of our debates about what is wrong with the world today. The tensions and challenges that past and current empires have bequeathed shape our everyday lives. This course introduces students to some of the key features of imperial systems over the last 250 years, ranging from eastern to western empires, and especially the British Empire and the developing Empire of the United States of America. It examines how empires work and explores their enduring institutional, economic, and cultural effects on the people who live inside and around them. The course also explores opposition to imperialism, and the forces that have led to the collapse of empires.
Content: 1) The Atlantic slave trade and the origins of the British Empire; 2) The opening of China and Japan; 3) The Scramble for Africa and Western Imperialism; 4) Responses to British Imperialism: India; China; Africa; 5) Imperialism and the Middle East [Turkey; Iran; Egypt; Palestine;Afghanistan]; 6) Anti colonial movements and decolonization; 7) The Cold War and the rise of the USA as a global empire.
Assessment: Class work 50%; Examination 50%
DP Requirement: Punctual submission of all written and oral work and attendance of 90% of tutorials

Culture & History: 19th & 20th Century KZN
HIST201 H1 P1 (39L-8T-0P-0S-91H-13R-8F-0G-3A-13W-16C)
Aim: This module will equip students with an understanding of South African, and other African, scholarly approaches to the rich culture and history of KwaZulu-Natal from the nineteenth century to the present.
Content: The module combines an investigation of key sites in the production of popular culture, ecology, economics

and politics with an introduction to the rich historiography that frames each of these subjects. KwaZulu-Natal combines the promises and the perils confronting South Africa: a vibrant political system, rich cultural life, prosperous tourist and export industries are tempered by high levels of unemployment, criminality and epidemic disease. To understand KwaZulu-Natal is to have a strong understanding of the entire country, and an appreciation of the complexities, problems and promises of Africa. 1) Southern Africa before colonialism: the Zulu Revolution reconsidered; 2) The destruction of Zulu independence; 3) Colonial rule and political movements in Natal; 4) The social history and politics of identity; 5) African migrant labour; 6) Apartheid; 7) The culture of migrancy and the Durban system; 8) The pain of transition, 1990-1995 and the contemporary crisis, HIV/AIDS.
Assessment: Class work 50% , Examination 50%
DP Requirement: Punctual submission of all written and oral work, 80% attendance at tutorials.

Law, Crime and Society in History
HIST206 H2 P2 (39L-8T-0P-0S-99H-13R-0F-0G-3A-13W-16C)
Aim: To equip students with independent skills for analysis and historical-legal argument; the ability to contextualise contemporary debates and to conduct independent research and analysis of primary and secondary data.
Content: This course examines the changing social contexts in which ideas about law, crime, freedom, power and rights have been codified and challenged in different regions of the world; whether law shapes society or society shapes law; changing definitions of crime and punishment; criminalisation of the poor; histories of reformist legal thinking; the role of law in colonialism and capitalist development; crimes of modern states; and legal debates over how traumatic histories should be remembered and addressed.
Assessment: Class Work 50%; Examination 50%
DP Requirement: Punctual submission of all written and oral work, 80% attendance at tutorials.
None, except for Majors. HIST 104, HIST105, HIST201.

Topics in African History
HIST301 H1 P1 (39L-20T-0P-8S-221H-26R-0F-0G-6A-13W-32C)
Aim: This course will introduce senior undergraduates to important historiographical debates in the field of African history.
Content: The course will be organised thematically around the research interests of members of staff, and topics will be chosen to highlight the research problems shaping the discipline. The course will offer students grounding in the history of the continent that will serve as the basis for understanding South Africa's place on the continent and as a foundation for future research into the problems and promise of our region. 1) African political institutions; 2) The African colonial state and the problems of decolonization; 3) Politics of medicine and healing; 4) Environmental history; 5) Politics of knowledge on and about Africa; 6) The problems of the post-Colonial state in Africa; 7) African intellectual history; 8) Cultural History of Africa.
Assessment: Class work 50% ; Examination 50%
DP Requirement: Punctual submission of all written and oral work, 80% attendance and tutorials.
None for Majors HIST201 H1 P1, HIST202 H2

Topics in 20th Century History
HIST302 H2 P2 (39L-20T-0P-8S-221H-26R-0F-0G-6A-13W-32C)
Aim: 20th Century history is by far the largest field of modern academic and popular historical scholarship. The paradoxical features of this era, with its combination of an unprecedented improvement in social welfare and similarly exceptional episodes of violence, have produced very rich sub-fields of research and analysis. This course will introduce senior undergraduates to key historiographical debates in the history of the 20th century. The course will be organised thematically around the research interests of members of staff, and topics will be chosen to highlight the research problems shaping the discipline. The course will offer students grounding in modern historiography that will serve as the basis for understanding the world we face in the present and the future, and as a foundation for future research across many disciplines.
Content: 1) Historiography of the 20th Century; 2) World Wars and Genocide; 3) Cold War and the Ideology of National Security; 4) Nations and Regions after 1917; 5) Cultural history of the 20th Century; 6) Modern Feminism; 7) Medicine and disease; 8) Science and Technology.
Assessment: Class work 40%; Research project 20%; Examination 40%
DP Requirement: Punctual submission of all written and oral work, 80% attendance at tutorials.
None for Majors HIST 301 H1

Theory and Method in Historical Research
HIST700 HB P1 (0L-0T-0P-26S-244H-20R-0F-0G-30A-13W-32C)
Prerequisite Requirement: Undergraduate Degree
Aim: An analysis of the methodologies and research techniques employed by the finest historians and theoriests. Exposure to and fluency with archival, oral, visual, quantitative and textual research skills.
Content: Training in the methods of history (proposal writing ,archival forensic work ,oral history,museum and cultural site field trips , visual analysis , close textual analysis , data base techniques) with analyzing the work of some of the finest historians ,their selection of sources forms analysis , writing style and major philosophical and political problems .**Assessment:** Class work 50% , Examination 50%
DP Requirement: Students must hand in all written work on time, and attend all scheduled classes.

African States in Comparative Perspective
HIST701 H1 (0L-0T-0P-26S-244H-20R-0F-0G-30A-13W-32C)
Prerequisite Requirement: Undergraduate Degree
Aim: To provide a historical understanding of predicaments faced by contemporary African states and South Africa in particular.
Content: Political commentators frequently refer to African states as ~failures~. This module investigates the African state through historical and comparative analysis. After interrogating the notion of "state failure", we explore the history

of state-society relations in Africa. Are contemporary state formations in Africa legacies of the colonial period or do their origins rest with Africa's pre-colonial polities? Comparisons will be made with former colonies in South Asia and Latin America. The central focus will be to situate the South African experience.
Assessment: Class work (50%); Examination (50%)
DP Requirement: Students must hand in all written work on time, and attend all scheduled classes.

Gender & the Politics of History
HIST703 HC (0L-0T-0P-26S-244H-20R-0F-0G-30A-13W-32C)
Prerequisite Requirement: Undergraduate Degree
Aim: Critical argument and expertise rooted in gender analysis and historical context.
Content: We will examine key examples of the historiography of gender in political, social, sexual, familial, regional, economic, racial, and medical contexts. Here the debates that have driven the production of this historiography, and the relationship between feminism and Marxism and Post-structuralism take centre stage.
Practicals: Supervised archival sessions.
Assessment: Papers and externally examined research thesis.
DP Requirement: Students must hand in all written work on time, and attend all scheduled classes.

Independent Reading Course
HIST704 HC (0L-0T-0P-26S-244H-20R-0F-0G-30A-13W-32C)
Prerequisite Requirement: Undergraduate Degree
Aim: To provide the opportunity for advanced students to be exposed to the research and particular area of specialisation of academic staff at any given time.
Content: In situations where a student indicates a particular interest in a historical theme and a member of staff has a specialisation in this area, it is possible to set up an independent reading course. This course will be based on a bibliography constructed by the student and staff member in consultation and will be assessed by essay and examination.
Assessment: Independent research project/essay and examination.
DP Requirement: Students must hand in all written work on time, and attend all scheduled classes.

Critical Approaches to Public & Oral Hist
HIST707 HC (0L-52T-0P-0S-268H-0R-0F-0G-0A-13W-32C)
Prerequisite Requirement: Undergraduate Degree
Aim: The module aims to equip graduate students with the theoretical and practical tools to do interview-based historical research.
Content: Critical analysis of how historians have used interviews for their research is complemented by a review of scholarly engagement with 'traditional' forms of oral narrative and by reflection on the inter-relationship of orality, literacy and visuality. While the course introduces students to international literature it maintains a strong focus on questions of orality, remembrance, politics and power in the African and specifically southern African colonial and post-colonial

contexts. This includes analysis of contemporary state and civil society-based initiatives with regards to 'heritage', public processes of remembrance and 'indigenous knowledge systems'. Practical course components will enable students to prepare for, to conduct, to transcribe and analyse interviews as part of their historical research. This includes a strong focus on ethical research practice.
Assessment: Class work (50%); Research Essay (50%)
DP Requirement: Students must hand in all written work on time, and attend all scheduled classes.

Comparative History of Race and Racism
HIST708 HB PB (0L-0T-0P-26S-244H-20R-0F-0G-30A-13W-32C)
Prerequisite requirement: an appropriate undergraduate degree
Aim: To comprehend the historical and socially constructed nature of race and racism in relation to economic, political and cultural forms of power, and to grasp the contribution of theorists and historians in formulating critical perspectives on relations between race and social, economic and political contexts. To understand the causes of racism and apply knowledge to contemporary debates.
Content: Case studies of racism in different parts of the world and in different historical contexts.
Assessment: Class work (50%); Examination (50%)
DP Requirement: Students must hand in all written work on time, and attend all scheduled classes

Research Paper
HIST7RP PB HB (0L-0T-0P-0S-320H-0R-0F-0G-0A-13W-32C)
Prerequisite Requirement: An appropriate undergraduate degree.
Aim: To enable students to conduct supervised research on an approved topic.
Content: Research on an approved topic.
Assessment: Examination of research essay.
DP Requirement: Students must hand in all written work on time, and attend all scheduled classes.

History of Christianity

Offered in the School of Religion, Philosophy and Classics

History of Christianity: Introduction
HICH110 P1 (52L-13T-0P-0S-92H-0R-0F-0G-3A-13W-16C)
Aim: To introduce the history of Christianity.
Content: Section A (60%) A survey of the origins of the Christian tradition from the first to the fifteenth centuries. EITHER Section B (40%): Selected topics from early African Church history OR Section C (40%): History of the Lutheran Church in South Africa. Other traditions can be added if required.
Assessment: Class Mark: 40%; Examination, (1x3-hour paper): 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
May not be offered in 2022

History of Christianity: The Reformation
HICH210 (52L-13T-0P-0S-92H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: History of Christianity: Introduction (HICH110)
Content: An introduction to the history of the Christian churches in the age of the Reformation taught in an ecumenical perspective, with special reference to the impact of that history on contemporary Southern African Christianity.
Assessment: Class Mark: 40%; Examination (1x3-hour paper): 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

History of Christianity: The Modern Period
HICH311 PC (0L-0T-0P-26S-102H-15R-14F-0G-3A-13W-16C)
Prerequisite Requirement: 16C in HICH 210
Aim: An introduction to research in the history of Christianity with a special focus on selected topics in the history of Christianity in the early modern period.
Assessment: Class Mark: 40%; Examination (1x3 hour paper): 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

History of Christianity: Research Seminar
HICH321 PC (0L-0T-0P-13S-99H-15R-30F-0G-3A-13W-16C)
Prerequisite Requirement: 16C in HICH 210
Aim: Introduction to research in the History of Christianity with special reference to the Middle Ages and the Reformation.
Assessment: Class Mark: 40%; Examination (1x3 hour paper): 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

History of Christianity: Cluster Elective
HICH340 PC (0L-0T-0P-26S-102H-15R-14F-0G-3A-13W-16C)
Prerequisite Requirement: Prerequite: 16C in HICH 210
Content: Cluster Elective in history of Christianity. With permission, an elective module accredited by the School may be taken within the Pietermaritzburg Cluster of Theological Institutions.
Assessment: Class Mark: 40%, Examination (1x3-hour paper): 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

History of Christianity: Cross-Disciplinary
HICH350 PC (52L-8T-0P-0S-74H-9R-14F-0G-3A-13W-16C)
Prerequisite Requirement: 16C in HICH 210
Aim: Special cross-disciplinary topics. Cross-disciplinary work of a selected nature with other Schools within the university, e.g. History, Economic History, History of Art, History of Drama.
Assessment: Class Mark: 40%, Examination (1x3-hour paper): 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

History of Christianity: Special Focus
HICH370 PC (0L-13T-0P-0S-147H-0R-0F-0G-0A-13W-16C)
Content: In depth studies on a special field of interest in history of Christianity chosen by the student under the supervision of a lecturer.
Assessment: Research essay, 100%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Housing

Offered in the School of Built Environment and Development Studies

Housing Technology 1A
HOUS101 H1 (20L-20T-18P-0S-102H-0R-0F-0G-0A-13W-16C)
Aim: An introduction to the delivery of single housing units and their associated services including materials, construction processes and quality control milestones.
Content: Illustrated sequence of operations, introduction to basic building materials.
Assessment: Assessment criteria- 1 test counts for 25%, 5no. assignments for 50%, summative portfolio exam for 25%
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Housing Technology 1B
HOUS102 H2 (20L-20T-18P-0S-102H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: Housing Technology 1A
Aim: Exploring the components of buildings. Drawing conventions.
Content: Illustration of the range of components including on-site installations.
Assessment: Assessment criteria- 1 test counts for 25%, 5 assignments for 50%, summative portfolio exam for 25%
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Housing Theory and Practice 1A

HOUS103 H1 (20L-20T-18P-0S-102H-0R-0F-0G-0A-13W-16C)

Aim: To introduce students to wider housing terminology, typologies and housing evaluation techniques such as density. Introduction to layouts.

Content: To equip students with the tools to understand and evaluate housing norms critically. To introduce housing issues in a wider perspective. To demonstrate a development of academic writing ability.

Assessment: Revision test to account for 40%; Individual Assignments, 30%; Group Assignment, 10%; Fieldwork, 20%. Final mark will be based on the portfolio assessment.

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Housing Theory and Practice 1B

HOUS104 H2 (20L-20T-18P-0S-102H-0R-0F-0G-0A-13W-16C)

Prerequisite Requirement: Housing Theory and Practice 1A

Aim: To explore the implications of various housing configurations.

Content: Examination of Typologies such as medium density, high density, low density, low rise and high rise housing.

Assessment: Revision test to account for 40%; Assignments, 20%; Studio work, 30%; Group Assignments 10%. Final mark will be based on portfolio assessment.**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

Housing Technology 2A

HOUS201 H1 (20L-20T-18P-0S-102H-0R-0F-0G-0A-13W-16C)

Prerequisite Requirement: Housing Technology 1B

Aim: To introduce students to concepts of formal and informal construction processes, suspended slabs and the implications of low rise construction.

Content: Formal building processes, roles or professionals and inspections.

Assessment: Assessment criteria – 2 tests counts for 15% each, 3 assignments for 30%, 1 major project for 20%, summative portfolio exam 20%

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Housing Technology 2B

HOUS202 H2 (20L-20T-18P-0S-102H-0R-0F-0G-0A-13W-16C)

Prerequisite Requirement: Housing Technology 2A

Aim: Introducing complex site building operations.

Content: Piling, site operations, vertical transportation and the roles of professional parties including complex servicing.

Assessment: Assessment criteria – 2 tests counts for 15% each, 3 assignments for 30%, 1 major project for 20%, summative portfolio exam 20%

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Housing Theory and Practice 2A

HOUS203 H1 (20L-20T-18P-0S-102H-0R-0F-0G-0A-13W-16C)

Prerequisite Requirement: Housing Theory and Practice 1B

Aim: To understand, community participation programmes and their impact on housing production.

Content: Introduction of community participation models and the implications of other state delivery programmes.

Assessment: Revision test to account for 40%; Individual Assignments, 30%; Group Assignment, 10%; Fieldwork, 20%. Final mark will be based on the portfolio assessment.

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Housing Theory and Practice 2B

HOUS204 H2 (20L-20T-18P-0S-102H-0R-0F-0G-0A-13W-16C)

Prerequisite Requirement: Housing Theory and Practice 2A

Aim: Introduction to social housing and the implications of high density housing.

Content: High density housing norms and standards, housing typologies, housing performance.

Assessment: Revision test to account for 40%; Individual Assignments, 30%; Group Assignment, 10%; Fieldwork, 20%. Final mark will be based on the portfolio assessment.**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

Human Habitat

HOUS205 H1 (20L-20T-18P-0S-102H-0R-0F-0G-0A-13W-16C)

Aim: To introduce students to basic concepts in human Habit by assessing the sensitivity and vulnerability of the landscape and settlements 'ecosystem and present nature of socio-ecological systems and human-environment interaction.

Content: The central themes in this module are human habitat and nature-society interactions, discuss the public awareness about human settlements problems and their solutions, the formulation of Non-Governmental Organizations' policies and strategies in the field of human settlements and addressing the issues of human settlement in South Africa and the developing world are also included.

Assessment: Final Portfolio exam: 20%, Presentation(or test)20%, Assignments/Tutorials/Practicals 60%,

DP Requirement: 50% class marks (attendance at practicals and tutorials) , 50% Portfolio Exam.

Construction Economics

HOUS206 H2 (14L-10T-6P-8S-50H-0R-0F-0G-60A-13W-16C)

Aim: To equip students with the fundamentals of the operation of the construction and building industry within economic constraints, and explores the broad context of the construction industry within which housing development is delivered and managed.

Content: The module introduces students to central themes, which revolve around the construction and building industry with a focus on housing; and conveys an appreciation of Construction Economics, the construction market, the tendering process, pricing and residential construction estimation, codes of practice and ethics in construction management, the construction process and measurement of residential work.

Assessment: Class Marks (A minimum 2 assignments to account for 40%) Class Average Mark 40% and Exam 60%.

DP Requirement: 75% attendance and submission of all written work.

Housing Theory and Policy

HOUS301 HC 1 (28L-0T-100P-0S-178H-0R-14F-0G-0A-13W-32C)

Prerequisite Requirement: Housing Technology 2B, Housing Theory and Practice 2B

Aim: To introduce students to the implications of world-wide housing policy.

Content: The evolution of South African Housing Policy and comparisons to other countries.

Assessment: Revision test to account for 50%; Individual Assignments 30%; Seminar Presentations 20%. Final mark will be based on portfolio assessment.

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Housing Implementation and Management

HOUS302 H2 (28L-0T-100P-0S-178H-0R-14F-0G-0A-13W-32C)

Prerequisite Requirement: HOUS301; HOUS307

Aim: To consolidate foregoing courses comprehensively in a simulated office environment based on a group resolution of a real design project.

Content: Identify a realistic housing project, form groups to simulate a practice situation, synthsise and present final reports and layouts.

Assessment: 5 Assignments 60%, Class Presentations 20% and 1 final project 20%

DP Requirement: As per college rules.

Research Techniques in Housing

HOUS303 H2 (20L-20T-18P-0S-102H-0R-0F-0G-0A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To introduce students to basic research techniques in housing.

Content: The module focuses on conventional and non-conventional research methods that impinge on the built environment, including samples and sampling methods, questionnaire design and administration, data analysis, non-survey research techniques such as mapping and building surveys, and report writing.

Assessment: Short Dissertation (55%), Class mark (45%).
DP Requirement: 60% attendance at practicals and tutorials, 40% class mark.

Project Management for Housing
HOUS305 HC 2 (12L-12T-6P-12S-50H-0R-4F-0G-64A-13W-16C)
Prerequisite Modules: HOUS101, HOUS102, HOUS201, HOUS202,HOUS301
Aim: To introduce students to key steps, tools and principles of housing projects management, by moving away from the generic project management content to focus more on housing projects.
Content: Land, capital, human resources, legislative framework, a team of professionals, social dynamics, environmental dynamics, quality control, banks and government, norms and standards, power distribution and communication strategies. Students need to be aware of how to deal with this complex situation for effective delivery and management of housing projects.
Assessment: All timeously submitted assignments: 50%; final project and its presentation in class: 30%; portfolio examination: 20%
DP Requirement: 75% attendance of lectures, seminars, tutorials, and practicals and timeous completion of tasks required of these is compulsory.

Sustainable Human Settlements
HOUS306 HC 1 (12L-12T-6P-12S-50H-0R-5F-0G-63A-13W-16C)
Corequisite: HOUS301
Aim: To explore sustainability and sustainable development as a theme, and understand its links with and relevance to the field of human settlements and housing.
Content: Evolution of sustainability thought; the Global Agendas on sustainability; pillars/imperatives of sustainability; sustainable urban forms; spatial segregation and housing segregation in South Africa; land, location and integration; interpreting sustainable development in low and high cost housing settlements in South Africa; sustainable construction; sustainable housing finance.
Assessment: Seminar presentation - 30%, Assignments (including 2 essays, 1 field trip-based report and 1 practical-based report - 70%
DP Requirement: 75% attendance at all lectures and tutorials; seminars, practicals, and field trip are compulsory; completion of all assignments by due date.

Estate Development and Management
HOUS307 H1 (20L-20T-18P-0S-102H-0R-0F-0G-0A-13W-16C)
Aim: The aim of this module is to acquaint students with the fundamentals of urban economics, in so far as issues of property finance, property investments, property development and marketing are concerned. The module is especially intended for exploring in the broader context, the underlining aspects of housing finance and the influence this has on housing affordability.
Content: Central themes in the module involve the exploration of major concept and limitations of urban land economics, the nature and functioning of property markets and their sub sectors, sources and limitations of property development and marketing.
Assessment: Continous evaluation, summative assessment in the final portfolio review
DP Requirement: 50% class marks (attendance at practicals and tutorials), 50% Portfolio Exam.

Housing Theory and Practice
HOUS801 H1 (42L-0T-50P-14S-200H-7R-0F-0G-7A-7W-32C)
Prerequisite Requirement: Any relevant degree in cognate field
Aim: To understand the multi-faceted nature of housing and the evolution of housing thought and practice in South Africa and internationally.
Content: Neo-classical economic perspectives, neo-marxist conceptions, culturalist approaches, feminist theories, sustainable housing delivery approaches, household livelihood strategies, community participation. Fundamentals of building construction and materials, geotech, defects and maintenance, services and infrastructure.
Practicals: Site visits to housing projects to identify some of the principles introduced, defect identification and maintenance proposals for selected housing estates and projects.
Assessment: Four class essays each weighted 100%, project paper on defects and building maintenance, also weighted 100%. In all, 50% must be attained.

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Advanced Housing Policy And Finance

HOUS802 HC (72L-8T-14P-14S-205H-0R-0F-0G-7A-7W-32C)

Prerequisite Requirement: Housing Theory and Practice

Aim: To understand housing policy issues and debates, and housing policy formulation

Content: Comparative analyses of housing policies internationally, evolution of housing policy in South Africa, housing finance, land policy, housing and the macro-economy, housing delivery systems, rural housing policy, housing policy in relation to broader urban planning and development objectives.

Practicals: Formulating policies on a variety of housing issues at regional and national level, revisiting/evaluation of current housing policy.

Assessment: Four class essays weighted 50% of the overall mark, and one policy formulation project weighted 50% of the overall mark.

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Project Management and Evaluation

HOUS803 HC (96L-24T-0P-0S-177H-16R-0F-0G-7A-13W-32C)

Prerequisite Requirement: Housing Theory and Practice

Aim: To create awareness of project management techniques and the appropriateness of their application to development projects.

Content: Project selection, setting of project objectives, project feasibility studies and project packaging, community participation in projects, sources and appropriate application of development finance, project organisational structure, physical design, implementation, project scheduling and resourcing, cash flow schedules, project accounting.

Practicals: Site visits, application of project management principles to a housing project, analysis of project records – cash flow schedules, accounts, contracts, community involvement ,etc.

Assessment: One project paper covering all project management principles, weighted 100%

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Housing Implementation

HOUS804 HC (42L-0T-50P-14S-200H-7R-0F-0G-7A-13W-32C)

Prerequisite Requirement: Housing Theory and Practice, Advanced Housing Policy and Finance

Aim: To create awareness of the critical components of housing which together determine the level and pace of housing implementation viz. legislative framework, standards and regulations, and information.

Content: Planning and housing law, principles of law, common and statutory laws: gathering, processing and analysis of information towards research in housing and shelter related issues, building materials and elements of cost, maintenance, availability, construction design and standards, information on and impact of affordability on housing.

Practicals: Site visits, application of housing implementation principles to a selected housing project to give clarity to legislative, information, and standards and regulations angles.

Assessment: A housing implementation project paper based on a housing project, weighted 100%.

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Special Housing Studies A

HOUS807 HC (56L-0T-56P-56S-152H-0R-0F-0G-0A-7W-32C)

Content: The Special Housing Studies are course names allocated in the College Handbook to enable the School to offer other courses as may be appropriate from year to year. Courses currently under consideration are ones on Housing and Property Development, The Use of Computers in Planning, Urban Design and global housing agendas. In this element, a specialist of international standing will be sought to conduct special tuition.

Assessment: As appropriate

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Special Housing Studies B
HOUS808 HC (56L-0T-56P-56S-152H-0R-0F-0G-0A-7W-32C)
Content: The Special Housing Studies are course names allocated in the College Handbook to enable the School to offer other courses as may be appropriate from year to year. Courses currently under consideration are ones on Housing and Property Development, The Use of Computers in Planning, Urban Design and global housing agendas. In this element, a specialist of international standing will be sought to conduct special tuition.
Assessment: As appropriate
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Dissertation Methodology: Housing
HOUS809 H2 (7L-0T-20P-0S-133H-0R-0F-0G-0A-8W-16C)
Prerequisite Requirement: All compulsory subjects offered in the first year of coursework viz. HOUS801, HOUS802, HOUS803 and TNPL802
Aim: To expose the students to the process of designing, planning and organising, collecting and analysing information towards a research study on a selected topic.
Content: Selection of topic, statement of research problem and research question, theoretical basis, primary readings in relation to housing debates, application of the theories and debates to chosen area of study, methodology of data collection, sampling, questionnaire design and administration, processing and analysis of information towards answering the research question.
Practicals: Stage by stage application of research principles to individual topics, workshops on and individual presentations in the areas of topic selection, theoretical framework and data collection techniques.
Assessment: A fully detailed research proposal.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Short Dissertation: Housing
HOUS8SD HC (0L-0T-0P-0S-960H-0R-0F-0G-0A-0W-96C)
Prerequisite Requirement: Dissertation Methodology: Housing
Aim: To learn to conceptualise, conduct and write up independent research.
Content: Preparation of the dissertation following completion of the proposal; conducting independent research; analysis and writing up of findings; drawing appropriate conclusions.
Assessment: Dissertation of up to 100 pages.
DP Requirement: As per college rules.

Industrial, Organisational, and Labour Studies

Offered in the School of Social Sciences

Workers and Industrialisation in SA
IOLS101 H2 (30L-5T-0P-0S-100H-20R-0F-0G-5A-13W-16C)
Aim: To introduce students to the discipline of industrial sociology, its historical evolution, current status, key theoretical concepts commonly used in the discipline, common issues it concerns itself with and core literature.
Content: The module addresses the following main themes: What is industrial sociology? Developing the capitalist economy, transforming the rural economy, the urban experience, being a worker (lived experiences), work in the here and now.
Assessment: Tests (30%) Essay (20%); Examination (50%)
DP Requirement: Minimum class mark of 40%, hand in all written assignments and attend tests.

Organising Production
IOLS201 H1 (26L-3T-0P-0S-41.5H-8R-0F-0G-1.5A-6W-8C)
Aim: To examine the changing workplace
Content: The main focus is to examine and understand the way in which paid work is organised and structured in modern industrial societies. This will involve an exploration of how the nature and design of work have evolved in modern workplaces. Various theoretical perspectives and debates will be drawn upon to facilitate an analysis of this process of

change. Work in current times has undergone a number of transformations. A central question we will examine is how these transformations have affected the South African workplace. Some of the key debates that will be highlighted are managerial control, the nature of skill, and flexibility.
Assessment: Test (20%); Term essay (30%); Examination (50%)
DP Requirement: Minumum class mark of 40%, hand in all written assignment and attend test

Globalisation & World-Class Manufacturing
IOLS202 H2 (26L-5T-0P-0S-39.5H-8R-0F-0G-1.5A-6W-8C)
Aim: To examine the pressures that globalisation has exerted on companies to be competitive.
Content: Globalisation, responses and debates, lean production & world-class manufacturing.
Assessment: Test (20%); Term essays (30%); Examination (50%)
DP Requirement: Mimum class mark of 40%, hand in all written assignments

Trade Unions in South Africa
IOLS204 H2 (26L-5T-0P-0S-39.5H-8R-0F-0G-1.5A-6W-8C)
Aim: To examine the nature and role of trade unions in society, and how this role changes. Specific focus is drawn to South African trade unionism.
Content: Trade union theories, historical and contemporary trends in trade unionism in SA, Cosatu and the Tripartite Alliance, as well as Public Sector Unionism.
Assessment: Test (20%); Term essay (30%); Examination (50%)
DP Requirement: Minimum class mark of 40%,hand in all written assignment and attend test

Introduction to Labour Markets
IOLS205 H1 (26L-5T-0P-0S-39.5H-8R-0F-0G-1.5A-6W-8C)
Aim: To introduce students to theoretical perspectives on labour markets under capitalism, enabling them to apply theoretical concepts to empirical case studies of labour markets.
Content: : Labour markets and sociology, theories of labour markets or economics, sociology and the study of labour markets, and people and work.
Assessment: Test (20%) Term Essay (30%), Examination.
DP Requirement: Minimum class mark of 40%, hand in all written assignments and attend test.

Organisational Restructuring & Change
IOLS301 H1 (39L-6T-0P-0S-79H-32R-0F-0G-4A-15W-16C)
Aim: To explore the reasons and histories of organisational change.
Content: Contemporary restructuring, new social dynamics associated with restructuring.
Assessment: Test (20%); Term paper (30%); Examination (50%)
DP Requirement: Minimum class mark of 40%,hand in all written assignment and attend test

Diversity & Equity in the Workplace
IOLS302 H2 (39L-6T-0P-0S-79H-32R-0F-0G-4A-15W-16C)
Aim: To examine the implications and consequences of implementing equity and managing diversity.
Content: Equity measures, policy directives, and implications and consequences.
Assessment: Tutorial-based assignments (30%); Term paper (30%); Examination (30%).
DP Requirement: 100% of tutorials and 70% of lectures

Labour, Capital & State in Contemporary SA
IOLS303 H1 (39L-6T-0P-0S-79H-32R-0F-0G-4A-15W-16C)
Aim: To examine the changing nature of South Africa's Industrial and/or Labour Relations system
Content: Theories of industrial/labour relations; the situation in SA; collective bargaining, labour conflict and conflict resolution; and workers' participation.
Assessment: Tutorial-based assignments (30%); Essay (30%); Examination (40%).
DP Requirement: 100% of tutorials and 70% of lectures

Implementing Workplace Change
IOLS304 H2 (26L-6T-0P-0S-94.5H-32R-0F-0G-1.5A-6W-16C)
Aim: To equip students with practical approaches to organisational change.

Content: The main focus of this module is to understand the processes and results of implementing change in organisations. Students are introduced to theoretical frameworks of organisational intervention and change strategies. Through practical application students are then provided the opportunity to put these theories into practice.
Assessment: Tutorial Based Assignment (10%); Test (20%); Essay (20%); Examination (50%).
DP Requirement: Class mark (40%); 100% Tutorial attendance and 80% Lecture attendance.

Economic policy, Labour Markets & Jobs
IOLS305 H2 (39L-6T-0P-0S-79H-32R-0F-0G-4A-15W-16C)
Aim: To examine job creation policy in SA in the context of rising unemployment levels.
Content: The main focus of the module is to understand the problem of, and the possible solutions to, unemployment in South Africa. First it is necessary to understand the context within which this challenge is located. The module is divided into 3 themes (SA economic policy, labour markets, unemployment), each providing you with information that should allow you to assess and contribute to job creation policy. Within each theme we focus on the issues and debates that are pertinent to the major concern of this module - job creation.
Assessment: Test (20%) Essay (30%), Examination (50%).
DP Requirement: 100% of tutorials and 70% of lectures

Theories & Concepts for the World of Work
IOLS702 H1 (0L-0T-0P-21S-100H-34R-0F-0G-5A-8W-16C)
Prerequisite Requirement: Bachelors Degree
Aim: To provide a theoretical framework to understand the global workplace.
Content: The modern world, the new industrial world, organising for survival.
Assessment: Class exercises (20%), seminar papers (30%) plus one examination (50%)
DP Requirement: Seminar attendance & class mark of no less than 50%

Difference & Diversity in the Workplace
IOLS706 H2 (0L-0T-0P-42S-193H-80R-0F-0G-5A-13W-32C)
Prerequisite Requirement: Bachelors Degree
Aim: To introduce the notion and implication of social identities, especially in workplaces
Content: Theory and cases of identity policy and conflict
Assessment: Class exercises (20%), seminaar papers (30%) one examination (50%)
DP Requirement: Seminar attendance & class mark of no less than 50%
Also offered at Masters level: IOLS806 H2; assessment at Masters level requires a more substantial independent research component.

Women,work & employment
IOLS707 H2 (0L-0T-0P-42S-193H-80R-0F-0G-5A-13W-32C)
Prerequisite Requirement: Bachelors Degree
Aim: To explore the effect of gender transformations on work, employment and economy.
Content: Feminist theory, gendered economy, measures of gender transformation at work.
Assessment: Classwork(50%), Take-home examination (50%)
DP Requirement: Seminar attendance & class mark of no less than 50%
Also offered at Masters level: IOLS807 H2; assessment at Masters level requires a more substantial independent research component.

Workplace Change in South Africa
IOLS708 H1 (0L-0T-0P-21S-100H-34R-0F-0G-5A-8W-16C)
Prerequisite Requirement: Bachelors Degree
Aim: Examining South Africa's changing workplace in the light of socio-economic transformation.
Content: Industrial policy; labour law; workplace restructuring, competitiveness and democracy.
Assessment: Seminar papers (30%), presentations (10%), long essay (20%), examination (40%)
DP Requirement: Seminar attendance & class mark of no less than 50%
Also offered at Masters level: IOLS808 H1; assessment at Masters level requires a more substantial independent research component.

Globalisation: Flexible Work & Labour Unions
IOLS710 H2 (0L-0T-0P-42S-193H-80R-0F-0G-5A-13W-32C)
Prerequisite Requirement: Bachelors Degree
Aim: To evaluate how the current phase of economic globilisation which is expressed inthe increasing transnational organisation of production and intergrated global financial markets affects labour and unions in general.
Content: Globalisation, flexible work, income security and labour unions.
Assessment: Presenatation (10%), participation (10%), seminaar papers and term writing assignments (30%) and examination (50%).
DP Requirement: Seminar attendance & class mark of no less than 50%

Also offered at Masters level: IOLS810 ; assessment at Masters level requires a more substantial independent research component.

Work, Workers and Livelihoods
IOLS812 H2 (0L-0T-0P-39S-193H-20R-0F-0G-68A-13W-32C)
Prerequisite Requirement: Bachelors Degree
Aim: To grapple theoretically and historically with concepts and linkages between work, workers and livelihoods.
Content: This module will interrogate articulation of work, workers and livelihoods by navigating three themes. One,

Harold Wolpe's (1972, 1980) notion of articulation of modes of production. Two, debates on capitalist labour process, workplace regimes and the politics of production. Three, looking at linkages between epistemology and research methodology in labour studies and the specific study of work, workers and livelihoods.
Assessment: Seminar papers 30%, Term paper 20%, Examination 50%
DP Requirement: Seminar attendance & class mark of no less than 50%

International Relations

Offered in the School of Social Sciences

International Political Economy
INTE721 PC (0L-0T-13P-52S-200H-40R-0F-0G-15A-13W-32C)
Prerequisite Requirement: Appropriate undergraduate degree.
Aim: To enable learners to explore some of the critical issues of global state relations and political economy.
Content: Perspectives on the International Political Economy; the International Political Economy in Historical Perspective; The State, Multinational Corporations, and Global Production; Money and Finance: International Cooperation and National Prospects; The Political Economy of International Trade, Protectionism; International Financial and Trade Institutions; Economic Development and Transition: Issues and Trends From The Global South, Growth and Economic Development in the 21st Century: African Prospects.
Assessment: 13 weekly reports, class presentations and class participation, (50%); Final examination, (50%).
DP Requirement: Attendance of all seminars and submission of all written work.

International Relations and Global Politics
INTE702 HC (0L-0T-0P-30S-196H-88R-0F-0G-6A-13W-32C)
Prerequisite Requirement: Appropriate undergraduate degree.
Aim: To examine aspects of international relations in the context of globalisation, and to provide an advanced analytical basis to understand the current configuration of power in the global political economy.
Content: This module critically investigates various aspects of global politics. These may include some or all of the following: the political, economic, cultural and ecological. The module may include a discussion of different theoretical perspectives and a comparative analysis of aspects of the impact of globalisation in different regions/countries.
Assessment: 4 seminar presentations, 1 research essay, one 3-hour examination.
DP Requirement: Attendance of all seminars and submission of all written work. Also offered at Masters level: POLS802 HC; assessment requires a more substantial independent research component.

Studies in International Relations
INTE723 HC (0L-0T-7P-35S-87H-25R-0F-0G-6A-7W-32C)

Aim: To enable students to explore some of the critical issues in global politics that affect or give definitive shape to conflict prevention and resolution.
Content: A selection of half of the following topics: Contending Perspectives on International Relations and World Politics; Conflicting Identities, Nationalism, and the Nation-State; Qualities of Nation-States; Foreign Policy Decision making; Diplomacy and Statecraft; Conflict, Coercion, and Influence in World Politics; International Terrorism and Transnational Crime; World Peace, Cooperation, and Security; Human Rights and Refugees; International Peace; Peace Keeping, Peace Making, Peace Enforcement, and Peace Building; Sustainable Peace
Assessment: 13 weekly reports, class presentations and class participation (50%)
Final Examination (50%)
DP Requirement: Attendance of a minimum of 75% of the seminars and submission of all written work. Student must obtain a minimum of 40% in their classwork.

Independent Applied Research Project - International Relations
INTE7RP HC (0L-0T-0P-0S-281H-0R-0F-39G-2A-32W-32C)

Kiswahili

Elementary Kiswahili Language - A
KISW101 H1 P1 P2 (31L-10T-5P-0S-99H-10R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Open to all students who have no knowledge of Kiswahili.
Aim: The module provides students with both written and oral communicative competence in Kiswahili language and culture. It also introduces students to the Kiswahili basic grammar.
Content: This is an introductory course. The emphsis is on cultural communicative approach focusing on the four basic skills - listening, speaking, reading, and writing.
Assessment: Class work 40% Examination 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the School of African Languages.

Elementary Kiswahili Language – B
KISW102 H2 P2 (31L-10T-5P-0S-99H-10R-0F-0G-5A-16W-16C)
Prerequisite Requirement: Open to all students who have completed Elementary Kiswahili Language A.
Aim: The module enables students to achieve further oral and written communicative competence in Kiswahili language at an elementary level with the focus on the expression of abstract ideas and discovering basic aspects of Kiswahili grammar.
Content: This is a stage two of an introductory course. The emphasis is further put on cultural communicative approach focusing on the four basic skills - listening, speaking, reading, and writing. Students are gradually exposed into simple basic Kiswahili grammar, comprehension,and composition.
Assessment: Class work 40% Examination 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the School of African Languages.
Not Offered in 2022

Library and Information Studies

offered in the School of Social Sciences

Digital Literacy
LIIS130 PC HC (39L-0T-26P-0S-75H-I 5R-0F-0G-5A-I 5W- I6C)
Aim: To enable students to acquire critical skills in digital media technologies that will increase the students' abilities to use computers and other university technologies for learning. [e.g. computers] and facilities [e.g. networks, Moodle] and to identify, access, evaluate and use information for learning [e.g. problem solving, decision making and research in a networked environment.
Content: Introduction to computers, use of course management systems (Moodle), managing files, computer

applications (word-processing, email, PowerPoint), internet and web, information sources, libraries and portals, information searching in a networked environment (search query, databases and online journals), information evaluation, information ethics citation and recording of sources, plagiarism, copyright.
Practicals: 13 weeks x 2 hours per week.
Assessment: Coursework (100%) comprising: practical exercises (40%), tests (30%), assignments (25%), Moodle discussion forum 5%.
DP Requirement: At least 75% attendance at all lectures and practicals. Submission of all work as required by the module coordinator, by the stipulated date.

Descriptive Cataloguing
LIIS610 PC (39L-0T-40P-0S-42H-20R-0F-0G-19A-15W-16C)
Aim: Understanding of the principles and practice of cataloguing in order to effectively apply cataloguing skills in a future workplace.
Content: Cataloguing principles; development of catalogues and cataloguing codes; co-operative cataloguing;

computerized cataloguing networks; practical application of the rules of the AACR2; RDA; online cataloguing using MARC21 format; SABINET Online.
Practicals: 10 x 4hrs
Assessment: 3 tests, 10 practical exercise,1 assignment 50%; 1 x 3-hour examination 50%
DP Requirement: Attendance at a minimum of 75% of all lecture sessions and a minimum of 40% class record mark needed to qualify for the exam.

Records Management
LIIS642 PC (39L-0T-10P-0S-76H-10R-15F-0G-10A-15W-16C)
Aim: Understanding of basic principles of records and documents management in the administration of information systems. To demostrate knowledge of records management and how to apply such knowledge in development and management of records system.
Content: Information and records management, terminology, concepts evolution,trends, records manager/archivist paradigm. Setting up records management programmes, strategic management of records and document in archives and offices. Appraisal, disposition, disaster planning and control.
Practicals: 10 x 1hr
Assessment: 2 presentations, 2 Assignments 50%, 1 x 3hour examination 50%
DP Requirement: Attendance at a minimum of 75% of all lecture sessions and a minimum of 40% class record mark needed to qualify for the exam.

Information Behaviour and Ethics
LIIS643 PC (39L-0T-0P-6S-80H-10R-15F-0G-10A-15W-16C)
Aim: Understanding of information behaviour and its associated ethical considerations, theoretical underpinnings and the role of information and communication technologies in various African and other contexts.
Content: Information behaviour, definitions and theory, approaches and tools (Community profiling, CIT, survey, reflection paper); Information behaviour contexts of various groups (children, genre readers etc). Media policy and power relations; Social justice issues and information asymmetries; use of information and communication technologies , repackaging and social media: rural contexts; literacies; universal access; approaches to safeguarding intellectual property and copyright.
Assessment: 2 presentations; 2 assignments; 1 research project 50%; externally examined 50%
DP Requirement: Attendance at a minimum of 75% of all lecture sessions and a minimum of 40% class record mark needed to qualify for the exams.

Digital Libraries and Repositories
LIIS644 PC (39L-0T-15P-0S-71H-10R-10F-0G-15A-13W-16C)
Aim: Understanding of theoretical; practical and technical aspects of the creation; management and preservation of digital resources of libraries.
Content: Types of and requirements for, digital libraries, institutional repositories (IR's). IR content management tools; metadata; copyright and open source; website development, curation and preservation; Web 2.0. technologies; intergration of physical and digital resources; human resources; project management; funding proposal.
Practicals: 5 x 3hrs; 2 field trips.

Assessment: Test 10%; assignments 10%; project; and presentation 25%; class participation 5%; 1x 3hours examination 50%.
DP Requirement: Attendance at a minimum of 75% of all lecture sessions and a minimum of 40% class record mark needed to qualify for the exam.

Management of Information & Archival Agencies
LIIS645 PC (39L-0T-0P-0S-70H-15R-0F-0G-36A-15W-16C)
Aim: Understanding of pertinent issues involved in the management of information and archival agencies from both a practical and theoretical perspective.
Content: Contemporary situation regarding information and archival agencies; including legislative background; collection development in the context of Ranganathan's Five Laws of Library Science; management functions-planning; financial control; marketing and communication; human resources management;- selection and recruitment; training and development; motivation; leadership and performance evaluation.
Assessment: 1 x assignement; 1x test; 1 x case study and presentation 50%; 1x 3-hour examination 50%
DP Requirement: Attendance at a minimum of 75% of all lecture sessions and a minimum of 40% class record mark needed to qualify for the exam.

Information Searching and Retrieval
LIIS652 PC (39L-0T-40P-0S-61H-10R-0F-0G-10A-15W-16C)
Aim: Understanding of the range of reference services provided by information centres; the reference sources available, their selection, acquisition and evaluation; the development of information retrieval skills and the compilation of bibliographies.
Content: Reference process; search strategies; information needs analysis; hardcopy and e-sources and their selection, evaluation and use; practical review and hands-on searching of e-information services; bibliography compilation.
Practicals: 10 x 4hrs
Assessment: 2 assignments, 10 practical exercises 50%; 1 x 3-hour examination 50%
DP Requirement: Attendance at a minimum of 75% of all lecture sessions and a minimum of 40% class record mark needed to qualify for the exam.

Subject Analysis
LIIS660 PC (39L-0T-40P-0S-45H-20R-0F-0G-16A-15W-16C)
Aim: Understanding of the organisation of information from both a theoretical and practical point of view.
Content: Principles of classification, subject analysis and controlled vocabulary; structure, principles and practice of Dewey Decimal Classification and Library of Congress Subject Headings. Computer-based indexing systems; post-coordinate indexing; thesauri; evaluation of information retrieval systems.
Practicals: 10 x 4hrs
Assessment: 1 test, 10 practical exercise ,1 assignment 50%; 1 x 3-hour examination 50%
DP Requirement: Attendance at a minimum of 75% of all lecture sessions and a minimum 0f 40% class record mark needed to qualify for the exam.

Archival Administration
LIIS682 PC (39L-0T-40P-0S-46H-10R-15F-0G-10A-15W-16C)
Corequisite: Records Management.
Aim: Understanding the purpose and principles of archival arrangement and description, including the impact of international standards and computer technologies on these professional activities.
Content: Archival legislation, buildings, acquisition, accessioning; provenance and original order; arrangement, classification and description of archival holdings; finding aids: guides, inventories, descriptive lists; impact of descriptive standards and computers on archival administration.
Practicals: 20 x 2hrs
Assessment: 2 presentations, 2 assignments 50%; 1 x 3-hour examination 50%
DP Requirement: Attendance at a minimum of 75% of all lecture sessions and a minimum of 40% class record mark needed to qualify for the exam.

Preservation and Conservation
LIIS683 PC (39L-0T-40P-0S-46H-10R-15F-0G-10A-15W-16C)
Corequisite: Records Management.
Aim: Understanding of issues involved in providing access to information materials while maintaining those materials of

long-term value (establishing priorities, developing effective solutions to preservation problems).
Content: Preservation and conservation contexts; technology and the structure of documentary materials; protection and care of documentary materials; preservation planning, collection surveying; choosing preservation methods, reformatting; issues in physical treatment; standards; disaster preparedness; preservation policy.
Practicals: 20 x 2hrs
Assessment: 2 presentations, 2 assignments 50%; 1 x 3-hour examination 50%.
DP Requirement: Attendance at a minimum of 75% of all lecture sessions and a minimum of 40% class record mark needed to qualify for the exam.

Managing Electronic & Audiovisual Resources
LIIS684 PC (39L-0T-40P-0S-46H-10R-15F-0G-10A-15W-16C)
Prerequisite Requirement: LIIS680 - Records Management
Aim: To extend student's understanding of the theories and principles of managing electronic records and audiovisual materials. Students will critically analyse a range of tools and methodologies for carrying out effective management of electronic and audiovisual resources.
Content: New information technologies and the challenges they pose to organisations' capacities to define, identify, control, manage, and preserve electronic records and audiovisual formats. Organisational, technological, regulatory, and cultural factors and the strategies used to manage electronic records and audiovisual resources. Long-term preservation of electronic and audiovisual resources. Knowledge representation and content management in electronic and audiovisual systems.
Practicals: 20 x 2 hrs
Assessment: 2 presentations, 2 assignments 50%; 1 x 3-hour examination 50%
DP Requirement: Attendance at a minimum of 75% of all lecture sessions and a minimum of 40% class record mark needed to qualify for the exam.

Research Methodology for Information Prof.
LIIS690 PC (39L-0T-0P-10S-70H-0R-0F-0G-41A-13W-16C)
Aim: Introduction to the research process from philosophical underpinnings and initial research problem conceptualization to data collection, analysis, and ethical considerations.
Content: Relationships between different parts of research starting from the overall philosophy(paradigm interpretive, positivist and post positivist) and fundamental ontological question (what is the nature of reality and therefore what is there that can be known about it?), epistemological question(what is the nature of the relationship between the knower and what can be known) and methodological question(how can the inquirer go about finding out whatever he/she believes can be known?). Research principles-research problem and sub problems, theory, literature review, qualitative/quantitative approaches to research, research design (survey, case studies, phenomenology, ethnography, archival studies, action research grounded theory, experimental design, post facto design), data collection techniques(Interviews, survey questionnaire, observation, focus group discussion, ethnography etc.), validity/reliability (triangulation, pilot studies, expert reviews of instruments, adopting already used instruments. Cronbach alpha factor analysis etc.)
Assessment: 1 presentation, 1 written assignments, 1 test 50%, research paper 50%.
DP Requirement: Attendance at a minimum of 75% of all lecture sessions and a minimum of 40% class record mark needed to qualify for the exam.

Information Management
LIIS711 PC (0L-0T-10P-30S-258H-10R-0F-0G-12A-15W-32C)
Aim: To introduce students to information management; familiarize them with a range of technologies used in information handling, issues and policies related to the use of information technology.
Content: Theories, principles, issues of information storage and retrieval (ISAR); information management's relation to library science, archives, records and knowledge management. Computer systems, telecommunications, Internet; applications to ISAR; information theory, standards, vocabulary control, indexing, expert systems, e-publishing, cooperative information systems and services.
Practicals: 2 x 5hrs
Assessment: 3 assignments 50%, 1x 3-hour examination 50%
DP Requirement: Attendance at all (100%) lecture/seminar sessions and a minimum of 40% class record mark needed to qualify for the exam.

Knowledge Management

LIIS712 PC (0L-0T-0P-30S-268H-10R-0F-0G-12A-15W-32C)

Aim: Introducing students to knowledge management as a subject domain, its principles and practices.
Content: Key concepts, relevant theories; relationships between data, information and knowledge, and their management; role of technology in knowledge sharing; critical steps in effective knowledge management, developing a knowledge culture and knowledge sharing; value-adding processes.
Assessment: 4 assignments 50%; 1x 3-hour examination 50%
DP Requirement: Attendance at all (100%) lecture/seminar sessions and a minimum of 40% class record mark needed to qualify for the exam.

Web-Based Information Systems

LIIS713 PC (30L-0T-24P-0S-216H-30R-0F-0G-20A-15W-32C)

Aim: Understanding and knowledge of Web-based information systems; providing students with a conceptual

framework to use in the design, development and evaluation of web-based information systems and services.
Content: History of Internet, World Wide Web (Web); Web architecture, site design, development; content development and management; development tools; standards; WWW Consortium; browsers; HTML; XML; metadata; style sheets; information gateways; evaluating systems; providing access to Web content on Internet, intranets, extranets and portals. Case studies.
Practicals: 12 x 2hrs
Assessment: Project and evaluation 50%; 1 x 3-hour examination 50%
DP Requirement: Attendance at all sessions and satisfactory completion of coursework.

Records & Archives Management

LIIS737 PC (0L-0T-0P-30S-268H-10R-0F-0G-12A-15W-32C)

Aim: Knowledge and understanding of the principles of records and archives management; its role in managing information to facilitate the conduct of business and preserving records for posterity.
Content: Principles of records and archives management; context of use and creation of records and archives; legal issues in records and archives administration; organizing and controlling records; management of digital records and archives; preservation of records and archives; marketing of records and archives programmes.
Assessment: 3 assignments 50%; 1 x 3-hour examination 50%
DP Requirement: Attendance at all (100%) lecture/ seminar sessions and a minimum of 40% class record mark needed to qualify for the exam.

Bibliography

LIIS739 PC (0L-0T-0P-10S-288H-10R-0F-0G-12A-30W-32C)

Aim: Independent, supervised research and bibliography compilation.
Content: Indexed list of selected materials on a specific subject; choice motivated on the basis of significant need.
Assessment: 1 independent study, externally examined, 100%
DP Requirement: Not applicable

Special Topics/Independent Study A

LIIS740 PC (0L-0T-0P-10S-288H-10R-0F-0G-12A-15W-32C)

Aim: Independent, supervised research and report writing.
Content: Research project on a topic of student's choice.
Assessment: 1 independent study, externally examined, 100%
DP Requirement: Not applicable

Issues in Library & Information Science

LIIS830 P1 (0L-0T-0P-30S-275H-0R-0F-0G-15A-13W-32C)

Prerequisite Requirement: Completion of year 1 or equivalent
Corequisite: Research Proposal
Aim: To provide knowledge and understanding of concepts and issues in African library and information systems (LIS).
Content: Information delivery context in Africa; digital divide, LIS theorists; comparative method and its application to the library systems of African countries; information policy, planning, implementation and evaluation; education for LIS; information centres management.

Assessment: 9 assignments 50%; 1x3hr examination 50% (Accounts for 16.6% of MIS mark)
DP Requirement: Attendance at all sessions and satisfactory completion of coursework.

Advanced Literature Searching & Evaluation
LIIS833 PC (0L-0T-6P-15S-100H-0R-0F-0G-39A-15W-16C)
Prerequisite Requirement: B.Bibl. Hons or its equivalent
Corequisite: Issues in Library and Information Science; Data Analysis & Presentation, Information Ethics, Social Research Design & Practice.
Aim: To provide knowledge and skills relating to advanced subject searching, management of bibliographic sources, literature review and evaluation, and the compilation of bibliographic reports.
Content: Formulation of search strategies including mapping of bibliographic sources; searching techniques; print and electronic information resources; management of bibliographic sources; evaluation of research reports; compilation of bibliographic reports.
Practicals: 2 x 3hrs
Assessment: 4 assignments 80%; oral presentation 5%; seminar participation 15%. (Accounts for 8.3% of MIS mark)
DP Requirement: Attendance at all sessions and satisfactory completion of coursework.

Data Analysis & Presentation
LIIS834 PC (0L-0T-15P-6S-100H-0R-0F-0G-39A-15W-16C)
Corequisite: Issues in Library and Information Science; Advanced Literature Searching & Evaluation, Information Ethics, Social Research Design & Practice.
Aim: Provide the theory and practice of data reduction and analysis and the presentation and interpretation of research results.
Content: Research paradigms; quantitative data analysis; qualitative data analysis; statistical techniques; software packages for data reduction and analysis; presentation and interpretation of data.
Practicals: 5 x 3hrs
Assessment: 5 practical exercises 70%; 1 assignment 20%; oral presentation 5%; seminar participation 5%. (Accounts for 8.3% of MIS mark)
DP Requirement: Attendance at all sessions and satisfactory completion of coursework.

Information Ethics
LIIS835 PC (0L-0T-0P-15S-107H-10R-0F-0G-28A-15W-16C)
Prerequisite Requirement: None.
Corequisite: None.
Aim: To provide students with the knowledge to engage, identify, review, discuss, and critically analyse the ethical dimensions of the information and knowledge society.
Content: Information ethics; information society; WISIS Action Line 10 – ethical dimensions of the information society; information ethics theories; digital divide; e-government; ICT4D; information policies; information rights; e-waste management; electronic surveillance.
Assessment: Formative and summative assessment consisting of 5 seminar presentations and submission of written assignment related to the seminar 50%; 1x3hr examination 50%. (Accounts for 8.3% of the coursework MIS mark.)
DP Requirement: Attendance at a minimum of 100% of all sessions and a minimum class mark of 40%. Submission of all assessments.

Linguistics

Offered in the School of Arts

Understanding Language
LING101 H1 (30L-10T-0P-0S-100H-16R-0F-0G-4A-13W-16C)
Aim: To introduce students to the scientific study of language
Content: We provide students with insights into the intricate facets of language by introducing them to various areas of linguistic research. We discuss the acquisition of language, its representation in the brain/mind, its use in different social contexts and the interaction between linguistic findings and selected fields of application. The course also includes a section on research methods to develop students' academic skills of writing and analysis.
Assessment: Assessment: 1 test (20%); 2 assignments (30%); 1 three-hour examination (50%).

DP Requirement: Class mark (= test and both assignments) of at least 40%.

Linguistics 1B: Intro to Language studies

LING102 H2 (30L-10T-0P-0S-100H-16R-0F-0G-4A-13W-16C)

Prerequisite Requirement: Recommended: Linguistics 1A

Aim: To introduce students to the key concepts and analytical skills employed in the study of language.

Content: Various sub-disciplines of linguistics are studied in relation to one of the most important assumptions of modern linguistic theory: the concept of language as a "mental organ", which expresses the idea that all humans possess the innate ability to learn and understand language. The discussions in the course are based on examples from empirical linguistic research and from areas in which linguistic expertise is relevant (e.g. law; language policy and literacy planning in South Africa; media and translation; speech therapy).

Assessment: 1 test (20%); 2 assignments (30%); 1 three-hour examination (50%).

DP Requirement: Class mark (=test and both assignments) of at least 40%.

Linguistics 2A:Language & Diversity

LING201 H1 (30L-10T-0P-0S-96H-20R-0F-0G-4A-13W-16C)

Prerequisite Requirement: Recommended: Linguistics 1A,1B

Aim: To introduce students to key issues relating to multilingualism and multiculturalism in South Africa.

Content: Multilingualism and language planning issues are explored through acquainting students with aspects of South Africa's linguistic heritage and diversity. Particular attention is given to phenomena such as language contact (e.g. code-switching and mixing, pidgins and creoles), language spread (e.g. new dialects of English) and language loss (e.g. the case of Tamil). Students will investigate the sociolinguistic features of these phenomena and carry out a small-scale empirical research project.

Assessment: 1 test (20%); 1 research project (30%); 1 three-hour examination (50%)

DP Requirement: Submission of all written work on time.

Linguistics 2B:The Multilingual mind

LING204 H2 (30L-10T-0P-0S-97H-20R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Recommended: Linguistics 1A,1B, 2A

Aim: To familiarise students with the cognitive dimensions of linguistics.

Content: In this course we investigate the nature of the cognitive processes underlying the production, perception and comprehension of natural language. We cover psycholinguistics (the study of these language-processing mechanisms) and techniques of formal linguistic analysis, in order to explore the nature of the mental representations that form the basis of speakers' linguistic competence. (This module is of particular relevance for students in cognitive science.)

Assessment: Weekly tutorial questions, four homework assignments, one small scale research project (20%), one three-hour examination (50%).

DP Requirement: Submission of all written work on time.

Linguistics 3A:Language & power

LING301 H1 (49L-0T-0P-0S-230H-38R-0F-0G-3A-13W-32C)

Prerequisite Requirement: Linguistics 1A,1B, 2A, 2B, for students wishing to major in Linguistics.

Aim: To investigate the relation between language use in social contexts, discourse structure and general cognition.

Content: Students are introduced to classical and current accounts of *speech act theory* and *discourse analysis*. We study linguistic forms and the rules that determine their distribution and we consider the general principles of interpretation which people use when making sense of what they hear and read. On the basis of theoretical findings from Linguistics, Philosophy, Cognitive Psychology, and Computer Science, we investigate how people use discourse to promote and contest the value systems and social relations of power with which they are associated.

Assessment: 2 assignments and 1 small-scale research report (40%); 1 three-hour examination (60%).

DP Requirement: Submission of all written work on time.

Linguistics 3B:Comparing Languages

LING302 H2 (49L-0T-0P-0S-230H-38R-0F-0G-3A-13W-32C)

Prerequisite Requirement: Linguistics 1A,1B, 2A, 2B, 3A, for students wishing to major in Linguistics.

Aim: To develop students' expertise in describing and analysing examples from different languages.

Content: In this course, we use formal syntactic theory as a tool to examine and understand language diversity. In comparing the structural properties of a number of languages, we observe striking similarities and interesting differences,

and we discuss these observations in relation to the idea of an innate (and therefore universal) underlying linguistic competence. We look at the rules and principles that determine the architecture of phrases and sentences in human language, and we discuss contemporary analyses of a variety of syntactic phenomena.
Assessment: 2 assignments and 1 test (50%); 1 three-hour examination (50%).
DP Requirement: Submission of all written work on time

Topics in Psycholinguistics
LING711 HC (0L-0T-0P-13S-307H-0R-0F-0G-0A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors degree
Aim: An understanding of the complexity and creativity of the human language system as an integrated system in the Human mind/ brain.
Content: Students gain detailed knowledge of major psycholinguistic areas of investigation, including: the biological bases of language, access and storage of lexical representations, learnability of structural and procedural features of language. The module acquaints the students with current debates in psycholinguistics and presents arguments for how and why language can be scientifically characterized as a unique human cognitive capacity.
Assessment: 2 assignments (10% each), 1 abstract (10%), 1 class presentation (10%), research essay (60%) .
DP Requirement: Submission of all written work on time.

Language Processing
LING714 HC (0L-0T-0P-13S-307H-0R-0F-0G-0A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors degree
comparing the structural properties of a number of languages, we observe striking similarities and interesting differences, and we discuss these observations in relation to the idea of an innate (and therefore universal) underlying linguistic competence. We look at the rules and principles that determine the architecture of phrases and sentences in human language, and we discuss contemporary analyses of a variety of syntactic phenomena.
Assessment: 2 assignments and 1 test (50%); 1 three-hour examination (50%).
DP Requirement: Submission of all written work on time.

Language, Contact and Diversity
LING708 HC (0L-0T-0P-13S-307H-0R-0F-0G-0A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors degree
Aim: To develop students' understanding of core issues in contact linguistics
Content: This module explores language contact phenomena in multilingual and multicultural societies, with a focus on the emergence and social meaning of new varieties of English as well as African vernaculars, code switching, language maintenance and language shift. We will further examine theories about the linguistic aspects of identity constructions in multilingual environments and determine their relevance in the South African context.
Assessment: 3 assignments (10% each), 1 abstract (10%), 1 research essay (60%) .
DP Requirement: Submission of all written work on time.

Directed Study in Linguistics
LING709 HB (0L-0T-0P-0S-320H-0R-0F-0G-0A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors degree
Aim: To undertake and complete a compent research project and submit an Honours dissertation.
Content: research portfolio over one semester.
Assessment: Examination of the Honours dissertation (100%)
DP Requirement: Completion of all work designated as required for DP on time.

Syntactic Analysis
LING710 HC (0L-0T-0P-13S-304H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors degree
Aim: This module aims to build students' knowledge of theoretical and empirical aspects of syntax.
Content: This course focuses on current debates and key issues in linguistics, in particular in the field of formal syntax. Students will be taught how to read and understand primary sources and how to discuss interpretations, applications and extensions of contemporary syntactic theories, particularly with respect to their success in accounting for linguistic phenomena in the Bantu and non-Bantu) languages spoken in South Africa.
Assessment: 2 assignments (10% each), 1 abstract (10%); 1 class presentation (10%) and 1 research essay (60%)..

DP Requirement: Submission of all written work on time.

Language Processing
LING714 HC
Prerequisite Requirement: Appropriate Bachelos degree
Aim: An understanding of the representations and processes that underlie language comprehension and production
Content: Students are presented with a survey of theoretical perspectives and contemporary empirical studies in language processing. The course aims at demonstrating how theoretical models and diverse experimental methodologies are used to shed light on the representations and processes that speakers and listeners use to comprehend and produce language.
Assessment: 2 assignments (10% each), 1 abstract (10%), 1 class presentation(10%), 1 research paper (60%).
DP Requirement: Submission of all written work on time.

Corpus Linguistics
LING715 H1 H2 (0L-0T-0P-26S-220H-0R-0F-0G-74A-13W-32C)
Prerequisite Requirement: None
Corequisite: None
Aim: This module aims to builds students' knowledge of manipulating data using computational methods and cutting-edge software programs.
Content: Corpus linguistics as a method of linguistic investigation is based on bodies of text as the domain of study and as the source of evidence for linguistic description and argumentation. The module first introduces the landmark accounts in the emergence of corpus linguistics and the criticism that was levelled against early corpus linguistics. Students are then introduced to important aspects of corpus linguistics, such as corpus creation, corpus annotation, corpus storage and corpus querying, and to software tools for corpus manipulation, namely AntConc and WordSmith Tool.6. Finally, students learn how to plan, create and use a corpus in a practical task using the WordSmith software program.
Assessment: 2 homework assignments 2 x 10% 1 research essay abstract and reference list 10% 1 seminar/class presentation 10% 1 research essay (approx. 3000 words) 60%
DP Requirement: •regular class attendance. •submission of all written work on time

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Media and Cultural Studies

Offered in the School of Arts

Writing and the Media
MECS101 P1 H1 (30L-10T-0P-0S-113H-0R-4F-0G-3A-13W-16C)
Aim: To introduce first level students to various aspects of Media Studies and develop students' skills as writers of both printed media and academic texts.
Content: Lectures introduce students to the media as forms of mass communication; the role and function of the media; the ethics of media production; the role of the media in relation to violence and terrorism; news and news writing; narrative and genre; media regulation. Tutorials cover how to construct media texts that communicate with an audience in a particular way, for a particular purpose.
Assessment: Tutorial worksheets, tests, assignments for 50%, 3 hour Examination for 50%.
DP Requirement: Timeous submission of all written work; minimum of 75% attendance at all lectures and tutorials.

Introduction to Media Studies
MECS102 H2 P2 (39L-0T-0P-0S-44H-20R-0F-0G-5A-13W-11C)
Aim: To familiarise first level students with some of the basic subject matter, concepts, approaches to the study of culture, media and communication.
Content: Introduction to the study of media forms (such as print, photography, film, television and radio) and key concepts in the field, including semiotics, mediation, and representation.
Assessment: Tutorials, tests, essays or projects for 50%, 3 hour Examination for 50%.
DP Requirement: Timeous submission of all written work; minimum of 75% attendance at all lectures and tutorials.

Screen Studies
MECS201 H1 P2 (60L-0T-0P-0S-97H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: A minimum of 16 credits points in a first level Media Module.

Aim: To introduce students to the study of 'visual' media such as cinema, television and the Internet.
Content: Building on the visual literacy established in Introduction to Media Studies, this module further develops key concepts and vocabulary relating to the 'dispersed' screens of cinema and television, as well as the new media. Structured around a number of case studies, this module also clearly articulates with the visually orientated modules offered in third year.
Assessment: Tests, essays worth 50%, 3 hour examination for 50%.
DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.
Not on offer in 2022 in PMB

Introduction to Cultural Studies
MECS202 P1 (26L-26T-0P-0S-105H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Prerequisite requirement: A minimum of 16 credits in a first level module.

Aim: To introduce students to the basic conceptual tools for the study of culture in contemporary society, and to provide the foundation module for the cultural studies strand within Media and Cultural Studies.
Content: In keeping with the diverse nature of 'cultural studies', this course will address a number of inter-related areas of critical theory (ideology and discourse, identity); story-telling, myth, narrative and genre; and popular culture (music, television, advertising).
Assessment: Tutorials, tests, essays or projects for 50%, 3 hour Examination for 50%.
DP Requirement: Timeous submission of all written assignments and projects; minimum of 40% on class tests & assignments, of 75% attendance at all tutorials and practicals.
Not offered at HC in 2022

Intercultural Communication
MECS211 (20L-20T-0P-0S-117H-0R-0F-0G-3A-13W-16C)
Aim: To provide students with a conceptual framework within which to understand human communication in multicultural settings, with a particular focus on the mass media.
Content: Intercultural communication analyses multicultural groups and societies, and their interaction with the so-called 'global village'. The module enquires into the kind of communication needed in order to ensure cultural diversity, while seeking common goals. It also examines how communication contributes to a climate of respect for cultural diversity. Students will study recent debates around the interaction of culture and communication, and the role of the media in this process.
Assessment: Tutorials, tests, essays or projects for 50%, 3 hour Examination for 50%.
DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.
Not on offer in 2022 at HC and PMB

Public Relations
MECS212 P2 (40L-0T-0P-0S-117H-0R-0F-0G-3A-13W-16C)
Aim: To introduce Public Relations as an integral element of Corporate Communication and reputation management.
Content: An introduction to public relations as corporate communication and an exploration of issues such as PR strategies and tools, as well as cultural diversity and ethics in PR.
Assessment: Classwork (tutorial work, tests and assignments): 50% ; 3 hour examination: 50% .
DP Requirement: Timeous submission of all written work; minimum of 75% attendance at all lectures and tutorials. Tutorial work, 1 test and 2 assignments = a minimum of 40%
Not on offer in 2022

Media in South Africa
MECS222 H2 P2 (60L-0T-0P-0S-103H-0R-0F-0G-5A-13W-17C)
Aim: To provide an overview of the institutions, organisations and statutory bodies within the South African media landscape, and to relate these to the publics, audiences and consumers of South African media.
Content: This module will cover a range of issues related to understanding the South African media such as: a brief history which highlights the most important changes media structures have undergone over the past century; a basic understanding of the political economy of the South African media including the structure of the main media houses; media policy, regulation and monitoring; and the basics of media audience measurement, segmentation and planning.
Assessment: Tutorials, tests, essays or projects for 50%, 3 hour Examination for 50%.

DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.
Not on offer in 2022 in PMB

Advanced Cultural Studies
MECS301 H2P2 (40L-0T-0P-0S-117H-0R-0F-0G-3A-13W-16C)
Aim: To develop an understanding of a range of methodologies and key topics in contemporary cultural studies at an advanced level.
Content: The course covers a selection historical and contemporary approaches to the study of culture and society such as literary, sociological, political economic, culturalist and anthropological. It also considers more general disciplinary questions such as the indigenisation, appropriation and application of cultural studies globally into South Africa and the effect the emergence of new media is having on the discipline. This module is strongly recommended for students who hope to proceed to graduate study in CCMS.
Assessment: Tutorials, tests, essays or projects for 50%, 3 hour Examination for 50%.

DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.

Cinema Studies
MECS302 H1 P2 (52L-0T-39P-0S-64H-0R-0F-0G-5A-13W-16C)
Aim: The course examines fundamental aspects of cinema as an art form and as a form of communication.
Content: The course moves from the historical development of cinema to considering alternative paradigms in filmmaking, film theory and critical analysis. Case studies will be selected from different movements such as Hollywood, Third cinema, the nouvelle vague and neo-realism, as well as a representative sample of regional or national cinemas. Attendance at weekly film screenings is compulsory.
Assessment: Tutorials, tests, essays or projects for 50%, 3 hour Examination for 50%.
DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals
Not on offer in 2022 in PMB

Writing for the Media
MECS311 P2 (20L-20T-20P-0S-97H-0R-0F-0G-3A-13W-16C)
Aim: To provide students with the skills needed for writing in a range of media.
Content: The course will cover a selection from the full range of media such as: news; feature and editorial writing; advertisement construction and copywriting; and on-line communication.
Assessment: Examined by portfolio.
DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.
This module is not offered at Howard College in 2022.

Advertising and Marketing
MECS312 P2 (52L-0T-0P-0S-101H-0R-0F-0G-7A-13W-16C)
Prerequisite Requirement: None.
Aim: To provide an overview of integrated marketing communication within the context of corporate communication.
Content: Corporate reputation; Strategic Communication; Crisis and Issues Management; Corporate Social Responsibility; Integrated Marketing Communication.
Assessment: Classwork (3 assignments) 50%; 3 hour examination - 50%
DP Requirement: Timeous submission of all written work; minimum of 75% attendance at all lectures and tutorials. A minimum of 40% for ALL 3 assignments.
Not on offer in 2022

New Media Studies
MECS321 H1 P1 (52L-0T-0P-0S-103H-0R-0F-0G-5A-13W-16C)
Aim: To provide students with an overview of the theoretical, technological and socio-economic dimensions of the fast-changing, globalised - 'new media' - landscape.
Content: The course will cover the theoretical tools through which to make sense of the changing media environment, in areas such as the Internet and digital telecommunications and broadcasting. Empirical case studies from home and

abroad will be used to illustrate the theoretical propositions.
Assessment: Tutorial, tests, essays or projects for 50%, 3 hour Examination for 50%.
DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.

Television Studies
MECS322 P2 H2 (52L-0T-39P-0S-64H-0R-0F-0G-5A-13W-16C)
Aim: To provide an overview of the main theoretical tools required for a sophisticated analysis of television content in terms of its aesthetic and ideological dimensions, illustrated with wide reference to empirical examples.
Content: The course covers a broad spectrum of critical paradigms in media studies, with particular reference to representational practices in television programming. Attention is given to a cross section of television genres, conventions and narrative strategies, chosen from 'soap operas', sitcoms, documentaries, 'reality television' and news formats. The course finishes with a consideration of audience reception studies, approached from a qualitative perspective. Note: Attendance at weekly screenings is compulsory.
Assessment: Tutorials, tests, essays or projects for 50%, 3 hour Examination for 50%.
DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.

Advanced Television Studies
MECS701 H1 (0L-0T-30P-52S-0H-30R-0F-3G-60A-13W-32FC--14DC)
Prerequisite Requirement: Television Studies (MECS322)
Aim: Co-taught by the Department of Media and Cultural Studies and the Audio -Visual Unit of UKZN, Advanced Television Studies aims to combine theory and practice,introducing students to television/vidoe production within the context of critical reflection and analysis.
Content: The course gives students practical hands-on experience with equipment and processes of live and field produced video enabling them to complete a short group project. The practical aspect is informed by discussion around key concepts and current debates in Television Studies,focusing on both factual and fictional programming as well as new content platforms.
Practicals: University Audio-Visual Unit supervised field work related to shooting vidoe for group projects.
Assessment: Seminar papers (10%),Essay (30%),5 minute video (60%).
DP Requirement: 100% seminar and studio attendance and the timeous submission of all coursework.
Not offered in 2022

Contemporary Film Theory
MECS702 H2 (9L-0T-24P-30S-187H-30R-36F-0G-4A-13W-32C)
Prerequisite Requirement: Admission to Honours/Masters Programme.
Aim: To introduce students to a wide range of cinemas - different regions, periods and film movements. Various cinematic theories will be tied in to the films analysed.
Content: Hollywood, Indian, Japanese, French, African, and other cinemas will be examined. Various film theories such as Realism, Formalism, Classical Hollywood Cinema, Auteurism, Structuralism, Psychoanalysis/ Feminism, Post-Structuralism, Postmodernism, and Third Cinema will be highlighted.
Practicals: Film viewings
Assessment: 2 assignments (50%); 1 x 4-hour examination (50%).
DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.
Not offered in 2022

Media and Warfare
MECS703 H2 (0L-0T-0P-65S-195H-0R-0F-0G-60A-13W-32C)
Prerequisite Requirement: None.
Aim: To provide an understanding of key concepts and debates in the multidisciplinary field of warfare and media.
Content: The course introduces key issues in this relatively new field of study via an initial focus on the pre-television/computer age of so- called traditional warfare. The dynamic relationship betwen warfare and media is futher explored in the focus on more contemporary war and communications, with specific reference to the development of new paradigms and theories.
Practicals: None
Assessment: Seminar papers(40%),research project (60%)

DP Requirement: 80% seminar attendance and the timeous submission of all coursework.
Not offered in 2022

Cultural & Media Stud: Critical Methodology
MECS704 P1 H1 (9L-0T-24P-30S-220H-33R-0F-0G-4A-13W-32C)
Prerequisite Requirement: Admission to Honours/Masters Programme.
Aim: To equip students with the skills necessary to pursue research in the academic, corporate, state and NGO sectors. Students will be (a) introduced to contemporary cultural and critical theories, in relation to a focus research topic and (b) be trained in research methods such as how to run focus groups and conduct interviews.
Content: Contemporary media theory and research methods.
Assessment: Assignments (50%); research project, presentation and exam (50%).
DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.

Digital Design for the New Media
MECS705 (9L-0T-106P-30S-111H-30R-30F-0G-4A-13W-32C)
Prerequisite Requirement: Admission to Honours/Masters Programme and intermediate computer literacy.
Aim: Design, publishing and use of New Media, including web and print. Including Information Age, political and economic and corporate concerns on the Internet, online activism and cyberculture. Use of rich-media and multimedia publishing, including theory, tools and techniques.
Content: Design and typography, Colour and space, introduction to software tools and methods, working with text, style sheets, layout techniques in multiple media, text and graphic effects, new media production process, presentation of assignments / or more on design and field trip to a new media house (if possible) /or session available to cover other areas of design.
Practicals: Designing brochure and/or website; writing a brief for design work.
Assessment: Assignments (40%); Projects (40%); Seminars (10%), Collaborative/Peer Assessments (10%).
DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.
Not offered in 2022

Journalism & Media Theory
MECS707 H1 P1 (0L-0T-24P-26S-237H-30R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Admission to Honours/Masters Programme.
Corequisite: See degree structure.
Aim: This module is directed towards journalism as a career, and concerns journalism as a critical and publicly oriented social practice. The objectives are: (a) a set of field-related skills; and (b) a value-system that emphasizes journalism.
Content: Practice and ethics of news reporting. Discourses of journalism. Critical approaches to understanding journalism as democratic practice. Journalism as communication. Normative theory. Journalism and the public sphere. Theories of news.
Assessment: Writing and editing portfolio; 2 assignments; 4-hour examination.(Final assessment at HC- portfolio submission).
DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.
This module is not offered at Howard College in 2022

Strategic Corporate Communication
MECS708 P2 H2 (0L-0T-0P-36S-230H-50R-0F-0G-4A-13W-32C)
Aim: The module equips learners with with an understanding of corporate communication and the way it can be strategically applied in the private and public sectors.
Content: Content will be selected from a range of specialized areas such as advertising (including campaign construction), brand communication, political communication and corporate social responsibility.
Assessment: 4-hour examination and a portfolio consisting of project work done through the semester.
DP Requirement: Submission of all term work; minimum of 75% attendance at seminars.
This module is not offered at Howard College in 2022

Video Production
MECS709 H1 P1 (0L-0T-106P-30S-120H-30R-30F-0G-4A-13W-32C)

Prerequisite Requirement: Admission to Honours/Masters Programme.
Aim: Introduction to video scripting, filming, editing, post production.
Content: Principles of sound, TV, editing, post-editing, cameras, ENG, studio operations, control room, vision mixing, graphics. The module introduces the language of video production and technology. Emphasis is placed on tools for understanding how video is constructed practically within a broader understanding of the theoretical discussions on media. Basic skills in video production and conceptualisation are linked to a workshopped project incorporating scripting, story boarding, scheduling, lighting, shooting and editing. The project is designed to simulate actual production.
Assessment: Projects
DP Requirement: Minimum of 80% attendance at all tutorials and practicals

Advanced Video Production
MECS710 P2 H2 (0L-0T-106P-30S-120H-30R-30F-0G-4A-13W-32C)
Prerequisite Requirement: Bachelors or Honours degree with video production and intermediate computer literacy.
Corequisite: See degree structure.
Aim: Builds on the skills and understanding already learnt in the basic course (MECS709), with emphasis placed on more technical and aesthetic theory, field production and longer works. Students will learn advanced techniques in scripting, audio and post production. The module will further emphasize the constraints of planning and budget in video production.
Content: Advanced video production from scripting through production to presentation in DVD format.
Assessment: Project (60%); Assignments (40%).
DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.

Consumer Culture
MECS718 (9L-0T-24P-30S-220H-33R-0F-0G-4A-13W-32C)
Prerequisite Requirement: Admission to Honours/Masters Programme.
Aim: To introduce students to the key concepts necessary for a critical understanding of consumer culture.
Content: The course will examine, through an engagement with key texts, the emergence of consumer culture, its trajectories across the 20th century, and its contemporary globalized hegemony as it manifests itself in media/advertising institutions, cultural texts (such as adverts, fashion and media programming), and among audiences/consumers (where identity plays a central role).
Practicals: Applying research methodologies and methods.
Assessment: 2 assignments (50%); research project (50%)
DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.
Not offered in 2022

Introduction to Documentary Video
MECS750 PC (0L-6T-72P-24S-188H-28R-0F-0G-2A-13W-32C)
Prerequisite Requirement: Admission to Honours and permission of Academic Co-ordinator.
Aim: To introduce students to the theory and practice of documentary video as an example of digital video production.
Content: This module will combine seminars on the theory of documentary with a practical introduction to video production. Each student will be expected to produce a short documentary for assessment.
Practicals: 72 hours of practical instruction plus 6 hours of viewing.
Assessment: Class mark 100%
DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.
Not offered in 2022

Research Paper: Media & Cultural Studies
MECS7RP HC PC (0L-0T-0P-0S-320H-0R-0F-0G-0A-13W-32C)
Prerequisite Requirement: Admission to Honours /Masters programme.
Aim: To undertake and complete a competent research project .
Content: Research conducted over one semester on an approved topic in Media and Cultural Studies .
Assessment: Examination of a formal research project .
DP Requirement: Completion by due date of all work designated as required by the supervisor .

Music

Offered in the School of Arts

The modules listed below are from the old curriculum of undergraduate degrees which will phase out completely in 2023. The BA Honours with Music Programme is currently being re-curriculated and those modules will also be phased out in 2023. Some of the modules listed below may not be offered as a result of recurriculation or staffing availability

PLEASE NOTE: Once the old curriculum is taught out these modules will no longer be available.

Aural Perception 1A
MUSC1A1 H1 (15L-15T-0P-0S-32H-15R-0F-0G-3A-13W-8C)
Prerequisite Requirement: Basic Aural Perception A or successful completion of audition for entry into the first year of the Diploma in Jazz and Popular Music.
Aim: To increase facility in perceiving, identifying and naming aspects of pitch and duration.
Content: Identifying and singing intervals within the octave and triads in all inversions, melodic and rhythmic dictation. Comprehensive revision of material covered in Basic Aural Perception A/B.
Assessment: Tests (40%); final examination (60%)
DP Requirement: Attend at least 80% of instruction. Sub-minimum 50% semester mark, sub-minimum 50% examination mark.

Aural Perception 1B
MUSC1A2 H2 (15L-15T-0P-0S-32H-15R-0F-0G-3A-13W-8C)
Prerequisite Modules: Aural Perception 1A
Aim: To continue to increase facility in perceiving, identifying and naming aspects of pitch and duration.
Content: Identifying and singing intervals within the octave and triads in all inversions including open positions, basic 7th chords, basic harmonic, melodic and rhythmic dictation
Assessment: Tests (40%); final examination (60%)
DP Requirement: Attend at least 80% of instruction. Sub-minimum 50% semester mark, sub-minimum 50% examination mark.

African Music and Dance 1A
MUSC1AA HB (0L-20T-0P-0S-119H-20R-0F-0G-1A-13W-16C)
Aim: Assessment of theories of performance practice and development of performance ability in a variety of African music and dance performance genres.
Content: Practical study in various genres of African music and dance, African storytelling and theatre.
Assessment: Weekly progress in the practicals and pre-examination (33.3%); Practical examination (33.3%), Written examination (33.4%)
DP Requirement: Attend at least 80% of instruction; 50% sub-minimum on mid-semester practical examination.

African Music and Dance 1B
MUSC1AB HB (0L-20T-0P-0S-119H-20R-0F-0G-1A-13W-16C)
Aim: Assessment of theories of performance practice and development of performance ability in a variety of African music and dance performance genres.
Content: Practical study in various genres of African music and dance, African storytelling and theatre.
Assessment: Weekly progress in the practicals and pre-examination (33.3%); Practical examination (33.3%), Written examination (33.4%)
DP Requirement: Attend at least 80% of instruction; 50% sub-minimum on mid-semester practical examination.

Choral Studies 1A
MUSC1CA HB (10L-10T-20P-0S-117.5H-0R-0F-0G-2.5A-13W-16C)
Prerequisite Requirement: Knowledge of theory and ability to read staff notation, choral experience and practical audition.
Aim: Students will acquire skills in elementary conducting techniques (breathing, body awareness, beating, dynamics, timing and pulse), sight reading/singing, rhythm, stylistic interpretation and voice building for choirs.
Content: Technical preparation; Basic beating techniques; Reading/singing at sight; Aural perception; Use of the piano,

tuning fork or pitch-pipe to recognise and set the pitch; Transcribing and preparation of scores both in tonic solfa and staff notation; Indigenous repertoire; Voice building for choirs; Analysis of choral pieces with regard to findings necessary for the teaching of the choir; Organisation of rehearsals.
Assessment: Semester's work (33%), Practical examination (67%)
DP Requirement: Attend at least 75% of instruction; submit all assignments on time.

Choral Studies 1B
MUSC1CB HB (10L-10T-20P-0S-117.5H-0R-0F-0G-2.5A-13W-16C)
Prerequisite Requirement: Choral Studies 1A
Aim: Students will acquire skills in elementary conducting techniques (breathing, body awareness, beating, dynamics,

timing and pulse), sight reading/singing, rhythm, stylistic interpretation and voice building for choirs.
Content: Technical preparation; Basic beating techniques; Reading/singing at sight; Aural perception; Use of the piano, tuning fork or pitch-pipe to recognise and set the pitch; Transcribing and preparation of scores both in tonic solfa and staff notation; Indigenous repertoire; Voice building for choirs; Analysis of choral pieces with regard to findings necessary for the teaching of the choir; Organisation of rehearsals.
Assessment: Semester's work (33%); Practical examination (67%)
DP Requirement: Attend at least 75% of instruction; submit all assignments on time.

Music Ensemble 1A
MUSC1EA HB (0L-0T-30P-0S-50H-0R-0F-0G-0A-13W-8C)
Prerequisite Requirement: Successful audition.
Aim: To develop the knowledge and skills needed for successful participation in a music ensemble.
Content: Repertoire, stylistic considerations, instrumental technique, and performance demands.
Practicals: Performances
Assessment: Semester work (100%)
DP Requirement: Absence from 1 rehearsal only without acceptable excuse; attend all performances.

Music Ensemble 1B
MUSC1EB HB (0L-0T-30P-0S-50H-0R-0F-0G-0A-13W-8C)
Prerequisite Requirement: Music Ensemble 1A
Aim: To develop the knowledge and skills needed for successful participation in a music ensemble.
Content: Repertoire, stylistic considerations, instrumental technique, and performance demands.
Practicals: Performances
Assessment: Semester work (100%)
DP Requirement: Absence from 1 rehearsal only without acceptable excuse; attend all performances

Introduction to Music Fundamentals A
MUSC1FA H1 (39L-10T-0P-0S-82H-26R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Successful performance in module admission test, or at discretion of the Academic Co-ordinator.
Aim: The module aims to convey all elementary aspects of music theory to students so that they become familiar with musical notation, the terminology used by musicians, and the basic concepts relating to pitch, rhythm and other musical parameters. It also aims to develop basic musical skills through practical exercises in reading, writing and listening to music.
Content: The staff, treble and bass clefs; principles of notation; tonic solfa; the layout of the keyboard; major and minor keys, key signatures and scales; pitch intervals; note values; rests; simple and compound time; performance directions.
Assessment: Assignments and tests (40%), Mini-examinationss (60%)
DP Requirement: Attend at least 75% of instruction.

Introduction to Music Fundamentals B
MUSC1FB H2 (39L-10T-0P-0S-82H-26R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Introduction to Music Fundamentals A or at discretion of Academic Co-ordinator.
Aim: The module aims to build on the knowledge and skills acquired in Introduction to Music Fundamentals A, conveying all elementary aspects of music theory, with a particular emphasis on harmonic concepts, and providing further practice in music reading, writing and listening.
Content: Technical names for scale degrees; transposition; irregular time divisions; triad types, inversions and symbols;

voices in score; four-part chords in root position; cadences; basic principles of harmonization and harmonic analysis.
Assessment: Assignments and tests (40%), Mini-examinationss (60%)
DP Requirement: Attend at least 75% of instruction.

History of Jazz & Popular Music 1A
MUSC1H1 H1 (22.5L-11.25T-0P-0S-24H-11R-0F-0G-11.25A-13W-8C)
Prerequisite Requirement: Audition or completion of the Music Foundation programme and certificate.
Aim: To acquaint students with the music described as Early Jazz and the coalescence of its substyles to form jazz in and around New Orleans at the turn of the century.
Assessment: Continuous assessment, 4 tests, 2 assignments and 1 oral presentation.

DP Requirement: 80% attendance and an oral presentation.

History of Jazz & Popular Music 1B
MUSC1H2 H2 (22.5L-11.25T-0P-0S-24H-11R-0F-0G-11.25A-13W-8C)
Prerequisite Requirement: History of Jazz & Popular Music 1A
Aim: To acquaint students with the development of big band jazz in the swing era. The social forces that gave rise to the bebop revolution and how these were reflected.
Assessment: Continuous assessment, 4 tests, 2 assignments and 1 oral presentation.
DP Requirement: 80% attendance and an oral presentation.

Popular & Traditional Musics: Africa & Beyond
MUSC1HA H1 (30L-10T-0P-0S-117H-0R-0F-0G-3A-13W-16C)
Aim: To provide an overview of the music of Africa, exposing students to the diversity of musical styles, forms, elements and cultural trends, and to the roles of music and musicians in different regions. To encourage students to listen for and investigate the characteristic techniques found in the music of Africa and its historical and sociological aspects. To sharpen students' awareness of the intrinsic qualities of many of the musical genres of different regions by placing them in their proper historical and cultural contexts.
Content: Introduction to Music, Culture and History, Musics of Southern Africa, Popular Music of West and Central Africa, Introduction to Jazz.
Assessment: Assignments and tests (50%), examination (50%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; 40% sub-minimum semester mark.

Western Classical Music: An Introduction
MUSC1HB H2 (30L-10T-0P-0S-117H-0R-0F-0G-3A-13W-16C)
Aim: To provide an overview of Western Music, exposing students to the diversity of musical styles, forms, elements and cultural trends as well as to the roles of music and musicians in society. To encourage students to listen for and to investigate not only the characteristic features and techniques of Western music but also its historical and sociological aspects. To sharpen the students' awareness of the intrinsic qualities of many of the musical genres of different regions by always placing them in their proper historical and cultural contexts.
Content: Introduction to the History of Western Classical Music: the Middle Ages, the Renaissance, the Baroque Period, the Classical Period, Romanticism, and the Modern Age. An introduction to setworks: Bach “St Matthew Passion” and Beethoven “Symphony No. 3”.
Assessment: Assignments and Tests (50%); examination (50%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; 40% sub-minimum semester mark.

Keyboard Studies 1A
MUSC1KA HB (0L-10T-0P-0S-149.7H-0R-0F-0G-0.3A-13W-16C)
Prerequisite Requirement: Introduction to Music Fundamentals A or equivalent knowledge.
Aim: Practical work in basic keyboard technique and the playing of selected repertoire commensurate with this level. May be offered first or second semester, but offered only if there are sufficient number of students.
Content: Selected major and minor scales; selected broken chords; elementary sight-reading; preparation of simple pieces for performance.
Assessment: Semester work (33.3%), Examinations (66.7%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Keyboard Studies 1B

MUSC1KB HB (0L-10T-0P-0S-149.7H-0R-0F-0G-0.3A-13W-16C)

Prerequisite Requirement: Keyboard Studies 1A

Aim: Continued practical study progressing from the level required for Keyboard Studies 2A, focusing on technical development and the reading of more advanced staff notation.

Content: Major and minor scales in all keys; more advanced broken chords; transportation of five-finger patterns in major keys starting on a white note; sight-reading; preparation of simple pieces for performance.

Assessment: Semester work (33.3%), Examinations (66.7%)

DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

First Practical Study 1A

MUSC1PA HB (0L-10T-0P-0S-149.5H-0R-0F-0G-0.5A-13W-16C)

Prerequisite Requirement: Practical audition. Audition requirements available on request.

Aim: To give students a thorough grounding in instrumental technique, reading/singing at sight, rhythm, stylistic interpretation and improvisation.

Content: Technical preparation; Reading/singing at sight; Study and interpretation of specific style periods; Application of musical knowledge through independent interpretation of unfamiliar music scores.

Assessment: Concert attendance (10%), Semester work (33.3%), Practical examinations (56.7%)

DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark. Compulsary for all Classical Students requiring accompaniment to attend 3(Three) rehearsals before the exam.

First Practical Study 1B

MUSC1PB HB (0L-10T-0P-0S-149.5H-0R-0F-0G-0.5A-13W-16C)

Prerequisite Requirement: First Practical Study 1A

Aim: Continued practical study progressing from the level required for First Practical Study 1A. Attendance at specific campus concerts is required.

Content: Technical preparation; Reading/singing at sight; Study and interpretation of specific style periods; Application of musical knowledge through independent interpretation of unfamiliar music scores.

Assessment: Concert attendance (10%); Semester work (33.3%); Practical examinations (56.7%)

DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark. Compulsary for all Classical Students requiring accompaniment to attend 3(Three) rehearsals before the exam.

Second Practical Study 1A

MUSC1SA HB (0L-10T-0P-0S-149.7H-0R-0F-0G-0.3A-13W-16C)

Prerequisite Requirement: Proficiency at reading staff notation.

Aim: Introduction to the following musical skills and applied musical concepts: pulse, rhythm, phrasing, colour, dynamics, articulation, density, texture and timing, elementary reading/singing at sight, basic stylistic interpretation and improvisation.

Content: Technical preparation, reading/singing at sight, study and interpretation of specific style periods.

Assessment: Semester work (33.3%); Practical examination (66.7%)

DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Second Practical Study 1B

MUSC1SB HB (0L-10T-0P-0S-149.7H-0R-0F-0G-0.3A-13W-16C)

Prerequisite Requirement: Second Practical Study 1A

Aim: Introduction to the following musical skills and applied musical concepts: pulse, rhythm, phrasing, colour, dynamics, articulation, density, texture and timing, elementary reading/singing at sight, basic stylistic interpretation and improvisation.

Content: Technical preparation, reading/singing at sight, study and interpretation of specific style periods.

Assessment: Semester work (33.3%); Practical examination (66.7%)

DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Jazz & Popular Music Theory 1A

MUSC1T1 H1 (22.5L-11.25T-11.25P-0S-19H-11R-0F-0G-5A-13W-8C)

Prerequisite Requirement: Grade V Theory

Aim: Introduction to basic harmonic concepts through chord structures, chord usage and chord progressions. Basic keyboard skills.

Content: Diatonic chord progressions. The II -V relationship. Dominant, secondary and extended dom. Functions. Scales & tensions. Keyboard skills. II -V -I with drop 2 voicings. Seventh chords & scales.

Assessment: Tests and assignments (40%), Final Examination (60%)

DP Requirement: 50% semester mark.

Jazz & Popular Music Theory 1B

MUSC1T2 H2 (22.5L-11.25T-11.25P-0S-19H-11R-0F-0G-5A-13W-8C)

Prerequisite Requirement: Jazz & Popular Music Theory IA

Aim: Continuation of IA. More complex harmonic analysis of chord progression. Keyboard skills at a higher level of difficulty.

Content: Substitute dom. Second substitute dom. Modal interchange. Modulations. Re-harmonisation of dim.7th Chords patterns. Minor II - V -I progressions and spread voicings for keyboard. Scales & tensions. Keyboard skills. II - V -I with drop 2 voicings. Seventh chords & scales.

Assessment: Tests and assignments (40%), Final Examination (60%)

DP Requirement: DP Requirement: 50% semester mark.

Music Theory and Perception 1A

MUSC1TA H1 (30L-20T-0P-0S-105H-0R-0F-0G-5A-13W-16C)

Prerequisite Requirement: Introduction to Music Fundamentals B or UNISA Grade 5 or equivalent knowledge.

Aim: To convey elementary harmonic principles and concepts to students, enabling them to harmonise and analyse four-part writing for soprano, alto, tenor and bass voices. A course in aural instruction to increase facility in perceiving, identifying and naming aspects of pitch and duration.

Content: Tonal music and functional harmony, triads and the four-part chord in root position, chords in first inversion, including harmonisation of the melodic minor scale, chords in second inversion, and the dominant seventh chord, intervals, rhythmic and melodic dictation and chordal progressions.

Assessment: Assignments (40%), Examinations (60%)

DP Requirement: Attend at least 80% of instruction; submit all assignments on time.

Music Theory and Perception 1B

MUSC1TB H2 (30L-20T-0P-0S-105H-0R-0F-0G-5A-13W-16C)

Prerequisite Requirement: Music Theory and Perception 1AB

Aim: To convey elementary harmonic principles and concepts to students, enabling them to harmonise and analyse more complex four-part writing for soprano, alto, tenor and bass voices. The aural component focuses on all elements of musical expression, including range and tessitura of instruments and voices, the density and distribution of sounds, range of timbral colours and dynamics, articulations and phrasing. To enable students to respond as critcal listeners.

Content: The dominant ninth and diminished seventh chord, modulation: pivot-chord and abrupt, secondary dominants and seventh chords, melodic decoration, formal analysis, rhythmic, melodic and four-part harmonic dictation, music appreciation.

Assessment: Assignments (40%); Examinations (60%)

DP Requirement: Attend at least 80% of instruction; submit all assignments on time.

Vocal Workshop 1A

MUSC1VA H1 (0L-10T-28P-0S-36H-3R-0F-0G-3A-13W-8C)

Aim: To initiate and lay the foundation for the bodily/kinetic and linguistic/ communicative aspects of training for vocal performance in the broadest sense. A practical module suitable for students concerned with any type of musical performance and education, and essential for those pursuing further study in opera and music theatre.

Content: Physical and movement training; Stagecraft and communication; Word skills (English, Italian, IsiZulu, Latin).

Assessment: Tests and assignments (40%); Practical assessments (60%)

DP Requirement: Attend at least 75% of instruction in each sub-module; submit all assignments on time.

Vocal Workshop 1B
MUSC1VB H2 (0L-10T-28P-0S-36H-3R-0F-0G-3A-13W-8C)
Prerequisite Requirement: Vocal Workshop 1A
Aim: To extend the bodily/kinetic and linguistic/communicative skills acquired in Vocal Workshop 1A, with the goal of presenting a group vocal performance before an audience. To prepare for the extensive and theatrically specialised training of second-level courses, while offering a broad physical and lingual orientation for vocalists.
Content: Continuation of practical exercises in stagecraft and improvisation; introduction to concepts from Alexander and Laban techniques; rehearsal of movement and dance sequences; Word skills - grammatical insight and communication in performance using texts in English, Italian, IsiZulu, Latin.
Assessment: Tests and assignments (40%); Practical assessment (60%)
DP Requirement: Attend at least 75% of instruction in each sub-module; submit all assignments on time.

Workshop in Jazz & Popular Music 1A
MUSC1W1 H1 (0L-0T-22.5P-0S-56H-0R-0F-0G-1.5A-13W-8C)
Aim: Introduces students to the fundamental methods of thinking necessary for jazz Improvisation.
Content: Chord tone improvisation. Inside\outside concepts.
Assessment: Practical tests & assignments (40%), Final Practical Examination (60%)
DP Requirement: 50% semester mark.

Workshop in Jazz & Popular Music 1B
MUSC1W2 H2 (0L-0T-22.5P-0S-56H-0R-0F-0G-1.5A-13W-8C)
Aim: Continuation of improvisational methods initiated in Workshop in Jazz & Popular Music IA.
Content: Linear improvisation. II -V -I melodic patterns. Chord sequences Form and structure.
Assessment: Practical tests & assignments (40%), Final Practical Examination (60%)
DP Requirement: 50% semester mark.

Jazz Workshop 1A
MUSC1WA HB (0L-10T-0P-0S-69.75H-0R-0F-0G-0.25A-13W-16C)
Prerequisite Requirement: Admission into First Practical Study 1A
Aim: The development of knowledge and skill in jazz improvisation. Interpretation, ensemble playing and sight-reading.
Content: Jazz theory and technical skills relevant to jazz improvisation, Common forms and chord sequences, Elements of style, How to arrange and rehearse jazz "heads", Repertoire.
Assessment: Semester work (33.3%); Practical examination (66.7%)
DP Requirement: Attend at least 80% of instruction; sub-minimum 50% semester mark.

Jazz Workshop 1B
MUSC1WB HB (0L-10T-0P-0S-69.75H-0R-0F-0G-0.25A-13W-16C)
Prerequisite Requirement: Jazz Workshop 1A
Aim: The development of knowledge and skill in jazz improvisation. Interpretation, ensemble playing and sight-reading.
Content: Jazz theory and technical skills relevant to jazz improvisation, Common forms and chord sequences, Elements of style, How to arrange and rehearse jazz "heads", Repertoire.
Assessment: Semester work (33.3%); Practical examination (66.7%)
DP Requirement: Attend at least 80% of instruction; sub-minimum 50% semester mark.

Aural Perception 2A
MUSC2A1 H1 (15L-15T-0P-0S-32H-15R-0F-0G-3A-13W-8C)
Prerequisite Modules: Aural Perception 1B
Aim: To continue to increase facility in perceiving, identifying and naming aspects of pitch and duration.
Content: Identifying and singing intervals within the octave as well as compound intervals. Triads and 7th chords in all inversions including open positions, harmonic, melodic and rhythmic dictation of increasing length, dissonance and complexity.
Assessment: Tests (40%); final examination (60%)
DP Requirement: **Attend at least 80% of instruction. Sub-minimum 50% semester mark, sub-minimum 50% examination mark**

Aural Perception 2B
MUSC2A2 H2 (15L-15T-0P-0S-32H-15R-0F-0G-3A-13W-8C)

Prerequisite Modules: Aural Perception 2A
Aim: To continue to increase facility in perceiving, identifying and naming aspects of pitch and duration.
Content: Identifying and singing intervals within the octave as well as compound intervals. Triads and 7th chords in all inversions including open positions, extended chords, harmonic, melodic and rhythmic dictation of increasing length, dissonance and complexity.
Assessment: Tests (40%); final examination (60%)
DP Requirement: Attend at least 80% of instruction. Sub-minimum 50% semester mark, sub-minimum 50% examination mark.

African Music and Dance 2A
MUSC2AA HB (0L-20T-0P-0S-119H-20R-0F-0G-1A-13W-16C)
Prerequisite Requirement: African Music and Dance 1A & 1B
Aim: Assessment of theories of performance practice and development of performance ability in a variety of African music and dance performance genres.
Content: Practical study in various genres of African music and dance, African storytelling and theatre.
Assessment: Weekly progress in the practicals and pre-examination: (33.3%), Practical examination (33.3%), Written examination (33.4%)
DP Requirement: Attend at least 80% of instruction; 50% sub-minimum on mid-semester practical exam.

African Music and Dance 2B
MUSC2AB HB (0L-20T-0P-0S-119H-20R-0F-0G-1A-13W-16C)
Prerequisite Requirement: African Music and Dance 1A & 1B
Aim: Assessment of theories of performance practice and development of performance ability in a variety of African music and dance performance genres.
Content: Practical study in various genres of African music and dance, African storytelling and theatre.
Assessment: Weekly progress in the practicals and pre-examination (33.3%), Practical examination (33.3%), Written examination (33.4%)
DP Requirement: Attend at least 80% of instruction; 50% sub-minimum on mid-semester practical examination.

Comp & Arranging in Jazz & Pop Music 1A
MUSC2C1 H1 (22.5L-11.25T-0P-0S-24H-11R-0F-0G-11.25A-13W-8C)
Prerequisite Requirement: None
Aim: To introduce students to the basic rules and principles used for arranging and composing.
Content: Instrument ranges - Form - Principles of melodic analysis. Two-part writing. Score analysis and background writing.
Assessment: Tests and assignments (40%), Final Examination (60%)
DP Requirement: 50% semester mark.

Comp & Arranging in Jazz & Pop Music 1B
MUSC2C2 H2 (22.5L-11.25T-0P-0S-24H-11R-0F-0G-11.25A-13W-8C)
Prerequisite Modules: Composition and Arranging: Jazz & Popular Music 1A
Aim: To complete the various principels of melodic analysis and introduce basic voicing techniques.
Content: Melodic approach techniques, counter lines, Soli writing, Spread voicings, tensions and low interval limits.
Assessment: Tests and assignments (40%), Final examination (60%)
DP Requirement: **50% semester mark.**

Choral Studies 2A
MUSC2CA HB (10L-10T-20P-0S-117.5H-0R-0F-0G-2.5A-13W-16C)
Prerequisite Requirement: Choral Studies 1B
Aim: Application of skills acquired in Choral Studies 1A & 1B in the context of training vocal groups and vocal/instrumental groups, expansion of repertoire.
Content: Score reading, voice building, warm-up techniques, thorough grounding in accepted conducting techniques, intonation, repertoire: Baroque, Classical and Romantic; African indigenous music.
Assessment: Course work (33%); Practical examination (67%)
DP Requirement: Attend at least 75% of instruction; submit all assignments on time.

Choral Studies 2B
MUSC2CB HB (10L-10T-20P-0S-117.5H-0R-0F-0G-2.5A-13W-16C)
Prerequisite Requirement: Choral Studies 2A
Aim: Thorough grounding in and consolidation of conducting techniques, sight singing/reading, stylistic interpretation and voice building for choirs, expansion of repertory.
Content: Technical preparation, basic breathing techniques, transcription, organisation of rehearsals.
Assessment: Course work (33%); Practical examination (67%)
DP Requirement: Attend at least 75% of instruction; submit all assignments on time.

Music Ensemble 2A (DipJP)
MUSC2E1 H1 (0L-0T-45P-0S-30H-3R-0F-0G-2A-13W-8C)
Prerequisite Requirement: Music Ensemble IB.
Aim: Develop the knowledge and skills needed for successful participation in a music ensemble.
Content: Repertoire. Stylistic considerations. Instrumental technique and performance demands.
Assessment: Semester work (40%), Final Practical Examination (60%)
DP Requirement: 50% semester mark.

Music Ensemble 2B (DipJP)
MUSC2E2 H2 (0L-0T-45P-0S-30H-3R-0F-0G-2A-13W-8C)
Prerequisite Requirement: Music Ensemble 2A (DipJP)
Aim: Develop the knowledge and skills needed for successful participation in a music ensemble.
Content: Repertoire. Stylistic considerations. Instrumental technique and performance demands.
Assessment: Semester work (40%), Final Practical Examination (60%)
DP Requirement: 50% semester mark.

Music Ensemble 2A
MUSC2EA HB (0L-0T-30P-0S-50H-0R-0F-0G-0A-13W-8C)
Prerequisite Requirement: Music Ensemble 1B
Aim: To develop the knowledge and skills needed for successful participation in a music ensemble.
Content: Repertoire, stylistic considerations, instrumental technique, performance demands.
Practicals: Performances
Assessment: Semester work (100%)
DP Requirement: Absence from 1 rehearsal only without acceptable excuse; attend all performances.

Music Ensemble 2B
MUSC2EB HB (0L-0T-30P-0S-50H-0R-0F-0G-0A-13W-8C)
Prerequisite Requirement: Music Ensemble 2A
Aim: To develop the knowledge and skills needed for successful participation in a music ensemble.
Content: Repertoire, stylistic considerations, instrumental technique, performance demands.
Practicals: Performances
Assessment: Semester work (100%)
DP Requirement: Absence from 1 rehearsal only without acceptable excuse; attend all performances.

Introductory Music Theory and Perception A
MUSC2FA H1 (30L-20T-0P-0S-105H-0R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Introduction to Music Fundamentals B or equivalent knowledge.
Aim: To convey to students those harmonic principles and concepts that will enable them to harmonise and analyse relatively simple four-part writing for soprano, alto, tenor and bass voices. Aural instruction will be required to increase students' facility in perceiving, identifying and naming aspects of pitch and duration.
Content: Tonal music and functional harmony, triads and the four-part chord in root position, chords in first inversion, including harmonisation of the melodic minor scale, chords in second inversion, and the dominant seventh chord, intervals, rhythmic and melodic dictation and chordal progressions.
Assessment: Assignments (40%); Examination (60%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time.

Introductory Music Theory and Perception B

MUSC2FB H2 (30L-20T-0P-0S-105H-0R-0F-0G-5A-13W-16C)

Prerequisite Requirement: Introductory Music Theory and Perception A

Aim: To convey to students those harmonic principles and concepts that will enable them to harmonise and analyse complex, four-part writing for soprano, alto, tenor and bass voices. The aural component enables students to identify and discuss many elements of musical expression, including range and tessitura of instruments and voices, the density and distribution of sounds, ranges of timbral colours and dynamics, articulations and phrasing.

Content: The dominant ninth and diminished seventh chords, modulation: pivot-chord and abrupt, secondary dominants and seventh chords, melodic decoration, formal analysis, rhythmic, melodic and four-part harmonic dictation, music appreciation.

Assessment: Assignments (40%); Examination (60%)

DP Requirement: Attend at least 80% of instruction; submit all assignments on time.

Languages for Singers A

MUSC2GA H1 (39L-10T-0P-0S-26H-0R-0F-0G-5A-13W-8C)

Prerequisite Requirement: Vocal Workshop 1B

Aim: To consolidate language skills learnt at first level, through further studies in Italian, and by developing performance skills in German. Concentration of the module is on grammar insofar as it enables comprehension of sung texts; on pronunciation and accent in performance, and on the historical and cultural backgrounds of specific repertoires, with reference to textual considerations.

Content: Further studies in Italian grammar and pronunciation; introduction to German grammar and pronunciation; comparison of general linguistic structures; exercises in construing and pronouncing aria and Lieder texts; and an overview of cultural epochs and their relations to examples of texts and their delivery in vocal music.

Assessment: Semester work (67%); Examinations (33%)

DP Requirement: Attend at least 75% of instruction; submit all assignments on time.

Languages for Singers B

MUSC2GB H2 (39L-10T-0P-0S-26H-0R-0F-0G-5A-13W-8C)

Prerequisite Requirement: Vocal Workshop 1B

Aim: To extend the skills already learnt in Italian and German by studying vocal repertoires opera, Lieder, and choral compositions in those languages. Learners will practice translation of sung texts and study the appropriate stylistic approaches to the performance of various prescribed compositions.

Content: Linguistic study of selected musical examples (arie antiche, later Italian opera, Lieder of the Romantic period, German Romantic opera), introduction to the singing of Latin liturgical texts, and the performing traditions associated with Italian and German repertoires.

Assessment: Semester work (67%); Examinations (33%)

DP Requirement: Attend at least 75% of instruction; submit all assignments on time.

History of Jazz & Popular Music 2A

MUSC2H1 H1 (22.5L-11.25T-0P-0S-24H-11R-0F-0G-11.25A-13W-8C)

Prerequisite Requirement: History of Jazz & Popular Music 1B

Aim: To introduce students to cool Jazz and hard bop. The music of John Coletrane. Ornette Coleman's conception of free Jazz. Extended pop song forms.

Assessment: Continuous assessment, 4 tests, 2 assignments and 1 oral presentation.

DP Requirement: 80% attendance and an oral presentation.

History of Jazz & Popular Music 2B

MUSC2H2 H2 (22.5L-11.25T-0P-0S-24H-11R-0F-0G-11.25A-13W-8C)

Prerequisite Requirement: History of Jazz & Popular Music 2A

Aim: To familiarise students with Miles Davis' musical activities in the 60's i.e. free jazz and the use of technology. Special focus also on Weather Report and Neoclassicism of Wynton Marsalis.

Assessment: Continuous assessment, 4 tests, 2 assignments and 1 oral presentation.

DP Requirement: 80% attendance and an oral presentation.

Music, Culture and History 2A

MUSC2HA H1 (33L-6T-0P-0S-118H-0R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Popular & Traditional Musics: Africa & Beyond or Western Classical Music: An Introduction;

Introduction to Music Fundamentals B or equivalent knowledge and at least one 16-credit, first-level language module, chosen with the approval of the Academic Co-ordinator in accordance with the College's assessment of the student's language requirements.
Corequisite: None
Aim: To develop a balanced perception of musical traditions and cultures of the world. To sharpen the students' awareness of the intrinsic qualities of the musical genres of the world by placing them in their proper historical and cultural context.
Content: Varies from year to year and may include such topics as the Classical and Romantic Symphony, Jazz in South Africa, Berg's Wozzeck, World music, and Monteverdi's Orfeo.
Assessment: Assignments and Tests (50%); Examination (50%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; 40% sub-minimum semester mark.

Music, Culture and History 2B
MUSC2HB H2 (33L-6T-0P-0S-118H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Popular & Traditional Musics: Africa & Beyond or Western Classical Music: An Introduction; Introduction to Music Fundamentals B or equivalent knowledge and at least one 16-credit, first-level language module, chosen with the approval of the Academic Co-ordinator in accordance with the College's assessment of the student's language requirements.
Corequisite: None
Aim: To develop a balanced perceptions of musical traditions and cultures of the world. To sharpen the students' awareness of the intrinsic qualities of the musical genres of the world by placing them in their proper historical and cultural context.
Content: Varies from year to year and may include such topics as Music, Gender and Sexuality, South African Women in Music, Style Analysis, the String Quartet, Modern Jazz, Music and Cultural Survival.
Assessment: Assignments and Tests (50%); Examination (50%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; 40% sub-minimum semester mark.

Keyboard Studies 2A
MUSC2KA HB (0L-10T-0P-0S-149.7H-0R-0F-0G-0.3A-13W-16C)
Prerequisite Requirement: Keyboard Studies 1B
Aim: To improve keyboard skills, progressing from the level required for Keyboard Studies 1B, focusing on keyboard technique and more advanced reading and playing skills.
Content: More advanced technical studies, including scales and arpeggios; the reading of more advanced staff notation, more advanced sight-reading and transposition exercises, and the performance of more difficult pieces for performance.
Assessment: Semester work (33.3%); Practical examinations (66.7%)
DP Requirement: Attendance, sub-minimum 50% semester mark.

Keyboard Studies 2B
MUSC2KB HB (0L-10T-0P-0S-149.7H-0R-0F-0G-0.3A-13W-16C)
Prerequisite Requirement: Keyboard Studies 2A
Aim: To improve students' keyboard technique, their ability to sight-read, to practice and to perform keyboard music, progressing from the level required for Keyboard Studies 2A.
Content: More advanced technical studies, the reading of more advanced staff notation, more advanced sight-reading, and transposition.
Assessment: Semester work (33.3%); Practical examinations (66.7%)
DP Requirement: Attendance, sub-minimum 50% semester mark.

Orchestral Performance 1A
MUSC2OA HB (0L-10T-0P-0S-149.5H-0R-0F-0G-0.5A-13W-16C)
Prerequisite Requirement: First Practical Study 1B and permission from the Academic Co-ordinator.
Aim: Introduction to and practical experience of the orchestral literature for the chosen instrument within a broad style range.
Content: Learning the basics of how to study orchestral parts, preparation for and participation in rehearsals, developing basic listening skills essential to orchestral playing, how to follow the instructions of a conductor, playing with correct timing and dynamics, developing a feel for specifically "orchestral" technique as applicable to the chosen instrument, study of orchestral literature for the chosen instrument through a selection from the following style periods: Early,

Classical, Romantic and Contemporary.
Assessment: Semester work (33.3%), Practical examination (66.7%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Orchestral Performance 1B
MUSC2OB HB (0L-10T-0P-0S-149.5H-0R-0F-0G-0.5A-13W-16C)
Prerequisite Requirement: Orchestral Performance 1A
Aim: Introduction to and practical experience of the orchestral literature for the chosen instrument within a broad style range.
Content: Learning the basics of how to study orchestral parts and the preparation for and participation in rehearsals, developing basic listening skills essential to orchestral playing, how to follow the instructions of a conductor and playing with correct timing and dynamics, developing a feel for specifically "orchestral" technique as applicable to the chosen instrument, study of orchestral literature for the chosen instrument through a selection from the following style periods: Early, Classical, Romantic and Contemporary styles.
Assessment: Semester work (33.3%), Practical examination (66.7%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

First Practical Study 2A
MUSC2PA HB (0L-10T-0P-0S-149.5H-0R-0F-0G-0.5A-13W-16C)
Prerequisite Requirement: First Practical Study 1B
Aim: To give students a thorough grounding in instrumental technique, read/singing at sight, rhythm, stylistic interpretation and improvisation.
Content: Technical preparation, Reading/Singing at sight, Study and interpretation of specific style periods. Application Of musical knowledge through independent interpretation of unfamiliar music scores.
Assessment: Concert attendance (10%), semester work (33.3%), Practical examination (56.7%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson, absence from only 1 lesson without permission, sub-minimum 50% semester mark. Compulsary for all Classical Students requiring accompaniment to attend 3(Three) rehearsals before the exam.

First Practical Study 2B
MUSC2PB HB
Perrequisite Requirement: First Practical Study 2A
Aim: Continued practical study progressing from the level required for first practical Study 1A. Attendance at specific campus concerts is required.
Content: Technical preparation, Reading/singing at sight. Study and interpretation of specific style periods. Application of musical knowledge through independant interpretation of unfamiliar music scores.
Assessment: Concert attendance (10%), Semester work (33.3%), Practical examination (56.7%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson, absence from only 1 lesson without permission, sub-minimum 50% semester mark. Compulsary for all Classical Students requiring accompaniment to attend 3(Three) rehearsals before the exam.

Second Practical Study 2A
MUSC2SA HB (0L-10T-0P-0S-149.7H-0R-0F-0G-0.3A-13W-16C)
Prerequisite Requirement: Second Practical Study 1B
Aim: To achieve a good command of rhythm and other musical elements as well as basic technical skills, to be fluent at reading a more advanced musical score and to be skilled at selecting appropriate practice methods.
Content: Technical preparation, reading/singing at sight, study and interpretation of specific style periods.
Assessment: Semester work (33.3%); Practical examination (66.7%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Second Practical Study 2B
MUSC2SB HB (0L-10T-0P-0S-149.7H-0R-0F-0G-0.3A-13W-16C)
Prerequisite Requirement: Second Practical Study 2A

Aim: To achieve a good command of rhythm and other musical elements as well as basic technical skills, to be fluent at reading a more advanced musical score and to be skilled at selecting appropriate practice methods.
Content: Technical preparation, reading/singing at sight, study and interpretation of specific style periods.
Assessment: Semester work (33.3%); Practical examination (66.7%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Jazz & Popular Music Theory 2A
MUSC2T1 H1 (22.5L-11.25T-11.25P-0S-19H-11R-0F-0G-5A-13W-8C)
Prerequisite Requirement: Jazz & Popular Music Theory 1B
Aim: Continuation of IB. Continues to develop student's facility for creating meaningful functional harmonic progressions. Keyboard skills continue at a higher level of difficulty for non-pianists.
Content: Deceptive resolution of V7/J. Dominant chords without dom. function. Extended endings and turnarounds. Modulations - Keyboard - all modes. Blues all keys. Voice leading chords with walking bass line in the left hand.
Assessment: Tests and assignments (40%), Final Examination (60%)
DP Requirement: 50% semester mark.

Jazz & Popular Music Theory 2B
MUSC2T2 H2 (22.5L-11.25T-11.25P-0S-19H-11R-0F-0G-5A-13W-8C)
Prerequisite Requirement: Jazz &Popular Music Theory 2A
Aim: Emphasis in this module is placed more on the use of harmony in the areas of Composition and Arranging and not so much on harmonic analysis. Keyboard skills continue until the end of this semester.
Content: Pedal point and ostinato. Modal harmony - Modal writing. Re-harmonisation using 'Hybrid' chord structures. Keyboard - Scales and arpeggios - Blues. Construction of a bass line. Harmonisation of a melody.
Assessment: Tests and assignments (40%), Final Examination (60%)
DP Requirement: 50% semester mark.

Music Theory and Perception 2A
MUSC2TA H1 (30L-20T-0P-0S-107H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Music Theory and Perception 1A & 1B
Aim: To introduce learners to the basic principles of contrapuntal writing and analysis, and to advance the harmonisation skills learned in Music Theory and Perception 1A & 1B. Learners may choose to specialise in more advanced classical or jazz studies for 50% of the module.
Content: Contrapuntal writing exercises using a modified species approach; introduction to motivic analysis via selected examples of tonal music; chord extensions; major modes; tritone substitution; Blues reharmonisation; rhythmic, melodic and four-part harmonic dictation.
Assessment: Assignments and aural tests (40%); Examinations (60%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time.

Music Theory and Perception 2B
MUSC2TB H2 (30L-20T-0P-0S-107H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Music Theory and Perception 2A
Aim: To acquaint learners with the resources of chromatic harmony, enabling them to gain an analytical understanding of music which uses these techniques, and to create their own compositional examples. Learners may choose to specialize in more advanced classical or jazz studies for 50% of the module.
Content: Modal mixture and altered chords; chromaticism in extended passages; formal and harmonic analysis of selected examples of tonal music; melodic minor harmony and chord derivation; third-related harmony; Coltrane changes; the diminished axis; advanced harmonic dictation and fundamental aural structures in classical and jazz repertoire.
Assessment: Assignments and aural tests (40%); Examinations (60%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time.

Vocal Workshop 2A
MUSC2VA H1 (5L-0T-27P-0S-41H-4R-0F-0G-3A-13W-8C)
Prerequisite Requirement: Vocal Workshop 1B
Aim: The module pursues a combination of bodily and vocal training in relation to a more specialised theatrical context

than its first-level equivalent. Learners undertake improvisations with an emphasis on individual (rather than group) representation, and exercise originality in short script-writing tasks and their dramatic realisation.
Content: Vocal and breathing exercises, dramatic improvisation using individual protagonists, dance steps and movement conventions in theatre, writing dialogue for the stage, dramatic representation of music, historical bases of criticism in music theatre.
Assessment: Assignments (40%); Tests (60%)
DP Requirement: Attend at least 75% of instruction in each sub-module; submit all assignments on time.

Vocal Workshop 2B
MUSC2VB H2 (5L-0T-27P-0S-41H-4R-0F-0G-3A-13W-8C)
Prerequisite Requirement: Vocal Workshop 2A
Aim: To extend the work of Vocal Workshop 2A, focusing on individual representation using script-writing tasks and their realisation in performance. To provide learners with the technical and imaginative capacities to interpret advanced repertoire in theatrical, public presentation. A performing project devoted to choric-poetic subjects is mounted.
Content: Vocal and breathing exercises, dramatic improvisation using individual protagonists, dance steps and movement conventions in theatre, writing dialogue for the stage, dramatic representation of music, choric-poetic styles viewed historically and in contemporary practice.
Assessment: Tests (40%); Assignments (30%); Practical assessment (public performance) (30%)
DP Requirement: Attend at least 75% of instruction in each sub-module; submit all assignments on time.

Workshop in Jazz & Popular Music 2A
MUSC2W1 H1 (0L-0T-22.5P-0S-56H-0R-0F-0G-1.5A-13W-8C)
Prerequisite Requirement: Workshop in Jazz & Popular Music 1B
Aim: Continues to develop approaches and methods necessary for jazz improvisation.
Content: Chord scale melodies. Chord sequences form and structure. I -V -I melodic patterns. Analysis of solos. Rhythm changes.
Assessment: Practical Tests and Assignments (40%), Final Practical Examination (60%)
DP Requirement: 50% semester mark.

Workshop in Jazz & Popular Music 2B
MUSC2W2 H2 (0L-0T-22.5P-0S-56H-0R-0F-0G-1.5A-13W-8C)
Prerequisite Requirement: Workshop in Jazz & Popular Music 2A
Aim: Continuation of IIA with the addition of Pentatonic scales and 4th movement.
Content: Pentatonic scales and patterns. Written solos. Using pentatonic scales over functional and non functional progressions. Rhythm changes continued.
Assessment: Practical Tests and Assignments (40%), Final Practical Examination (60%)
DP Requirement: 50% semester mark.

Jazz Workshop 2A
MUSC2WA HB (0L-10T-0P-0S-69.75H-0R-0F-0G-0.25A-13W-8C)
Prerequisite Requirement: Jazz Workshop 1B
Aim: The development of knowledge and skill in jazz improvisation. Interpretation, ensemble playing and sight-reading.
Content: Jazz theory and technical skills relevant to jazz improvisation, Common forms and chord sequences, Elements of style, How to arrange and rehearse jazz "heads", Repertoire.
Assessment: Semester work (33.3%); Practical examination (66.7%)
DP Requirement: Attend at least 80% of instruction; sub-minimum 50% semester mark.

Jazz Workshop 2B
MUSC2WB HB (0L-10T-0P-0S-69.75H-0R-0F-0G-0.25A-13W-8C)
Prerequisite Requirement: Jazz Workshop 2A
Aim: The development of knowledge and skill in jazz improvisation. Interpretation, ensemble playing and sight-reading.
Content: Jazz theory and technical skills relevant to jazz improvisation, Common forms and chord sequences, Elements of style, How to arrange and rehearse jazz "heads", Repertoire.
Assessment: Semester work (33.3%); Practical examination (66.7%)
DP Requirement: Attend at least 80% of instruction; sub-minimum 50% semester mark.

African Music and Dance 3A
MUSC3AA H1 (0L-20T-0P-0S-113H-20R-0F-0G-7A-13W-16C)
Prerequisite Requirement: African Music and Dance 2A & 2B
Aim: To examine theories of performance practice and to develop performance ability in a variety of African music and dance performance genres.
Content: Practical study in various genres of African music and dance; African storytelling and theatre.
Assessment: Term Mark (33.3%), Lunch Hour Concert (33.3%), Final Practical Examination (33.4%)
DP Requirement: Attend at least 80% of instruction; 50% sub-minimum on mid-semester practical examination plus Lunch Hour Concert.

African Music and Dance 3B
MUSC3AB H2 (0L-20T-0P-0S-96H-37R-0F-0G-7A-13W-16C)
Prerequisite Requirement: African Music and Dance 2A, 2B, and 3A
Aim: To develop further learners' performance ability in preparation for the public recital.
Content: Preparation for the public recital, which includes a variety of genres of African Music and Dance.
Assessment: Term mark (33.3%); Public recital (66.7%)
DP Requirement: Attend at least 80% of instruction; 50% sub-minimum on mid-semester practical examination; 50% sub-minimum on Public Recital

African Music Outreach: Music Education
MUSC3AE H1 (20L-5T-9P-0S-85H-15R-24F-0G-2A-13W-16C)
Prerequisite Requirement: African Music and Dance 2B
Aim: To introduce learners to current issues in curriculum development and to develop pedagogical materials to teach African music and dance.
Content: Philosophies of music education in Africa; Teaching methodologies for dance, movement, choral and instrumental music; Teaching resources and curriculum matters; South African educational policy.
Assessment: Assignments and practicum (40%), Final project (40%), Examination (20%).
DP Requirement: Attend at least 75% of instruction; 50% sub-minimum for student teaching practice.

Comp & Arranging: Jazz & Pop Music 2A
MUSC3C1 H1 (45L-11.25T-14.75P-0S-89H-0R-0F-0G-0A-13W-16C)
Prerequisite Modules: Composition and Arranging: Jazz & Popular Music 1B
Aim: Arrange for 5 and 6 horns with rhythm section. Fundamental concepts of composition with respect to melody, harmony and form.
Content: Voicing in 4th, clusters and upper structured triads, 5 part soli voicings, Melodic devices and rudiments of form.
Assessment: Assignments and projects (40%), Final Assignments and projects (60%)
DP Requirement: 50% semester mark.

Comp & Arranging: Jazz & Pop Music 2B
MUSC3C2 H2 (45L-11.25T-14.75P-0S-89H-0R-0F-0G-0A-13W-16C)
Prerequisite Modules: Composition and Arranging: Jazz and Popular Music 2A
Aim: Write and arrange for vocals and small groups; Produce Jingles; Provide necessary skills and knowledge in contemporary music composition.
Content: Intros, endings & turnarounds; Vocal and small group arranging techniques; Analysis of contemporary jazz compositions. Ostinato and pedal point. Harmonic and melodic motifs.
Assessment: Assignments and projects during semester (40%), Final assignments and projects (60%)
DP Requirement: 50% semester mark.

Choral Studies 3A
MUSC3CA HB (10L-10T-26P-0S-110.5H-0R-0F-0G-3.5A-13W-16C)
Prerequisite Requirement: Choral Studies 2B
Aim: To prepare the students for more professional levels of conducting, choir mastering and choral administration.
Content: Choir management, advanced choral conducting, live performance dynamics, advanced transcription (tonic solfa to staff and vice versa), African indigenous choral music, music and phonology, intonation problems and how to solve them, further warm-up exercises, and score reading.

Assessment: Course work (33%); Examinations (67%)
DP Requirement: Attend at least 75% of instruction; submit all assignments on time.

Choral Studies 3B
MUSC3CB HB (10L-10T-26P-0S-110.5H-0R-0F-0G-3.5A-13W-16C)
Prerequisite Requirement: Choral Studies 3A
Aim: To ensure learners are equipped to assume positions of artistic and organisational leadership in choral pedagogy.
Content: Prospects for choral studies, introduction to music notation programmes, the South African choral music scene, multiculturalism in choral practice, choral music and its role in society, conductor and accompanist, creativity in the choir: creating an environment conducive for making music, repertoire: experimental styles.
Assessment: Course work (33%); Examinations (67%)
DP Requirement: Attend at least 75% of instruction; submit all assignments on time.

African Music Outreach: Community Development
MUSC3CD H2 (20L-6T-3P-0S-93H-14R-22F-0G-2A-13W-16C)
Prerequisite Requirement: Permission from the Module Coordinator.
Aim: To introduce learners to public sector ethnomusicology and arts administration, providing them with skills needed for running community programmes.
Content: Folk festivals and folklife; Festival management, marketing, publicity; Public sector ethnomusicology/applied ethnomusicology; Proposal writing, fundraising and project management; Arts management; Arts advocacy; Traditional music and copyright protection; Curating exhibitions and programmes.
Assessment: Assignments and practicum (40%), Final project (40%), Examination (20%)
DP Requirement: Attend at least 75% of instruction; submit all assignments; successfully complete outreach project assignment

Composition 1
MUSC3CY HY (0L-39T-0P-0S-237H-40R-0F-0G-4A-26W-32C)
Prerequisite Requirement: Music, Culture and History 2B and Music Theory and Perception 2B
Aim: The module aims to provide students with skills and knowledge in contemporary music composition, arranging, concert production, analysis and criticism.
Content: Analysis of 20th century music, Music criticism, Music composition for various media and combinations of instruments, Concert production.
Assessment: Assignments (portfolio, recital) (80%); Examination (20%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time.

Advanced Musical Studies 1A
MUSC3DA HB (0L-0T-0P-0S-160H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: Music, Culture and History 2A & 2B
Aim: Module content is flexible, comprising theoretical, historical and practical components from various other modules. Requires 160 notional study hours, but contact hours depend on nature of content selected. Offered both semesters.
Content: Depends on modules or sub-modules chosen.
Assessment: Method of assessment depends on module content.
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; other requirements in accordance with module content.

Advanced Musical Studies 1B
MUSC3DB HB (0L-0T-0P-0S-160H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: Advanced Musical Studies 1A
Aim: Module content is flexible, comprising theoretical, historical and practical components from various other modules. Requires 160 notional study hours, but contact hours depend on nature of content selected. Offered both semesters.
Content: Depends on modules or sub-modules chosen.
Assessment: Method of assessment depends on module content.
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; other requirements in accordance with module content.

Electro-Acoustic Music: Deejaying
MUSC3DJ HB (10L-10T-20P-0S-105H-12R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Permission of the Academic Co-ordinator.
Aim: To provide students with skills and knowledge prized by the music/entertainment industries and newly emerging audio-visual communications sectors. To provide students with the theory and practical experience in various aspects of dance deejaying and turntablism, including training in and application of aural and technical skills to the technology of turntable-based performance.
Content: Background to and history of turntable-based performance; beat-matching and mixing; dance music genres; deejaying and the club industry; equipment choice and maintenance.
Assessment: Written examination (33%); Project (33%); Practical (34%)
DP Requirement: Attend at least 80% of instruction; submit all assignments; sub-minimum 50% on written test.

African Music Outreach: Documentation
MUSC3DO H1 (10L-0T-22P-0S-95H-30R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Permission from the Module Coordinator.
Aim: Students will acquire skills to produce short ethnographies and music video documentaries. Skills in effective written communication are also taught.
Content: Visual representation and interpretation of expressive culture; ethical issues in fieldwork, the technical side of fieldwork, ethnographic field recordings, archiving of indigenous African music, data collection and analysis, preservation of cultural heritage and identity.
Assessment: Assignments (30%) , Edited video recording & ethnography (50%),Examination (20%)
DP Requirement: Attend at least 75% of instruction; submit all assignments, successfully complete outreach project assignments.

Music Ensemble 3A (DipJP)
MUSC3E1 H1 (0L-0T-45P-0S-30H-3R-0F-0G-2A-13W-8C)
Prerequisite Requirement: Music Ensemble 2B
Aim: Develop the knowledge and skills needed for successful participation in a music ensemble.
Content: Repertoire. Stylistic considerations. Instrumental technique and performance demands.
Assessment: Semester work (40%), Final Practical Examination (60%)
DP Requirement: 50% semester mark.

Music Ensemble 3B (DipJP)
MUSC3E2 H2 (0L-0T-45P-0S-30H-3R-0F-0G-2A-13W-8C)
Prerequisite Requirement: Music Ensemble 3A
Aim: Develop the knowledge and skills needed for successful participation in a music ensemble.
Content: Repertoire. Stylistic considerations. Instrumental technique and performance demands.
Assessment: Semester work (40%), Final Practical Examination (60%)
DP Requirement: 50% semester mark.

Music Ensemble 3A
MUSC3EA HB (0L-0T-30P-0S-50H-0R-0F-0G-0A-13W-8C)
Prerequisite Requirement: Music Ensemble 2B
Aim: To develop the knowledge and skills needed for successful participation in a music ensemble.
Content: Repertoire, stylistic considerations, instrumental technique, and performance demands.
Practicals: Performances
Assessment: Semester work (100%)
DP Requirement: Absence from 1 rehearsal only without acceptable excuse; attend all performances.

Music Ensemble 3B
MUSC3EB HB (0L-0T-30P-0S-50H-0R-0F-0G-0A-13W-8C)
Prerequisite Requirement: Music Ensemble 3A
Aim: To develop the knowledge and skills needed for successful participation in a music ensemble.
Content: Repertoire, stylistic considerations, instrumental technique, and performance demands.
Practicals: Performances
Assessment: Semester work (100%)
DP Requirement: Absence from 1 rehearsal only without acceptable excuse; attend all performances

Intermediate Music Theory and Perception A

MUSC3FA H1 (30L-20T-0P-0S-107H-0R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Introductory Music Theory B

Aim: To introduce learners to the basic principles of contrapuntal writing and analysis, and to advance the harmonization skills learned in Introduction to Music Fundamentals A and B. Learners may choose to specialize in more advanced classical or jazz studies for 50% of the module.

Content: Contrapuntal writing exercises using a modified species approach; introduction to motivic analysis via selected examples from the Inventions of J.S.Bach; formal and harmonic analysis of selected examples of tonal music; standard chord extensions; lead-sheet harmonization; rhythmic, melodic and four-part harmonic dictation.

Assessment: Assignments and aural tests (40%); Examinations (60%)

DP Requirement: Attend at least 80% of instruction; submit all assignments on time

Intermediate Music Theory and Perception B

MUSC3FB H2 (30L-20T-0P-0S-107H-0R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Intermediate Music Theory and Perception A

Aim: To acquaint learners with the resources of chromatic harmony, enabling them to gain an analytical understanding of music which uses these techniques, and to create their own compositional examples. Learners may choose to specialise in more advanced classical or jazz studies for 50% of the module.

Content: Modal mixture and altered chords; chromaticism in extended passages; formal and harmonic analysis of selected examples of tonal music; more advanced lead-sheet harmonization; modal usages; advanced harmonic dictation and fundamental aural structures in classical and jazz repertoire.

Assessment: Assignments and aural tests (40%); Examinations (60%)

DP Requirement: Attend at least 80% of instruction; submit all assignments on time.

Music, Culture and History 3A

MUSC3HA H1 (33L-6T-0P-0S-118H-0R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Music, Culture and History 2A or 2B

Aim: To develop a balanced perception of musical traditions and cultures of the world. To sharpen the students' awareness of the intrinsic qualities of the musical genres of the world by always placing them in their proper historical and cultural context. To develop analytical skills.

Content: Varies from year to year and may include such topics as the Classical and Romantic Symphony, Jazz in South Africa, Berg's Wozzeck, World music, and Monteverdi's Orfeo.

Assessment: Assignments and Tests (50%), Examination (50%)

DP Requirement: Attend at least 80% of instruction; submit all assignments on time; 40% sub-minimum semester mark.

Music, Culture and History 3B

MUSC3HB H2 (33L-6T-0P-0S-118H-0R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Music, Culture and History 2A or 2B

Aim: To develop a balanced perception of musical traditions and cultures of the world. To sharpen the students' awareness of the intrinsic qualities of many of the musical genres of the world by always placing them in their proper historical and cultural context.

Content: Varies from year to year and may include such topics as Music, Gender and Sexuality, South African Women in Music, Style Analysis, the String Quartet, Modern Jazz, Music and Cultural Survival.

Assessment: Assignments and Tests (50%), Examination (50%)

DP Requirement: Attend at least 80% of instruction; submit all assignments on time; 40% sub-minimum semester mark.

Instrumental Teaching Method 1A

MUSC3IA HB (20L-0T-0P-0S-137H-0R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Second Practical Study 2B or equivalent to the satisfaction of the Programme.

Aim: To show the significance behind the historical development of instruments and pedagogy and the influence this has on teaching and performance practices of today. Learning about the way in which the instrumentalist/vocalist's body and mind work and interact during performance; skeleton, muscles, nervous system, breathing, eyes, ears and psychology.

Content: Historical development of the instrument; Survey of various philosophies and schools of pedagogy; Teaching of beginners; Second and third years of tuition; Teaching of the intermediate level; General overview of basic requirements for different levels of advancement; Psychology of music teaching; Teaching of adult beginners.

Assessment: Semester work (60%), Written examination (40%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; sub-minimum 40% semester mark.

Instrumental Teaching Method 1B

MUSC3IB HB (20L-0T-0P-0S-136H-0R-0F-0G-4A-13W-16C)
Prerequisite Requirement: Instrumental Teaching Method 1A
Aim: To familiarise the learner with the range of compositions written for the selected instrument/voice and the context in which these works originate. To provide actual teaching situations for the learner so that theoretical knowledge can be applied from the previous module.
Content: Overview of compositions written for the selected instrument/voice, ranging from the earliest examples to the present day; Practical teaching: Beginner level (approximate grades 1-3); Practical teaching: Intermediate level (approximate grades 4-7).
Assessment: Semester work (60%), Written examination (40%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; sub-minimum 40% semester mark.

Jazz Performance 1A

MUSC3JA HB (0L-20T-49P-0S-88H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Jazz Workshop 2B, Music Theory and Perception 1A & 1B, and permission of the Academic co-ordinator.
Aim: To provide specialised instruction for jazz performers and an introduction to the techniques of jazz and commercial arranging for small groups and for big band with reference to common-practice and historical styles.
Content: Theory and techniques relevant to jazz improvisation; Theory and techniques relevant to jazz and commercial arranging; Elements of style; Repertoire.
Assessment: Semester work (33.3%), Semester examination (66.7%)
DP Requirement: Attend at least 80% of instruction; sub-minimum 50% semester mark.

Jazz Performance 1B

MUSC3JB HB (0L-20T-49P-0S-88H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Jazz Performance 1A
Aim: To provide specialised instruction for jazz performers and an introduction to the techniques of jazz and commercial arranging for small groups and for big band with reference to common-practice and historical styles.
Content: Theory and techniques relevant to jazz improvisation; Theory and techniques relevant to jazz and commercial arranging; Elements of style; Repertoire.
Assessment: Semester work (33.3%), Semester examination (66.7%)
DP Requirement: Attend at least 80% of instruction; sub-minimum 50% of semester mark.

Electro-Acoustic Music 1A

MUSC3LA H1 (10L-10T-20P-0S-108H-0R-0F-0G-12A-13W-16C)
Prerequisite Requirement: Permission of the Academic Co-ordinator.
Aim: This module aims to provide students with skills and knowledge that are highly prized by the music industry, broadcasters, and newly emerging audio-visual sectors. Students are provided with the theory and practical experience in various aspects of the musical arts, which are either dependent on or enhanced by current technology of audio recording. Multi-track recording, mixing, signal processing.
Content: Studio Overview, Recording Chain, Microphone Recording, Signal Processing, Mixing, Introduction to non-linear recording, editing, and CD writing.
Assessment: Project (66%); Test (22%); Assignments (12%)
DP Requirement: Attend at least 80% of instruction; sub-minimum of 50% on mid-semester test.

Electro-Acoustic Music 1B

MUSC3LB H2 (10L-10T-20P-0S-108H-12R-0F-0G-0A-13W-16C)
Prerequisite Requirement: Permission of the Academic Co-ordinator.
Aim: Emphasis of the module is on electronic and computer music composition and performance: includes digital synthesis and sampling as well as training in electronic orchestration and score processing.
Content: Studio Overview, Introduction to MIDI, MIDI sequencers, Introduction to sampling and digital synthesis, Introduction to non-linear recording, editing, processing and CD writing.
Assessment: Project (66%), Test (22%), Assignments (12%)

DP Requirement: Attend at least 80% of instruction; sub-minimum of 50% on mid-semester test.

Electro-Acoustic Music: Live Sound
MUSC3LS H1 (10L-10T-20P-0S-105H-12R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Permission of the Academic Co-ordinator.
Aim: To provide students with skills and knowledge prized by the music/entertainment industry, and with the theory and practical experience in various aspects of sound reinforcement, including training in and application of aural and technical skills to the technology of live sound mixing. The module has been designed and will be offered in close collaboration with the local live sound industry.
Content: Fundamentals of sound, basic electro-acoustics, microphone technology, mixing, an understanding of outboard gear, matching amplifiers and speakers including cross-overs.
Assessment: Assignments (30%); Written examination (30%); Practical/oral examination (40%)
DP Requirement: Attend at least 80% of instruction; 50% sub-minimum semester mark.

Music Education 1A
MUSC3MA H1 (30L-10T-0P-0S-93H-0R-24F-0G-3A-13W-16C)
Prerequisite Requirement: Foundations of Music Education A, Music, Culture and History 2A or 2B and either Introduction to Music Fundamentals B or equivalent knowledge.
Aim: To develop knowledge and skills for teaching music in a variety of education contexts.
Content: Introduction to the Philosophy of Music Education; Methods of accessing music education resources and information; Article and website reviews; Composing and arranging for the music 'classroom'; Music education methods and approaches; Practical study and instrumental teaching approaches (recorder, guitar, or other approved instrument); Practice teaching.
Assessment: Semester work (70%), Examinations (30%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; 40% sub-minimum semester mark.

Music Education 1B
MUSC3MB H2 (30L-10T-0P-0S-93H-0R-24F-0G-3A-13W-16C)
Prerequisite Requirement: Music Education 1A
Aim: To develop knowledge and skills for teaching music in a variety of education contexts.
Content: A praxial philosophy of music education; Interdisciplinary teaching and an integrated approach to the Arts & Culture learning area; Lesson observation and evaluation; Article and website reviews; Music education methods/approaches; Selecting music for students; Practical study and instrumental teaching approaches (recorder, guitar, or other approved instrument); Practice teaching .
Assessment: Semester work (70%), Examinations (30%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; 40% sub-minimum semester mark.

Orchestral Performance 2A
MUSC3OA HB (0L-10T-0P-0S-149.5H-0R-0F-0G-0.5A-13W-16C)
Prerequisite Requirement: Orchestral Performance 1B and successful audition for specialisation in Orchestral Performance.
Aim: Advanced knowledge and practical orchestral experience of the orchestral literature for the chosen instrument within a more specific style range.
Content: Study of more advanced orchestral literature for the chosen instrument through a selection of the following style periods: Early style, Classical style, Romantic style and various contemporary styles.
Assessment: Semester work (33.3%), Practical examination (66.7%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Orchestral Performance 2B
MUSC3OB HB (0L-10T-0P-0S-149.5H-0R-0F-0G-0.5A-13W-16C)
Prerequisite Requirement: Orchestral Performance 2A
Aim: Advanced knowledge and practical orchestral experience of the orchestral literature for the chosen instrument within a more specific style range.
Content: Study of more advanced orchestral literature for the chosen instrument through a selection of the following style periods: Early style, Classical style, Romantic style and various contemporary styles.
Assessment: Semester work (33.3%); Practical examination (66.7%)

DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark

Performance in Jazz & Popular Music 1A
MUSC3P1 H1 (0L-20T-49P-0S-88H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Workshop in Jazz and Popular Music 2B
Aim: To develop the use and understanding of the bebop language in jazz improvisation.
Content: The study of the Charlie Parker Omnibook repertoire, including analysis and performance of his written solos, and pertinent recordings.
Assessment: Practical Tests (40%), Final Practical Examination (60%)
DP Requirement: 50% semester mark

Performance in Jazz & Popular Music 1B
MUSC3P2 H2 (0L-20T-49P-0S-88H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Performance in Jazz and Popular Music 1A
Aim: Developing improvisational techniques to negotiate non-functional harmony.
Content: Analysis and performance of Wayne Shorter compositions, and relevant recordings.
Assessment: Practical Tests (40%), Final Practical Examination (60%)
DP Requirement: 50% semester mark.

First Practical Study 3A
MUSC3PA HB
Prerequisite Requirement: First Practical Study 2B
Aim: To give students a thorough grounding of instrumental technique, reading/singing at sight, rhythm, stylistic interpretation and improvisation.
Content: Technical preparation, reading/singing at sight, study and interpretation of specific style periods. Application of musical knowledge throughindependent interpretation of unfamiliar music scores.
Assessment: concert attendance (10%), Semester work (33.3%), Practical examinations (56.7%)
DP requirement: Student must notify lecturer one day in advance if unable to attend lesson, absence from only 1 lesson without permission, sub-minimum 50% semestermark. Compulsary for all Classical Students requiring accompaniment to attend 3(Three) rehearsals before the exam.

First Practical Study 3B
MUSC3PB HB
Prerequisite Requirement: First Practical Study 3A
Aim: Continued practical study progressing from the level required for first practical Study 1A. Attendance at specific campus cncerts is required.
Content: Technical preparation, Reading/singing at sight. Study abd interpretation of specific style periods. Application of musical knowledge through independent interpretation of unfamiliar music scores.
Assessment: Concert attendance (10%), Semester work (33.3%), Practical examinations (56.7%)
DP requirement: Student must notify lecturer one day in advance if unable to attend lesson, absence from only 1 lesson without permission, sub-minimum 50% semestermark. Compulsary for all Classical Students requiring accompaniment to attend 3(Three) rehearsals before the exam.

Second Practical Study 3A
MUSC3SA HB (0L-10T-0P-0S-149.7H-0R-0F-0G-0.3A-13W-16C)
Prerequisite Requirement: Second Practical Study 2B
Aim: To promote fluency in technique, accurate reading ability commensurate with the level, convincing rhythmic and interpretation skills. To equip learners with a thorough training in the fundamentals of the instrument and its technique.
Content: Technical preparation, reading/singing at sight, study and interpretation of specific style periods.
Assessment: Semester work (33.3%); Practical examination (66.7%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Second Practical Study 3B
MUSC3SB HB (0L-10T-0P-0S-149.7H-0R-0F-0G-0.3A-13W-16C)

Prerequisite Requirement: Second Practical Study 3A
Aim: To promote fluency in technique, accurate reading ability commensurate with the level, convincing rhythmic and interpretation skills. To equip learners with a thorough training in the fundamentals of the instrument and its technique.
Content: Technical preparation, reading/singing at sight, study and interpretation of specific style periods.
Assessment: Semester work (33.3%); Practical examination (66.7%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Jazz & Popular Music Theory 3A
MUSC3T1 H1 (22.5L-11.25T-0P-0S-30H-10R-0F-0G-6.25A-13W-8C)
Prerequisite Requirement: Jazz & Popular Music Theory 2B
Aim: Introduce students to chord sequences that cannot be analysed in terms of functional harmony.
Content: Multi-tonic Systems. Constant structures. Patterned material. Linear continuity and Motivic development through re-harmonisation.
Assessment: Tests and assignments (40%), Final Examination (60%)
DP Requirement: 50% semester mark.

Jazz & Popular Music Theory 3B
MUSC3T2 H2 (22.5L-11.25T-0P-0S-30H-10R-0F-0G-6.25A-13W-8C)
Prerequisite Requirement: Jazz & Popular Music Theory 3A
Aim: Introduces students to more advanced contemporary harmonic techniques and applications.
Content: Series construction and compound chords - Mirror writing. Pandiatonic writing. Harmonic Synthesis and Rhythm.
Assessment: Tests and assignments (40%), Final Examination (60%)
DP Requirement: 50% semester mark.

Music Theory and Perception 3A
MUSC3TA H1 (30L-10T-0P-0S-116H-0R-0F-0G-4A-13W-16C)
Prerequisite Requirement: Music Theory and Perception 2B
Aim: To acquaint learners with the most significant technical extensions to the tradition of tonal music in the twentieth century, enabling them to gain an analytical understanding of music which uses these techniques, and to create their own compositional examples. Learners may choose to specialise in more advanced classical or jazz studies for 50% of the module.
Content: Whole-tone, pentatonic, modal and synthetic scales; non-tertian chord structures; systems of analysis for tonal and non-to nal music; analysis of selected examples of late tonal, Impressionist and post-tonal music; the diatonic, chromatic and linear approach to jazz arranging; transcription of complex rhythmic and harmonic examples.
Assessment: Assignments and class tests (50%); Examinations (50%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; sub-minimum 40% semester mark.

Music Theory and Perception 3B
MUSC3TB H2 (30L-10T-0P-0S-116H-0R-0F-0G-4A-13W-16C)
Prerequisite Requirement: Music Theory and Perception 3A
Aim: To acquaint learners with the most significant non-traditional aspects of composition in the twentieth century, and to develop their analytical skills in relation to a wide range of repertoire. Learners may choose to specialise in more advanced classical or jazz studies for 50% of the module.
Content: Atonality and serialism; canon and fugue; analysis of selected examples of twentieth-century music; recent compositional trends; jazz arranging for small ensemble; aural recognition of a wide range of recorded repertoire and transcription of complex rhythmic and harmonic examples.
Assessment: Assignments, aural tests (50%), Examinations (50%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; sub-minimum 40% semester mark.

Performance 1A
MUSC3XA HB (0L-20T-0P-0S-139.5H-0R-0F-0G-0.5A-13W-16C)
Prerequisite Requirement: First Practical Study 2B and audition for specialisation in Performance.
Aim: Preparation of instrumental or vocal literature for public performance for the purpose of performance experience as well as broadening of knowledge about other repertoire for the instrument. Advanced reading and learning skills.

Content: Advanced technical skills, advanced reading/singing at sight, study and interpretation of specific style periods, and application of musical knowledge through independent interpretation of unfamiliar music scores.
Assessment: Semester work (33.3%); Practical examination (66.7%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark. Compulsary for all Classical Students requiring accompaniment to attend 3(Three) rehearsals before the exam.

Performance 1B
MUSC3XB HB (0L-20T-0P-0S-139.5H-0R-0F-0G-0.5A-13W-16C)
Prerequisite Requirement: Performance 1A
Aim: Preparation of instrumental or vocal literature for public performance for the purpose of performance experience as well as broadening of knowledge about other repertoire for the instrument. Advanced reading and learning skills.
Content: Advanced technical skills, advanced reading/singing at sight, study and interpretation of specific style periods, and application of musical knowledge through independent interpretation of unfamiliar music scores.
Assessment: Semester work (33.3%); Practical examination (66.7%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time. Compulsary for all Classical Students requiring accompaniment to attend 3(Three) rehearsals before the exam.

Short Independent Study A
MUSC3YA HB (10L-20T-0P-0S-127H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Student to submit a proposal of sufficient substances outlining the project and deadline marking relevant points of achievement in the intended project .Proposal to be accepted by supervisor and academic coordinator.
Aim: To allow students to do independent research on a topic of their choice that is not offered in the syllabus.
Content: The content is not prescribed but must be of an appropriate standard and substance for its credit rating. Students need to submit a detailed plan and to agree on a system of marking with their supervisor.
Assessment: 100% Project
DP Requirement: Attend all meetings arranged by the Supervisor and submit a draft of the project by a date agreed with supervisor.

Musicology and Ethnomusicology 1A
MUSC3ZA H1 (30L-0T-0P-0S-127H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Music, Culture and History 2A & 2B
Aim: This module will introduce students to the history of scholarly study in music, including its relation to general intellectual history, with special attention given to African musicology.
Content: Scholarly activity in music prior to the late 19th century, Postmodernism, ethics in music research reference works and other sources useful to music researchers. Identity in relation to music, genders and sexuality, thinking about identity and difference in relation to music, speaking and writing about music, Musicology and ethnomusicology in Africa and South Africa.
Assessment: Preparation (40%), Written work (40%), Examination (20%)
DP Requirement: Attend at least 75% of instruction.

Musicology and Ethnomusicology 1B
MUSC3ZB H2 (30L-0T-0P-0S-127H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Musicology and Ethnomusicology 1A
Aim: This module will facilitate learning about research by requiring students to complete a supervised research project.
Content: Finding and assessing relevant literature, including the use of the Internet; field trips including introduction to local archives; evaluating and interpreting historical data and information gathered in the field; evaluating and using different forms of documentation, such as video and audio recordings, photographs and written text, and conducting interviews; handling problems encountered in the course of research; presenting the results of research both orally and in writing.
Assessment: Assignment (50%), Oral Presentation (20%), Examination (30%)
DP Requirement: Attend at least 75% of instruction.

Jazz Composition & Arranging 1A
MUSC44A H1 (20L-10T-0P-0S-109H-18R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Jazz Performance 1B
Aim: To develop advanced skills in jazz composition, arranging, transcription, analysis and criticism.
Content: Advanced jazz theory and harmony; advanced techniques in jazz composition and arranging; the defining characteristics and contexts of various styles of jazz and their exponents.
Assessment: Semester work (50%), Semester examination (50%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time.

Jazz Composition & Arranging 1B
MUSC44B H2 (20L-10T-0P-0S-109H-18R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Jazz Composition & Arranging 1A
Aim: To develop advanced skills in jazz composition, arranging, transcription, analysis and criticism.
Content: Advanced jazz theory and harmony; advanced techniques in jazz composition and arranging; the defining characteristics and contexts of various styles of jazz and their exponents.
Assessment: Semester work (50%), Portfolio (50%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time.

African Music and Dance Performance 1A
MUSC4AA HB (10L-0T-20P-0S-98.5H-30R-0F-0G-1.5A-13W-16C)
Prerequisite Requirement: African Music and Dance 2B, African Music Outreach: Music Education
Aim: African dance dramas and choreography workshop in preparation for public performance.
Content: Dramatisation of African stories and folklore; use of the body to communicate ideas and aesthetics; development of African sensibilities in performance.
Assessment: Production (Lunch Hour Concert) (30%); Choreography (40%); June Examination (practical) (30%).
DP Requirement: Attend at least 80% of instruction; sub-minimum of 50% for Lunch-Hour Concert.
Also offered at Honours level MUSC7AA

African Music and Dance Performance 1B
MUSC4AB HB (10L-0T-20P-0S-98.5H-30R-0F-0G-1.5A-13W-16C)
Prerequisite Requirement: African Music and Dance Performance A
Aim: Arrangement of popular African instrumental and vocal music for band.
Content: East, west, central and southern African music traditions (maskanda, mbaqanga, benga, rumba, Swahili pop, taarab, highlife).
Assessment: Production (Lunch Hour Concert) (30%); Arrangements (40%); November Examination (practical) (30%).
DP Requirement: Attend at least 80% of instruction; sub-minimum of 50% for Lunch-Hour Concert.
Also offered at Honours level MUSC7AB

Comp & Arranging: Jazz & Pop Music 3A
MUSC4C1 H1 (0L-0T-0P-0S-320H-0R-0F-0G-0A-0W-32C)

Comp & Arranging: Jazz & Pop Music 3B
MUSC4C2 H2 (0L-0T-0P-0S-320H-0R-0F-0G-0A-0W-32C)

Choral Studies 4A
MUSC4CA H1 (26L-9T-8P-0S-106H-6R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Choral Studies 3B
Aim: To equip learners to make the judgments on aesthetic, technical and interpretative questions required of professional-level choral trainers; to enable learners to absorb and give instruction in various choral genres, and to engage critically with prevailing choral activities.
Content: Selected South African choral compositions (including unpublished examples); rehearsing for technique and style; types of programmes and their compilation; choral-orchestral works and their performance.
Assessment: Class tests (15%); short research report (35%); portfolio of performance reviews (25%); final examination (25%).
DP Requirement: Attend at least 75% of instruction; submit all assignments on time.

Choral Studies 4B
MUSC4CB H2 (26L-13T-0P-0S-109H-6R-0F-0G-6A-13W-16C)

Prerequisite Requirement: Choral Studies 4A
Aim: To extend the practices of the prerequisite module by encouraging pragmatic and strategic musical leadership in choir trainers; to enable learners to contribute to the documentation of indigenous choral compositions; to foster a range of choral ideals in learners; to familiarize learners with one large-scale work through analysis of the choral resources and skills required.
Content: Production of dual-notation scores of local (SA) choral music; analysis of a large-scale choral or choral-orchestral work; introducing auditions in schools and communities; the adjudication of choral competitions; the diversification of choral events.
Assessment: Class tests (10%); transcription project (20%); assignment on a selected large-scale work (25%); a presentation on non-competitive choral performing (15%); Final examination (30%)
DP Requirement: Attend at least 75% of instruction; submit all assignments on time.

Composition 2
MUSC4CY HY (0L-78T-0P-0S-514H-40R-0F-0G-8A-26W-64C)
Prerequisite Requirement: Composition 1
Aim: This module is a continuation of Composition 1 at a higher level and aims to provide students with skills and knowledge in advanced and complex contemporary music composition, arranging, concert production, analysis and criticism.
Content: Analysis of 20th century music, Music criticism, Music composition for various media and combinations of instruments, Concert production.
Assessment: Assignments (portfolio, recital) (80%); Examination (20%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time.

Music Ensemble 4A
MUSC4EA HB (0L-0T-30P-0S-50H-0R-0F-0G-0A-13W-8C)
Prerequisite Requirement: Music Ensemble 3B
Aim: To develop the knowledge and skills needed for successful participation in a music ensemble.
Content: Repertoire, stylistic considerations, instrumental technique, performance demands.
Practicals: Performances
Assessment: Semester work (100%)
DP Requirement: Absence from 1 rehearsal only without acceptable excuse; attend all performances.

Music Ensemble 4B
MUSC4EB HB (0L-0T-30P-0S-50H-0R-0F-0G-0A-13W-8C)
Prerequisite Requirement: Music Ensemble 4A
Aim: To develop the knowledge and skills needed for successful participation in a music ensemble.
Content: Repertoire, stylistic considerations, instrumental technique, performance demands.
Practicals: Performances
Assessment: Semester work (100%)
DP Requirement: Absence from 1 rehearsal only without acceptable excuse; attend all performances.

Advanced Language Skills for Singers A
MUSC4GA H1 (26L-13T-0P-0S-108H-8R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Languages for Singers B
Aim: To afford intensive practice in Italian and German language and accent; to introduce the pronunciation of sung French, and to compare recorded performances in respect of verbal clarity and sonority.
Content: Delivery of advanced Italian, especially in recitative and 'patter' form; delivery of intermediate-level German, as required for Lieder; introduction to French prosody and pronunciation; vocabularies relevant to vocal repertoires; a brief introduction to IPA.
Assessment: Oral evaluations through viva voce tests (75%); Written assignments and examination (25%).
DP Requirement: Attend at least 75% of instruction; submit all assignments on time.

Advanced Language Skills for Singers B
MUSC4GB H2 (26L-13T-0P-0S-108H-8R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Advanced Language Skills for Singers A
Aim: To afford intensive practice in German and French language and accent; to enable learners to identify, explore

and evaluate a range of resources in multilingual performance traditions.
Content: Delivery of advanced German, especially in recitative; German dialect in operetta; delivery of intermediate-level French; IPA as an aid in singing; Internet and paper sources of assistance to singers.
Assessment: Oral evaluations through viva voce tests (75%); Written assignments and examination (25%).
DP Requirement: Attend at least 75% of instruction; submit all assignments on time.

Jazz Performance 2A
MUSC4JA HB (0L-20T-0P-0S-139H-0R-0F-0G-1A-13W-16C)
Prerequisite Requirement: Jazz Performance 2A
Aim: To provide specialised instruction for jazz performers and composers/arrangers in the preparation of a public recital of professional standard.
Content: Advanced theory and techniques of jazz improvisation; Theory and techniques relevant to jazz composing and arranging; Advanced rehearsal and performance skills.
Assessment: Semester work (33.3%), Semester examination (66.7%)
DP Requirement: Attend at least 80% of instruction; sub-minimum 50% semester mark.

Jazz Performance 2B
MUSC4JB HB (0L-20T-0P-0S-139H-0R-0F-0G-1A-13W-16C)
Prerequisite Requirement: DMU4JC1
Aim: To provide specialised instruction for jazz performers and composers/arrangers in the preparation of a public recital of professional standard.
Content: Advanced theory and techniques of jazz improvisation; Theory and techniques relevant to jazz composing and arranging; Advanced rehearsal and performance skills.
Assessment: Semester work (33.3%), Semester examination (66.7%)
DP Requirement: As per college rules.

Supplementary Keyboard Skills A
MUSC4KA H1 (13L-6T-0P-0S-54H-5R-0F-0G-2A-13W-8C)
Prerequisite Requirement: Vocal Workshop 2B (or equivalent keyboard attainment)
Aim: To consolidate and extend the keyboard skills achieved in the keyboard component of the prerequisite module, so that learners may both assist themselves in the study of repertoire, and be able to use the keyboard more effectively in teaching vocalists.
Content: Selected scales and arpeggios; playing common vocal exercises; sight-reading based on vocal repertoire (single-line, one clef only); preparation of simple pieces; playing easy keyboard accompaniments.
Assessment: Skills assessments (including discussion of keyboard performance) (40%); technical test (20%); final examination (40%).
DP Requirement: Attend at least 75% of instruction; play all assessments and technical tests.

Supplementary Keyboard Skills B
MUSC4KB H2 (13L-6T-0P-0S-54H-5R-0F-0G-2A-13W-8C)
Prerequisite Requirement: Supplementary Keyboard Skills A
Aim: To extend the keyboard skills achieved in the prerequisite module, with the aim of providing the learner with an approach that will enhance self-study and encourage musical self-reliance.
Content: Further scales and arpeggios; more complex sight-reading based on vocal repertoire (single-line, treble and bass clefs); preparation of simple pieces; accompanying a singer in a short song.
Assessment: Skills assessments (including playing a simple accompaniment) (40%); technical test (20%); final examination (40%).
DP Requirement: Attend at least 75% of instruction; play all assessments and technical tests.

Electro-Acoustic Music 2A
MUSC4LA H1 (20L-0T-39P-0S-219H-40R-0F-0G-2A-13W-32C)
Prerequisite Requirement: Electro-Acoustic Music 1A & 1B
Aim: Digital synthesis and advanced computer applications in audio and music production.
Content: Advanced non-linear recording and processing, digital synthesis.
Assessment: 2 Projects (26%), Assignments (8%), Examination (66%)
DP Requirement: Attend at least 80% of instruction; submit assignments on time (50% sub-minimum).

Electro-Acoustic Music 2B
MUSC4LB H2 (20L-0T-39P-0S-219H-40R-0F-0G-2A-13W-32C)
Prerequisite Requirement: Electro-Acoustic Music 2A
Aim: Digital synthesis and advanced computer applications in audio and music production.
Content: Advanced MIDI, Introduction to object-oriented programming in MAX/MSP, Advanced digital synthesis and sampling.
Assessment: 2 Projects (26%), Assignments (8%), Examination (66%)
DP Requirement: Attend at least 80% of instruction; submit assignments on time (50% sub-minimum).

Music Education 2A
MUSC4MA H1 (0L-0T-0P-32S-261H-0R-24F-0G-3A-13W-32C)
Prerequisite Requirement: Music Education 1B
Aim: To develop advanced knowledge and skills for teaching music in a variety of education contexts.
Content: The philosophy and practical processes of intercultural music education; Developing a personal philosophy of music education; Critical Theory and its application in developing professional praxis in music education; Computers and MIDI in music education; Selecting music for students and how to exploit its possibilities for outcome achievement; Article and website reviews; Composing and arranging for students; Practice teaching.
Assessment: Semester work (70%); Semester examinations (30%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; 40% sub-minimum semester mark.

Music Education 2B
MUSC4MB H2 (0L-0T-0P-32S-237H-0R-48F-0G-3A-13W-32C)
Prerequisite Requirement: Music Education 2A
Aim: To develop advanced knowledge and skills for teaching music in a variety of education contexts.
Content: Research methods in music education; Composing and arranging for students using the computer; Musical aptitude and its evaluation; Practice teaching (6-8 week teaching practicum).
Assessment: Semester work (70%), Semester examinations (30%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; 40% sub-minimum semester mark.

Orchestral Performance 3A
MUSC4OA HB (0L-20T-0P-0S-299.5H-0R-0F-0G-0.5A-13W-32C)
Prerequisite Requirement: Orchestral Performance 2B
Aim: Introduction to more advanced knowledge of the orchestral literature for the chosen instrument within specific style ranges.
Content: Continued study of more advanced orchestral literature for the chosen instrument through a selection of the following style periods: Early style, Classical style, Romantic style and various contemporary styles.
Assessment: Semester work (33.3%), Practical examination (66.7%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Orchestral Performance 3B
MUSC4OB HB (0L-20T-0P-0S-299H-0R-0F-0G-1A-13W-32C)
Prerequisite Requirement: Orchestral Performance 3A
Aim: Preparation of advanced knowledge of the orchestral literature for the chosen instrument within specific style ranges.
Content: Continued study of more advanced orchestral literature for the chosen instrument through a selection of the following style periods: Early style, Classical style, Romantic style and various contemporary styles.
Assessment: Semester work (33.3%); Public Recital examination (33.3%); Private examination (33.4%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Performance in Jazz & Popular Music 2A
MUSC4P1 H1 (0L-20T-101P-0S-196H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Performance in Jazz and Popular Music 1B
Aim: To prepare students for specialist jazz performance.

Content: Negotiating Coltrane changes, applying Coltrane harmony. Attendance and performance in one of the jazz ensembles and one instrumental class per week.
Assessment: Practical tests(40%), Final Practical Examination(60%)
DP Requirement: 50% semester mark

Performance in Jazz & Popular Music 2B
MUSC4P2 H2 (0L-20T-101P-0S-196H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Performance in Jazz and Popular Music 2A
Aim: To prepare students for specialist jazz perfromance and final-year recital.
Content: Thematic improvisation, rhythmic modulation, sound colour, and group improvisation concepts on repertoire chosen by students.
Assessment: Practical tests(40%), Final recital(60%)
DP Requirement: 50% semester mark

First Practical Study 4A
MUSC4PA HB (0L-10T-0P-0S-149.5H-0R-0F-0G-0.5A-13W-16C)
Prerequisite Requirement: First Practical Study 3B
Aim: Continued practical study progressing from the level required for First Practical Study 3B.
Content: Technical preparation; Reading/singing advanced scores at sight; Study and interpretation of more diverse style periods; Application of accumulated musical knowledge through independent interpretation of unfamiliar music scores.
Assessment: Semester work (33.3%), Practical examination (66.7)%
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

First Practical Study 4B
MUSC4PB HB (0L-10T-0P-0S-149.5H-0R-0F-0G-0.5A-13W-16C)
Prerequisite Requirement: First Practical Study 4A
Aim: Continued practical study progressing from the level required for First Practical Study 4A.
Content: Technical preparation; Reading/singing advanced scores at sight; Study and interpretation of more diverse style periods; Application of accumulated musical knowledge through independent interpretation of unfamiliar music scores.
Assessment: Semester work (33.3%), Practical examination (66.7%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Popular Music Studies: Thinking Popular Music
MUSC4PM H1 (0L-0T-0P-20S-297H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Music, Culture and History 2A or 2B
Aim: To look at some of the factors that have made Popular Music Studies a dynamic new field, to note some of the issues to which this field addresses itself, and to consider some of its insights.
Content: The implications of Popular Music Studies for the study of music in general, the relationship of local and global in popular music during the era of capitalism and the global entertainment industry.
Assessment: Essays (50%); Oral presentations (50%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time.

Popular Music Studies: Production in SA
MUSC4PS H2 (0L-0T-0P-20S-189H-0R-108F-0G-3A-13W-32C)
Prerequisite Requirement: Popular Music Studies: Thinking Popular Music
Aim: To introduce students to a highly complex industry that comprises, inter alia, the recording, distribution, advertising, televising, marketing and consuming of music sound and image.
Content: A focus on the mediating process of the popular music industry (by way of an 'internship'), an integration of theory with practice, and an examination of the history, influences and complex processes of southern African popular music production.
Assessment: Essays (30%), Oral presentations (30%), Internship (40%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time.

Music Research: History and Ideas

MUSC4RH HB (24L-0T-0P-0S-293H-0R-0F-0G-3A-13W-32C)

Prerequisite Requirement: Musicology and Ethnomusicology 1A & 1B

Aim: To encourage a critical approach to the conceptualisation of music and culture; to introduce students to African debates on African culture; to evaluate different research methods and different ways of documenting research.

Content: African conceptual frameworks; continuity and change, identity and ideology, ethnography of music, research methodology, music as text.

Assessment: Weekly assignments (10%); Oral presentation (20%); Assignment (40%); Examination (30%)

DP Requirement: Attend at least 85% of instruction.

Music Research: Methods

MUSC4RM HB (24L-0T-0P-0S-290H-0R-3F-0G-3A-13W-32C)

Prerequisite Requirement: Musicology and Ethnomusicology 1A & 1B

Aim: To provide students with knowledge and skills necessary for planning and executing research at the level of the Honours/Masters degree.

Content: Identifying relevant sources and assessing their quality and usefulness to a particular project; developing a theoretical basis for research in music; qualitative and quantitative research skills, including basic statistical concepts and operations; academic writing and editing; developing an individual research proposal; student-supervisor relations.

Assessment: Class assignments (50%); Research proposal (30%); Examination (20%)

DP Requirement: Attend at least 85% of instruction.

Second Practical Study 4A

MUSC4SA HB (0L-10T-0P-0S-149.7H-0R-0F-0G-0.3A-13W-16C)

Prerequisite Requirement: Second Practical Study 3B

Aim: To achieve a good command of rhythm and fairly complex technical skills, to be fluent at reading a musical score of intermediate difficulty and to be structured in the approach to practising the instrument.

Content: Technical preparation, reading/singing at sight, study and interpretation of specific style periods.

Assessment: Semester work (33.3%); Practical examination (66.7%)

DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Second Practical Study 4B

MUSC4SB HB (0L-10T-0P-0S-149.7H-0R-0F-0G-0.3A-13W-16C)

Prerequisite Requirement: Second Practical Study 4A

Aim: To achieve a good command of rhythm and fairly complex technical skills, to be fluent at reading a musical score of intermediate difficulty and to be structured in the approach to practising the instrument.

Content: Technical preparation, reading/singing at sight, study and interpretation of specific style periods.

Assessment: Semester work (33.3%); Practical examination (66.7%)

DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Advanced Vocal Teaching Method A

MUSC4VA H1 (13L-0T-11P-0S-44H-6R-0F-0G-6A-13W-8C)

Prerequisite Requirement: Instrumental Teaching Method 1B, First Practical Study 2B

Aim: To extend the knowledge and practice of the teaching method prerequisite with an emphasis on the correction of vocal defects; to address issues of advanced vocal technique; to survey the field of repertoire suitable for use in tertiary level training.

Content: Advanced vocal technique; abdominal support and the pyramidalis muscle; assessment and correction of vocal defects; teaching diction and pronunciation; selection of pedagogically suitable repertoire.

Assessment: Semester work (50%), Written examination (20%), Practical examination (30%).

DP Requirement: Attend at least 75% of instruction; perform all assessments and technical tests; submit all assignments.

Advanced Vocal Teaching Method B

MUSC4VB H2 (13L-0T-11P-0S-44H-6R-0F-0G-6A-13W-8C)

Prerequisite Requirement: Advanced Vocal Teaching Method A

Aim: To explore knowledge of vocal misuse, to establish its diagnosis, and to select long-term remedial treatment; to incorporate French pronunciation in pedagogy, and to address the broad repertoire requirements of advanced vocal students.
Content: Assessment of vocal problems through diagnosis and long-term intervention; vocal misuse and abuse as distinct conditions; teaching recitative in Italian and English; advanced repertoire for pedagogical application.
Assessment: Semester work (50%), Written examination (20%), Practical examination (30%).
DP Requirement: Attend at least 75% of instruction; perform all assessments and technical tests; submit all assignments.

Performance 2A
MUSC4XA HB (0L-20T-0P-0S-299.5H-0R-0F-0G-0.5A-13W-32C)
Prerequisite Requirement: Performance 1B
Aim: Preparation of instrumental or vocal literature for public performance for the purpose of performance experience as well as broadening of knowledge about other repertoire for the instrument. Advanced reading and learning skills.
Content: Advanced technical and musical skills, study and interpretation of specific style periods, application of musical knowledge through independent interpretation of unfamiliar advanced music scores.
Assessment: Semester work (33.3%); Practical examination (66.7%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark. Compulsary for all Classical Students requiring accompaniment to attend 3(Three) rehearsals before the exam.

Performance 2B
MUSC4XB HB (0L-20T-0P-0S-299H-0R-0F-0G-1A-13W-32C)
Prerequisite Requirement: Performance 2A
Aim: Preparation of instrumental or vocal literature for public performance for the purpose of performance experience as well as broadening of knowledge about other repertoire for the instrument. Advanced reading and learning skills.
Content: Advanced technical and musical skills, study and interpretation of specific style periods, application of musical knowledge through independent interpretation of unfamiliar advanced music scores.
Assessment: Semester work (33.3%), Public examination recital (66.7%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark. Compulsary for all Classical Students requiring accompaniment to attend 3(Three) rehearsals before the exam.

Advanced Electro-Acoustic Music
MUSC7AD H2 (26L-0T-0P-0S-291H-0R-0F-0G-3A-13W-32C)
Prerequisite Modules: Electro-Acoustic Music 2A (MUSC4LA/MUSC7LA) or Electro-Acoustic Music 2B (MUSC4LB/MUSC7LB).
Aim: To introduce students to the history of electro-acoustic music from ca. 1900 to the present, exposing them to a wide variety of musics employing electro-acoustic technology.
Content: Elektronische Musik, musique concrète, Tape Music, synthesizers of the 60s, early computer music, pre-50s electronic instruments, the history of audio recording from Edison to DVD, etc.
Practicals: Laboratory work
Assessment: Assignments (34%); Examination (66%)
DP Requirement: 80% attendance; submission, on time, of two written assignments.
Also offered at Masters level: MUSC8AD H1; assessment requires a more substantial independent research component.

Applied Electro-Acoustics:Advanced project
MUSC7AP HB (0L-0T-0P-0S-319H-0R-0F-0G-1A-13W-32C)
Prerequisite Modules: Electro-Acoustic Music 2B (MUSC7LB) / Electro-Acoustic Music 2B (MUSC8LB)
Aim: To apply in practice knowledge and skills gained in complementary modules. To provide learners with practical experience in various aspects of the musical arts, which are either dependent on or enhanced by current technologies: digital synthesis and advanced computer applications in audio and music production.
Content: Possible projects: a major (live) recording, synthesis, software development, hardware construction, multi-media, concert production, Internet or other approved project.
Practicals: Laboratory work
Assessment: Project (100%)

DP Requirement: Not applicable.
Also offered at Masters level: MUSC8AP HB; assessment requires a more substantial independent research component.

Public Sector Ethnomusicology & Comm Dev
MUSC7EC H2 (0L-0T-0P-20S-297H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: African Music Outreach: Community Development; Arts Administration
Aim: To understand policy issues and debates related to indigenous music, and to gain practical experience in the provision of technical assistance to arts organisations.
Content: Civic role of arts and culture in Africa; arts-and-culture policy debates; community arts project design, development and implementation; international and national copyright protection of indigenous music and folklore; protection and liabilities of contractual arrangements related to depositing, licensing and distribution of musical sound and audiovisual recordings.
Practicals: Providing technical assistance to arts organisations.
Assessment: Assignments and Service Learning (40%); Project Report (40%); Written Examination (20%)
DP Requirement: 75% attendance; 50% sub-minimum for the service-learning component.
Also offered at Masters level: MUSC8EC H2; assessment requires a more substantial independent research component.

Ethnographic and Video Documentation
MUSC7EV H1 (20L-0T-22P-0S-243H-0R-31F-0G-4A-13W-32C)
Prerequisite Requirement: Approval of the Academic Co-ordinator.
Aim: To provide skills in documentary ethnographic videography.
Content: Ethnomusicological approaches to documenting performance and ritual; scriptwriting and development of storyboards; advanced editing techniques; biographies of musicians and dancers and their repertoires and performance styles; interpreting and representing expressive culture in films, festivals, texts and museum exhibitions using academic ethnographic research; construction of aesthetics and meaning; ethnography of performance.
Assessment: Assignments (30%); Edited documentary (50%); Examination (20%)
DP Requirement: 75% attendance; submission of all assignments (50% sub-minimum).
Also available at Masters level: MUSC8EV H1; assessment requires a more substantial independent research component.

Independent Study A
MUSC7IA HB (0L-0T-0P-10S-308H-0R-0F-0G-2A-13W-32C)
Prerequisite Requirement: Subject to approval of the Academic Co-ordinator.
Aim: To enable a student of appropriate ability to pursue, at an advanced level, a topic or theme which is not otherwise offered and in which the student has a particular interest, and to develop a student's capacity for working largely on his/her own.
Content: To be decided afresh each time the module is run, by the lecturer in close consultation with the learner. May involve field work, extensive reading or professional practice.
Assessment: Varied assignments: e.g. Journal (30%); Essays (50%); Position Paper (20%)
DP Requirement: Not applicable.
Also offered at Masters level: MUSC8IA HB; assessment requires a more substantial independent research component.

Independent Study B
MUSC7IB HB (0L-0T-0P-10S-308H-0R-0F-0G-2A-13W-32C)
Prerequisite Requirement: Subject to approval of the Academic Co-ordinator.
Aim: To enable a student of appropriate ability to pursue, at an advanced level, a topic or theme which is not otherwise offered and in which the student has a particular interest, and to develop a student's capacity for working largely on his/her own.
Content: To be decided afresh each time the module is run, by the lecturer in close consultation with the learner. May involve field work, extensive reading or professional practice.
Assessment: Varied assignments: e.g. Journal (30%); Essays (50%); Position Paper (20%)
DP Requirement: Not applicable.

Also offered at Masters level: MUSC8IB HB; assessment requires a more substantial independent research component.

Public Jazz Performance

MUSC7JP (0L-20T-0P-0S-298H-0R-0F-0G-2A-13W-32C)

Prerequisite Requirement: Approval of the Academic Co-ordinator.
Aim: To provide specialised instruction for jazz performers in the preparation of a public recital of professional standard which includes a significant proportion of original compositions and arrangements.
Content: Advanced theory and techniques of jazz improvisation; advanced rehearsal and performance skills; and the conceptualisation and presentation of a concert of professional standard.
Assessment: Assignments (20%); Public Jazz Performance (80%)
DP Requirement: Class mark of at least 50%.
Also offered at Masters level: MUSC8JP HB; assessment requires a more substantial independent research component

Electro-Acoustic Music 2A

MUSC7LA H1 (20L-0T-39P-0S-257H-0R-0F-0G-4A-13W-32C)

Prerequisite Requirement: Electro-Acoustic Music 1Aand 1B, or equivalent
Aim: To provide students with theory and practical experience in various aspects of the musical arts, which are either dependent on or enhanced by current technologies: i.e., digital synthesis and advanced computer applications in audio and music production.
Content: Advanced linear and non-linear recording and audio processing, synthesis, music desktop publishing.
Practicals: Laboratory work
Assessment: Two projects (26%), Assignment (8%); Examination (66%)
DP Requirement: 80% attendance; submission of all assignments (on time and with a 50% sub-minimum).
Also offered at Masters level: MUSC8LA H1; assessment requires a more substantial independent research component.

Electro-Acoustic Music 2B

MUSC7LB H2 (20L-0T-39P-0S-257H-0R-0F-0G-4A-13W-32C)

Prerequisite Requirement: Electro-Acoustic Music 2A (MUSC7LA H1)/Electro-Acoustic Music 2A (MUSC8LA H1).
Aim: To provide students with theory and practical experience in various aspects of the musical arts, which are either dependent on or enhanced by current technologies: i.e., digital synthesis and advanced computer applications in audio and music production.
Content: Advanced digital synthesis and sampling (FM, additive, wave-shaping, physical modelling, etc). Advanced MIDI (system-exclusive messages) and introduction to interactive composition/improvisation (object-oriented programming).
Practicals: Laboratory work
Assessment: Two projects (26%), Assignment (8%); Examination (66%)
DP Requirement: 80% attendance; submission of all assignments (on time and with a 50% sub-minimum).
Also offered at Masters level: DMU8LB H2; assessment requires a more substantial independent research component.

Music Education 2A

MUSC7MA H1 (0L-0T-0P-24S-269H-0R-24F-0G-3A-13W-32C)

Prerequisite Requirement: Approval by the lecturer and the Academic Co-ordinator based on interview and review of undergraduate performance.
Aim: To develop advanced knowledge and skills for teaching music in a variety of education contexts.
Content: The philosophy and practical processes of intercultural music education; Developing a personal philosophy of music education; Critical Theory and its application in developing professional praxis in music education; Computers and MIDI in music education; Selecting music for students and how to exploit its possibilities for outcome achievement; Article and website reviews; Composing and arranging for students; Practice teaching.
Assessment: Semester work (70%); Semester examinations (30%)
DP Requirement: 80% attendance; submission of all assignments; class mark of at least 40%.
Also offered at Masters level: MUSC8MA H1; assessment requires a more substantial independent research component.

Music Education 2B

MUSC7MB H2 (0L-0T-0P-24S-245H-0R-48F-0G-3A-13W-32C)

Prerequisite Requirement: Music Education 2A

Aim: To develop advanced knowledge and skills for teaching music in a variety of education contexts.

Content: Research methods in music education; Composing and arranging for students using the computer; Musical aptitude and its evaluation; Practice teaching (6-8 week teaching practicum).

Assessment: Semester work (70%); Semester examinations (30%)

DP Requirement: 80% attendance; submission of all assignments; class mark of at least 40%.

Also offered at Masters level: MUSC8MB H2; assessment requires a more substantial independent research component.

Thinking Popular Music

MUSC7PM H1 (0L-0T-0P-20S-297H-0R-0F-0G-3A-13W-32C)

Prerequisite Requirement: Subject to the approval of the Academic Co-ordinator.

Aim: To look at some of the factors that have made Popular Music Studies a dynamic new field, to note some of the issues to which this field addresses itself, and to consider some of its insights.

Content: The implications of Popular Music Studies for the study of music in general, the relationship of local and global in popular music during the era of transnational capitalism, and such topics as the industry, audiences, mediation, identity, geography and politics.

Assessment: Essays (50%); Oral presentations (50%)

DP Requirement: 85% attendance; submission of all written assignments.

Also offered at Masters level: MUSC8PM H1; assessment requires a more substantial independent research component.

Elect.-Acoustics: Prof Practice

MUSC7PP HB (0L-0T-0P-0S-318H-0R-1F-0G-1A-13W-32C)

Prerequisite Requirement: Electro-Acoustic Music 2B (MUSC7LB H2)/Electro-Acoustic Music 2B (MUSC8LB H2).

Aim: By means of an 8- to 12-week internship, to bring students into direct contact with a specific sector of the music and/or audio-visual industry (e.g. radio, TV, commercial recording studio, media resource centre, audio-visual centre or other approved media institution).

Assessment: Journal (100%)

DP Requirement: Not applicable.

Also offered at Masters level: MUSC8PP HB; assessment requires a more substantial independent research component.

Popular Music Production in Southern Africa

MUSC7PS H2 (0L-0T-0P-20S-189H-0R-108F-0G-3A-13W-32C)

Prerequisite Requirement: Thinking Popular Music (MUSC7PM H1)/Thinking Popular Music (MUSC8PM H1).

Aim: To introduce students to a highly complex industry that comprises, inter alia, the recording, distribution, advertising, televising, marketing and consuming of music sound and image.

Content: A focus on the mediating processes of the popular music industry (by way of an 'internship'), an integration of theory with practice, and an examination of the history, influences and complex processes of southern African popular music production.

Assessment: Essays (30%); Oral presentations (30%); Internship (40%)

DP Requirement: Attend at least 80% of instruction, submit all assignments on time.

Also offered at Masters level: MUSC8PS H2; assessment requires a more substantial independent research component.

Music Research: History and Ideas

MUSC7RH H2 (20L-0T-0P-5S-291H-0R-0F-0G-4A-13W-32C)

Aim: To encourage a critical approach to the conceptualisation of music and culture; to introduce students to African debates on African culture; to evaluate different research methods and different ways of documenting research.

Content: African conceptual frameworks; continuity and change, identity and ideology, ethnography of music, research methodology, music as text.

Assessment: Weekly assignments (10%); Oral presentation (20%); Assignment (40%); Examination (30%)

DP Requirement: 85% attendance; submission of all assignments.

Music Research: Methods
MUSC7RM H1 (24L-0T-0P-0S-290H-0R-3F-0G-3A-13W-32C)
Prerequisite Requirement: Subject to approval of the Academic Co-ordinator.
Aim: To provide students with knowledge and skills necessary for planning and executing research at the level of the Honours/Masters degree.
Content: Identifying relevant sources and assessing their quality and usefulness to a particular project; developing a theoretical basis for research in music; qualitative and quantitative research skills, including basic statistical concepts and operations; academic writing and editing; developing an individual research proposal; student-supervisor relations.
Assessment: Class assignments (50%); Research proposal (30%); Examination (20%)
DP Requirement: 85% attendance.

Honours Project (Long)
MUSC7RP HB (0L-4T-0P-0S-315H-0R-0F-0G-1A-13W-32C)
Prerequisite Requirement: Admission to Honours programme.
Aim: To develop an understanding of a field relevant to your chosen programme.
Content: An intensive, independently-conducted project relevant to your area of specialisation, determined in consultation with the appropriate programme specialist and approved by the Head of School.
Assessment: Dependent on the field: A project portfolio, or an examination.
DP Requirement: Not applicable.

Reading or Repertoire Study
MUSC7RR HB (0L-3T-0P-0S-154H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Appropriate Bachelor's degree.
Aim: To undertake and complete a critical reading of a specific bibliography, or a critical study of a specific music repertoire, in a field relevant to your chosen programme.
Content: A study relevant to your area of specialisation, determined in consultation with the appropriate programme specialist, approved by the Academic Co-ordinator, and conducted independently.
Assessment: Dependent on the field: Assignments, or an examination of the topic covered, or both.
DP Requirement: Completion of all assignments (if applicable).
Also offered at Masters level: MUSC8RR HB; assessment requires a higher degree of accomplishment.

Honours Project: Music (Short)
MUSC7RZ H2 (0L-3T-0P-0S-156H-0R-0F-0G-1A-13W-16C)
Prerequisite Requirement: Admission to Honours programme.
Aim: To develop an understanding of a field relevant to your chosen programme.
Content: An exploratory, independently-conducted project relevant to your area of specialisation, determined in consultation with the appropriate programme specialist and approved by the Academic Co-ordinator.
Assessment: Dependent on the field: A project portfolio, or an examination.
DP Requirement: Not applicable.

SA Music: Traditional, Marabi and Beyond
MUSC7SM H1 (0L-0T-0P-20S-297H-0R-0F-0G-3A-13W-32C)
Aim: To profile three areas of South African music: traditional forms of African music; Marabi and the Marabi-jazz tradition to the end of the 1950s; and South African jazz after 1960.
Content: South African traditional musics; research perspectives in South African music studies; South African music ethnographies; aspects of popular music in South Africa; early South African jazz and vaudeville; pennywhistle kwela; township jazz; and jazz under apartheid, in exile and in South Africa today.
Assessment: 3 Assignments (100%)
DP Requirement: 85% attendance; submission of all written assignments.
Also offered at Masters level: MUSC8SM H1; assessment requires a more substantial independent research component.

Theorising Music in Society
MUSC7TM H2 (0L-0T-0P-20S-297H-0R-0F-0G-3A-13W-32C)
Aim: To deal with the fact that music is a social product, to understand it as always arising out of specific social conditions, and as being constituted by particular social discourses.

Content: Important current theoretical debates.
Assessment: Essay (50%); Oral presentations (50%)
DP Requirement: 85% attendance; submission of all written assignments.
Also offered at Masters level: MUSC8TM H2; assessment requires a more substantial independent research component.

Performance 2A
MUSC7XA HB (0L-20T-0P-0S-298H-0R-0F-0G-2A-13W-32C)
Prerequisite Requirement: Performance 1B or equivalent, and an audition.
Aim: Preparation of instrumental (or vocal) repertoire and skills for public performance.
Content: Advanced technical and musical skills, study and interpretation of specific genres and/or style periods, application of musical knowledge through performance of unfamiliar or advanced pieces.
Assessment: Semester work (33.3%); Practical examination (66.7%)
DP Requirement: Class mark of at least 50%.
Also offered at Masters level: MUSC8XA HB; assessment requires a more substantial independent research component.

Performance 2B
MUSC7XB HB (0L-20T-0P-0S-298H-0R-0F-0G-2A-13W-32C)
Prerequisite Requirement: Performance 2A
Aim: Preparation of instrumental (or vocal) repertoire and skills for public performance.
Content: Advanced technical and musical skills, study and interpretation of specific genres and/or style periods, application of musical knowledge through performance of unfamiliar or advanced pieces.
Assessment: Semester work (33.3%); Practical examination (66.7%)
DP Requirement: Class mark of at least 50%.
Also offered at Masters level: MUSC8XB HB; assessment requires a more substantial independent research component.

Portfolio of Jazz Compositions & Arrangements
MUSC8JC HB (20L-0T-0P-0S-297H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Approval of the Academic Co-ordinator.
Aim: To provide specialised instruction for jazz composers/arrangers in the preparation of a portfolio of professional standard.
Content: Theory, techniques and presentation skills relevant to jazz composing and arranging.
Assessment: Assignments (20%); Portfolio (80%)
DP Requirement: Class mark of at least 50%.

Research Article
MUSC8RA H1 (0L-16T-0P-0S-304H-0R-0F-0G-0A-16W-32C)
Prerequisite Requirement: 64 credits at Masters level, and knowledge of relevant research methodology. Students who lack the latter will be required to complete EITHER Music Research Methods OR an Independent Study involving the work of MUSC3ZA plus the planning of a research topic and the development of a research proposal.
Aim: To carry out, under supervision, a research project relevant to Music.
Content: A research article of around 10 000 words, on a topic relevant to your chosen programme specialisation.
Assessment: Research article examined by one internal and one external examiner.
DP Requirement: As per the School of Music requirements.

Music Research:History and Ideas
MUSC8RH H2 (20L-0T-0P-5S-291H-0R-0F-0G-4A-13W-32C)
Aim: To encourage a critical approach to the conceptualisation of music and culture; to introduce students to African debates on African culture; to evaluate different research methods and different ways of documenting research.
Content: African conceptual frameworks; continuity and change, identity and ideology, ethnography of music, research methodology, music as text.
Assessment: Weekly assignments (10%); Oral presentation (20%); Assignment (40%); Examination (30%)
DP Requirement: 85% attendance; submission of all assignments.

Music Research Methods
MUSC8RM H1 (24L-0T-0P-0S-290H-0R-3F-0G-3A-13W-32C)
Aim: To provide students with knowledge and skills necessary for planning and executing research at the level of the Honours/Masters degree.
Content: Identifying relevant sources and assessing their quality and usefulness to a particular project; developing a theoretical basis for research in music; qualitative and quantitative research skills, including basic statistical concepts and operations; academic writing and editing; developing an individual research proposal; student-supervisor relations.
Assessment: Class assignments (50%); Research proposal (30%); Examination (20%)
DP Requirement: 85% attendance.

Modules for the n*ew curriculum phasing in from 2020*

Foundational Practical Studies A
MUSC101 (52L-0T-0P-0S-94H-0R-0F-12G-2A-15W-16C)
Aim: Foundational Practical Studies A provides beginner training for instrumental and vocal performers. The module helps students to develop basic instrumental/vocal/dancing fluency; to read basic musical notation fluently; to develop a working knowledge of basic instrumental/vocal repertoire; to develop basic skills in performing in musical groups.
Content: Beginner instrumental/vocal technique, beginner strategies for effective practice, beginner exercises in notational reading fluency, varied beginner instrumental/vocal repertoire, beginner ensemble technique and practice.
Assessment: Class and ensemble assessments (50%), practical and ensemble examinations (50%).
DP Requirement: Attendance at 80% of contact lectures as per register, 100% of ensemble rehearsals.

Foundational Practical Studies B
MUSC102 (52L-0T-0P-0S-94H-0R-0F-12G-2A-15W-16C)
Aim: Foundational Practical Studies B provides continued basic/beginner training for instrumental and vocal performers. The module helps students to develop basic instrumental/vocal/dancing fluency; to read basic musical notation fluently; to develop a working knowledge of basic instrumental/vocal repertoire; to develop basic skills in performing in musical groups.
Content: Beginner instrumental/vocal technique, beginner strategies for effective practice, beginner exercises in notational reading fluency, varied beginner instrumental/vocal repertoire, beginner ensemble technique and practice.
Assessment: Class and ensemble assessments (50%), practical and ensemble examinations (50%).
DP Requirement: Attendance at 80% of contact lectures as per register, 100% of ensemble rehearsals.

Foundational Performance Skills A
MUSC103 H1 (0L-0T-13P-0S-119H-0R-0F-26G-2A-15W-16C)
Aim: The aim of Foundational Performance Skills A is to provide a basic introduction to students of the practical skills they require to become professional practicing musicians.
Content: Beginner skills in improvisation, arrangement, accompanying, keyboard skills or diction and foreign languages; beginner skills in public performance; beginner concert management, performance etiquette and performance programme planning; beginner performance critique, reflection and research.
Assessment: Practical class mark 50%, final exam 50%.
DP Requirement: Attendance at 80% practicals, workshops and master classes as per register.

Foundational Performance Skills B
MUSC104 (0L-0T-13P-0S-119H-0R-0F-26G-2A-15W-16C)
Aim: The aim of Foundational Performance Skills B is to continue providing a basic introduction to students of the practical skills they require to become professional practicing musicians.
Content: Beginner skills in improvisation, arrangement, accompanying, keyboard skills or diction and foreign languages; beginner skills in public performance; beginner concert management, performance etiquette and performance programme planning; beginner performance critique, reflection and research.
Assessment: Practical class mark 50%, final exam 50%.
DP Requirement: Attendance at 80% practicals, workshops and master classes as per register.

Introduction to Music Fundamentals A

MUSC105 (39L-0T-0P-0S-54H-10R-0F-0G-57A-15W-16C)

Aim: Introduction to Music Fundamentals A equips students with the core theoretical and practical basics of the staff notation system.

Content: Musical pulse; durations of sound and silence; conventions of note and rest grouping; musical pitch; musical alphabet; frequency and pitch; differentiating pitches in notation; calculating distances between notes; hearing and notating intervals; tonal centres and key; conventions of notating scales (major scales).

Assessment: Two tests (50%), one final examination (50%).

DP Requirement: Attendance at 80% of contact lectures as per register

Introduction to Music Fundamentals B

MUSC106 (39L-0T-0P-0S-54H-10R-0F-0G-57A-15W-16C)

Aim: The module trains students to achieve proficiency in five competencies while relating them to diverse contexts: conventions of pitch organisation; measuring complex musical intervals; conventions in basic musical harmonisation; conventions in notating complex musical rhythms and metres; and conventions in musical performance directions.

Content: Scales/modes; complex intervals; triads/quartads; conventions of harmonisation; mixed metres; complex rhythmic patterns and syncopation; performance directions.

Assessment: Two tests (50%), one final examination (50%).

DP Requirement: Attendance at 80% of contact lectures as per register

Intro to Academic English and Literature A

MUSC107 (26L-26T-0P-0S-52H-13R-0F-0G-43A-15W-16C)

Aim: Introduction to Academic Literacy in Music A equips students with a basic ability to express musical ideas in formal spoken and written English; a technical musical vocabulary for musicians; an introduction to academic sources in the music library; and basic skills in bibliographical citation.

Content: Musical terms; speaking about music in English; basic academic terminology; basic skills in interpreting academic discourse; finding sources in the library; creating bibliographies; citation; questioning sources.

Assessment: Tasks, assignments, orals, debates/discussions and tests (60%), exam (40%).

DP Requirement: Attendance at 80% of lectures and tutorials, as per register, and submission of all assignments.

Intro to Academic English and Literature B

MUSC108 (26L-26T-0P-0S-52H-13R-0F-0G-43A-15W-16C)

Aim: Introduction to Academic Literacy in Music B equips students with skills in academic reading and comprehension; learning and writing; working with academic sources; and academic argumentation.

Content: Introduction to academic reading; identifying keywords in a reading passage; writing summaries using keywords; taking notes using keywords; writing effective paragraphs; how to work with academic sources; how to create academic arguments; proof reading your work.

Assessment: Tasks, assignments, orals, debates/discussions and tests (60%), exam (40%).

DP Requirement: Attendance at 80% of lectures and tutorials, as per register, and submission of all assignments

Music Theory and Perception 1A

MUSC110 (59L-0T-0P-0S-81H-10R-0F-0G-10A-15W-16C)

Prerequisite Requirement: Introduction to Music Fundamentals B (foundation module), or successful entry examination.

Aim: This module aims to provide the student with an understanding of music theory as one of the core areas within the broader field of music studies.

Content: Intervals, chords and progressions; melodic and rhythmic dictation; analytical listening.

Assessment: Continual assessment: a number of shorter written class tests (30%); one practical aural test (25%), final examination (45%).

DP Requirement: Attendance at 80% of contact lectures as per register. Attendance at all tests and completion of all assessment tasks.

Music and Society 1

MUSC111 (39L-13T-0P-0S-53H-26R-0F-0G-29A-15W-16C)

Aim: Music and Society 1 provides students with an overview of the music of Africa, exposing students to the diversity of musical styles, forms, elements and cultural trends, and to the roles of music and musicians in different regions.

Content: Introduction to music, culture and history and to the elements of music; music of Sub-Saharan Africa; African instruments; music as tradition; music in society; introduction to jazz.
Assessment: Assessments – in the form of listening exercises (14%), essays (18%), assignments (9%), and tests (9%); and examination (50%).
DP Requirement: Attendance of 80% of contact lectures and tutorials as per register. Submit all assignments on time, 40% sub-minimum semester mark.

Music Theory and Perception 1B
MUSC112 (59L-0T-0P-0S-81H-10R-0F-0G-10A-15W-16C)
Prerequisite Requirement: Music Theory and Perception 1A.
Aim: This module builds on the knowledge and skills gained in Music Theory and Perception 1A. It aims to provide the student with an understanding of music theory as one of the core areas within the broader field of music studies.
Content: Secondary seventh chords; secondary dominants, extended dominants, substitute dominants; rules of voice leading; construction of standard progressions; principles of harmonization; melodic, harmonic and rhythmic dictation; analytical listening.
Assessment: Continual assessment: a number of shorter written class tests (30%); one practical aural test (25%) makes up the course mark. Examination: 45%.
DP Requirement: Attendance at 80% of contact lectures as per register. Attendance at all tests and completion of all assessment tasks.

Performance Skills 1
MUSC114 (0L-0T-13P-0S-119H-0R-0F-26G-4A-15W-16C)
Aim: The aim of Performance Skills 1 is to introduce students to the practical skills they require to become professional practicing musicians. Depending on the instrumental or vocal specialisation, the module includes components such as introductory skills in improvisation/arrangement, accompanying, diction and foreign languages, programme planning, performance etiquette, recital management and organisation, and writing skills.
Content: Basic skills in improvisation, arrangement, accompanying, keyboard skills or diction and foreign languages; basic skills in public performance; introduction to concert management, performance etiquette and performance programme planning; introduction to performance critique, reflection and research.
Assessment: Class mark comprising peer-reviewed practical performances (50%); OR peer-reviewed practical performance (40%) and a selection of written tasks (10%), final examination (50%).
DP Requirement: Attendance at 80% practicals, workshops and master classes as per register.

Practical Studies 1A
MUSC116 (0L-0T-52P-12S-94H-0R-0F-0G-2A-15W-16C)
Prerequisite Requirement: An audition as prescribed by the Discipline of Music.
Aim: Practical Studies 1A provides preliminary training for instrumental and vocal performers. The module helps students to develop instrumental/vocal fluency; to understand the full capabilities of the instrument/voice; to read musical notation fluently; to develop a broad knowledge of local and international instrumental/vocal repertoire; to develop skills in performing in musical groups.
Content: Instrumental/vocal technique (dance technique for the study of African music), strategies for effective practice, exercises in notational reading fluency, varied instrumental/vocal repertoire, ensemble technique and practice.
Assessment: Class and ensemble assessments (50%), which may include any or all of the following:
DP Requirement: Attendance at 80% of contact lectures and 100% of ensemble rehearsals as per register.

Practical Studies 1B
MUSC118 (0L-0T-52P-12S-94H-0R-0F-0G-2A-15W-16C)
Prerequisite Requirement: Practical Studies 1A.
Aim: Practical Studies 1B continues to provide preliminary training for instrumental and vocal performers. The module helps students to develop instrumental/vocal fluency; to understand the full capabilities of the instrument/voice; to read musical notation fluently; to develop a broad knowledge of local and international instrumental/vocal repertoire; to develop skills in performing in musical groups.
Content: Instrumental/vocal technique (dance technique for the study of African music), strategies for effective practice, exercises in notational reading fluency, varied instrumental/vocal repertoire, ensemble technique and practice.
DP Requirement: Attendance at 80% of contact lectures and 100% of ensemble rehearsals as per register.

Music and Society 2A

MUSC210 HC (39L-13T-0P-0S-53H-26R-0F-0G-29A-15W-16C)

Prerequisite Requirement: Music and Society 1.

Aim: Music and Society 2A provides a balanced perception of musical traditions and cultures of the world. It focuses on detailed discussions and analyses, including the study of conceptual issues, of specific music traditions and of set works.

Content: Varies from year to year and may include such topics as the Classical and Romantic Symphony; popular music studies; Maskanda; jazz in South Africa; world music; and an ethnomusicological approach to Rachmaninoff's Symphonic Dances.

Assessment: Assessments – in the form of listening exercises (14%), essays (18%), assignments (9%), and tests (9%); and examination (50%).

DP Requirement: Attendance of 80% of contact lectures and tutorials as per register. Submit all assignments on time, 40% sub-minimum semester mark.

Music and Society 2B

MUSC212 (39L-13T-0P-0S-53H-26R-0F-0G-29A-15W-16C)

Prerequisite Requirement: Music and Society 1.

Aim: Music and Society 2B presents a balanced representation of musical traditions and cultures of the world. It focuses on detailed discussions and analyses, including the study of conceptual issues, of specific music traditions and of set works.

Content: Modern jazz; South African orchestral music; Isicathamiya choral traditions; popular music as social discourse; The Rock Hero: The Music of Queen; Stravinsky's Rite of Spring.

Assessment: Assessments – in the form of listening exercises (14%), essays (18%), assignments (9%), and tests (9%); and examination (50%).

DP Requirement: Attendance of 80% of contact lectures and tutorials as per register. Submit all assignments on time, 40% sub-minimum semester mark.

Music Theory and Perception 2A

MUSC214 (49L-0T-0P-0S-91H-10R-0F-0G-10A-15W-16C)

Prerequisite Requirement: Music Theory and Perception 1B.

Aim: There are two different streams within this module (western and jazz). In both the students will be equipped with an understanding of key terms, concepts and symbols, general principles of harmonic usage, rules of voice leading, and methods of analysis.

Content: Western classical specialization: An introduction to counterpoint using a modified species approach; analysis of diatonic harmony in keyboard, vocal and choral music textures. Jazz specialization: Melody-harmony relationships; deceptive resolutions; extended endings and turnarounds; modulation. Both specializations: Aural perception of harmonic, melodic and rhythmic structures; analytical listening.

Assessment: Continual assessment: a number of shorter written class tests (30%); one practical aural test (25%) makes up the course mark. Examination: 45%.

DP Requirement: Attendance at 80% of contact lectures as per register. Attendance at all tests and completion of all assessment tasks.

Music Theory and Perception 2B

MUSC216 (49L-0T-0P-0S-91H-10R-0F-0G-10A-15W-16C)

Prerequisite Requirement: Music Theory and Perception 2A.

Aim: There are two different streams within this module (western and jazz). In both the students will be equipped with an understanding of key terms, concepts and symbols, general principles of harmonic usage, rules of voice leading, and methods of analysis

Content: Western classical specialization: The resources of chromatic harmony; motivic and formal analysis. Jazz specialization: Modal harmony and melody writing; voice leading; use of inversions, pedal point and ostinato; incomplete hybrid and constant structures; reharmonization.

Assessment: Continual assessment: a number of shorter written class tests (30%); one practical aural test (25%) makes up the course mark. Examination: 45%.

DP Requirement: As per faculty rules.

Performance Skills 2A

MUSC218 (0L-0T-13P-0S-119H-0R-0F-26G-4A-15W-16C)

Prerequisite Requirement: Practical Studies 1B and Performance Skills 1.
Aim: The aim of Performance Skills 2A is to expose students to the practical skills they require to become professional practicing musicians. Depending on the instrumental or vocal specialisation, the module includes components such as intermediate skills in improvisation/arrangement, accompanying, diction and foreign languages, programme planning, performance etiquette, recital management and organisation, and writing skills.
Content: Intermediate skills in improvisation, arrangement, accompanying, keyboard skills or diction and foreign languages; intermediate skills in public performance; concert management, performance etiquette and performance programme planning; performance critique, reflection and research.
Assessment: Class mark comprising peer-reviewed practical performances (50%); OR peer-reviewed practical performance (40%) and a selection of written tasks (10%); final examination (50%).
DP Requirement: Attendance at 80% practicals, workshops and master classes as per register.

Performance Skills 2B
MUSC220 (0L-0T-13P-0S-119H-0R-0F-26G-4A-15W-16C)
Prerequisite Requirement: Practical Studies 2A and Performance Skills 2A.
Aim: The aim of Performance Skills 2B is to expose students to the practical skills they require to become professional practicing musicians. Depending on the instrumental or vocal specialisation, the module includes components such as intermediate skills in improvisation/arrangement, accompanying, diction and foreign languages, programme planning, performance etiquette, recital management and organisation, and writing skills.
Content: Intermediate skills in improvisation, arrangement, accompanying, keyboard skills or diction and foreign languages; intermediate skills in public performance; concert management, performance etiquette and performance programme planning; performance critique, reflection and research.
Assessment: Class mark comprising peer-reviewed practical performances (50%); OR peer-reviewed practical performance (40%) and a selection of written tasks (10%); final examination (50%).
DP Requirement: Attendance at 80% practicals, workshops and master classes as per register.

Practicals Studies 2A
MUSC222 HC (0L-0T-39P-12S-107H-0R-0F-0G-2A-15W-16C)
Prerequisite Requirement: Practical Studies 1B.
Aim: Practical Studies 2A provides intermediate training for instrumental and vocal performers. The module helps students to develop further instrumental/vocal fluency; to understand the full capabilities of the instrument/voice; to read musical notation fluently; to further develop a broadening knowledge of local and international instrumental/vocal repertoire; to further develop skills in performing in musical groups.
Content: Intermediate instrumental/vocal technique (dance technique for the study of African music), intermediate strategies for effective practice, intermediate exercises in notational reading fluency, intermediate varied instrumental/vocal repertoire, intermediate ensemble technique and practice.
Assessment: Class and ensemble assessments (50%), which may include any or all of the following: solo practical tests, group practical tests, music reading tests, limited-learning-time music test (also called a 'quick study'), technical exercise tests. Practical and ensemble examinations (50%) which may include any or all of the above categories.
DP Requirement: Attendance at 80% of contact lectures and 100% of ensemble rehearsals as per register.

Practicals Studies 2B
MUSC224 HC (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Prerequisite Requirement: Practical Studies 2A.
Aim: Practical Studies 2B provides intermediate training for instrumental and vocal performers. The module helps students to develop further instrumental/vocal fluency; to understand the full capabilities of the instrument/voice; to read musical notation fluently; to further develop a broadening knowledge of local and international instrumental/vocal repertoire; to further develop skills in performing in musical groups.
Content: Intermediate instrumental/vocal technique (dance technique for the study of African music), intermediate strategies for effective practice, intermediate exercises in notational reading fluency, intermediate varied instrumental/vocal repertoire, intermediate ensemble technique and practice.
Assessment: Class and ensemble assessments (50%), which may include any or all of the following: solo practical tests, group practical tests, music reading tests, limited-learning-time music test (also called a 'quick study'), technical exercise tests. Practical and ensemble examinations (50%) which may include any or all of the above categories.
DP Requirement: Attendance at 80% of contact lectures and 100% of ensemble rehearsals as per register.

African Music Outreach A Music Education

MUSC310 (26L-18T-0P-0S-39H-16R-10F-0G-51A-15W-16C)

Prerequisite Requirement: Practical Study 2B and Performance Skills 2B.

Aim: To introduce students to current issues in curriculum development and to develop pedagogical materials to teach African Music and Dance.

Content: Philosophies of music and dance education in Africa; teaching methodologies for dance, movement, choral and instrumental music; teaching resources and curriculum matters; South African educational policy; community-based music and dance education; design and evaluation of pedagogical materials; educational framework of festivals and competitions.

Assessment: Assignments and practicum (40%), teaching portfolio (40%), examination (20%).

DP Requirement: Attend at least 75% instruction as per register, 50% subminimum for student teaching practice.

African Music Outreach B Community Dev

MUSC312 (51L-0T-24P-0S-33H-16R-5F-0G-31A-15W-16C)

Prerequisite Requirement: African Music Outreach A.

Aim: To introduce students to public sector ethnomusicology and arts administration, providing them with necessary skills for running effective community arts programmes

Content: Folk festivals and folk life; festival management, marketing and publicity; public sector ethnomusicology/applied ethnomusicology; proposal writing, fundraising and project management; arts advocacy; curating exhibitions and programmes.

Assessment: Assignments (10%), oral presentations (10%), group discussions (10%), practicum (10%), arts festival project (40%), examination (20%).

DP Requirement: Attend at least 75% of instruction as per register, submit all assignments, successfully complete outreach project assignment. Successfully complete the group project.

Choral Studies A

MUSC314 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)

Aim: Choral Studies A provides specialist training for choral directors including conducting, choral/vocal technique, sight singing, repertoire studies, critical thinking and academic writing skills.

Content: Conventions of conducting, physiology of the voice, vocal and choral exercises,preparing a musical score, rehearsal technique,sight singing,techniques for listening to and assessing choral music,critical thought as it relates to choirs and choral music, conventions of academic writing.

Assessment: Written assignments (15%) research essay (20%) class presentations (15%) practical and written examinations (50%)

DP Requirement: Attendance at 80% of contact lectures as per register.

Choral Studies B

MUSC316 (40L-0T-0P-0S-80H-10R-0F-0G-30A-15W-16C)

Aim: Choral Studies B provides specialist training for choral directors including conducting, choral/vocal technique, sight singing, repertoire studies, critical thinking and academic writing skills.

Content: Specialist conducting technique, physiology of the voice, advanced vocal and choral exercises, preparing and analysing musical scores, rehearsal technique, sight singing, techniques for listening to and assessing choral music, critical thought as it relates to choirs and choral music, developing a personal academic writing style.

Assessment: Written assignments (15%), research essay (20%), class presentation (15%), practical and written examinations (50%).

DP Requirement: Attendance at 80% of contact lectures as per register

Composition A

MUSC318 (51L-13T-0P-0S-32H-0R-0F-0G-64A-15W-16C)

Prerequisite Requirement: Theory and perception 2B.

Aim: The aim of the module is to train versatile composers and for students to assemble a portfolio of compositions that demonstrates that versatility

Content: Analysis of music and numerous compositional and arrangement techniques.

Assessment: Compositions projects developed through peer-review and self-reflection, then assessed by lecturer (40%), portfolio of compositions externally examined (60%).

DP Requirement: Attendance at 80% of contact lectures as per register and submission of all portfolio items.

Composition B
MUSC320 (51L-13T-0P-0S-32H-0R-0F-0G-64A-15W-16C)
Prerequisite Requirement: Theory and perception 3A and Composition A
Aim: The aim of the module is to train versatile composers and for students to assemble a portfolio of compositions that demonstrates that versatility.
Content: Advanced analysis of music and numerous compositional and arrangement techniques
Assessment: Composition projects developed through peer-review and self-reflection, then assessed by lecturer (40%), portfolio of compositions externally examined (60%).
DP Requirement: Attendance at 80% of contact lectures as per register and submission of all portfolio items.

Music and Society 3A
MUSC322 (25L-13T-0P-14S-53H-26R-0F-0G-29A-15W-16C)
Prerequisite Requirement: Music and Society 2A or 2B.
Aim: Music and Society 3A develops a high level of understanding and critical evaluation of musical traditions by continuing to explore the history, structure and significance of music to peoples and cultures world-wide. Students continue to learn at an advanced level about musical genres, approaches to composition, changing musical styles and expression.
Content: Varies from year to year and may include such topics as: vocal music; Mbaqanga; the music of Asia; South African jazz musicals; paradigmatic positions and the analysis of music performance; and Music Profiles of Exile: Johnny Dyani.
Assessment: Assessments – in the form of listening exercises (14%), essays (18%), assignments (9%), and tests (9%); and examination (50%).
DP Requirement: As per faculty rules

Music and Society 3B
MUSC324 HC (39L-13T-0P-14S-53H-26R-0F-0G-29A-15W-17C)
Prerequisite Requirement: Music and Society 2A, 2B or 3A.
Aim: Music and Society 3B develops a high level of understanding and critical evaluation of musical traditions by continuing to explore the history, structure and significance of music to peoples and cultures world-wide. Students continue to learn at an advanced level about musical genres, approaches to composition, changing musical styles and expression.
Content: Varies from year to year and may include such topics as: music and the brain; music therapy; music in film; music and gender; indigenous bow music of Southern Africa; Miles Davis; musical constructions of space; and WA Mozart: Vesperae Solennes De Confessore – K339.
Assessment: Assessments – in the form of listening exercises (14%), essays (18%), assignments (9%), and tests (9%); and examination (50
DP Requirement: Attendance of 80% of contact lectures and tutorials as per register. Submit all assignments on time, 40% sub-minimum semester mark.

Music Technology A
MUSC326 (18L-8T-18P-0S-67H-0R-0F-0G-49A-15W-16C)
Prerequisite Requirement: Music Technology A.
Aim: To provide students with fundamental skills and knowledge that form the basis of music creation, production and distribution used in the music and broadcast industry as well as audio visual environments today.
Content: Sound, Audio, MIDI, Music Production, Synthesis and Sampling, Computer Notation and CAI
Assessment: Tests (25%), Assignments (25%), Projects (25%), Practical Work (25%).
DP Requirement: DP not required.

Music Technology B
MUSC328 (18L-8T-18P-0S-67H-0R-0F-0G-49A-15W-16C)
Prerequisite Requirement: Music Theory and Perception 2B, Practical Studies 2B, Performance Skills 2B.
Aim: To provide students with fundamental skills and knowledge that form the basis of music creation, production and distribution used in the music and broadcast industry as well as audio visual environments today.
Content: Sound, Audio, Music Production, MIDI, Computer Notation and CAI.
Assessment: Tests (25%), Assignments (25%), Projects (25%), Practical Work (25%).
DP Requirement: DP not required.

Music Theory and Perception 3A
MUSC330 (39L-0T-0P-0S-113H-10R-0F-0G-23A-15W-18C)
Prerequisite Requirement: Music Theory and Perception 2B.
Aim: Two different streams are offered within this module. In both the students will be equipped with an understanding of key terms, concepts and symbols, general principles of harmonic usage, a variety of compositional techniques, and methods of analysis, illustrated with examples primarily drawn from the field of specialization but always with an awareness of relationships with other musical styles.
Content: : Western classical specialization: Techniques of expanded tonality. Analysis of selected works from later 19th-century composers. Jazz specialization: Non-functional harmonic techniques. Analysis of selected examples from jazz musicians. Both specializations: Analytical listening.
DP Requirement: As per faculty rules.

Music Theory and Perception 3B
MUSC332 HC (25L-13T-0P-14S-53H-26R-0F-0G-29A-15W-16C)
Prerequisite Requirement: Music Theory and Perception 3A.
Aim: Two different streams are offered within this module. In both the students will be equipped with an understanding of key terms, concepts and symbols, general principles of harmonic usage, a variety of compositional techniques, and methods of analysis, illustrated with examples primarily drawn from the field of specialization but always with an awareness of relationships with other musical styles.
Content: Western classical specialization: Compositional techniques in post-tonal and atonal styles; analytical techniques for 20th and 21st-century music; detailed analysis of selected non-tonal compositions Jazz specialization: Introduction to serialism; compound and twelve-note chords; mirror writing and palindromes; isorhythm and isomelos; pandiatonicism; orchestration techniques Both specializations: Analytical listening with examples from the area of specialization.
Assessment: Written class tests (25%); major project (25%); final examination (50%).
DP Requirement: Attendance at 80% of contact lectures as per register. Attendance at all tests and completion of all assessment tasks.

Musicology A
MUSC334 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: Music and Society 2A and 2B.
Aim: To introduce students to the theoretical underpinnings of music research and to develop a basic understanding of the issues and choices that music researchers face particularly in a Southern African context
Content: Selected processes of music research; labelling music and music research; postcolonialism; tradition; identity; representation.
Assessment: Oral presentations 20%; summaries of readings 10%; evaluations of debates 10%; essay 30%; exam 30%.
DP Requirement: Attend 75% of lectures as per register and submit all assessments.

Musicology B
MUSC336 (39L-0T-0P-0S-81H-10R-0F-0G-30A-15W-16C)
Prerequisite Requirement: Musicology A.
Aim: To build on student's knowledge of the theoretical underpinnings of music research covered in Musicology A. To seek practical applications of theory in a topic related to any aspect of music making that resonates with the student's own interest and experience. These applications will not involve interviews
Content: Developing a research question; literature review; theoretical and methodological positions; summarizing and discussing a selection of 4- 6 readings; exploring music-making context in a particular context; representation information.
Assessment: Oral presentations 30%; written work - summaries and analysis of readings 40%; project 30%.
DP Requirement: None.

Performance Skills 3A
MUSC338 (0L-0T-26P-0S-127H-0R-13F-4G-3A-15W-17C)

Aim: To provide integrated specialised instruction for performers which could include preparation of instrumental or vocal literature, advanced music reading and learning skills, advanced group training in improvisation and performance research skills.
Content: Integrating advanced Instrumental/vocal technique into performance skills and sight reading/singing skills; detailed study and interpretation of specific style periods and performers, appropriate concert programmes, applying advanced ensemble techniques and practice, and music knowledge in professional performance, introductory skills in performance research.
DP Requirement: As per faculty rules.

Philosophy

Offered in the School of Religion, Philosophy and Classics

Introduction to Philosophy A
PHIL110 H1 P1 (39L-10T-0P-0S-76H-10R-0F-0G-25A-15W-16C)
Aim: The module seeks to introduce students to philosophy by providing a broad overview of the discipline and its subthemes. The module aims to enable students to be able to identify and explain the central ideas of major value theories and to be able to identify and explain the core arguments used to support those theories. In addition, students will learn to take a position on a philosophical issue and begin to defend that position with sound philosophical arguments.
Content: The module introduces students to a selection of central philosophical problems, linked thematically or by major thinker, drawing on both classic and modern texts and contextualising these issues in a manner that is relevant to contemporary South African students.
Assessment: Tests/assignments 50%, examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes as per register.

Introduction to Philosophy B
PHIL120 H2 P2 (39L-10T-0P-0S-76H-10R-0F-0G-25A-15W-16C)
Aim: The module seeks to introduce students to philosophy by providing a broad overview of the discipline and its subthemes. The module aims to enable students to be able to identify and explain the central ideas of major value theories and to be able to identify and explain the core arguments used to support those theories. In addition, students will learn to take a position on a philosophical issue and begin to defend that position with sound philosophical arguments.
Content: The module introduces students to a selection of central philosophical problems, thematically or by major thinker, drawing on both classic and modern texts and contextualising these issues in a manner that is relevant to contemporary South African students.
Assessment: Tests/assignments 50%, examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes as per register.

Being and Knowing
PHIL210 H1 P1 (39L-10T-0P-0S-76H-10R-0F-0G-25A-15W-16C)
Prerequisite Requirement: 16 credits at level one in Philosophy
Aim: To provide the student with an understanding of the classic problems in metaphysics and epistemology and to equip them with the necessary knowledge and skills to become self-critical about epistemological and metaphysical matters that they encounter in everyday life and in other academic disciplines. This will include an introduction to the core concepts and techniques in logic, providing students the skills to reason formally.
Content: The module will introduce students to key concepts of Logic and develop their skills in formal reasoning. The module will also look at a number of key questions in Metaphysics and/or Epistemology.
Assessment: Tests/assignments 50%, examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes as per register.

Thinking and Doing

PHIL220 H2 P2 (39L-10T-0P-0S-76H-10R-0F-0G-25A-15W-16C)

Prerequisite Requirement: 16 credits at level one in Philosophy

Aim: To develop in the student an understanding of the key developments in the history of political thought, and to engage students in the practice of political philosophy through a critical examination of a contemporary problem in the field. To examine the foundations of our ethical opinions and views about the good life. The student will apply moral reasoning to contemporary practical issues, particularly in the southern African context.

Content: This module introduces students to key concepts and arguments within Political philosophical thought, as well as ideas and debates in Applied Ethics.

Assessment: Tests/assignments 50%, examination 50%

DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes as per register.

Study of a Central Philosophical Problem

PHIL310 H1 P1 (39L-10T-0P-0S-76H-10R-0F-0G-25A-15W-16C)

Prerequisite Requirement: Two semesters of Philosophy courses at second year level

Aim: Detailed study of a single philosophical problem that is recognised to be of major importance in philosophy, and an understanding of the presuppositions and consequences of the various approaches to the issue.

Content: The selected philosophical problem will vary from year to year. Examples include the metaphysics of race, Rousseau's conception of democracy, the concept of law, Gettier counter-examples and so on.

Assessment: Assignments 50%, Examination 50%

DP Requirement: Submission of all assignments by the due date, an average final class mark of at least 50% and attendance at 80% of all classes as per register.

Metaphysics

PHIL320 P2 (39L-10T-0P-0S-76H-10R-0F-0G-25A-15W-16C)

Prerequisite Requirement: Two semesters of Philosophy courses at second year level.

Aim: The aim of the module is to give students a firm grounding in core issues in metaphysics. The module aims to introduce students to a number of metaphysical issues, in the process developing the students' skills to understand and actively engage in these philosophical debates.

Content: The content of the module will include some central issues in the metaphysics of mind, material objects, time, dependence, identity, personhood, causation, laws of nature, free will, and/or the existence of God.

Assessment: Assignments 50%, examination 50%

DP Requirement: Submission of all assignments by the due date, an average final class mark of at least 50% and attendance at 80% of all classes as per register.

Issues in Ethical Theory

PHIL330 H1 (39L-10T-0P-0S-76H-10R-0F-0G-25A-15W-16C)

Prerequisite Requirement: Two semesters of Philosophy courses at second year level.

Aim: This module aims to provide students with a knowledge of concepts, questions, debates and positions in ethical theory broadly understood, including but not limited to the advantages and disadvantages of different moral principles and theories, issues in applied ethics and moral psychology, and the character of practical rationality and moral reasoning.

Content: The topic and texts will vary from year to year. The focus of the module in any given year might include some aspect of deontology, consequentialism, virtue ethics or meta-ethics.

Assessment: Assignments 50%, examination 50%

DP Requirement: Submission of all assignments by the due date, an average final class mark of at least 50% and attendance at 80% of all classes as per register.

African Philosophy

PHIL340 P1 (39L-10T-0P-0S-76H-10R-0F-0G-25A-15W-16C)

Prerequisite Requirement: Two semesters of Philosophy courses at second year level

Aim: To introduce students to the nature of the debates surrounding the birth and development of African philosophy, including trends/approaches in African philosophy. The module aims at instructing students on select topics and debates in African philosophy such as personhood, political theory (African socialism to consensus), agency and freewill, communitarianism (including ubuntu), metaphysics, epistemology, theories of the mind, the nature of existence, and God.

Content: The course will include personhood, political theory (African socialism to consensus), agency and freewill, communitarianism (including ubuntu), metaphysics, epistemology, theories of the mind, the nature of existence and God. Any other topic proper to African philosophy may be included.
Assessment: Assignments 50%, examination 50%
DP Requirement: Submission of all assignments by the due date, an average final class mark of at least 50% and attendance at 80% of all classes as per register.

Philosophy and Society
PHIL350 H2 P2 (39L-10T-0P-0S-76H-10R-0F-0G-25A-15W-16C)
Prerequisite Requirement: Two semesters of Philosophy courses at second year level.
Aim: To expose students to a study of concepts, issues and debates in social and political philosophy, including: classical debates concerning the nature of government, society and social relations; philosophical approaches to socio-political issues; philosophical investigations of social or political concepts and practice; and the social and/or political dimensions of philosophy.
Content: Topics and texts will vary from year to year. Examples of topics include unfair discrimination, social injustice, poverty, disadvantage, rights and responsibilities.
Assessment: Assignments 50%, examination 50%
DP Requirement: Submission of all assignments by the due date, an average final class mark of at least 50% and attendance at 80% of all classes as per register.

History of Philosophy
PHIL360 H2 (39L-10T-0P-0S-76H-10R-0F-0G-25A-15W-16C)
Prerequisite Requirement: Two semesters of Philosophy courses at second year level
Aim: To give students a historically informed understanding of philosophy, and to provide knowledge of and an opportunity to engage critically with debates and texts that have had a significant or formative influence on the development of philosophy.
Content: The works of a selection of ancient or early modern philosophers are studied in this course. Topics and texts will vary from year to year. Examples include Plato's Republic, Kant's critique of metaphysics, Berkeley's idealism, Spinoza's monadology, Popper on the 'open society' and Kuhn on scientific revolutions.
Assessment: Assignments 50%, examination 50%
DP Requirement: Submission of all assignments by the due date, an average final class mark of at least 50% and attendance at 80% of all classes as per register.

Political Philosophy
PHIL701 HC PC (0L-0T-0P-26S-291H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors degree
Aim: Exploration of selected themes in political philosophy
Content: The precise content of the module will vary from year to year. Likely topics include, but are not restricted to, social contract theory, liberalism and multiculturalism, game theoretical approaches to politics, utopianism and utopias, justice and development, democracy and deliberation.
Assessment: Class work including assignments 50%; examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

Contemporary Continental Philosophy
PHIL702 HC PC (0L-0T-0P-26S-291H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors degree
Aim: Exploration of selected themes in contemporary continental philosophy.
Content: The precise content of the module will vary from year to year. Likely topics include, but are not limited to, themes in the work of Hegel, Heidegger, Derrida, Foucault, Levinas, Bataille and others.
Assessment: Class work including assignments 50%; examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

Meta-Ethics
PHIL703 HC PC (0L-0T-0P-26S-291H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors degree

Aim: To introduce learners to recent theories and arguments in meta-ethics so that they are able to engage with these debates at graduate level. The course aims to illustrate the important consequences of competing theories about the nature of moral judgements and the role of reason in action and in relation to moral judgements.
Content: Rationality and value; moral reasons; morality and self-interest; value and action; autonomy.
Assessment: Class work including assignments 50%; examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

Metaphysics
PHIL704 HC PC (0L-0T-0P-26S-291H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors degree
Aim: Advanced critical investigation of a central field of analytic metaphysics to enable learners to engage with contemporary debates at graduate level.
Content: The precise content of the module will vary from year to year. Likely topics include persons and personal identity or causation. The course will focus on a recent major text in the area.
Assessment: Class work including assignments 50%; examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

Advanced Study of a Philosophical Problem
PHIL705 HC PC (0L-0T-0P-26S-291H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors degree
Aim: Advanced critical investigation of a single issue that is recognised to be of major importance in philosophy, leading to an understanding of the presuppositions and consequences of the various approaches to the issue.
Content: The selected issue will vary from year to year. The course will usually focus on a recent major text.
Assessment: Class work including assignments 50%; examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

Directed Study in Philosophy
PHIL706 HC PC (0L-0T-0P-26S-291H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors degree
Aim: Directed study in philosophical topics of interest to philosophy postgraduate students. The content of the module will reflect current postgraduate research interests and will be taught by various members of the Philosophy staff in tandem, using a seminar format.
Assessment: Class work including assignments 50%; examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

Honours Research Project: Philosophy
PHIL7RP HC PC (0L-0T-0P-0S-320H-0R-0F-0G-0A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors degree
Aim: To undertake and complete a competent research project.
Content: Research portfolio over one semester.
Assessment: Examination of research portfolio.
DP Requirement: Completion of all work designated as required for DP on time

Policy and Development Studies

Offered in the School of Social Sciences

Public Policy Analysis
PODS701 P1 (0L-0T-0P-39S-200H-41R-0F-0G-40A-13W-32C)
Aim: To thoroughly understand various methods of public policy analysis and to apply them to specific policy areas and case studies.
Content: Power and organisation; elements of public policy analysis using South African case studies; inter-organisational issues.
Assessment: Coursework (50%); Examination (50%)
DP Requirement: Students are expected to attend all classes and to submit all assignments.

Governance in South Africa
PODS702 P2 (0L-0T-0P-39S-200H-41R-0F-0G-40A-13W-32C)
Aim: To explore thoroughly how South Africa is governed in the democratic era by exploring forms and patterns of political rule and by concentrating on the detail of specific mechanisms of governance.
Content: State and democracy; structures of political rule; web of governance; state capacity; inter-governmental relations; and e-governance.
Assessment: Coursework (50%); Examination (50%).
DP Requirement: Students are expected to attend all classes and to submit all assignments.

Research Project: Policy Development Studies
PODS7RP P2 (0L-0T-0P-0S-270H-0R-0F-0G-60A-13W-32C)
Prerequisite Requirement: SOCY 700 or equivalent methods course.
Aim: To undertake and present an independent research project under the guidance of a supervisor.
Content: The topic of the research will vary.
Assessment: Research report (100%)
DP Requirement: Not applicable.

Managing Public Policy
PODS801 P1 (0L-0T-0P-39S-200H-41R-0F-0G-40A-13W-32C)
Prerequisite Requirement: Public Policy Analysis (PODS701)
Aim: To encourage a sophisticated understanding of methods and techniques of public policy analysis. Explores various options as to how public policy issues can be managed by government in South Africa.
Content: Public policy analysis; design and implementation; case studies pertaining to public organisations and public management; public participation; inter-governmental and inter-organisational matters; comparative studies.
Assessment: Coursework (50%); Examination (50%).
DP Requirement: Students are expected to attend all classes and to submit all assignments.

Policy Monitoring & Evaluation
PODS802 PC (0L-0T-0P-39S-200H-41R-0F-0G-40A-13W-32C)
Prerequisite Requirement: SOCY700 or equivalent.
Aim: To become proficient in the requisite knowledge and skills required to monitor and evaluate public policies, programs and projects.
Content: The purposes and uses of monitoring and evaluation (M&E), concepts and approaches in M&E, tailoring and planning M&E, M&E frameworks, types of evaluation. Evaluation and policy formulation, implementation and process evaluation, impact evaluation, the GWME system in South Africa, reporting and M&E.
Assessment: Coursework (50%), Examination (50%)
DP Requirement: Students are expected to attend all classes and to submit all assignments.

Civil Society & Public Policy
PODS804 PC (0L-0T-0P-21S-99H-30R-0F-0G-10A-7W-16C)
Aim: To understand the role that various types of organisations in civil society play in public policy processes; and the contribution that policy practitioners in such organisations can make.
Content: Conceptualising and theorising the state and civil society; Typology of organisations - the non-profit sector,

non-governmental organisations, voluntary service organisations, community-based organisations - in different areas of public policy; the impact of foreign donors and international organisations on civil society; policy strategy and advocacy. Civil Society and the policy process. Use of case studies and fieldwork throughout.
Assessment: Coursework (50%); Examination (50%).
DP Requirement: Students are expected to attend all classes and to submit all assignments.

Short Dissertation: Policy & Devel Studies
PODS8SD PB (0L-0T-0P-0S-960H-0R-0F-0G-0A-13W-96C)
Aim: To equip studentsto undertake independent research by preparing a substantive dissertation on a topic chosen by the student and approved by assigned supervisor.
Content: Variable.
Assessment: Completed research project (100%)
DP Requirement: Not applicable

Political Science

Offered in the School of Social Sciences

Introduction to Political Science
POLS101 H1 P1 (39L-10T-0P-0S-81H-24R-0F-0G-6A-13W-16C)
Aim: To introduce students to the analysis of political institutions, ideas and practices; to help students to make sense of and think critically about political phenomena; students will develop an ability to assess political events with some analytical rigour.
Content: Aspects of political systems and action in historical and comparative context; forms of government; the properties of political institutions.
Assessment: Coursework (60%) (This may include tests, essays and tutorial assignments/participation); examination (40%).
DP Requirement: Submission of all written work on time. 75% attendance of lectures and 100% attendance of tutorials.
Compulsory for majors.

Introduction to Global Politics
POLS102 H2 P2 W2 (39L-10T-0P-0S-81H-24R-0F-0G-6A-13W-16C)
Aim: To introduce students to the global/international context of politics; to provide students with the relevant theoretical and conceptual knowledge; students will develop an awareness of the multiple forces that shape global politics.
Content: Aspects of the global political system; the social and economic forces that shape global politics.
Assessment: Coursework (60%) (This may include tests, essays and tutorial assignments/participation); examination (40%).
DP Requirement: Submission of all written work on time. 75% attendance of lectures and 100% attendance of tutorials.
Compulsory for majors.

Issues in International Affairs
POLS201 HC PC (39L-12T-0P-0S-57H-47R-0F-0G-5A-13W-16C)
Aim: To introduce students to significant and topical issues facing our changing and interdependent world; to stimulate constructive classroom debates and deeper analysis of assorted factors that affect and shape contemporary global politics.
Content: A variety of topical issues of international relations and global politics, and international political economy.
Assessment: Coursework (60%) (This may include tests, essays and tutorial assignments/participation); examination (40%).
DP Requirement: Submission of all written work on time. 75% attendance of lectures and 100% attendance of tutorials.
Compulsory for majors.

Politics & Law in South Africa
POLS204 P1 (39L-2T-2P-0S-77H-37R-0F-0G-3A-13W-16C)
Aim: To explore public policy by getting students to engage with and explore the roles, nature, and connections between the political and legal processes in the post-apartheid South Africa.
Content: Examines the constitution, the role of the different branches of government, political parties and interest

groups, and crucial topical issues of the day.
Assessment: 3 essays, 50%; 1x 3 hour examination, 50%.
DP Requirement: Submission of all written work on time. 75% attendance of lectures and 100% attendance of tutorials.

Contemporary African Politics & Development
POLS206 HC PC (39L-2T-1P-0S-71H-43R-0F-0G-4A-13W-16C)
Aim: Assesses social and political change and the various processes of development in contemporary African states by examining some of the most significant regional issues of the day.
Content: Key thinkers: Examines structural and topical issues such as the Concept of the 'Nation-state'; African State; Civil Society & the Return of Constitutionalism; External Aid, Conditionality, & Constraints to African Development; War and Conflict Resolution and Management in Africa; Challenges to Regional Growth, Development, and Peace in Africa; Imperatives for African Development.
Assessment: A test 10%, an individual essay, a group based project in political analysis and an exam **DP Requirement**: Submission of all written work on time, 75% attendance of lectures and 100% attendance at tutorials

History of Political Thought
POLS207 HC PC (39L-5T-0P-0S-75H-33R-0F-0G-8A-13W-16C)
Aim: To introduce students to key thinkers, theories and concepts in the tradition of western political thought, thus empowering them to engage with the contemporary world of political action, research and reflection.
Content: Key thinkers down history: Plato and Aristotle, Hobbes and Locke, Rousseau and Hegel, Marx and Mill, Fanon and Cabral, De Beauvoir and Mackinnon. Key concepts: the state; political authority; power; citizenship; property; justice; equality, freedom; rights; identity and recognition. Key debates: The nature of politics; the nature of legitimate power; individual freedom and the collective good; the just distribution of property; the commensurability of equality and freedom; the fair recognition of difference. Methodological issues: normative versus empirical theory; the nature of modern political theory; deductive and inductive reasoning.
Assessment: 6 tutorials, 1 test, 1 essay, (33.3%); 1 x 3 hour examination (66.67%)
DP Requirement: Submission of all written work on time, 75% attendance of lectures and 100% attendance at tutorials.

Modern Political Thought
POLS301 H1 P1 (39L-3T-0P-0S-64H-51R-0F-0G-3A-13W-16C)
Aim: To train students to engage in rigorous, advanced level studies in political theory and political philosophy, with special emphasis on skills of argumentation, analysis and abstract reasoning, and also on textual analysis, interpretative strategies and historical contexts.
Content: Aim: To train students to engage in rigorous, advanced level studies in political theory and political philosophy, with special emphasis on skills of argumentation, analysis and abstract reasoning, and also on textual analysis, interpretative strategies and historical contexts. Content: An exploration of key concepts, thinkers and debates.
Assessment: One Essay (16.65%); one oral presentation or test (16.65%); one 3-hour examination (66.7%).
DP Requirement: Submission of all written work on time. 75% attendance of lectures and 100% attendance of tutorials.
Compulsory for majors

Political Change in Developing Regions
POLS303 HC PC (39L-3T-0P-0S-42H-71R-0F-0G-5A-13W-16C)
Aim: To analyse aspects of political change in developing regions; to help students think critically and comparatively about different regions; to develop advanced understanding of the interface between political theory and political practice.
Content: Critical analysis of theories of development and their discourses, effects of globalisation, case studies.
Assessment: Coursework (50%) (This will include tests, essays and tutorial assignments/presentations); examination (50%).
DP Requirement: Submission of all written work on time. 75% attendance of lectures and 100% attendance of tutorials.
Compulsory for majors

Comparative Government and Politics
POLS304 H2 P2 (39L-3T-0P-0S-55H-58R-0F-0G-5A-13W-16C)
Aim: To equip students with an in-depth knowledge of the political systems and societies of a variety of countries. To provide students with the techniques of comparative political analysis and to make predictions about policy outcomes.
Content: Political, economic and cultural factors in selected countries. Conceptual approaches will be emphasised. Political culture, party government, economic reform and institutional actors will be included.

Assessment: Coursework (50%) which may include essays, seminar presentations and a controlled test. One 3-hour examination (50%).
DP Requirement: Submission of all written work on time. 75% attendance of lectures and 100% attendance of tutorials.
Compulsory for majors.

International Relations
POLS308 HC PC (39L-3T-0P-0S-69H-43R-0F-0G-6A-13W-16C)
Aim: To challenge students to reflect on, and critique, the international dimensions of how we live, work, and play, with emphasis on the differing theoretical approaches, diplomatic process, the management of global institutions and challenges, issues of conflict and cooperation, and the management of global economy and trade.
Content: A Review of Perspectives on Statecraft; Politics of International Negotiation and Cooperation; International Diplomacy; Power, Capabilities, and Influence; International Security; Explaining Foreign Policies: Domestic and External Influences on State Behaviour; International Human Rights and Justice; and Changing Patterns of Conflict, Production, Trade, and Development.
Assessment: 1 essay; 1 group project; ICONS participation; 1 test: 50%; One 3-hour examination: 50%.
DP Requirement: Submission of all written work on time. 75% attendance of lectures and 100% attendance of tutorials.

Political Philosophy in Context
POLS706 HC (24L-6T-0P-0S-200H-88R-0F-0G-2A-13W-32C)
Aim: To use guided reading and a long essay (10 000 words); to provide an advanced means of examining critically the major themes in political philosophy and how they relate to a number of practical political contexts and problems; to train students in the art of oral argumentation and rhetoric and the construction of a sustained, extensive written argument.
Content: Universalist and contextualist approaches to political philosophy; the modern state and state sovereignty - 9/11 and the Middle East; power, authority and coercion - African States; property and rights - land reform in South Africa and Brazil; politics and law - reform or revolution?; theory and histories of constitutions - the South African Constitution of 1996; markets - globalisation and imperialism.
Assessment: Tutorial assignment [essay] (10%); Oral presentation [2] (20%); Long Essay (70%).
DP Requirement: Attendance of all seminars and submission of all written work.

Corruption, Sleaze and Politics
POLS712 PC (6L-0T-0P-30S-100H-20R-0F-0G-4A-13W-16C)
Prerequisite Requirement: Appropriate undergraduate degree.
Aim: Seeks to expose students intellectually to the scourge and to the socio-political and economic consequences of corruption and sleaze in politics.
Content: Evolution and causes of Corruption and Sleaze; Theoretical Issues and Debates; Contextual Issues associated with Democracy, Power, Accountability, Development, and Social and Cultural consequences of Corruption; and case studies from different parts of the world.
Assessment: Problem solving tasks - 10%; Effective Class participation (discussions/debates) - 20%; Weekly Assigned Individual Reports (Presentations) – 30%; Final Exam -40%.
DP Requirement: Attendance of all seminars and submission of all written work.

Ethics of Conflict, Diplomacy, and Peace
POLS714 PC (6L-0T-0P-30S-100H-20R-0F-0G-4A-13W-16C)
Prerequisite Requirement: Appropriate undergraduate degree.
Aim: Designed to expose students to central debates about the ethics of conflict and peace-making. Will cover African and other case studies of post-conflict reconstruction, reconciliation, and peace-building.
Content: Variable including **Theoretica** (epistemological, ontological & methodological debates about war and its nature and causes; Can wars ever be just?) and **Empirical** (seminal global, regional and national contexts). May vary from year to year.
Assessment: Problem solving tasks - 10%; Effective Class participation (discussions/debates) - 20%; Weekly Assigned Individual Reports/Analysis (Presentations) – 30%; Final Exam -40%.
DP Requirement: Attendance of all seminars and submission of all written work.

Foundations of Political Inquiry
POLS716 PC (6L-0T-10P-25S-90H-25R-0F-0G-4A-13W-16C)
Prerequisite Requirement: Appropriate undergraduate degree.
Aim: Seeks to ground students in quantitative and qualitative methodologies to better prepare them for their postgraduate

degree training.
Content: Exposure to methodological debates, the matrix of sub-disciplines; research processes and practices; formulating research problems; structural, cultural and rational choice approaches; research ethics; collecting primary data; content analysis (discourse and ideology); descriptive statistics; inferences.
Assessment: Class Participation – 15%; Weekly submissions and presentation - 15%; Problem solving tasks – 15%; 3000-word paper – 15%; research proposal - 20%; and final exam – 20%.
DP Requirement: Attendance of all seminars and submission of all written work.

New Theories of Democracy
POLS720 HC PC **(**0L-0T-0P-48S-225H-40R-0F-0G-7A-12W-32C)
Prerequisite Requirement: Appropriate undergraduate degree.
Aim: A critical exploration and comparison of paradigms and discourses of change, development and post-colonialism in Africa.
Content: Examines critical issues of decolonisation, development and post-colonialism with special reference to African political thought.
Assessment: Written submissions, class presentations and class participation (50%) Final Examination (50%)
DP Requirement: Attendance of all seminars and submission of all written work.

Research Project: Political Science
POLS7RP HY PY (0L-0T-3P-2S-314H-0R-0F-0G-1A-26W-32C)
Prerequisite Requirement: Admission to Honours degree.
Aim: Candidate will undertake and present an independent original research involving the analysis of complex data, and written compilation of findings.
Content: Variable
Assessment: 3 presentations; completed research project (100%).
DP Requirement: Not applicable

State & Justice in Modern Political Theory
POLS801 (0L-0T-0P-30S-196H-88R-0F-0G-6A-13W-32C)
Prerequisite Requirement: Appropriate undergraduate degree.
Aim: To examine critically modern theories of the state.
Content: "Analytical" and "historical-sociological" theories of the state; the state as provider of public goods; the state and welfare; the state and property; coercion and the modern state; legitimacy and the modern state; nationalism and the state; the role of states in economic growth and development; the "relative decline" of the modern nation state.
Practical: Learning and using quantitative and qualitative data analysis packages; identifying a social and political problem, investigating its scope and causes and drawing up a policy proposal, and carrying out a research project.
Assessment: 3 research based seminar presentations/essays, 33%; one 3-hour examination, 67%.
DP Requirement: Attendance of all seminars and submission of all written work.

Political Change in Africa
POLS822 HC PC (0L-0T-0P-48S-228H-40R-0F-0G-4A-13W-32C)
Prerequisite Requirement: Postgraduate Admission.
Aim: A critical exploration and comparison of paradigms and discourses of change, development, and post-colonialism in Africa.
Content: Examines critical issues of decolonisation, development and post-colonialism with special references to African political thought.
Assessment: 1 individual presentation and discussion; 1 partnered/group presentation and discussion; 1 essay; 50%. 1x3hr examination; 50%.
DP Requirement: Attendance of all seminars and submission of all written work.

Research Project: PPE
PPHE7RP HC (0L-0T-3P-2S-314H-0R-0F-0G-1A-13W-32C)
Prerequisite Requirement: Admission to Honours degree.
Aim: Candidate will undertake and present independent original research involving the analysis of complex data, and written compilation - of findings.
Assessment: Completed thesis project (100%).

DP Requirement: Not applicable.
May not be offered in PMB in 2022

Research Project: Political Science
POLS7RP HY PY (0L-0T-3P-2S-314H-0R-0F-0G-1A-26W-32C)
Prerequisite Requirement: Admission to Honours degree.
Aim: Candidate will undertake and present an independent original research involving the analysis of complex data, and written compilation of findings.
Content: Variable
Assessment: 3 presentations; completed research project (100%).
DP Requirement: Not applicable

State & Justice in Modern Political Theory
POLS801 (0L-0T-0P-30S-196H-88R-0F-0G-6A-13W-32C)
Prerequisite Requirement: Appropriate undergraduate degree.
Aim: To examine critically modern theories of the state.
Content: "Analytical" and "historical-sociological" theories of the state; the state as provider of public goods; the state and welfare; the state and property; coercion and the modern state; legitimacy and the modern state; nationalism and the state; the role of states in economic growth and development; the "relative decline" of the modern nation state.
Practical: Learning and using quantitative and qualitative data analysis packages; identifying a social and political problem, investigating its scope and causes and drawing up a policy proposal, and carrying out a research project.
Assessment: 3 research based seminar presentations/essays, 33%; one 3-hour examination, 67%.
DP Requirement: Attendance of all seminars and submission of all written work.

Political Change in Africa
POLS822 HC PC (0L-0T-0P-48S-228H-40R-0F-0G-4A-13W-32C)
Prerequisite Requirement: Postgraduate Admission.
Aim: A critical exploration and comparison of paradigms and discourses of change, development, and post-colonialism in Africa.
Content: Examines critical issues of decolonisation, development and post-colonialism with special references to African political thought.
Assessment: 1 individual presentation and discussion; 1 partnered/group presentation and discussion; 1 essay; 50%. 1x3hr examination; 50%.
DP Requirement: Attendance of all seminars and submission of all written work.

Research Project: PPE
PPHE7RP HC (0L-0T-3P-2S-314H-0R-0F-0G-1A-13W-32C)
Prerequisite Requirement: Admission to Honours degree.
Aim: Candidate will undertake and present independent original research involving the analysis of complex data, and written compilation - of findings.
Assessment: Completed thesis project (100%).
DP Requirement: Not applicable.
May not be offered in PMB in 2022

Public Policy

Offered in the School of Social Sciences

Research Methodology in a Policy Context
PPOL701 HC (0L-0T-36P-39S-243H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Appropriate undergraduate degree.
Aim: To explore how social science research methods are used in the development of policy.
Content: The basic principles and practice of social and political research methods; methods of design, data collection and analysis; policy design and formulation.

Practicals: Learning and using quantitative and qualitative data analysis packages; identifying a social and political problem, investigating its scope and causes and drawing up a policy proposal, and carrying out a research project.
Assessment: Research proposal (30%); Fieldwork portfolio (20%); Research paper (40%); Presentation (10%)
DP Requirement: Attendance at all seminars and submission of all written work.

Democracy and Public Policy in South Africa
PPOL702 HC (0L-0T-0P-39S-187H-88R-0F-0G-6A-13W-32C)
Prerequisite Requirement: Appropriate undergraduate degree.
Aim: To provide students with skills necessary to engage effectively with the South African public policy arena in their chosen careers. Graduates are introduced to advanced contemporary analysis of public policy and the policy context.
Content: Theories of the state; the public policy arena; the "public"; the policy process, implementation; the bureaucracy; parties and interest groups; global policy considerations; policy making and policy analysis.
Practicals: Group-based fieldwork project to analyse public policy decision-making of a public policy case study.
Assessment: 2 seminar presentations (20%); 1 policy analysis research paper (25%); 1 group fieldwork project (25%); 1 three-hour examination (30%)
DP Requirement: Attendance at all seminars and submission of all written work.

Conceptualisation, Design and Development
PPOL704 H2 (0L-0T-26P-39S-226H-10R-0F-18G-1A-13W-32C)
Prerequisite Requirement: Appropriate undergraduate degree.
Aim: To enable individuals to contextualise, conceptualise, construct and design policy solutions that address the unique urban and rural public policy challenges that South Africa faces.
Content: Philosophy, concepts, models and fieldwork practice of public policy conceptualisation, policy design, policy actors and roles, beneficiary participation, models and practices of sustainability, institutions, stages and processes of policy development.
Practicals: Fieldwork application of classroom learning - contextual needs-based analysis, conceptualisation and development of a policy proposal, practice of beneficiary ownership and policy sustainability in a rural or urban context.
Assessment: 2 seminar papers (20%), Fieldwork project (30%), Policy design research paper (35%), Oral simulation exam (15%)
DP Requirement: Attendance at all seminars and submission of all written work.

Implementation and Project Management
PPOL806 H1 (0L-0T-26P-39S-226H-10R-0F-18G-1A-13W-32C)
Prerequisite Requirement: Appropriate Honours degree.
Aim: To develop a sound theoretical, practical and experiential understanding and application of the essential policy skills, ethics and processes in public policy implementation and to develop the analytical skills of policy analysts and policy advocates in policy implementation.
Content: Implementation, organization and project management theory; implementation contexts, frameworks, actors, institutions and models; implementation and public ethics; sustainable and participatory implementation; project and policy management methodologies, cycles and models; social justice in implementation practices; integration of theory and practice in implementation, organizations and project management.
Practicals: Fieldwork application of classroom learning - public policy implementation and project management fieldwork simulation.
Assessment: 2 seminar papers (20%), Written self-reflective fieldwork notebook (35%), Policy Implementation research paper (35%), Oral simulation exam (15%).
DP Requirement: Attendance at all seminars and submission of all written work.

Monitoring, Evaluation and Analysis
PPOL808 H1 (0L-0T-26P-39S-226H-10R-0F-18G-1A-13W-32C)
Prerequisite Requirement: Appropriate Honours degree.
Aim: To develop a sound theoretical, practical and experiential understanding and application of public policy monitoring, evaluation and analysis in South African contexts.
Content: Definitions and concepts of policy monitoring and evaluation, evaluation processes, types, rationale and purposes; approaches and techniques of policy analysis, policy structuring, theoretical and judgement forecasting; theory mapping, modelling, scenario planning, impact assessment, integration of theory and practice in public policy monitoring, evaluation and analysis.
Practicals: Fieldwork application of classroom learning - project policy analysis, public policy monitoring, evaluation of

project processes and outcomes.
Assessment: 2 seminar papers (15%), Written self-reflective fieldwork notebook (35%), Policy evaluation research paper (35%), Oral examination (15%).
DP Requirement: Attendance at all seminars and submission of all written work. 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Practical Theology

Offered in the School of Religion, Philosophy and Classics

Introduction to Practical Theology
PRTH110 P2 (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)
Aim: To introduce the discipline and sub-disciplines of Practical Theology.
Content: Foundational aspects of the discipline with regard to the elements of communication, education, liturgy and homiletics.
Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
May not be offered in 2022

Introduction to Christian Education
PRTH220 PC (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 16C in Practical Theology at Level 100
Aim: To inform learners of, and develop further skills in, various advanced aspects of Christian education.
Content: Models for educational praxis; analysis of curricula; assumptions and goals of curriculum construction; advanced aspects of designing education events, including practical implementation.
Assessment: Class Mark: 40%; Examinations, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Industrial Mission
PRTH250 PC (52L-8T-0P-0S-74H-9R-14F-0G-3A-13W-16C)
Aim: To introduce learners to issues in work, labour and economic justice, and the challenges these pose to the church.
Content: A study of industrial mission in Southern Africa, considering such topics as Labour Law, Trade Unions, globalisation and questions of economic justice.
Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
May not be offered in 2022

Worship, Homiletics and Liturgy
PRTH260 PC (26L-8T-26P-0S-88H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 32C in Practical Theology, with at least 16C in PT at Level 200

Aim: To introduce theories of preaching and to develop preaching skills, and to understand the meaning of worship and liturgy.
Content: Section A: homiletical theory and practice. Section B: (a) To appreciate the historical development of Christian liturgies and explore the development of liturgies for the contemporary context. (b) To enable students to understand and conduct liturgies of their respective traditions of particular denominations.
Practicals: A minimum of two hours of practicals per week in which students learn to lead worship and to preach according to their respective denominational traditions. Practicals may be connected with Sunday church services in the vicinity. In the case of the students who cannot opt for the practical, the class mark will make up the 40%.
Assessment: Practical or Class Mark: 40%; 1x3-hour Examination: 60% (Section A 30%, Section B 30%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Community-Based Learning
PRTH290 PC (0L-8T-0P-9S-40H-0R-100F-0G-3A-13W-16C)

Prerequisite Requirement: 16C in Practical Theology at Level 100
Aim: To develop skills and to gain experience in community-based learning.
Content: Students will be required to work with a community-based project e.g. Ujaama for the equivalent of 160 hours during the semester, under the supervision of a designated staff person. Acceptance into this module is at the discretion of the Head of the School and may be granted on the basis of prior experience in an approved project.
Assessment: Weekly worksheet and a semester report Class mark: 40%; Examination: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
For this module, students will work in collaboration with Ujaama.
May not be offered in 2022

Community Development
PRTH310 PC (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 32C in Practical Theology, with at least 16C in Practical Theology at level 200.
Aim: To introduce the student to key issues in the contribution of the church to community development.
Content: An examination of the theological resources and analytical tools that can aid the involvement of the church in community development.
Assessment: Class mark: 40%; Examination (1x3-hour paper): 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
May not be offered in 2022

Congregational Skills
PRTH330 PC (46L-8T-0P-0S-74H-9R-20F-0G-3A-13W-16C)
Prerequisite Requirement: 32C in Practical Theology with at least 16C in PT at Level 200
Aim: To develop theoretical understanding and practical skills in congregational dynamics and management, including leading worship and preaching.
Content: Training in conduct of various services, celebrations and meetings associated with church and community. Focus on the devotional lifestyle and practice of the pastor/preacher.
Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Christian Counselling
PRTH341 PC (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 32C in Practical Theology with at least 16C in PT at Level 200
Aim: To introduce the theory and practice of pastoral counselling.
Content: Principles of pastoral counselling. Models of pastoral counselling. Pastoral counselling and cross-cultural dynamics.
Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Missiology: Church Growth
PRTH350 PC (52L-8T-0P-0S-68H-9R-20F-0G-3A-13W-16C)
Prerequisite Requirement: 32C in Practical Theology with at least 16C in PT at Level 200
Aim: To study the development of the church in the urban context, and principles of church growth.

Content: Study of reasons for church growth, the process of urbanisation and an examination of the church in the city. Case studies and visits to various institutions and projects will be required components of this module.
Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
May not be offered in PMB in 2022

Practical Theology-Special focus
PRTH370 PC (0L-13T-0P-0S-147H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: 32C in Practical Theology with at least 16C in PT at Level 200
Content: Special Focus module in Practical Theology. In-depth study under the supervision of a lecturer. To be done in connection with one of the other Practical Theology 300 level modules.
Assessment: Research essay, 100%.

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Practical Theology - Special Focus 2
PRTH371 PC (0L-13T-0P-0S-147H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: 32C in Practical Theology with at least 16C in PT at Level 200
Content: Special focus module in Practical Theology in a different field from Practical Theology 370. In-depth study with emphasis on placement and experience in the community, under the supervision of a lecturer. To be done in connection with one of the other Practical Theology 300 level modules.
Assessment: Research essay, 100%.
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Practical Theology-Cluster elective 1
PRTH381 PC (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 32C in Practical Theology with at least 16C in PT at Level 200
Content: With permission, an elective module accredited by the School may be taken within the Pietermaritzburg Cluster of Theological Institutions.
Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Practical Theology-Cluster Elective 2
PRTH382 PC (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 32C in Practical Theology with at least 16C in PT at Level 200
Content: With permission, an elective module accredited by the School may be taken within the Pietermaritzburg Cluster of Theological Institutions.
Assessment: Class Mark: 40%; Examination, 1x 3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Church Life and Faith
PRTH383 PC (26L-8T-26P-0S-88H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 16C in Practical Theology at Level 100 and 16C in PT at Level 200
Aim: To familiarise students for the ordained ministry with the denomination in which they will serve.
Content: The history, doctrine, polity and contemporary church practice of the student's denomination.
Assessment: Class Mark: 40%; Examination, 1 x 3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
May not be offered in PMB in 2022
This module is only available for denominations which have a formal agreement of recognition with the school

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Psychology

Offered in the School of Applied Human Sciences

Introduction to Psychology A
PSYC101 H1 P1 W1 (30L-10T-0P-0S-60H-56R-0F-0G-4A-13W-16C)
Aim: A general introduction to the discipline: Part One
Content: A selection of topics from: Schools of Thought in Psychology; Biological Bases of Behaviour; Cognition inter alia: perception; learning and memory; thinking and language; intelligence; Psychological Research; Organisational Psychology.
Assessment: Cumulative assessment (40%); Examination (60%)
DP Requirement: Class mark minimum of 40%.

Introduction to Psychology B
PSYC102 H2 P2 W2 (30L-10T-0P-0S-60H-56R-0F-0G-4A-13W-16C)
Aim: A general introduction to the discipline: Part Two
Content: A selection of topics from: Human development; Personality theories; Social Psychology; Community Mental Health; Health, Risk and Coping; Psychopathology; African Psychology

Assessment: Cumulative assessment (40%); Examination (60%)
DP Requirement: Class mark minimum of 40%.

Introduction to Research
PSYC201 H1 P1 (15L-3T-25P-0S-62H-52R-0F-0G-3A-13W-16C)
Aim: To introduce students to basic principles of qualitative and quantitative research design and analysis for the social sciences.
Content: The module introduces students to perspectives in social science research including issues of research design, research ethics and quantitative and qualitative methods of analysis. The statistics component of the syllabus explores a variety of elementary graphical and mathematical statistical procedures, including, inter alia, frequency displays, measures of central tendency and variability, sampling distributions, two-group inferential tests and measures of association.
Assessment: Cumulative assessment (40%); Examination (60%)
DP Requirement: Class mark minimum of 40%.

Social Psychology
PSYC202 (14L-0T-0P-0S-30H-24R-0F-0G-12A-6W-8C)
Aim: An introduction to social psychology, focusing on social and psychological aspects of inter-group relations.
Content: The course explores a variety of ways of understanding the relationship between psychology and social life. The various explanatory models are assessed in terms of their relative usefulness in helping us develop a truly social psychology – one that is able to link the understanding of individuals and groups to the social and cultural context in which they exist. These theoretical frameworks are discussed in relation to contemporary social issues.
Assessment: Cumulative assessment (40%); Examination (60%)
DP Requirement: Class mark minimum of 40%.

Developmental Psychology
PSYC203 H2 (20L-6T-0P-0S-30H-20R-0F-0G-4A-6W-8C)
Aim: To introduce learners to child and adult psychosocial development with the objective of acquiring a critical and informed knowledge base from which to apply child development themes, theories and methodologies within the South African context.
Content: An understanding of the processes of psychosocial changes over the life span especially during childhood and adolescence will be the major focus, enabling the learner to contextualise other studies of human behaviour within a developmental time frame. It draws on several theories of development to introduce learners to some of the conceptual and research issues within developmental psychology.
Assessment: Cumulative assessment (40%); Examination (60%)
DP Requirement: Class mark minimum of 40%.

Educational Applications of Psychology
PSYC204 P1 (30L-0T-5P-0S-80H-35R-0F-0G-10A-13W-16C)
Aim: To enable students to consider education in various settings from a psychological perspective.
Content: A number of theoretical paradigms are presented to develop a psychological framework for understanding of issues in education, teaching and learning. Content areas include: systemic understanding of whole-school development, accommodating diversity, theories of development, teaching and learning, career education and guidance and adult learning.
Practicals: 5 hours practicals
Assessment: Cumulative assessment (40%); Examination (60%).
DP Requirement: Class mark minimum of 40%.

Industrial Psychology 2A
PSYC207 H1 (36L-20T-0P-0S-100H-0R-0F-0G-4A-13W-16C)
Prerequisite Requirement: Introduction to Psychology A and B.
Aim: 1. To examine theories and research in the field of organisational theory in order for students to understand the structure, function and behaviour of individuals within organisations, and organisations in relation to their environment; 2. To examine theories of organisational behaviour in terms of the functioning and success of the individual, the group, and the organisation within the work environment.
Content: 1. Organisational theory; 2. Individual, group and organisational processes.

Assessment: Cumulative assessment (40%); Examination (60%)
DP Requirement: Class mark minimum of 40%.

Industrial Psychology 2B
PSYC208 H2 (36L-20T-0P-0S-94H-0R-6F-0G-4A-13W-16C)
Aim: 1. To introduce students to issues concerning interests, abilities, and personality in relation to career choice and adjustment. To also consider the influence of social forces, as well as individual work experience and psychological development throughout the life-span.; 2. To explore the various internal and external environmental forces that have an effect on the management of people in an organisation. The course will describe the major roles and functions of a human resource department.
Content: 1. Work and careers; 2. Psychology at work.
Assessment: Cumulative assessment (40%); Examination (60%)
DP Requirement: Class mark minimum of 40%.

African & International Perspectives
PSYC209 P2 (30L-0T-0P-0S-90H-34R-0F-0G-6A-13W-16C)
Aim: To introduce students to alternative conceptual frameworks; to encourage critical reflection on assumptions underpinning social science theories and practices.
Content: This course examines the philosophical assumptions of western psychologies. The applicability of these psychologies to African and other developing communities is evaluated. Students are introduced to the concept of indigenous psychologies, with examples drawn from African, European, and Asian perspectives. The relevance of psychological theories to matters of national concern (e.g. poverty alleviation) is explored. Alternative research methodologies and ways to maintain dialogue in a world characterised by multiplicity and change are briefly explored.
Assessment: Cumulative assessment (40%); Examination (60%)
DP Requirement: Class mark minimum of 40%.

Child and Adolescent Psychology
PSYC222 P2 (30L-6T-6P-0S-68H-40R-0F-0G-10A-13W-16C)
Aim: To introduce students to child and adolescent psychology with the objective of acquiring a critical and informed knowledge base from which to apply child development themes, theories and methodologies in the South African context. Students will be introduced to theoretical aspects of emotional, social, cognitive, language and moral development
Content: An understanding of the processes of psychosocial changes over the life span especially during childhood and adolescence will enable the student to contextualise other studies of human behaviour within a developmental frame. The module draws on several theories of cognitive, moral, language, emotional and social development to introduce learners to some of the conceptual and research issues within developmental psychology
Assessment: Cumulative assessment (40%) Examination (60%)
DP Requirement: Class mark minimum of 40%.

Social Psychology of Intergroup Relations
PSYC223 P1 (30L-0T-0P-0S-80H-40R-0F-0G-10A-13W-16C)
Aim: To explore ways of understanding the relationship between psychology and the social context with reference to current problems in South Africa
Content: The approaches covered range from traditional experimental social psychology to more contemporary explorations of how social meanings and representations shape individuals' experiences and identities. These models are assessed in terms of their success/failure in helping to develop a truly social psychology that can link understanding of individuals and groups to the socio-cultural context. These theoretical frameworks are developed in relation to contemporary social issues such as intergroup conflict and social change
Assessment: Cumulative assessment (40%) Examination (60%)
DP Requirement: Class mark minimum of 40%.

Measurement, Experiment & Observation
PSYC301 H2 P2 (15L-3T-25P-0S-62H-52R-0F-0G-3A-13W-16C)
Aim: To continue the study of basic principles of qualitative and quantitative research design and analysis for behavioural sciences.
Content: The principles of psychometrics; common South African tests; aspects of quantitative and qualitative research design & methodologies; statistical data analysis methods including, inter alia, contingency tables, non-parametric

statistics, parametric statistics and an introduction to the use of a statistical software package.
Assessment: Cumulative assessment (40%); Examination (60%)
DP Requirement: Class mark minimum of 40%.

Health and Illness
PSYC304 P2 (30L-0T-8P-0S-84H-30R-0F-0G-8A-13W-16C)
Aim: To introduce students to the basic issues and methods in the application of psychology to health and illness, including various forms of psychopathology, developmental psychopathology and epidemiological issues related to health psychology and the South African context.
Content: The module examines various forms of mental illness and distress. A section on health psychology examines the relationship between stress, health and illness from various perspectives, including issues related to HIV/AIDS. The developmental trajectory is examined in relation to some of the more prevalent childhood difficulties.
Practicals: One full day on basic interviewing and counselling skills.
Assessment: Course work:1 assignment and/or 2 testS (40%); 3-hour examination (60%)
DP Requirement: Class mark minimum of 40%.

Psychology and the Law
PSYC306 P2 (30L-0T-1P-0S-84H-30R-0F-0G-15A-13W-16C)
Aim: To introduce students to conceptual and applied issues at the interface of psychology and law.
Content: The module examines psychological theory and research as applied and communicated through law and forensic practice, and includes material on the nature of eyewitness testimony, criminal behaviour, assessment for the courts, child custody, human rights, and professional ethics.
Assessment: Cumulative assessment (40%); Examination (60%)
DP Requirement: Class mark minimum of 40%.

Psychological Studies Report
PSYC307 (10L-10T-50P-0S-50H-20R-0F-0G-20A-13W-16C)
Prerequisite Requirement: 128C in Psychology including a minimum of 60% in PSYC201.
Corequisite: PSYC301 (Measurement Experiment & Observation)
Aim: To enable students to integrate their knowledge of psychological studies.
Content: The module is a capstone course in which students elect to do a research project, a service learning placement or other approved integrative activity, under supervision. Students may not register for this module without the permission of the Head of the School and will normally be required to be in the 3rd year of study and meet prerequisite and corequisite requirements.
Assessment: Cumulative assessment (40%); Examination (60%)
DP Requirement: Class mark minimum of 40%.
May not be offered in PMB in 2022

Psychology in Education
PSYC318 P1 (30L-0T-4P-0S-100H-20R-0F-0G-6A-13W-16C)
Aim: This module seeks to provide an understanding of self as learner, learning theories, and a psychological understanding of educational issues in the South African context.
Content: The module introduces a systemic model and sociocultural frame. The module will explore learners in context (systemic and sociocultural theories) and self as learner; the South African context including education policy; theories of learning; role of education, barriers to learning; careers; lifeskills and assessment in education.
Practicals: 4 hours of practicals
Assessment: Cumulative assessment (40%); Examination (60%)
DP Requirement: Class mark minimum of 40%.

Organisational Development
PSYC319 H1 (36L-6T-0P-0S-60H-54R-0F-0G-4A-6W-16C)
Aim: To introduce students to the field of Organisational Development (OD) as an applied behavioural science discipline that is dedicated to improving the effectiveness of individuals and groups within organisations through the use of theory and practice of planned change. To provide students with a conceptual framework for the underlying principles, theories, values, beliefs and assumptions of OD in order to understand why and how individuals, groups and organisations as a whole have to adapt their constantly changing local and global environments to survive, cope and prosper.

Content: Definitions of OD; its historical development; the principles, values, beliefs and assumptions that guide OD theory and practice; how to plan and implement OD interventions; the client-consultant relationship - its challenges and opportunities; organisational power and its implications for OD practitioners as well as the future of OD.
Assessment: Cumulative assessment (40%), Examination (60%).
DP Requirement: Class mark minimum of 40%.

Learning for the Workplace
PSYC320 H2 (40L-10T-0P-0S-90H-16R-0F-0G-4A-6W-16C)
Aim: To introduce students to the field of Skills Development (incorporating Human Resources Development) in South Africa and to develop their knowledge and understanding of the changing legislative and institutional landscape of Skills Development in South Africa. To provide students with a critical assessment of the macro-factors impacting on Skills Development in South Africa and to assess the extent to which the Skills development strategy is meeting its stated objectives addressing the shortage of scarce and critical skills. To provide students with a critical understanding of the theoretical, individual and organizational factors that impact on Skills Development and in particular the training and development of people in the workplace. To provide students with the necessary practical and theoretical capacity to understand the training function of a large organization.
Content: Macro-perspective of Skills Development; Legislation, institutions and agencies of Skills Development in South Africa; Case study on learnerships; Learning theories – in particular cognitive, behavioural, humanist and integrated theories of learning and their implications for training; Adult learning; The training and development subsystem; Learning Organisations.
Assessment: Cumulative (Formative) assessment (40%); Examination (Summative) Assessment (60%)
DP Requirement: Class mark minimum of 40%.

Work: Health and Ergonomics
PSYC321 H2 (36L-6T-0P-0S-60H-54R-0F-0G-4A-6W-16C)
Aim: This module explores the concept of occupational health and illness within industrial societies. It aims to introduce a contextual approach to work in organizations, and the consequent impacts on the well-being of workers, and their families and communities.
Content: Within a landscape of health disparities in South Afrida, and the global economy of health, theories of occupational health will be explored at social, organizational, political and economic levels. Processes, structures and regulatory frameworks within the workplace will be examined through several South African case-studies, e.g. asbestosis, silicosis and asthma. The interface between workplace health and communities will be explored in relation to appropriate interventions.
Assessment: Cumulative assessment (40%); Examination (60%).
DP Requirement: Class mark minimum of 40%.

Neuropsychology
PSYC322 H2 (30L-0T-15P-0S-69H-40R-0F-0G-6A-13W-16C)
Aim: To introduce students to fundamental aspects of neuropsychology by providing a foundation in physiological psychology, functional neuroanatomy, and issues of research and assessment.
Content: The module introduces students to the study of the relationship between the brain, cognition and behaviour. The course reviews historical approaches to studying the mind/brain relationship and introduces the philosophical and scientific basis of neuropsychology. Methods of research and measurement are presented, such as neuroimaging, electrophysiological, clinical and psychometric methods. The physiology of neural communication, and a functional neuroanatomy framework are presented. There is a focus on clinical assessment methods and strategies, and consideration of psychometric, cultural and language variables in assessment.
Assessment: Cumulative assessment (40%); Examination (60%)
DP Requirement: Class mark minimum of 40%.

Labour Relations: Context, Law and Practice
PSYC326 H1 (40L-10T-0P-0S-90H-16R-0F-0G-4A-6W-16C)
Aim: This module examines the labour relationship – the relationship between the work situation and workers – in specific historical, sociopolitical, legislative and economic contexts of South Africa.
Content: A contextual understanding of labour relations in South Africa explores various theories of conflict and power, which challenge conventional conceptualizations. These theories are applied to contemporary case-studies of conflict escalation, namely strike action and diversity in the workplace. Strategies of conflict management and intervention – mediation, facilitation and negotiation – are historically placed, and applied to current organizational practices.

Assessment: Cumulative assessment (40%); Examination (60%)
DP Requirement: Class mark minimum of 40%.

Psychopathology
PSYC341 H2 (30L-12T-0P-0S-92H-20R-0F-0G-6A-6W-16C)
Aim: This module forms a basic component of psychological teaching as it acquaints students with the major psychological disorders that are encountered in practice. It locates psychopathology within the broader social, cultural, political and economic context of South Africa and accordingly highlights alternate ways of viewing mental illness in addition to traditional theories of mental illness
Content: Introducton and overview of the various psychological disorders, theories regarding causation and controversies around diagnosis in non-western contexts.
Assessment: Cumulative assessment (40%); Examination 60%
DP Requirement: Class mark minimum of 40%.

Counselling and Psychotheraphy
PSYC342 H1 (30L-12T-0P-0S-92H-20R-0F-0G-6A-6W-16C)
Aim: This module forms a vital component of Psychology as it acquaints students with basic theoretical knowledge and skills of counselling and psychotherapy. In addition, it locates psychological theory and practice within the broader social, cultural, political and economic context of South Africa and thus aims to teach students to think critically about counselling practice issues.
Content: Introduction to the process and skills of counselling as well as the theories of the major psychotherapies. The module engages with the controversies around and difficulties of using western theories in the South African context as well as some ethical issues related to the counselling situation.
Assessment: Cumulative assessment (40%); Examination 60%.
DP Requirement: Class mark minimum of 40%.

Community Psychology
PSYC343 H1 (30L-12T-0P-0S-92H-20R-0F-0G-6A-6W-16C)
Aim: To gain insight into the various theories, models and practice of community psychology and to explore some of the challenges of community psychology, especially within the South African context.
Content: The module will cover the historical development and various theories and approaches within community psychology. In addition, community-based interventions are critically explored.
Assessment: Cumulative assessment (40%); Examination (60%).
DP Requirement: Class mark minimum of 40%.

African Psychology
PSYC345 H1 P1 (30L-12T-0P-0S-92H-20R-0F-0G-6A-6W-16C)
Aim: To introduce students to the study of the human spirit and human behavioural phenomena from an African perspective.
Content: The module highlights the inadequacies of Western Psychology as it relates to African people and how it lacks relevance to Third world issues because of its individualistic orientation. Western Psychology assumptions and theories are questioned and the spiritual, mental, and physical interconnectedness of African reality is emphasised. The development of the 'African self' and the role of community on development are also explored.
Assessment: Cumulative assessment (40%); Examination (60%)
DP Requirement: Class mark minimum of 40%.

Fundamentals of Psychological Assessment
PSYC621 PC (30L-0T-6P-0S-70H-10R-20F-0G-24A-15W-16C)
Aim: To expose students to the theory underlying assessment, highlighting some of the key debates in the field.
Content: The module comprises of a theoretical and practical component which will provide students with a broad understanding of approaches to assessing individual behaviour in adults and children through the use of standardised tests. Students will develop expertise in the administration, analysis, interpretation, and reporting of selected psychological assessment measures.
Assessment: Coursework (including assignments and various practical exercises) and an examination.
DP Requirement: Class mark minimum of 50%.

Community Interventions

PSYC622 PC (0L-0T-0P-24S-94H-0R-12F-6G-24A-15W-16C)

Aim: To introduce students to the central concepts of Critical Community Psychology and to equip them with the knowledge and skills to apply these concepts to a broad range of psycho-social issues relevant to the South African context.

Content: The module comprises of theoretical and practical components. The theoretical component introduces the students to the concepts of Critical Community Psychology and will cover key skills required to implement a community intervention. The students will be given a broad introduction to the various themes. The practical component will give students (in groups) the opportunity to visit a relevant community organisation or school where they will do a needs assessment around one of the key themes using the skills they have been taught.

Assessment: Coursework (including assignments and various practical exercises) and an examination.

DP Requirement: Class mark minimum of 50%.

Counselling Psychology: Theory and Practicum

PSYC623 PC (30L-0T-6P-0S-70H-10R-20F-0G-24A-15W-16C)

Prerequisite Requirement: A completed undergraduate degree with a good psychology major.

Aim: To introduce students to the multidimensional definitions, goals and principles of counselling psychology. It also aims to provide context-based theoretical models of psychological counselling taking into consideration the various roles of registered counsellors' and their interventions in community centres and schools.

Content: The module comprises of a theoretical and practical component. The theoretical component introduces major theories in psychological counselling and basic principles and philosophy of psychological counselling. The module provides an opportunity for application of theoretical understanding of psychopathology and management of barriers to human development.

Assessment: Coursework (including assignments and various practical exercises) and an examination.

DP Requirement: Class mark minimum of 50%.

Developmental Psychology and Applied Psychopathology

PSYC624 PC (15L-0T-0P-0S-51H-10R-210F-0G-34A-30W-16C)

Aim: To provide the learner with the opportunity to develop core competencies in their focus area, within an appropriate work environment.

Content: The module comprises both a theoretical and practical component. The practical component involves development and practice of counselling and therapeutic skills, restorative counselling on a monthly basis with students and university staff, instruction and development of group counselling, counselling technology and micro counselling skills.

Assessment: Test and Examination (30%), Submission of Practicum Report that would embrace Case Presentation and Case Study (70%).

DP Requirement: Class mark minimum of 50%.

Research Fundamentals

PSYC701 H0 P1 (60L-0T-10P-60S-40H-0R-100F-0G-50A-13W-32C)

Prerequisite Requirement: A completed undergraduate degree with a good psychology major. The student may be required to demonstrate competence in basic statistics.

Aim: To equip students with research and data analysis skills appropriate for completion of an applied research project.

Content: The module comprises two sections: Research Design and Data Analysis. Research Design introduces students to a range of methodologies used by psychologists and social scientists and provides an understanding of when to use different methods appropriately. Data Analysis is an advanced theoretical and practical course on analytical methods for experimental, quasi-experimental and field research.

Assessment: Coursework (including assignments and various practical exercises) and an examination.

DP Requirement: Class mark minimum of 40%.

Counselling and Therapeutics

PSYC703 H2 P2 (0L-0T-0P-40S-90H-24R-0F-0G-6A-13W-16C)

Prerequisite Requirement: A completed undergraduate degree with a good psychology major.

Aim: To develop a critical understanding of the theoretical roots of counselling and psychotherapy. This includes counselling approaches and the application of counselling skills in specific arenas of application.

Content: The module involves a critical analysis of the various therapeutic approaches, along with the acquisition of core counselling skills.
Assessment: Presentation/s, assignments and an examination.
DP Requirement: Class mark minimum of 40%.

Psychological Assessment
PSYC704 H1 P2 (0L-0T-0P-40S-90H-24R-0F-0G-6A-13W-16C)
Prerequisite Requirement: A completed undergraduate degree with a good psychology major.
Aim: To examine the application of a psychodiagnostic model that relies on observational skills, a sound theoretical knowledge of appropriate psychometric techniques and the linking of assessment to intervention.
Content: Issues related to psychometric theory, the fallibility of psychological assessments and psychological testing in general. The module also examines issues of norms, race and culture in the South African context.
Assessment: Coursework (assignment/s, including an assessment report) and an examination.
DP Requirement: Class mark minimum of 40%.

Neuropsychology
PSYC705 H1 P1 (0L-0T-0P-40S-90H-24R-0F-0G-6A-13W-16C)
Prerequisite Requirement: A completed undergraduate degree with a good psychology major.
Aim: To examine the major theoretical principles that have been developed in order to understanding human behaviour and cognition from the neuropsychological perspective.
Content: A focus on neuropsychological functioning and impairment. The specific techniques used to explicate human behaviour will be critically examined.
Assessment: Presentation/s, assignment and an examination.
DP Requirement: Class mark minimum of 40%.

Psychopathology
PSYC706 H2 P1 (0L-0T-0P-40S-90H-24R-0F-0G-6A-13W-16C)
Prerequisite Requirement: A completed undergraduate degree with a good psychology major.
Aim: To introduce and explore some of the main theoretical approaches used to understand psychopathology.
Content: Both the main categories of psychological disorder, disorder and treatment interventions will be critically examined, with a particular focus on epistemological and aetiological issues.
Assessment: Presentations, assignments and an examination.
DP Requirement: Class mark minimum of 40%.

Psychology of Diversity
PSYC708 H1 (0L-0T-0P-40S-90H-24R-0F-0G-6A-0W-16C)
Aim: Psychology of Diversity presents an exploratory approach to the study of human diversity issues, within the broader field of multicultural psychology. It provides models and frameworks for understanding the complex issues of power and privilege in society, and how systems of oppression and domination operate within and between groups.
Content: The complexity of identity and the meaning of "difference": Optimal theory and psychology of human diversity; Perspectives of human diversity in context, Construction of aspects of diversity (eg. Race, gender, social class, sexual orientation); Cultural diversity and the tolerance-acceptance debate; Affirmative diversity theories and psychology of human diversity; creating social settings for diversity.
Assessment: Course Mark 50%, Final Examintion 50%.
DP Requirement: Class mark minimum of 40%.

Identities and Work
PSYC711 H1 (0L-0T-0P-40S-90H-24R-0F-0G-6A-13W-16C)
Prerequisite Requirement: A completed undergraduate degree with a good psychology major.
Aim: To explore the social construction of identities and work. This module challenges traditional career theories and the assumption that people's career choices can be adequately understood in individualistic terms without reference to the social, political and culture context in which they exist.
Content: Traditional career theory; indigenous psychological theory; postmodern career theory.
Assessment: Coursework (assignments) and an examination.
DP Requirement: Class mark minimum of 40%.

Special Topics in Psychology

PSYC716 PC (30L-0T-0P-30S-25H-0R-50F-0G-25A-13W-16C)

Prerequisite Requirement: A completed undergraduate degree, not necessarily with a Psychology major.

Aim: Primarily to allow students registered for other Honours degrees to include some psychology credits in their curriculum. This special 16 credit module offers students the opportunity to study two theoretical and empirical areas of psychological research and practice which are of interest to them, subject to the approval of their home school or department.

Content: The module comprises two topics of 8 credits each. (A topic may not be offered if fewer than 5 learners select it). The modules may accommodate interdisciplinary topics. A list of topics can be obtained from the School Office in Pietermaritzburg.

Assessment: Coursework and a written examination.

DP Requirement: Class mark minimum of 40%.

Organisational Studies

PSYC717 H2 (0L-0T-0P-40S-90H-24R-0F-0G-6A-13W-16C)

Prerequisite Requirement: A completed undergraduate degree with a good psychology major.

Aim: To examine various strategies, underlying principles, and the dynamics on organisations and on individuals within organisations. Learners will be equipped to make diagnoses of basic change issues and to propose interventions that will address issues at both an individual and organisational level.

Content: Foundations of Organisational Development theory; dynamics of 'change' in organisations; the role of leadership in transformation; the development of team-based and learning organisations.

Assessment: Coursework (assignment/s) and an examination.

DP Requirement: Class mark minimum of 40%.

Social Psychology

PSYC720 (0L-0T-0P-40S-90H-24R-0F-0G-6A-13W-16C)

Prerequisite Requirement: A completed undergraduate degree with a good Psychology major.

Aim: To provide students with a critical overview of theoretical and methodological debates within social psychology. To demonstrate how these theories and methodologies are used to make sense of social issues such as prejudice.

Content: The nature of social psychology including a brief overview of the history of the field and an overview of dominant theoretical and methodological debates, contemporary approaches to an understanding of social psychology, social psychological understanding of prejudice, identity and violence in South Africa.

Assessment: Coursework (assignment/s) and an examination.

DP Requirement: Class mark minimum 40%.

Psychology and Health Promotion

PSYC721 (0L-0T-0P-40S-90H-24R-0F-0G-6A-13W-16C)

Prerequisite Requirement: A completed undergraduate degree with a good psychology major.

Aim: To gain a critical historical perspective on the health promotion movement and its relevance to the South African context. To understand health promotion theory and intervention within the context of theories of society and social change.

Content: Application of psychological theory to both individual and population level behaviour change; understanding the role of health promotion in informing public health legislation; evaluation of health promotion intervention.

Assessment: Coursework (assignments) and an examination.

DP Requirement: Class mark minimum of 40%.

Gender and Sexuality

PSYC722 H1 (0L-0T-0P-40S-90H-24R-0F-0G-6A-13W-16C)

Prerequisite Requirement: A completed undergraduate degree with a good psychology major.

Aim: To provide a broad overview of the impact of gender roles on sexuality and major theories of human sexuality; to provide a forum for the academic examination of matters sexual; to enhance self knowledge, address stereotypes and prejudices; to provide an introduction to the field of sexology.

Content: The relationship between gender and sexuality from a social constructionist/developmental perspective; gender related disorders; heterosexism and homophobia; gay and lesbian identity development; sexuality research methods and issues; theories of human sexuality; sexual dysfunction and heterosexual relationships; commercialisation of sex.

Assessment: Coursework (assignments) and an examination.

DP Requirement: Class mark minimum of 40%.

Theory of Applied Psychology
PSYC723 (0L-0T-0P-40S-90H-24R-0F-0G-6A-13W-16C)
Prerequisite Requirement: A completed undergraduate degree with a good psychology major.
Aim: To provide students with the opportunity to study the theoretical and empirical bases of psychological research and practice in areas which are of particular interest to them. This module may accommodate interdisciplinary topics. Content: The module consists of four 8-credit point topics, selected from a list that can be obtained from the School Office in Pietermaritzburg. Subject to approval by the school, a Special Seminar is available for topics not covered by the listing.
Assessment: Coursework (presentations and/or assignments and/or tests) and an examination.
DP Requirement: Class mark minimum of 40%.

Industrial Psychology in Context
PSYC728 HC (0L-0T-40P-30S-87H-0R-0F-0G-3A-13W-16C)
Aim: Critical perspectives on research and practice in Organisational Psychology in South Africa. The focus is on providing a critical understanding of the History of Organisational Psychology and unpacking the changing contexts in which it is making a contribution in organizational life. In particular, ideological and epistemological issues are unpacked.
Content: The module covers 4 main content areas, viz. (i) History of OP; (ii) Ideological and political influences; (iii) Capitalism and the changing context/s in which OP operates (Globalisation, Post-Industrialism, Post-Fordism, Neo-Liberalism); and (iv) Critical perspectives in OP.
Assessment: Cumulative assessment (40%); Examination (60%)
DP Requirement: Class mark minimum of 40%.

Advanced Topics in African Psychology
PSYC733 HA PA (0L-0T-0P-39S-39H-76R-0F-0G-6A-13W-16C)
Aim: To introduce students to the higher concepts and principles of African Psychology. The principal objective is to promote students' understanding and mastery of the rationale, meaning and scope, philosophy and history, epistemology and worldview, and prevailing challenges and future directions of African Psychology. In particular, the module is designed to effectively educate students on the full dimensions and complexity of being human in the modern African world and to promote appropriate decolonization of their minds.
Content: The module's content coverage includes such themes as the following: History and development of African psychology as an academic subject field; definitions, goals and epistemologies of African psychology; African theoretical perspectives on personality; the psychology of mass exodus of youth to modern African cities; the psychology of dreaming in Africa; the theory of complementary dualism in African worldview; and the identity problems of the postcolonial (black/white) African citizens.
Assessment: Essay 50%, Examination 50%
DP Requirement: Class mark minimum of 40%.

African Feminism, Womanism and Negofeminism
PSYC734 HA PA (0L-0T-0P-39S-39H-76R-0F-0G-6A-13W-16C)
Aim: To introduce students to the psycho-cultural assumptions and concerns of African feminism, womanism and negofeminism. The challenges and complexities of woman-being in post-colonial Africa will be considered, with particular attention given to expanding students' critical appreciation of the kinds of girlhood and the variety of choices for being a woman in present-day urban and rural Africa.
Content: This module will cover a selection from an historical and definitional introduction; distinctive features, cultural roots and basic assumptions and standpoints in African feminism, womanism, and negofeminism; significant female figures in African history; African women in western feminist discourse and basic controversies between African feminisms and mainstream Western feminism.
Assessment: Essay 50%, Examination 50%
DP Requirement: Class mark minimum of 40%.

Conceptual Foundations
PSYC735 P1 (60L-0T-0P-40S-90H-24R-0F-0G-6A-13W-16C)
Prerequisite Requirement: A completed undergraduate degree with a good psychology major.
Aim: The module aims to encourage students to analyse psychological and psychosocial phenomena from multiple perspectives.
Content: The strengths and weaknesses of different theoretical perspectives in psychology are considered. The module covers the following content: What is psychology? Evolution and neuropsychology. Behaviourism. Cognitive approaches. Psychoanalysis. Phenomenology. Socio-cultural. Social constructionism. The Africentric paradigm. The Biopsychosocial

Model (Systems Theory). But what is the truth?
Assessment: Coursework (assignment/s and/or presentation/s) and an examination.
DP Requirement: Class mark minimum of 40%.

Research Project: Psychology
PSYC7RP H0 P0 (0L-34T-0P-34S-252H-0R-0F-0G-0A-26W-32C)
Prerequisite Requirement: A completed undergraduate degree with a good psychology major.
Aim: To engage students in the process of conducting research by focusing on a chosen area of specialist study, under the supervision of a staff member.
Content: Students are required to review the available knowledge in the field, devise appropriate methods to describe and investigate an issue of social and psychological interest, evaluate their research by the ethical and scientific criteria used in the field, and produce a research report in the form of a report or publishable article. Students are strongly encouraged to select a research topic in a staff member's field of research interest.
Assessment: Research proposals, and/or presentations and a research report/article.
DP Requirement: As per School of Psychology rules

Psychological Interventions: African & Global
PSYC806 HB PB (35L-15T-30P-15S-163H-42R-0F-0G-20A-30W-32C)
Prerequisite Requirement: Honours degree in Psychology.
Corequisite: Psyc 807 Theory & Practice of Counselling Psychology Psyc 808 Psychology of Personality & Abnormal Behaviour Psyc 809 Assessment in Psychological Practice Psyc 810 Community Interventions
Aim: The module aims to familiarize students in Clinical, Counselling and Educational Psychology with the body of theory and practice of psychotherapy in accordance with the requirements of the Health Professions Council of SA (HPCSA). The HPCSA specifies a scope of practice for each of these professional categories and this includes competence in therapeutic interventions. The module will provide students with a comprehensive and critical awareness of the conceptual and epistemological bases of various approaches to psychotherapy (African and global), as well as interventions which are derived from these approaches, and the implications for the use in a wide variety of settings. **Content:** This module critically explores various theoretical approaches to psychotherapy, and to the supervised practice using these approaches.
Practicals: Students will undertake a series of professional supervised psychotherapy cases obtained from various settings. These will include a range of adults and children from professional as well as non-professional and community contexts.
Assessment: Oral examination on intervention methods 15% Written therapeutics assignments 35% Written examination 50%
DP Requirement: Students must have attained 50% in the assignment and June oral exam. Students must have completed at least three supervised psychotherapy cases, which must include at least one adult and one child.

Theory & Practice of Clinical Psychology
PSYC807 HY PY (40L-0T-0P-45S-80H-15R-120F-0G-0A-26W-30C)
Prerequisite Requirement: Honours in Psychology.
Aim: This module introduces learners to the theory and practice of clinical psychology.
Content: The modules comprises a theoretical and practice component. The theoretical component introduces advanced concepts in dealing with all psychiatric diagnoses including psychopharmacological treatment. The practical component involves the clinical supervision of adult and child clinical cases, case presentations and work-place experience in a hospital setting. Learning outcomes of this module include the ability to assess, diagnose, manage and treat child and adult clients. Specific skills necessary for engaging in clinical practice include conducting a clinical interview, conducting and interpreting psychometric assessments, implementing appropriate, context-sensitive interventions and report writing.
Assessment: Case presentation assignments 50%; Examination (Written Case Study) 50%
DP Requirement: Submission of all required coursework assessments.

Psyc of Personality & Abnormal Behaviour
PSYC808 HY PY (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Prerequisite Requirement: Honours in Psychology.
Corequisite: Psyc 806 Psychological Interventions: African and Global Psyc 809 Assessment in Psychological Practice Psyc 810 Community Interventions in Professional Psychology
Aim: 1.This module equips the learner with advanced theoretical knowledge in adult psychopathology, child

psychopathology, personality and neuropsychology. 2.To gain a comprehensive and complex knowledge of the field and a critical awareness of conceptual issues and current research in the field.
Content: The module focuses on the aetiology and diagnosis of specific disorders, particular theories and evidence related to these disorders, and issues pertaining to treatment. Personality and abnormal behaviour is approached using a biopsychosocial model with particular emphasis on the South African context. The module is lecture and seminar- based. Students are expected to compile a literature review one area in the field based on a critical evaluation of current research evidence. The module will also have an applied dimension that involves: (1) learning how to apply diagnostic skills and identify particular disorders, (2) learning how to communicate relevant information about psychopathology in the public sphere.
Assessment: Assignment (30%), seminar presentation (10%), poster presentation (10%), written exam (50%).
DP Requirement: An average mark of 50% for assignments, 80% attendance of seminars

Assessment in Psychological Practice

PSYC809 HY PY (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Corequisite: Psyc 801 Psychological Interventions: African & Global Psyc 803 Psychology of Personality & Abnormal Behavior Psyc 805 Community interventions in Professional Psychology
Aim: This module draws on the capacity of trainees to engage in higher level theoretical and intellectual learning which facilitates a degree of independence in the form of active experiential engagement with psychological tests used in clinical, educational and counselling psychology. This module also, within the scope of applied skills, facilitates the administration, scoring and interpretation of the major psychological tests used within these disciplines to assist in the transition of applying knowledge to a wide range of contexts for professional practice. Students will also gain a comprehensive, complex and critical awareness of the conceptual and epistemological bases of the tools of their discipline, their assumptions, the manner in which such tools are developed and the implications for the use in a wide variety of settings.
Content: Students will be trained at an advanced level in the administration, scoring, interpretation and communication of psychological assessment findings to professional and non-professional audiences in a controlled and supervised clinical environment. They will also apply themselves to the complex issues surrounding the development and application of the tools of their professional trade (psychological tests) as well as the legal and ethical ramifications thereof, in a continuously changing multi-cultural context This will include intellectual assessments, projective assessments, personality assessments and adaptive behaviour assessments. Particular emphasis is placed on considering the cultural appropriateness of the tests used. With each of the related tests, theory, administration, scoring and interpretation will be explored. Each learner will be expected to administer all the relevant tests, score and interpret results. Following this, students will also be taught how to write assessment reports and give feedback to clients.
Assessment: Assignment: 50%; Final Oral Exam: 50%
DP Requirement: 50% - based on an assignment submission (25%) and case review (25%).

Community Interventions in Professional Psychology

PSYC810 HY PY (0L-0T-80P-20S-40H-0R-0F-0G-20A-15W-16C)
Aim: The module introduces students to the theory and practice of community interventions.
Content: The module comprises a theoretical and a practical component. The theoretical component covers the basic tenets of community psychology and working in culturally diverse communities. The practical component requires that students engage in a project within the community. The specific learning outcomes of this module include the ability to conduct a situational analysis, and to develop, implement and evaluate intervention programmes in consultation with community members. Specific skills necessary for working in community settings, such as consultation and training skills, are also important learning outcomes.
Assessment: Assignment: 20%; Project report: 80%
DP Requirement: 100% continuous assessment mark; so no DP requirements.

Planning & Evaluation of HP Interventions

PSYC813 H2 (0L-0T-0P-81S-196H-40R-0F-0G-3A-26W-32C)
Aim: To enable learners to apply planning frameworks, tools and strategies in the development of health promotion interventions and to develop knowledge and skills for the systematic monitoring and evaluation of interventions.
Content: This module is concerned with the development of systematic approaches to planned behaviour change at individual, organisational and community levels. The systematic monitoring and evaluation of interventions with a consideration of process, impact and outcome evaluation methodologies will be studied. Particular attention is devoted

to articulating behaviour change interventions with policy, regulatory, legislative and economic imperatives for health promotion.
Assessment: Cumulative Assessment 50%; 2-hour written examination (50%)
DP Requirement: Class mark minimum of 40%.

Research Methods in Psychology
PSYC814 H1P1 (0L-0T-0P-40S-88H-30R-0F-0G-2A-13W-16C)
Aim: The overall aim is to equip students with advanced knowledge and skills in paradigmatic foundations of research, including the analysis and interpretation of data using qualitative or quantitative methods. This module contributes to the basic theoretical and practical foundation for conducting research as well as an understanding of good research practice for interventions sensitive to cultural and contextual factors.
Content: Independent research related to specific aspects of the research process: qualitative research design, quantitative research design, proposal writing, the ethics of social science research, data collection, data analysis, the use of computer-based data analysis/management systems, and report writing. Seminars which address key theories in health and psychology may also be included.
Assessment: Continuous Assessment - Research Proposal (50%); Writing a literature review and annotated bibliography (25%); Writing a research methodology (15%); Research ethics (5%); Presentation of research (5%).
DP Requirement: Class mark minimum of 40% and 80% class attendance.

Health Promotion Practice
PSYC815 HY (0L-0T-0P-40S-260H-0R-20F-0G-0A-26W-32C)
Aim: To ensure learners' ability to implement, disseminate, adopt and institutionalise innovations, including demonstrated ability in programme monitoring and evaluation. The module incorporates the development of reflective practitioners.
Content: Demonstration of effective practice pertaining to the implementation and evaluation of health promotion interventions as well as the diffusion of innovations. This will require an integration of appropriate theories, methodologies and processes offered in the theoretical modules. The module is tailored to both the group and individual learning needs of the learners and includes the development of a portfolio.
Assessment: Cumulative assessment 50%, Examination component 50%
DP Requirement: Class mark minimum of 40%.

Theory & Practice of Counselling Psychology
PSYC818 HY PY (40L-0T-0P-40S-76H-10R-120F-0G-34A-26W-32C)
Aim: This module engages learners with advanced introduction to the theory and practice of counselling psychology.
Content: The module comprises both a theoretical and practical component. The theoretical component introduces students to the historical and philosophical underpinnings of the counselling field, including the basic concepts and assumptions and principles and techniques of professional counselling practice. The practical component involves the supervision of adult and child cases, case presentations and work-place experience in a relevant counselling setting. Learning outcomes of this module include ability to establish a constructive collaborative partnership with clients; and assessing and deliberating over and attending to clients concerns. Specific skills necessary for engaging in counselling practice include the ability to begin, maintain, and end a counselling interview or the shared inquiry that relies on the expertise of all persons participating in the conversation, and the counsellor acting as a 'not-knower' who is in a being-informed position; and conducting and interpreting, where necessary, psychometric assessments, implementing context-sensitive interventions and report writing.
Practicals: Psyc 806 Psychological Interventions: African & Global (16c) Psyc 808 Psychology of Personality & Abnormal Behaviour (16c) Psyc 809 Assessment in Psychological Practice (16c) Psyc 810 Community Interventions in Professional Psychology (16c)
Assessment: Test and Examination (50%). Submission of Practicum Report that would embrace Case Presentation and Case Study (50%).
DP Requirement: 50%

Theory & Practice of Educational Psychology
PSYC819 HY PY (0L-0T-120P-40S-30H-20R-90F-0G-20A-26W-32C)
Aim: This module equips students with relevant knowledge pertaining to psychological practice and develops basic psychological skills for practice.
Content: Professional ethics, report writing, case methodology in clinical practice. Students will be required to conduct psychological interventions with clients in various settings as part of this module. Students will receive professional

supervision of practical work.
Assessment: Test and assignment: 50%; Case study: 50%
DP Requirement: Class mark minimum of 40%.

Quantitative Methods
PSYC822 PC (24L-0T-50P-0S-10H-0R-26F-0G-50A-13W-16C)
Prerequisite Requirement: Appropriate Honours degree
Corequisite: Psychology 701 Research Fundamentals may be required
Aim: To train students in advanced quantitative research
Content: This module focuses on two principal areas of quantitative research design and analysis. First, the design, selection, adaption and application of psychometric instruments will be emphasised, together with corresponding statistical techniques. A second area of emphasis consists of an introduction to a range of modern multivariate and other statistical techniques. Simulation techniques may be taught.
Assessment: 6 assignments; 1 examination
DP Requirement: Class mark minimum of 40%.

Qualitative Methods
PSYC823 PC (24L-0T-60P-0S-10H-0R-26F-0G-40A-13W-16C)
Prerequisite Requirement: Appropriate Honours degree
Aim: To train students in advanced qualitative research.
Content: The module is divided into four main sections: the qualitative orientation, which considers the history and ethos of qualitative research: research design and data collection, using interview and observational methods; data analysis, with techniques of coding, analytic displays, and grounded theorizing; and report writing. Students are also required to design and execute a qualitative research study.
Assessment: 1 assignment; 1 examination
DP Requirement: Class mark minimum of 40%.

Applied Research
PSYC824 PC (10L-0T-50P-14S-10H-0R-26F-0G-50A-13W-16C)
Prerequisite Requirement: Appropriate Honours degree
Aim: To train students in applied social science and psychological research methods.
Content: The module covers the following topics: policy contexts for applied research; implementation cycles; qualitative and quantitative evaluation; action and participatory research; rapid approaches; related methodologies in sociology, epidemiology and demography; and getting research into policy and practice. Practical work consists of policy analyses, proposal writing, proposal negotiation, execution of rapid and participatory research exercises, secondary analyses of existing data, and an investigation of barriers to implementation of research findings.
Assessment: 4 assignments; 1 report; 1 oral examination
DP Requirement: Class mark minimum of 40%.

Specialised Module
PSYC825 PC (24L-0T-50P-0S-10H-0R-26F-0G-50A-13W-16C)
Prerequisite Requirement: Appropriate Honours degree
Aim: To train students in specialised topics in research.
Content: The module introduces students to a number of specialized topics in the theory and practice of applied research, and to different research technologies. The is to help students appreciate the role of research and knowledge production in contemporary society, and to familiarize them with diverse research technologies.
Assessment: 3 assignments; 1 report; 1 examination
DP Requirement: Class mark minimum of 40%.

Workplace well-being
PSYC857 H2 (0L-0T-0P-0S-160H-0R-0F-0G-0A-15W-16C)
Prerequisite Requirement: None.
Corequisite: None.
Aim: To do an integrative analysis of conceptual and empirical approaches to positive organisational behaviour and outcomes. Theory and research covering such areas as self-determining behaviour patterns, cognitive behaviour change, emotional intelligence, psychological capital, innovation, and workplace change are described, analysed, and applied to

individuals, groups, and the overall organisational system. These themes underlie the virtuous organisation, characterised by an organisation culture infused with a strong ethical-moral foundation and leaders who bring out the best of their employees. Furthermore, the purpose of this course is to equip students with an in-depth understanding to the practice of planning, designing, implementing and evaluation of interventions, that encourages students to draw knowledge from all the programme modules which will assist them in creating an intervention that can be implemented at an organisational level.
Content: To answer the call for theory aimed at increasing the understanding of the process of organisational virtue through positive psychology, this course will combine a theoretical approach with the application of practical implementation and interventions of positive psychology principles to relevant case studies taken from a variety of sources. The module covers theoretical foundations and conceptual themes of positive psychology in the workplace, as well as the development, implementation, and evaluation of intervention strategies. The following content is addressed in this module: • Scope of positive psychology • Basic themes of positive psychology • Positive workplace • Positive institutions and cultural well-being • Positive sustainable growth • Positive relations at work
Assessment: Seminar presentation, a case study presentation, participation and involvement in other group's seminar presentations – 50%; Students are required to design, implement and evaluate a workplace project which is then the final examination – 50%
DP Requirement: Submission of all work and a CAM of 40%.

The Personal is the Professional
PSYC858 H1 (0L-0T-0P-0S-160H-0R-0F-0G-0A-15W-16C)
Prerequisite Requirement: None.
Corequisite: None.
Aim: To develop reflexive professionals who can provide an appropriate service to individuals, communities and to society. Collectively students construct and deconstruct social and educational worlds to contribute to a better, more nuanced understanding of learning, educational and societal processes. An evidence based personal, professional and academic portfolio is developed to be used throughout their professional career. The multidisciplinary nature of the course lends itself to embodiment of working within a team consisting of different sectors as part of the learning process.
Content: The module develops the ability of the student to be reflexive and critical by deconstructing their own life stories. The past, present as well as future are relevant. Reflexivity forms an important part of our theoretical base and is used to promote critical thinking and transformative learning. The complexity of history and transformation of the South African context we live in requires that students are prepared sufficiently to deal with complex layers in understanding behaviour and behaviour change as well as position themselves ethically. Individual stories as well as the grand narrative of our country is juxtaposed and deconstructed. The active and continuous consideration of how things potentially differ from the way they may appear to us is what leads to critical reflection. This process is often only possible through dialogue which promotes respect for difference, collaboration and connectedness.
Assessment: Cumulative Assessment (100%)
DP Requirement: This is 100% CAM module and requires 80% class attendance.

Conflict Resolution
PSYC861 HC (0L-0T-32P-24S-84H-10R-0F-0G-10A-13W-16C)
Prerequisite Requirement: Psychology Honours (minimum 70% aggregate) plus selection into psychology professional training programme.
Aim: To examine the sources and dynamics of conflict in social relationships. At the end of the module, learners will have acquired an understanding of the nature of conflict, its sources and dynamics, and knowledge of conflict resolution methods and their applicability to various situations.
Content: 1. Nature of conflict. 2. Its sources and dynamics. 3. Conflict resolution models. 4. The practice of conflict resolution.
Assessment: 2 essays; 1 examination
DP Requirement: Class mark minimum of 40%.

Individual Counselling Intervention
PSYC863 HC (40L-0T-0P-0S-98H-20R-0F-0G-2A-13W-16C)
Prerequisite Requirement: Psychology Honours (minimum 70% aggregate) plus selection into psychology professional training programme.
Aim: To provide masters students with both practical counselling skills and the theoretical knowledge necessary to plan and implement effective counselling interventions. The module thus incorporates both conceptual and practical objectives, where the task of adequately conceptualising psychological difficulties and agents of cure serves the

objective of sound counselling practice.
Content: 1. Introduction to counselling. 2. Counselling theory. 3. Counselling practice. 4. Applied counselling
Assessment: 2 essays; 1 examination
DP Requirement: Class mark minimum of 40%.

Psychological Studies
PSYC865 HC (0L-0T-0P-40S-70H-45R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Psychology Honours (minimum 70% aggregate).
Aim: To provide students who have a specific focus area in applied psychology with an opportunity to pursue a course of study tailored to accommodate their specific focus interests.
Content: Varies (depending on the nature of the elective).
Assessment: 2 essays; 1 examination
DP Requirement: Class mark minimum of 40%.

Human Resource Development
PSYC867 HC (0L-0T-0P-40S-70H-45R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Psychology Honours (minimum 70% aggregate) plus selection into psychology professional training programme.
Aim: The module focuses on the development of competence in the changing work environment. Consideration will be given to linking human resource development to career management, to performance management, and to organisational change and remuneration. Basic principles and techniques of adult education and learning including mentoring and coaching are covered.
Content: 1. Competence in the changing work environment. 2. Human resource development and career management. 3. Human resource and performance management. 4. Organisational change and remuneration 5. Principles and techniques of adult learning. 6. Mentoring and coaching.
Assessment: 2 essays; 1 examination
DP Requirement: Class mark minimum of 40%.

Psychological Assessment (Industrial)
PSYC870 HC (0L-0T-35P-0S-71H-48R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Psychology Honours (minimum 70% aggregate) plus selection into psychology professional training programme.
Aim: To equip students with the knowledge and skills to undertake psychological assessment. Emphasis is placed on the application of a psycho-diagnostic model that relies on observational skills, sound theoretical knowledge of psychometric techniques, and the linking of assessment with intervention.
Content: 1 Conceptualizing assessment. 2 Observational skills. 3. Psychometric theory. 4. Psychometric tests. 5. Linking assessment with theory.
Assessment: 2 essays; 1 examination
DP Requirement: Class mark minimum of 40%.

Short Dissertation: Clinical Psychology
PSYC8CL H1 H2 P1 P2 (0L-0T-45P-0S-915H-0R-0F-0G-0A-45W-96C)
Aim: The aim of this module is to equip students to conduct independent and relevant research and to ensure that students are capable of critically evaluating research in the field of Clinical Psychology.
Content: Students will be required to write an independent dissertation of approximately 20,000 – 30,000 words on a topic related to Clinical Psychology which is approved by the discipline. During this process students will be required to: (a) write and present an appropriate research proposal, (b) research and write a literature review relevant to their selected research topic, (c) collect data relevant to their research question, (d) analyse the data, and (e) write up and discuss their research findings in a coherent and logical manner.
Assessment: The final dissertation will be marked by two examiners appointed by the College Board, at least one of whom is required to be external to the University. The average mark provided by these two examiners will comprise 100% of the mark for the module.Be able to discuss research findings in a coherent and logical manner Be equipped with the skills and (hopefully) the enthusiasm to continue their studies at a doctoral level.
DP Requirement: Students are required to attend regular supervision sentences as specified in their supervision contract and to submit all assignments and write ups on time.

Short Dissertation: Counselling Psychology

PSYC8CO HI P1 H2P2 (0L-0T-45P-0S-915H-0R-0F-0G-0A-45W-96C)

Aim: The aim of this module is to equip students to conduct independent and relevant research and to ensure that students are capable of critically evaluating research in the field of Counselling Psychology.

Content: Students will be required to write an independent dissertation of approximately 20,000 – 30,000 words on a topic related to Counselling Psychology which is approved by the discipline. During this process students will be required to: (a) write and present an appropriate research proposal, (b) research and write a literature review relevant to their selected research topic, (c) collect data relevant to their research question, (d) analyse the data, and (e) write up and discuss their research findings in a coherent and logical manner.

Assessment: The final dissertation will be marked by two examiners appointed by the College Board, at least one of whom is required to be external to the University. The average mark provided by these two examiners will comprise 100% of the mark for the module.

DP Requirement: Students are required to attend regular supervision sentences as specified in their supervision contract and to submit all assignments and write ups on time.

Short Dissertation: Educational Psychology

PSYC8ED P1 P2 (45L-0T-0P-0S-915H-0R-0F-0G-0A-45W-96C)

Aim: The aim of this module is to equip students to conduct independent and relevant research and to ensure that students are capable of critically evaluating research in the field of Educational Psychology.

Content: Students will be required to write an independent dissertation of approximately 20,000 – 30,000 words on a topic related to Educational Psychology which is approved by the discipline. During this process students will be required to: (a) write and present an appropriate research proposal, (b) research and write a literature review relevant to their selected research topic, (c) collect data relevant to their research question, (d) analyse the data, and (e) write up and discuss their research findings in a coherent and logical manner.

Assessment: The final dissertation will be marked by two examiners appointed by the College Board, at least one of whom is required to be external to the University. The average mark provided by these two examiners will comprise 100% of the mark for the module.

DP Requirement: Students are required to attend regular supervision sentences as specified in their supervision contract and to submit all assignments and write ups on time.

Short Dissertation: Pyschology Subsequent Yr

PSYC8RD P1 P2 (0L-0T-0P-0S-640H-0R-0F-0G-0A-0W-64C)

Short Dissertation: Pyschology

PSYC8RS P1 P2 (0L-0T-0P-0S-640H-0R-0F-0G-0A-0W-64C)

Religion

Offered in the School of Religion, Philosophy and Classics

Introduction to Religion

RELG101 H1 P1 (39L-13T-0P-0S-107H-6R-0F-0G-8A-13W-16C)

Aim: To introduce students to the academic study of religion, by exploring the history of religious traditions and examining beliefs and traditions within these religions.

Content: A systematic and generalized study of beliefs and practices of African Traditional Religions, Hinduism, Judaism, Christianity, Islam and New Religious Movements. The advent of these religions in South Africa and how each religion has contextualized itself within the broader African domain.

Assessment: Cumulative Assessment (50%); Examination (50%)

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Religion and Conflict

RELG106 H2 P2 (39L-13T-0P-0S-107H-6R-0F-0G-8A-13W-16C)

Aim: To understand how religion as resource can be used in addressing conflict both socially and politically, nationally and internationally.
Content: The module engages in discussion of the role of religion in conflict situations; it also deals with different kinds of cultural, ethnic and religious conflicts; relationship between religion, culture, politics, economics; fascism, national socialism, and religious advancement; the positive and negative elements of religion in conflict.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Sociology of Religion
RELG203 H1 P1 (39L-13T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: To develop an understanding of key issues in the sociology of religion.
Content: Students will engage with sociological approaches to the study of religious practices, customs, beliefs, and rituals in the context of social structures. The module covers views and concepts of contemporary sociologists of religion, for example, postcolonial, feminist and indigenous. The module will draw on classical and contemporary sociological theories of religion in relation to Africa, the African diaspora, and beyond.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark

Oral and Written Sacred Texts
RELG206 H1 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: The module aims to critically analyse the presence, purpose, and characteristics of orality and written textual traditions within the focal South African religions, as well as examine their uses, and methods of interpretation.
Content: The module scrutinises notable South African religions through a socio-historical study of their oral, and written sacred textual traditions.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Religion, Migration and Urbanization
RELG207 H2 P2 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: The aim of the module is to explore the impact of migration and urbanization on practice and dissemination of religious ideas.
Content: The module covers a range of social groups who are identified in the phenomenon of migration and urbanization; religiously focused case studies of individual and group experiences of migration and urbanization. It also deals with how religious ideas are transmitted in modern societies in the context of migration.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Sacred Sites and Tourism
RELG208 H1 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: The aim of the module is to enable students to relate sacred sites and their significance to the emerging phenomenon of tourism in South Africa.
Content: Sacred sites in South Africa; the historical figures and events associated with sacred sites in South Africa; ritual practices related to sacred sites; a study of the historical forces which lead to recognition and identification of sacred sites; sacred sites and pilgrimage in Southern African religions.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Morality, Ethics and Modernity in Africa
RELG209 H2 P2 (39L-13T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: A primary focus on modernity and modernization and its challenges in the content of religion, morality and ethics.
Content: A comparative study of the morality and ethics in the various religions and cultures of Africa; examining a

variety of perspectives influencing the articulation of the moral and ethical value systems from an historical perspective; eg: early human tradition and morality, forces of modernization, colonisation and post-colonial modern challenges in Africa.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Hinduism in South Africa
RELG210 H2 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: The module aims to provide a comprehensive understanding of the historical roots of Hinduism in South Africa, as well as critical insight into the adaptation and development of its traditions and identity into the current era.
Content: The module analyses the history of Hinduism in South Africa, and examines the "lived" religious experience (worship, ritualism and worldviews) of contemporary traditional/ Sanathanist local communities, and neo-Hindu branches, institutions, and movements.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-. minimum Class Mark.

Islamic Institutions in South Africa
RELG211 H2 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: This module introduces students to the basic religious, cultural and social institutions of Islam.
Content: This module explores the presence of Islamic institutions as part of civil society within South Africa. It begins by briefly defining civil society; theorizing the idea of religious institutions and then moves into discussing religious (Islamic) institutions in Africa. It looks specifically at the post-Apartheid Muslim identities and participation in civil society, as perceived through Islamic institutions (Muslim Publics). Furthermore, it also covers the debate as to whether such institutions are religious/identity affirming or create a sense of isolation and seclusion within society.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Women in Religion & Culture
RELG214 H2 P2 (39L-13T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: The aim of the module is to enable students to gain an understanding of various cultural and religiously based roles prescribed for women, and their challenges in a contemporary society.
Content: This module provides an introduction to the study of women in selected religions with a focus on three areas: images of and prescribed roles of women in textual and oral traditions; women's religious practices and rituals, and selected issues currently debated within the context of women within religion. The module will introduce students in particular to gender and feminist approaches to the study of women in religious traditions.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Religion & the Media
RELG217 H2 P2 (39L-13T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: To understand the role of religion in media and how media use religion to influence the perceptions of people.
Content: The history of religion in the media; case studies of religion in the media; religious and cultural journalism; and a specific focus on religion in cyberspace.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Islam in the Modern World
RELG302 H2 (39L-0T-0P-0S-123H-6R-0F-0G-8A-13W-16C)
Aim: To identify the challenges facing Islam in the context of the socio-economic, political and religious advancement of society.
Content: The challenges facing Islam in the context of the socio-economic, political and religious advancement of

society. It also deals with the concept of the challenges of globalization and the issues related to the modern phenomenon that globalization brings.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Colonialism, Post-Colonialism & Religion
RELG306 H2 P2 (23L-0T-0P-0S-123H-6R-0F-0G-8A-13W-16C)
Aim: To enable students to gain insight into the historical conditions for the development of colonialism; colonization, its strategies and its impact on indigenous religions and culture.
Content: The study of the missionary enterprise in contexts of colonization; liberation struggles in Africa; post-colonialism and religion in Africa.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Research Methodology in Religion & Culture
RELG308 H1 P1 (39L-0T-0P-0S-123H-6R-0F-0G-8A-13W-16C)
Aim: This module aims to bring together a broad understanding of qualitative and quantitative methods of research taken from the social sciences and applied to the study of religion and culture.
Content: An introduction to the various approaches to the study of religion, giving the student insight into contemporary debates surrounding the issues of methodology in the context of religious and cultural studies.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Method & Theory in Religion & Culture Studies
RELG309 H1 P1 (39L-0T-0P-0S-123H-6R-0F-0G-8A-13W-16C)
Aim: The module introduces students to some critical methodological and theoretical issues in the study of religion.
Content: The course includes critical and analytical reading and interpretation of research, as well as theoretical approaches to the study of religion.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Religion & Human Rights
RELG311 H2 P2 (39L-0T-0P-0S-123H-6R-0F-0G-8A-13W-16C)
Aim: To understand how religion is used as a tool to foster human rights advocacy and also as a contributing factor in denying human rights in areas of conflict.
Content: The module deals with the general history and development of human rights charters, and case-specific studies of human rights abuses and advancement via major religious groups and cross-cultural movements, both internationally and within the South African context.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Religion & the Environment
RELG313 H2 (23L-0T-0P-0S-123H-6R-0F-0G-8A-13W-16C)
Aim: The student will gain an understanding of how religion can be used to foster an understanding of the environment and also for empowering in the care of the environment.
Content: The history of religion and environmental studies; appreciation and advancement of conservation in the Southern African religious traditions; ancient and modern threats to environment; pro-active action towards care for the environment.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Religions in Africa
RELG315 H2 (23L-0T-0P-0S-123H-6R-0F-0G-8A-13W-16C)
Aim: This module aims to explore critically the multi-faceted religious traditions within Africa.
Content: It focuses on the study of religions in Africa, including issues such as the formation of identities and religious pluralism.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Religion and Ethics
RELG316 H1 (23L-0T-0P-0S-123H-6R-0F-0G-8A-13W-16C)
Aim: To explore critically some important convergences and divergences between ethics and religion.
Content: Relationships between religion and morality, ethical teachings of selected living religions, important ethical issues in the context of religious debates.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Research Methodology in Religion & Theology
RELG701 H1 P1 (26L-0T-0P-0S-109H-4R-0F-0G-21A-13W-16C)
Corequisite: Method and Theory in Religion & Theology.
Aim: To introduce students to a broad understanding of qualitative and quantitative methods drawn from the Social Sciences and applied to the study of Religion and Theology.
Content: The course includes critical and analytical reading and interpretation of research, as well as different empirical research approaches.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.
Core module for BA Honours in Religion and Social Transformation and in Religion Education, and for BTh Honours.

Method and Theory in Religion & Theology
RELG702 H1 P1 (26L-0T-0P-0S-109H-4R-0F-0G-21A-13W-16C)
Corequisite: Research Methodology in Religion & Theology.
Aim: To introduce students to a broad understanding of the method of scientific research and the role of theory in the scientific research of religion.
Content: The course includes critical and analytical reading and interpretation of research, as well as different theoretical approaches to the study of religion.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.
Core module for BA Honours in Religion and Social Transformation and in Religion Education, and for BTh Honours.

Research Methodology in Religion & Theology
RELG801 H1 (26L-0T-0P-0S-109H-4R-0F-0G-21A-13W-16C)
Corequisite: RELG802 H1
Aim: To introduce students to a broad understanding of qualitative and quantitative methods drawn from the Social Sciences and applied to the study of Religion.
Content: The course includes critical and analytical reading and interpretation of research, as well as different empirical research approaches.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Method and Theory in Religion & Theology
RELG802 H1 (26L-0T-0P-0S-109H-4R-0F-0G-21A-13W-16C)
Corequisite: RELG801 H1
Aim: To introduce students to a broad understanding of Method of scientific research and the role of theory in the scientific study of Religion.
Content: The course includes critical and analytical reading and interpretation of research, as well as different theoretical approaches, e.g. theological, hermeneutical, historical, sociological, feminist approaches, focused in particular on Religion Education.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Religion and Social Transformation

Offered in the School of Religion, Philosophy and Classics

Core Modules in Areas of Specialisation

Introduction to African Religion & History
RSTR704 H2 (26L-0T-0P-0S-281H-6R-0F-0G-7A-13W-32C)
Corequisite: RELG701 and RELG702
Aim: To introduce students to a broad understanding of Africa's religions and cultures.
Content: The course includes introduction to the history and development of Africa's religions and cultures in different regions and phases of African history.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.
Core module for specialisation in African Traditional Religion.

African Culture and Christian Literature
RSTR705 H1 (26L-0T-0P-0S-281H-6R-0F-0G-7A-13W-32C)
Corequisite: RELG701 and RELG702
Aim: To introduce students to a broad understanding of Africa's cultures, and how these are interpreted and represented in Christian Literature.
Content: The course includes introduction to a selection of themes like creation, myth, ceremony, ritual, sacred space, sagacity, prophetic, law, tradition, institutional foundations, critical thinking, gender and conflict studies in and between cultures of Africa in Religious Literature perspective; archaeology; knowledge systems.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.
Core module for specialisation in Christianity.

Text and Interpretation
RSTR706 H1 (26L-0T-0P-0S-281H-6R-0F-0G-7A-13W-32C)
Corequisite: RELG701 and RELG702
Aim: To introduce students to a broad understanding of a variety of Eastern religions through texts and their commentaries.
Content: This module deals with the issues related to text and interpretation within the context of Asian religions. Students can select one of the following Asian religions for intensive focus on textual study: Hinduism, Buddhism, Jainism and Sikhism. A selected text will be used for the course.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.
Core module for specialisation in Eastern Religions/Hinduism.

ELECTIVES

Primary and Secondary Sources in Islam
RSTR707 H1 (26L-0T-0P-0S-281H-6R-0F-0G-7A-13W-32C)
Corequisite: RELG701 and RELG702
Aim: To introduce students to a broad understanding of Islam and its sources.
Content: Revelation of the Qu'ran; compilation; textual divisions; subject matter; origin and development of Hadith; 6 major collections.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.
Core module for specialisation in Islam.

Directed Study: RSTR 1
RSTR708 H1 P1 (26L-0T-0P-0S-281H-6R-0F-0G-7A-13W-32C)
Corequisite: RELG701 and RELG702
Aim: To have students develop their conceptual knowledge under supervision, in their area of interest.
Content: Directed reading from the area of specialisation in consultation with the Academic Co-ordinator.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.
Additional Core module for BA Honours in Religion and Social Transformation.

Selected Issues: African Religion & Culture
RSTR710 H2 (26L-0T-0P-0S-123H-4R-0F-0G-7A-13W-16C)
Aim: To have students develop their critical knowledge in this area.
Content: A study of selected features and phenomena in African culture such as kinship, inheritance, polygamy, the role of the ancestors, widowhood, the role of women, and music.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Current Issues in Christian Thought
RSTR717 H2 (26L-0T-0P-0S-123H-4R-0F-0G-7A-13W-16C)
Aim: To have students develop their critical knowledge in this area.
Content: Systematic reflection and hermeneutics; the historical context and development of Christian creeds in the history of Christianity; the spread of independence in Africa and South Africa in the context of colonial and apartheid exploitation and racism, and the Christian witness in these conditions.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

A Study of Asian History through Religion
RSTR721 H2 (26L-0T-0P-0S-123H-4R-0F-0G-7A-13W-16C)
Aim: To have students develop their religio-cultural knowledge in this area.
Content: Most of Asian history of the ancient period has been written and interpreted through religion. This module examines how and why religion became a major social and cultural phenomenon in Asia. Specific examples of history will be selected from both South Asian and Eastern Asian societies.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Ritual, Ideology and Power in Asian Studies
RSTR722 H2 (26L-0T-0P-0S-123H-4R-0F-0G-7A-13W-16C)
Aim: To explore the relation between notions of power and rituals and their ideologies.

Content: This module examines the relationship between ritual, ideology and power which informs the construction of Asian societies. Ritual behaviour and its social underpinnings will be studied in depth. Examples from different Asian religions such as Hinduism, Buddhism (both Chinese and Japanese) will be studied from a comparative perspective to shed light on the theme.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Islam in South Africa
RSTR724 H2 (26L-0T-0P-0S-123H-4R-0F-0G-7A-13W-16C)
Aim: To explore the origins of Islam and its growth in South Africa.
Content: Historical background; Muslim expansion in South Africa; Islam's response to apartheid; Revivalist movements; Islam and development.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Contemporary Muslim World
RSTR725 H2 (26L-0T-0P-0S-123H-4R-0F-0G-7A-13W-16C)
Aim: To explore the current debates and issues in relation to the Muslim world and its interface with globalization.
Content: This course deals with an attempt to describe coherently the sociological and political features of the Muslim world. Issues related to Western perceptions of the Muslim world and Islamic response to such perceptions will form important aspects of this course.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Islamic Theology: Philosophy and Mysticism
RSTR728 H2 (26L-0T-0P-0S-123H-4R-0F-0G-7A-13W-16C)
Aim: To have students develop their conceptual knowledge in this area.
Content: Development of Islamic theology; major theological schools; early Muslim philosophers; Sunni and Shi'ah thought. Origin, characteristics and development of Islamic mysticism; major Suffi orders.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Research Project: RSTR
RSTR7RP H2 P2 (0L-0T-0P-26S-294H-0R-0F-0G-0A-13W-32C)
Aim: To have students engage in the research process, and writing up a research project of approximately 7 000 words or twenty-five pages.
Content: Any relevant subject or topic in area of specialization in consultation with the Academic Co-ordinator.
Assessment: Examination of research project (100%).
DP Requirement: Attendance of all seminars and acceptance of research proposal.
Core module for BA Honours in Religion and Social Transformation.

Directed Study: RSTR
RSTR803 H1 P1 (0L-0T-0P-26S-287H-0R-0F-0G-7A-13W-32C)
Corequisite: Research Methodology in Religion & Theology
Aim: To have students develop their conceptual knowledge under supervision, in their area of interest.
Content: Directed reading from the area of specialisation in consultation with the Academic Co-ordinator.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum Class Mark.

Social Policy

Offered in the School of Social Sciences

Public Participation and Governance
SOCP802 HC (0L- 0T-0P-40S-160H-34R-0F-0G-86A-13W-32C)
Aim: The main aim of this module is to furnish students with a theoretical and empirical understanding of public participation within a governance context.
Content: Students will be exposed to various theoretical frameworks which inform public participation and how these relate to various policy and case-study contexts. The main issues which comprise the content of the module are: key concepts in public participation; theoretical frameworks which inform public participation and public participation in the international; national and local contexts.
Assessment: Assignments 40%; presentations 10%; examination 50%.
DP Requirement: Students will be required to obtain a minimum of 40 percent in classwork (assignments; presentations).

Political economy of Basic Services Provision in South Africa
SOCP809 HC (0L- 0T-0P-40S-160H-34R-0F-0G-86A-13W-32C)
Aim: The main aim of this module is to understand the broader political and economic forces which inform the provision of water; sanitation; housing among others in South Africa. Furthermore, the experience of basic services provision in South Africa will be examined using various case-studies.
Content: The context of basic services provision will be situated within the changing nature of the state, particularly, but not exclusively during the post-world war two era. Key theoretical perspectives which have informed basic services provision will be examined. Particular emphasis will be placed on public management strategies such as the new public management and policy networks and their influence on basic services provision. Key case-studies on water; sanitation; housing among others will be examined within the South African context. Various alternatives will be explored.
Assessment: Assignments 40%; presentations 10%; examination 50%.
DP Requirement: Students will be required to obtain a minimum of 40 percent in classwork (assignments; presentations).

South African Economic Issues
SOCP811 HC (0L- 0T-0P-20S-80H-20R-0F-0G-60A-13W-16C)
Aim: The main aim of this module is to furnish students with an understanding of economic issues in South Africa.
Content: The South African economy as it has evolved pre and post democracy will be examined. The nature of the transition to a post-apartheid economy will be examined. The economic policy positions of major groupings will be examined. The trajectory of the post-apartheid economy will be mapped informed by an examination of various theoretical currents. Key economic issues as they pertain to the delivery of services will be examined.
Assessment: Assignments 40%; presentations 10%; examination 50%.
DP Requirement: Students will be required to obtain a minimum of 40 percent in classwork (assignments; presentations).

Coursework Dissertation: Social Policy
SOCP8CD H2 (0L-0T-0P-0S-1280H-0R-0F-0G-0A-0W-128C)

Sociology

Offered in the School of Social Sciences

Introduction to Sociology
SOCY101 H1 P1 (39L-5T-0P-0S-91H-20R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Introduction to Sociology or The making of modern world (HIST104), or at the discretion of the Academic Leader.
Aim: To develop one's sociological imagination through the practice of thinking sociologically, and adopting a sociological perspective to examining social issues in South Africa and Africa in a systematic and critical way.

Content: May include (but is not limited to): The sociological imagination; key theorists and theoretical perspectives; social research methods; societies; culture; and groups and organisation.
Assessment: Coursework (50%), examination (50%).
DP Requirement: : Minimum 40% in coursework; submission of all required tasks

Introduction to South African Society
SOCY102 H2 P2 (39L-5T-0P-0S-91H-20R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Introduction to Sociology (SOCY101) or The Making of Modern World (HIST104), or at the discretion of the Academic Leader.
Aim: To develop the sociological imagination through the practice of thinking sociologically about race, ethnicity, gender, class, citizenship, disability, poverty, locale/ geography, power and politics, health or economic differences and why and how these are socially significant. This is useful to an analysis of prejudicial, exclusionary and discriminatory behaviours and attitudes towards some groups, particularly across South Africa and Africa.
Content: The core content may include (but is not limited to) social stratification and divisions; for example race and ethnicity; social class; and, gender and sexuality. Additional topics may include but are not restricted to disability; urbanisation; age; health and medicine; politics, power and governance; poverty and inequality; environment; economies and work; migration or population.
Assessment: Coursework (50%), examination (50%).
DP Requirement: Minimum 40% in coursework; submission of all required tasks

Classical Sociology Theory
SOCY201 H1 P1 (39L-5T-0P-0S-91H-20R-0F-0G-5A-13W-16C)
Aim: Introducing students to foundational theorists in the discipline, and the implications for research approaches and the study of social issues
Content: Essential ideas of several classical social theorists and their impact on current thinking.Assessment: Coursework (50%), examination (50%).
DP Requirement: Minimum 40% in coursework; submission of all required tasks.

Social Change
SOCY202 H2 P2 (39L-5T-0P-0S-91H-20R-0F-0G-5A-13W-16C)
Aim: Familiarity with theories of social change, and their implications for understanding societies.
Content: Theories of social change; development of cities and current environmental concerns.
Assessment: Coursework (50%), examinations (50%).
DP Requirement: Minimum 40% in coursework; submission of all required tasks.

Contemporary Sociological Theory
SOCY301 H1 P1 (39L-5T-0P-0S-91H-21R-0F-0G-4A-13W-16C)
Prerequisite Requirement: SOCY 201 and SOCY 202 or at the discretion of the Academic Leader.
Aim: Introducing students to contemporary sociological theories and thinkers, by building on and connecting to their knowledge and application of classical sociological theories
Content: he course may include (but is not limited to): Key contemporary theorists (Western and African included), key themes, concepts, debates and questions, including discussions on scientific knowledge in the social sciences. Additional perspectives, topics, examples and case studies from South Africa and Africa will be examined.
Assessment: Coursework (50%), examinations (50%).
DP Requirement: Minimum 40% in coursework; submission of all required tasks.

Contemporary Theory - Theorist(s)
SOCY302 H1 (39L-5T-0P-0S-91H-21R-0F-0G-4A-13W-16C)
Aim: Introduction to the thought of specific theorist(s).
Content: In-depth study of a theorist or theorists; contextualisation of thought.
Assessment: Coursework (50%), examinations (50%).
DP Requirement: Minimum 40% in coursework; submission of all required tasks.

Contemporary Theory - Field of Theory
SOCY303 P2 (39L-5T-0P-0S-91H-21R-0F-0G-4A-13W-16C)
Aim: Introduction to a field of theory (for example, critical theory, gender, post-modernism, social theory from Africa).

Content: Characterisation of the field; examples of theorists and approaches.
Assessment: Coursework (50%), examinations (50%).
DP Requirement: Minimum 40% in coursework; submission of all required tasks.

Research Design - An Introduction
SOCY305 H2 P1 (39L-0T-18P-0S-79H-20R-0F-0G-4A-13W-16C)
Aim: Familiarisation with research design process and practice; introduction to computer-aided analysis.
Content: The research design process; elements within that process (such as problem formulation; methodology and methods; research ethics); computer packages. A group research is part of this module.
Assessment: Coursework (50%), examinations (50%).
DP Requirement: Minimum 40% in coursework; attendance at tutorials and submission of all required tasks.

Social Issues - Practice and Theory
SOCY306 H2 PC (39L-9T-0P-0S-87H-21R-0F-0G-4A-13W-16C)
Aim: To familiarise students with identifying and theorizing social issues.
Content: Providing theories on social issues; exploring to social issues e.g.poverty, gender, security or education.
Assessment: Coursework (50%), examinations (50%).
DP Requirement: Minimum 40% in coursework; submission of all required tasks.

Research Design,Methods and Analysis
SOCY700 H1 P1 (0L-0T-12P-30S-190H-48R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Bachelors Degree in Social Science.
Aim: To develop students' understanding of social research design, methods and analysis. The knowledge and skills gained will enable students to conceptualise and develop a research proposal, design and conduct applied research, as well as enhance their ability to critically evaluate secondary sources of research (scholarly articles, dissertations etc.). The overall aim of the module is directed toward incrementally building and augmenting key research skills and competencies specific to Sociology but also generic to the Social Sciences and Humanities.
Content: The module will cover the philosophical foundations of research, and an understanding of research design, principles, ethical issues, literature review and searches, research methods and methodologies and an introduction to qualitative and quantitative data analysis and interpretation. The latter will be complemented with the use of computer based data analysis/ management systems, but is subject to the availability of specialised expertise.
Assessment: Coursework (50%) and Examination (50%).
DP Requirement: Completion and timely submission of all coursework assignments and practical exercises and an average mark of not less than 40%.

Contemporary social theory
SOCY702 H1 P1 (0L-0T-0P-39S-258H-20R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Bachelors degree in Social Sciences or Humanities.
Aim: This course seeks to encourage sensitivity to context - both empirical and theoretical. Naunced notions of theoretical paradigms. Reading theory more critically; Linking the abstract world of theory to specific issues and local policies. Ability to move from abstract world of theory to specific issues and local policies. Ability to move from abstract concepts to the concretization of ideas(e.g.policy) and to understand all of the above in relation to the overall project of expanding the theoretical canon of sociological theory.
Content: Advanced study of selected contemporary theorists and theoretical debates.
Assessment: Coursework (50%); examination (50%).
DP Requirement: Minimum 40% in coursework; attendance at seminars and submission of all required tasks.

Rural Studies, Gender & Development
SOCY707 HC PC (0L-0T-0P-13S-258H-20R-0F-0G-3A-13W-29C)
Prerequisite Requirement: Bachelors degree in Social Sciences or Humanities.
Aim: To identify the theoretical foundations of approaches to gender and development and locate these approaches in the current global paradigm.
Content: Theorising development, theorising gender, perspectives of gender in development, gender and households in development, gender and HIV/AIDS in development, gender and policy in development.
Assessment: Coursework (50%); examination (50%).
DP Requirement: Minimum 40% in coursework; attendance at seminars and submission of all required tasks.

Environmental issues & society
SOCY710 HC PC (0L-0T-0P-39S-258H-20R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Bachelor's degree in Social Sciences or Humanities.
Aim: To explore the rapidly developing sociological response to the 'environmental crisis'.
Content: Concepts and theories in environmental sociology; International perspectives on environment and society; Local debates and issues around environmentalism.
Assessment: Coursework (50%); examination (50%).
DP Requirement: Minimum 40% in coursework; attendance at seminars and submission of all required tasks.

Clinical Sociology Methods and Applications
SOCY720 H1 P1 (0L-0T-0P-39S-134H-96R-0F-0G-51A-13W-32C)
Prerequisite Requirement: Bachelor's degree in Social Science or Humanities. Learners admitted to this module as an elective from other disciplines are not required to complete any of the specialist co-requisites. Students should have completed the BA/B Soc Sc degree preferably with a major in Sociology or a cognate discipline. Other disciplines will be considered if the student's academic background and performance are suitable and adequate as determined by the course coordinator.
Aim: This course introduces students to methodological skills, ethical practice, Clinical and applied methodology and professional ethics, required for working with clients; these include effective engagement, active listening, interviewing, assessment and goal setting. Focus is placed on the whole person in the sociological model.
Content: The module content centres around research applications, Clinical Sociology concepts and methodologies; research foundations; Sociological perspectives, Applied and Clinical Sociology, defining the Applied and Clinical field(s). Students study the professional field via ethical implications of social practice.
Assessment: Coursework (50%); Examination (50%).
DP Requirement: Students are required to have a minimum attendance of 75% at seminars and submission of all written work on the due date is compulsory. Students must obtain a minimum of 40% in their classwork in order to qualify for exam entry.

Clinical Sociology Interventions and Perspectives
SOCY721 H1 P1 (0L-0T-0P-39S-134H-96R-0F-0G-51A-13W-32C)
Prerequisite Requirement: Bachelor's degree in Social Science or Humanities. Learners admitted to this module as an elective from other disciplines are not required to complete any of the specialist co-requisites. Students should have completed the BA/B Soc Sc degree preferably with a major in Sociology or a cognate discipline. Other disciplines will be considered if the student's academic background and performance are suitable and adequate as determined by the course coordinator.
Aim: The module provides a theoretical framework that allows learners to engage in a Clinical analysis which is the critical assessment of beliefs, policies and/or practices with skills that help reduce social problems. The focus on the module establishes a link between existing social problems and Clinical interventions.
Content: The module content centres around core theories and practice in the field of Clinical sociology in contemporary society. Clinical theoretical foundations include the socio-analysis, Clinical interventions; community development; environment, development, health, education and development frameworks.
Assessment: Coursework (50%); Examination (50%).
DP Requirement: Students are required to have a minimum attendance of 75%at seminars and submission of all written work on the due date is compulsory. Students must obtain a minimum of 40% in their classwork in order to qualify for exam entry.

Research Project Clinical Sociology
SOCY7RC H1 P1 (0L-0T-0P-80S-240H-0R-0F-0G-0A-13W-32C)
Prerequisite Requirement: Bachelor's degree in Social Science or Humanities. SOCY702 Contemporary Social Theory; SOCY720 Clinical Sociology: Methods and Applications and SO CY721 Clinical Sociology: Interventions and Perspectives.
Aim: This course aims to facilitate the design and execution of a Clinical model, supervised research project. Clinical sociologists specialize in one or two levels of intervention, when developing models; the practitioner will move among a number of levels (e.g., individual, organization and community) in order to analyse and/or intervene.
Content: The module content centres around, identifying a social problem and developing a Clinical intervention culminating in a written research project. Areas included in the research project includes research methodology, theoretical approaches, Clinical interventions, data collection and analysis and writing up a research report.
Assessment: Research Project (100%)

DP Requirement: Submission of a 15 000-word research project on the due date. Late submissions carry a weekly penalty. No submissions accepted after the 31 October.

Research Project
SOCY7RP HC PC (0L-0T-0P-0S-256H-0R-64F-0G-0A-13W-32C)
Prerequisite Requirement: SOCY700 (Research Design, Methods and Analysis) or equivalent; Bachelors degree in Social Sciences.
Aim: To provide practical experience of doing sociological research under supervision preparatory to research work for a Masters dissertation.
Content: Doing research and writing a research report (approximately 7 000 words) under supervision.
Assessment: Evaluation of the research report 100%.
DP Requirement: Not applicable.

Research Project Clinical Sociology Subs Yr
SOCY7RS H1 P1 (0L-0T-0P-80S-240H-0R-0F-0G-0A-13W-32C)
Prerequisite Requirement: Bachelor's degree in Social Science or Humanities. SOCY702 Contemporary Social Theory; SOCY720 Clinical Sociology: Methods and Applications and SO CY721 Clinical Sociology: Interventions and Perspectives.
Content: The module content centres around, identifying a social problem and developing a Clinical intervention culminating in a written research project. Areas included in the research project include research methodology, theoretical approaches, Clinical interventions, data collection and analysis and writing up a research report.
Assessment: Research Project (100%)
DP Requirement: Submission of a 15 000-word research project on the due date. Late submissions carry a weekly penalty. No submissions accepted after the 31 October.

Social Research Design and Practice
SOCY800 H1 P1 (0L-0T-9P-30S-90H-25R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Bachelors Honours degree in Social Sciences.
Aim: The module aims to develop students' competence, skills and understanding of research design and its practice. Students will select a research topic and discuss/evaluate the appropriateness of the different research designs, methods and methodologies, and methods of analysis for addressing their research problem. These exercise will support (not supplant student-supervisor mediations) and enable students to conceptualise and develop a cogent research proposal in preparation for their research project (dissertation/thesis) for their degree.
Content: The fundamental elements and principles of research, including research design, methods and methodologies and qualitative and quantitative data analysis and interpretation and their practical application. The latter will be complemented with the use of computer based data analysis/ management system, but is subject to the availability of specialised expertise.
Assessment: Formative assessment: Oral presentation (50%) and a written submission in the form of an individual research proposal (50%)
DP Requirement: Attend at least 80 of all the seminars, the completion and timely submission of all coursework assignments and practical exercise and an average mark of not less than 40% for these.

Social Work

Offered in the School of Applied Human Sciences

Human Behaviour & the Social Environment
SOWK102 H2 (39L-0T-0P-0S-97H-20R-0F-0G-4A-13W-16C)
Aim: This module aims to introduce students to a holistic understanding of human behaviour and social systems and the skills to intervene at the points where people interact with their environments in order to promote social wellbeing.
Content: The eco-systems perspective, development through the life span and the impact of biological, psychological, social structural and cultural dimensions on human behaviour and development.
Assessment: Students are expected to complete all tasks and assignments, including those that do not count for marks and/or class exercises. Gain an average class mark of 40% for the assignment & test. Students who do not meet these requirements will not be permitted to write the examination.

DP Requirement: 75% attendance at all lectures and tutorials, Class mark of 40%.

Social Work and Developmental Social Welfare

SOWK103 H1 (39L-0T-0P-0S-27H-20R-0F-0G-74A-13W-16C)

Aim: To introduce students to social work and developmental social welfare providing an overview of the historical development of social work as a profession and developmental welfare as the current practice framework in South Africa.

Content: What is social work? Historical development of social work and the development of theories in response to the needs of society. Developmental social welfare and its influence on the practice of social work in South Africa.

Assessment: Coursework: 50%; Examination: 50%

DP Requirement: Submission of all written work on time and a minimum DP of 40%.

Fields of Practice and Organ in Social Work

SOWK112 H2 (19.5L-19.5T-23P-0S-39H-0R-0F-0G-59A-13W-16C)

Aim: To orient students to professional social work practice, expose them to the various fields and organisational contexts in which social workers work, and facilitate their critical engagement with the fields of practice and organisational contexts.

Content: Fields of practice and organisational contexts of social work as they have developed historically, both internationally and locally, as well as relevant debates around social justice, development, emancipation and anti-oppression.

Practicals: All students are expected to spend at least one day in an allocated social service agency

Assessment: Coursework: 50%, Examination: 50%

DP Requirement: 80% attendance at all lectures and tutorials; Completion of all assignments, including the agency visit; Class mark of 50%

Intro to Professional Social Work Practice

SOWK113 H1 (19.5L-19.5T-0P-0S-39H-0R-0F-0G-82A-13W-16C)

Aim: The main aim of this module is to introduce students to professional social work practice as a profession in South Africa, as well as the values and ethics that guide practice and the communication skills necessary for practice

Content: Emancipatory education and the importance of transforming common sense into good sense. Social work as a social service profession, the role of the South African Council for Social Services professions, social work values, ethics and communication skills.

Assessment: Course mark: 50%; Examination: 50%

DP Requirement: 80% attendance at all lectures and tutorials; Completion of all tasks and assignments is compulsory; Class mark of 50%

Child, Youth and Family-Centred Work

SOWK202 H2 (39L-0T-0P-0S-97H-20R-0F-0G-4A-13W-16C)

Prerequisite Requirement: All Social Work 1 modules or subject to the discretion of the Head of School or Academic Co-ordinator.

Aim: To provide students with sound background knowledge of concepts, philosophy and principles when working with children, youth and families.

Content: Major issues impacting on the children, youth and families in South Africa, preventative and developmental services, statutory services and children's rights.

Assessment: Coursework 50%; Examination 50%

DP Requirement: Submission of all written work on time and a minimum DP of 40%.

Helping Theories in Social Work

SOWK203 H1 (39L-0T-0P-0S-39H-17R-0F-0G-65A-13W-16C)

Prerequisite Requirement: All social work one modules

Aim: To acquaint students with basic theoretical knowledge of social work intervention with individuals, families and groups and to engage them in a critical reflection of their relevance in the socio-political-economic context of South Africa.

Content: Introduction to selected theories and approaches to working with individuals, families and groups and their relevance in the South African context.

Assessment: Class mark: 50%, Examination: 50%

DP Requirement: Completion of all assignments.

Working with Individuals and Families

SOWK211 H2 (19.5L-19.5T-0P-0S-39H-0R-0F-0G-82A-13W-16C)

Prerequisite Requirement: All social work one modules

Aim: introduce students to the theory, skills and values of the helping process, specifically in relation to working with individuals and families.

Content: A problem management model which includes engagement, problem identification, assessment, goal setting, intervention and evaluation is presented.

Assessment: Class mark: 50%; Examination: 50%

DP Requirement: 80% attendance at all lectures and tutorials; Completion of all tasks and assignments is compulsory; Class mark of 50%

Working with Groups

SOWK212 H1 (19.5L-19.5T-0P-0S-39H-0R-0F-0G-82A-13W-16C)

Prerequisite Requirement: All social work one modules

Aim: introduces students to the theory, skills and values of the helping process, specifically in relation to working with groups.

Content: The development of group work as a method of social work, group dynamics, group leadership, and the process of group work , including planning, phases of group development and evaluation.

Assessment: Class mark: 50%; Examination: 50%

DP Requirement: 80% attendance at all lectures and tutorials; Completion of all tasks and assignments is compulsory; Class mark of 50%

Critical Theory & Anti-Oppressive Practice

SOWK303 H2 (36L-0T-36P-0S-64H-20R-0F-0G-4A-13W-16C)

Prerequisite Requirement: All Social work 1 and 2 modules or subject to the discretion of the Head of School or Academic Co-ordinator.

Corequisite: None.

Aim: To equip students with the basic knowledge, value and skills base required to identify, critically engage with, and respond to dominant modes of oppression in contemporary South African society.

Content: Pertinent values, skills, concepts and debates in anti-oppressive social work theory and practice including: social justice, identity & oppression, privilege & power, intersectionality of oppression, agency, structure and the organisational context of social work, and critical reflexivity.

Assessment: Coursework 50%; Examination 50%

DP Requirement: All written work must be submitted on time and a continuous assessment mark 40% must be attained.

Engaging Communities in Action

SOWK305 H1 (39L-0T-0P-0S-38H-18R-0F-0G-65A-13W-16C)

Prerequisite Requirement: All social work one and two modules.

Aim: To introduce students to the theory and practice of community work interventions. Students will be taught how to apply the principles, knowledge and skills to engage and mobilise people to develop organized community programmes around issues that are of central concern to the community.

Content: Theories of community work and their relationship to social development and their relevance in contemporary South Africa, the process of community work and the values underlying community work practice will be covered.

Assessment: Class mark: 50%; Examination: 50%

DP Requirement: 75% attendance at lectures; Class mark of 40%

Social Work Practice 3

SOWK320 H0 (24L-6T-0P-0S-80H-0R-160F-0G-50A-26W-32C)

Prerequisite Requirement: All Social Work 1 and 2 theory and practice modules and a minimum of 224 credits. Registration with SACSSP

Aim: To help students develop a critical understanding and practice skills in three areas: Working with individuals and families Working with groups in the school/organisation context Working with organisations and communities

Content: The structure and functioning of organisations, community structures and issues, the process of working with communities and individuals, including 160 hours' field placement in an approved social work agency during the mid-year vacation period.

Assessment: 100% continuous assessment.

DP Requirement: Compulsory attendance at all scheduled activities and completion of all academic tasks.

Advanced Clinical Methods
SOWK401 H1 (39L-0T-20P-0S-70H-27R-0F-0G-4A-13W-16C)
Prerequisite Requirement: All Social Work 1, 2 and 3 modules or subject to discretion of the Head of School or Academic Co-ordinator.
Corequisite: All other 4th level modules, subject to the discretion of the Head of School or Academic Co-ordinator.
Aim: This is a two-part module that equips students with knowledge and skills on Community and Family Therapy as well as Trauma, Bereavement, Mental Illness and Addiction.
Content: Community and Family Therapy : this focuses on knowledge, skills and attitudes related to ecosystems theory, structural theory, family therapy and narrative approaches. Trauma, Bereavement, Mental Illness and Addiction: This equips students with skills to assess, identify as well as intervene or refer clients with trauma, bereavement, mental illness and addiction problems.
Assessment: Course work 50%; Examination 50%
DP Requirement: All written work to be submitted on time. DP mark to be 40%.

Gender, AIDS and Violence
SOWK402 H1 (39L-0T-0P-0S-97H-20R-0F-0G-4A-13W-16C)
Prerequisite Requirement: All Social Work 1, 2 and 3 modules, or subject to the discretion of the Academic Co-ordinator.
Aim: This module is designed to develop critically based knowledge and competencies in dealing with HIV/AIDS and gender-based violence.
Content: The course engages students in dialogue and critical debate on issues relating to gender-based violence and HIV/AIDS.
Assessment: Course work 50%; Examination 50%
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School.

Social Policy
SOWK403 H1 (39L-0T-0P-0S-91H-26R-0F-0G-4A-13W-16C)
Prerequisite Requirement: All Social Work 1, 2 and 3 modules or subject to the discretion of the Head of School.
Aim: The course prepares students to recognise and to analyse critically the formulation and implementation of social policy and how these processes affect social work practice.
Content: Students will be given the opportunity to deliberate on how globalisation affects the state's capacity to make and implement social policy and its implications for social work practice.
Assessment: Course work: 50%; Examination: 50%
DP Requirement: To complete all academic tasks set out in the module outline.

Advanced Social Work Practice
SOWK4AP HB (0L-26T-0P-0S-70H-0R-384F-0G-0A-26W-48C)
Prerequisite Requirement: All Social Work 1, 2 and 3 modules or subject to the discretion of the Head of School or Academic Co-Ordinator. Registration with SACSSP.
Aim: To enable students to develop an advanced understanding of contexts in which social work is practised and to develop advanced interpersonal skills.
Content: Participation in a wide range of agency/ fieldwork settings in order to gain holistic experience of social work practice, including establishing working relationships, assessing problem issues, developing and implementing action plans.
Assessment: Continuous Assessment 100% (50% performance evaluation; 50% composite evaluation of reports and reflection).
DP Requirement: To attend 90% of the practice programme (to allow for sick/compassionate leave) and to present all written work timeously as set out in the field practice booklet.

Research Methods & Research Report
SOWK4RP H0 (39L-52T-0P-0S-229H-0R-0F-0G-0A-26W-32C)
Prerequisite Requirement: All Social Work modules from 1st to 3rd level must be completed, or subject to the discretion of the Head of School or Academic Leader.
Aim: To enable students to demonstrate ability to use, plan and execute social science research.

Content: Qualitative and quantitative research paradigms and designs, proposal writing; implementation of entire research process; research report writing.
Assessment: Formative 40%; formative and summative 60%
DP Requirement: Submission of all written work on time and compliance with attendance requirements of the module.

Systematic Theology

Offered in the School of Religion, Philosophy and Classics

History, Truth and Worldviews
SYTH110 P1 (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)
Aim: To understand historical "truth", and evaluate historical sources, as well as to consider primal, modern and postmodern worldviews.
Content: Introduction to: traditionalism; traditional worldviews; African traditional worldviews; history as interpretation; modern worldviews, postmodern worldviews. How traditional, modern, and post-modern worldviews impact on theology. **Assessment:** Class Mark: 40%; Examination, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
May not be offered in 2022

Introduction to Theological Method
SYTH120 P2 (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)
Aim: The aim of this module is to introduce students to theological methods within various expressions of Christian theological tradition.
Content: Section A: Introduction to theological method in classical confessional and liberal theologies. Section B: Introduction contextual theology (what is contextual theology); Introduction to theological method in: liberation theology; Feminist theology; Black theology (American and South African); African theology; African women theology and African Pentecostal charismatic theologies.
Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
May not be offered in 2022

Selected Christian Doctrines
SYTH210 P1 (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 16C in ST 100 Level
Aim: To introduce students to various aspects of classical Christian doctrines as expressed in the creeds.
Content: Section A: Introduction to (Christian) theology Section B (60%):Introduction to the doctrines of : God; the person of Jesus Christ (Christology); salvation (soteriology); Theology of the Cross; Holy Spirit (Pneumatology); Sin (Harmatiology) etc. . (revised)
Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
May not be offered in 2022

Introduction to Christian Ethics
SYTH222 P2 (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 16C in ST at level 100
Aim: To introduce students to ethics as a theological discipline.
Content: Section A: Greek and Christian ethics compared and contrasted. Section B: Introduction to classical and contemporary ethicists/theorists whose ideas are operating within the broader Christian philosophical ethics such as Kant, Thomas Acquinas, and Benezet Bujo and selected ethical issues as case studies.
Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
May not be offered in 2022

Systematic Theology
SYTH310 PC (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)

Prerequisite Requirement: 32C in ST 200 Level
Aim: To examine selected aspects of Christian doctrine at an advanced level.
Content: In-depth analysis of various aspects of the doctrines of God, Creation, Christology, or Eschatology against the background of emerging contemporary and contextual questions such as race relations, climate change, globalization, culture, and ongoing economic and political shifts
Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Theology & Ethics
SYTH320 PC (52L-8T-0P-0S-74H-9R-14F-0G-3A-13W-16C)
Prerequisite Requirement: 32C in ST 200 Level
Aim: To reflect on the structures of society in the light of insights gained in the course of studying the various disciplines within the BTh degree.
Content: Theological perspectives on human groups and institutions and on major political and economic systems, particularly those most directly affecting South African society.
Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments
May not be offered in 2022.

African Christian Theology
SYTH330 PC (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 32C in ST 200 Level
Aim: To analyse and understand major theological developments on the African continent.
Content: Introduction to African Christian theology; History and Development of African Christian theology; Theory and Method in African Christian theology; Strands and variations in African Christian theology; Themes in African Christian theology
Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
May not be offered in 2022

Systematic Theology-Cluster elective
SYTH340 PC (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 32C in ST 200 Level
Content: With permission, an elective module accredited by the School may be taken within the Pietermaritzburg Cluster of Theological Institutions.
Assessment: Class Mark: 40%; 1 x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Systematic Theology-Special focus
SYTH350 PC (0L-13T-0P-0S-147H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: 32C in ST 200 Level
Corequisite: ST310 or ST330
AIM: To expose students to basic research methods and writing skills that would enable them undertake independent mini projects
Content: The module begins by exposing students to writing skills and basic research methods. The students then embark on in-depth studies on a special field of interest in Systematic Theology chosen by the student under the supervision of a lecturer. Using the acquired writing skills and research methods students will then be required to write a research essay under the supervision of the lecturer.
Assessment: Research essay, 100%.
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Lutheran Theology
SYTH370 PC (52L-8T-0P-0S-80H-16R-0F-0G-4A-13W-16C)
Aim: To highlight the differences between Luther's theology, the Lutheran Confessions and the Protestant Orthodoxy of the 17th century (the root of modern Evangelicalism).
Content: Basics of Luther's theology in relation to those of Calvin and Trent. Basic contentions of the Lutheran Confessions

focusing on the Confessio Augustana. Characterisation and critique of the "Protestant Orthodoxy" of the 17th Century. Tutorials: one or two tutorials per week may be held in which foundational documents are read and discussed.
Assessment: Class mark: 40%; examination, 1x 3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
May not be offered in 2022

Political and Economic Ethics
SYTH380 PC (52L-8T-0P-0S-80H-16R-0F-0G-4A-13W-16C)
Aim: To enable students to exercise a prophetic ministry over against the state, the economy, the social order and the contemporary value system.
Content: In-depth studies of the following: The relation between the church, the state and other societal structures. The meaning and practice of democracy and human rights in politics and other spheres of life, including the church. Economic justice and its implementation. Personal money management against the background of modern lures of irresponsibility.
Assessment: Class mark: 50%; 1 x 3 hour examination: 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
May not be offered in PMB in 2022

Theology

Offered in the School of Religion, Philosophy and Classics

Introduction to Christian Beliefs and Worldviews
THEO111 P1 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: To introduce students to basic Christian beliefs and practices, and the diverse ways in which these religious doctrines are understood historically and manifests within contemporary SA society.
Content: An introduction to; a) basic belief and practices among Christians, b) ideas of God, sacred texts and human relations, c) understanding Christianity in African social context, d) contested beliefs and divergent practices within Christianity.
Assessment: Cumulative Assessment (50%), 3-Hour Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Introduction to History of African Christianities
THEO112 P2 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: To introduce students to the history of Christianity in sub-Saharan Africa, and its various social and theological iterations. This module focuses on the development of Christian theology and practice in various historical contexts over time in Africa. Students will receive an introduction to the historical method as applied to the history of Christian life and experience in sub-Saharan Africa.
Content: a) Early Christianity in Africa, b) Christian Expansionism in pre-modern Africa, c) Missionary Christianity and colonialism, d) Ethiopianism and Pentecostalism, e) Church during, and against Apartheid, f) African Initiated Churches in postcolonial Africa
Assessment: Cumulative Assessment (50%), 3-Hour Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Christian Beliefs and Practices
THEO211 P1 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: To introduce students to various aspects of classical and contemporary Christian doctrines. It offers a systematic critical analysis of confessional and critical approaches to selected doctrines within the field theological scholarship.
Content: This module offers a) examination of key beliefs and doctrines central to the Christian faith, b) emergence, evolution and reception of key doctrines through history, c) critical analysis of classical, liberal and postcolonial approaches to dogma, d) the significance, and influence of Christian doctrines in shaping Christian identity and social practices in Africa.
Assessment: Cumulative Assessment (50%), 3-Hour Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Christianity and Social Movements
THEO212 P2 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: To introduce student to Christianity's role and significance in social movements in history as well as in the contemporary era. The module examines the theological and ecclesial motivations for church involvement in social movements. The module will enable students to examine actual examples of social movements and their relationship to Christianity.
Content: a) Christianity and social movements in history, b) theological and methodological foundations for church participation in social movements, c) social development theories and Christian social practice, d) contemporary social movements and the Christian faith.
Assessment: Cumulative Assessment (50%), 3-Hour Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Church, Politics and Governance
THEO311 P1 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: To provide a detailed and in-depth study of the interface between theology, politics and governance. Its aim is to empower students to be able to interrogate models of governance to analyse theo-political issues in the postcolonial context.
Content: a) philosophical and theological approaches related to church, politics and governance, b) prophetic theology and public theology, c) classical and modern theories on church and state, d) Politics and governance as contextual challenges to the church in African contexts.
Assessment: Cumulative Assessment (50%), 3-Hour Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Church, Media and Communication
THEO312 P2 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: To provide and in-depth and detailed analysis of religious media and communication practices. The module reflects on how Christian religious communities utilise various media and communicate their ideas and ideals in society, including preaching, visual and print media as well as social media.
Content: a) Religious media and communication practices, b) communication theories, preaching and theology, c) traditional and contemporary approaches to media and the church, d) digital and social media, e) orality and communication in Africa.
Assessment: Cumulative Assessment (50%), 3-Hour Examination (50%);
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Gender, Theology and Society
THEO313 P1 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: To provide a detailed study of gender as a critical social phenomenon related to theology, and Christian faith communities. The module explores key debates and scholars concerned with the historical, traditional and cultural constructions of gender within the African Christian context.
Content: a) key debates on gender and theology, b) historical, theological and social constructions of gender, c) gender and their meanings for religious beliefs and practice, d) gender and theology in the African context.
Assessment: Cumulative Assessment (50%), 3-Hour Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Theology, Development and Environment
THEO314 P2 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: To provide students with an in-depth and detailed examination of theology and its relationship to development and the environment. The module also examines the role of the church in development discourses, with special reference to climate change and sustainable livelihoods.
Content: a) Theories of theology and development, b) Eco-theology, sustainability and Climate change, c) Precarity, human suffering and the church, d) Theological responses to social inequality, e) The church, land and sustainability Africa.
Assessment: Cumulative Assessment (50%), 3-Hour Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

The Bible in African Christianity
THEO704 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class mark 30%; Essay 40%; 1x3 hour Examination 30%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Theology in African Context
THEO705 PC (0L-0T-0P-36S-251H-30R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class mark 30% Essay 40% 1x3 hour Examination 30%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

African Women's Theologies
THEO706 PC (0L-0T-0P-36S-251H-30R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class mark 30%; Essay 40%; 1x3 hour Examination 30%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Studies in African Instituted Churches
THEO707 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

The Bible and the Social Sciences
THEO708 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Exegesis of Selected Biblical Texts
THEO709 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Biblical Interpretation
THEO710 PC (0L-0T-0P-36S-251H-30R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class mark 30%; Essay 40%; 1x3 hour Examination 30%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Studies in Catholic Theology
THEO711 PC (0L-0T-0P-36S-251H-30R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class mark 30%; Essay 40%; 1x3 hour Examination 30%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Issues in Catholic Theology
THEO712 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours programme
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Theology of Medieval Women Mystics
THEO713 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Christian Spirituality
THEO714 PC (0L-0T-0P-36S-251H-30R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class mark 30%; Essay 40%; 1x3 hour Examination 30%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Psychology & Spirituality
THEO715 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Contemporary Issues in Christianity
THEO716 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

History & Theology of the Reformation
THEO717 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

History of Missions & Churches
THEO718 PC (0L-0T-0P-36S-251H-30R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Admission to Honours programme.

Assessment: Class mark 30%; Essay 40%; 1x3 hour Examination 30%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Retrieving Oral Memories
THEO719 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Aspects of Theological Method
THEO720 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Southern African Christianity
THEO721 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Christian Social Ethics
THEO722 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours programme

Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Studies in Industrial Mission
THEO723 PC (0L-0T-0P-36S-251H-30R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class mark 30%; Essay 40%; 1x3 hour Examination 30%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Renaissance of African Socialism
THEO724 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
May not be offered in PMB in 2022

The Bible and Development
THEO725 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

African Approaches to Pastoral Counselling
THEO726 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Clinical Pastoral Education
THEO727 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Continual Assessment.
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Supervised Pastoral Education
THEO728 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Continual Assessment.
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Church and Development
THEO729 PC (0L-0T-0P-36S-251H-30R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Admission to Honours programme.
Aim: To introduce students to the basic concerns of Church involvement in social development.
Content: The development challenges facing the Church in Africa; Introduction to the ideas of Paulo Freire; Introduction to Asset Based Community Development; Introduction to the Sustainable Livelihoods Framework; Theological appreciation of the interaction between the church and development, gender, environment and globalisation.
Assessment: Class mark 30%; Essay 40%; 1x3 hour Examination 30%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Church and AIDS
THEO730 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Critical Reflection on Development Praxis

THEO731 P2 (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Admission to the Honours Programme and permission from the Programme Director.
Aim: To reflect on development praxis so as to gain better insights into practical issues in development.
Content: This is a key elective for students in the Theology and Development Programme. The module introduces students to fundamental issues to do with Church involvement in development. Its emphasis is on different tools, whether theoretical and/or pragmatic, which can assist the churches and theology in their social responsibility as they are involved in the development discourse and practice within congregations, communities and organisations.
Assessment: Class work 50%; Essay/Exam 50%
DP Requirement: 80% attendance at seminars/ field visits/ group presentations; submission of all assignments.

Selected Biblical Texts in Greek or Hebrew 1

THEO732 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Admission to Honours programme. A major in Biblical Languages or an equivalent qualification in Greek or Hebrew.
Content: Exegesis of Old Testament, New Testament or Hellenistic Greek Texts.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Selected Biblical Texts in Greek or Hebrew 2

THEO733 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)

Prerequisite Requirement: A major in Biblical Languages or equivalent.
Content: Exegesis of Old Testament, New Testament or Hellenistic Greek Texts.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Selected Biblical Texts in Greek or Hebrew 3

THEO734 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)

Prerequisite Requirement: A major in Biblical Languages or equivalent.
Content: Exegesis of Old Testament, New Testament or Hellenistic Greek Texts.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Biblical Hermeneutics:Women & gender

THEO735 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Admission to Honours Programme.
Aim: To introduce students to biblical hermeneutics with a focus on women and gender. Exploring various religious traditions will allow students to identify the convergences and dissimilarities in content, approaches, methods and theories, in their feminist engagement with the sacred texts. In particular, the contribution of feminist hermeneutics, in its unity and diversity, to contemporary gender issues will be explored.
Content: The module begins by introducing students to the ways in which patriarchy has shaped the production and interpretation of sacred texts, and describes the emergence of feminist hermeneutics with a special focus on postcolonial and anti-colonial readings. The methods that have been developed by a range of feminist scholars are explored. Finally, how feminist scriptural scholarship is "translated" for communities is explored in a section on community engagement for -transformation – praxis.
Assessment: Class work 50%; Term Essay 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Issues of Masculinity & Gender

THEO736 PC (27L-10T-0P-0S-100H-20R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Admission to Honours Programme.
Aim: To develop an understanding of the social, cultural and religious dimensions of masculinity in relation to gender. Special emphasis on Africa and Islam.
Content: The module introduces to the intersections of gender, feminist and masculinity studies. This is followed by an in-depth examination of masculinities in faith traditions such as Islam and Christianity. The module concludes with contemporary case studies such as militancy, homosexuality and reproduction.

Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Theologies of Transformation
THEO737 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours Programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Key Themes in Christian Faith
THEO738 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours Programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Transformation-Centred Christian Education
THEO740 PC (0L-0T-0P-36S-251H-30R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Practical Theology 220
Aim: To introduce students to the basic concerns of theories and practices of Christian education that leads to social transformation.
Content: Building a learning community in the church; introduction to theories and practices of Christian education; introduction to models of transforming Christian education: introduction to Paulo Freire's education for liberation, obstacles to effective Transforming Christian Education; Theological Foundations for Transforming Christian Education.
Assessment: Class mark 30%; Essay 40%; Examination 30%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Mission & Church in the African City
THEO741 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: BTh (or equivalent).
Aim: To examine and analyse a missiological overview of mission and the church in the rapidly urbanising African continent.
Content: Physical, historical, political survey of African processes of urbanisation and its effects on the church. Definitions and examination of mission, church and their role in the African context.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Church, Land & Development
THEO742 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: BTh (or equivalent).
Aim: To explore the theology behind the concepts of land ownership, use and development. The Church's responsibility in these areas will be examined in the light of current issues in South Africa.
Content: A. Meaning and perception of land. B. What is the Land Problem? C. Responses/answers to the problem.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Christian Leadership
THEO745 PC (30L-30T-10P-0S-208H-26R-10F-0G-6A-13W-32C)
Prerequisite Requirement: BTh (or equivalent).
Aim: To equip Christian leaders to provide effective leadership in local churches, N.G.O.s and in local communities.
Content: What is leadership? Qualities of a Christian leader. Models of leadership. Pitfalls for leaders. Biblical patterns of servant leaders. Management skills (including effective running of meetings, creating effective boards and developing the commitment of members). Gender and leadership. Community organising. People management and delegation, building teams. Vision casting, preparation of budgets, goal setting. Leadership developmental theory. Christian leadership in Africa.
Assessment: Class mark 30%; Fieldwork 30%; Examination 40%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Perspectives on Evangelicalism
THEO746 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: BTh (or equivalent).
Aim: To reflect critically on the evangelical tradition in terms of its historic roots and mission; its distinctive theology; its contribution to the church in Africa and to engage with current theological issues.
Content: History of Evangelicalism - Biblical roots and emergence in church history. Differing theological perspectives within the Evangelical movement Distinctive Evangelical beliefs and their effect on ethics and their relationship with the state. Hermeneutic principles and their application by evangelicals. Personal development and exploration of spirituality. Growth and development of Evangelical churches in Africa.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Honours Research Project: Theology
THEO7RP PC (0L-0T-0P-6S-314H-0R-0F-0G-0A-13W-32C)
Prerequisite Requirement: Admission to Honours programme.
Corequisite: Relevant modules in a selected programme. Students are required to attend a research methodology workshop prior to submitting their research proposals.
Aim: To research a suitable topic and to present the findings in a research essay.
Content: Engaging in research, and writing a research report under supervision.
Assessment: Evaluation of the research report 100%.
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

The Bible in African Christianity
THEO804 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters programme.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Class mark 30%; Essay 40%; 1x3 hour Examination 30%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Advanced Theology in the African Context
THEO805 PC (0L-0T-0P-36S-251H-30R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Admission to Masters programme.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Class mark 30%; Essay 40%; 1x3 hour Examination 30%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Studies in African Instituted Churches
THEO807 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters programme.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

The Bible and the Social Sciences
THEO808 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters programme.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Exegesis of Selected Biblical Texts
THEO809 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters programme.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Advanced Biblical Interpretation
THEO810 PC (0L-0T-0P-36S-251H-30R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Admission to Masters programme.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Class mark 30%; Essay 40%; 1x3 hour Examination 30%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Advanced Studies in Catholic Theology
THEO811 PC (0L-0T-0P-36S-251H-30R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Admission to Masters programme.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Class mark 30%; Essay 40%; 1x3 hour Examination 30%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Advanced Studies in Christian Spirituality
THEO814 PC (0L-0T-0P-36S-251H-30R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Admission to Masters programme.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Class mark 30%; Essay 40%; 1x3 hour Examination 30%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Psychology & Spirituality
THEO815 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters programme.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

History & Theology of the Reformation
THEO817 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters programme.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Advanced History of Missions & Churches
THEO818 PC (0L-0T-0P-36S-251H-30R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Admission to Masters programme.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Class mark 30%; Essay 40%; 1x3 hour Examination 30%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Retrieving Oral Memories
THEO819 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters programme.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Southern African Christianity
THEO821 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters programme.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Advanced History of Missions & Churches
THEO818 PC (0L-0T-0P-36S-251H-30R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Admission to Masters programme.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Class mark 30%; Essay 40%; 1x3 hour Examination 30%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Retrieving Oral Memories
THEO819 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters programme.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Southern African Christianity
THEO821 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters programme.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Clinical Pastoral Education
THEO827 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters programme.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Continual Assessment.
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Critical Reflection on Development Praxis
THEO831 PY (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters programme. Involvement in a current development project; and permission from the Academic Co-ordinator.
Corequisite: Refer to Academic Co-ordinator.
Aim: To reflect on development praxis so as to gain better insights into practical issues in development.
Content: This is a community-based service learning module. Students are required to keep an intensive journal that reflects upon their development praxis, and to integrate this with material they are reading. The focus of the module will be shaped by the experiences brought to the class by the students.
Assessment: Class mark 30%; Journal 30%; Examinations 20%; Class Presentation 20%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Selected Biblical Texts in Greek or Hebrew 1
THEO832 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters programme. A major in Biblical Languages or an equivalent qualification in Greek or Hebrew.
Corequisite: Refer to Academic Co-ordinator.
Content: Exegesis of Old Testament, New Testament or Hellenistic Greek Texts.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Selected Biblical Texts in Greek or Hebrew 2
THEO833 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters programme. A major in Biblical Languages or an equivalent qualification in Greek or Hebrew.
Corequisite: Refer to Academic Co-ordinator.
Content: Exegesis of Old Testament, New Testament or Hellenistic Greek Texts.

Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Biblical Hermeneutics: Women & Gender
THEO835 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters Programme.
Aim: To introduce students to biblical hermeneutics with a focus on women and gender. Exploring various religious traditions will allow students to identify the convergences and dissimilarities in content, approaches, methods and theories, in their feminist engagement with the sacred texts. In particular, the contribution of feminist hermeneutics, in its unity and diversity, to contemporary gender issues will be explored.
Content: The module begins by introducing students to the ways in which patriarchy has shaped the production and interpretation of sacred texts, and describes the emergence of feminist hermeneutics with a special focus on postcolonial and anti-colonial readings. The methods that have been developed by a range of feminist scholars are explored. Finally, how feminist scriptural scholarship is "translated" for communities is explored in a section on community engagement for -transformation – praxis.
Assessment: Class work 50%; Term Essay 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Issues of Masculinity & Gender
THEO836 PC (27L-10T-0P-0S-100H-20R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters Programme.
Aim: To develop an understanding of the social, cultural and religious dimensions of masculinity in relation to gender. Special emphasis on Africa and Islam.
Content: The module introduces to the intersections of gender, feminist and masculinity studies. This is followed by an in-depth examination of masculinities in faith traditions such as Islam and Christianity. The module concludes with contemporary case studies such as militancy, homosexuality and reproduction.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments

Theologies of Transformation
THEO837 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters programme.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Key Themes in Christian Faith
THEO838 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters programme.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Gender, Tradition & Religion in Africa
THEO839 PC (27L-10T-0P-0S-260H-20R-0F-0G-3A-13W-32C)
Prerequisite Requirement: As determined by the module coordinator
Aim: To develop students' knowledge on the interdisciplinary study of gender and religious traditions. The geographical focus is continental Africa, with a preference for sub-Saharan Africa and a perspective that encompasses a range of faith traditions.
Content: The course covers critical debates at the intersections of gender and religious traditions using contemporary case studies such as gender-based violence and sexualities. Students will learn how to apply methodological and theoretical frameworks drawn from feminist studies of gender and religion, attentive to matters of tradition and culture.
Assessment: 50% class work; 50% course essay
DP Requirement: 80% attendance at seminars and field trips; submission of all assignments.

Transforming Christian Pastoral Ministry
THEO840 PC (0L-0T-0P-36S-251H-30R-0F-0G-3A-13W-32C)

Prerequisite Requirement: Admission to Masters Programme.
Aim: This module will explore Pastoral Ministry and its components of Leadership, Ministry, Care and Counselling, HIV and AIDS ministry and teaching in the church.
Content: Introduction to 'Understanding Modern Ministry' and Leadership styles required in multi-cultural churches. Skills for pastoral development; challenges to the church coping with the HIV pandemic; the interrelationship between church and community, culture and society. Understanding leadership styles.
Assessment: Class mark 30%; Essay 40%; Examination 30%
DP Requirement: 80% attendance at lectures and seminars; submission of all assignments.

People, Power, Faith
THEO843 PC (0L-0T-0P-36S-251H-30R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Admission to Masters Programme. THEO729 Church and Development
Aim: To explore the interaction between faith and power as it affects people's livelihoods.
Content: Introduction to the thought of Amartya Sen; Theological reflction on the themes of food sovereignty, democracy and health; the role of religion in social change; theological resources for social transformation.
Assessment: Class mark 30%; Essay 40%; Examination 30%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Research Article: Theology
THEO8RA PC (0L-0T-0P-6S-314H-0R-0F-0G-0A-13W-32C)
Prerequisite Requirement: Admission to Masters Programme
Corequisite: Relevant modules in a selected programme. Students are required to attend a research methodology workshop prior to submitting their research proposals.
Aim: To research a suitable topic and to present the findings in a research essay.
Content: Engaging in research, and writing a research report under supervision.
Assessment: Evaluation of the research project 100%.
DP Requirement: As per college rules.

Town Planning

Offered in the School of Built Environment and Development Studies

Implementation in IDP
TNPL801 HC (21L-0T-0P-6S-133H-0R-0F-0G-0A-7W-16C)
Prerequisite Requirement: 1 year of postgraduate studies in cognate fields, as well as TNPL815.
Aim: To examine the processes, procedures and techniques which are currently being used in practice to translate plans into implementable form.
Content: Implementation framework of integrated development plans; annual work programme, processes and criteria; project packaging for implementation; sources of finance for development projects; business plans to access funding sources; monitoring, evaluation and review processes. Assignment: preparation of a business plan.
Assessment: Presentation of case studies 30%; Assignment 70%.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Layout and Sub-Division
TNPL802 H2 (18L-0T-54P-0S-240H-0R-0F-0G-8A-7W-32C)
Prerequisite Requirements: TNPL819 ;TNPL820 and TNPL803
Aim: To expose learners to the concepts and principles of layout and subdivision, building up a vocabulary of the dominant ideas in use and being researched in Place-making and urban design. Raising the concerns and debates of delivery systems and infrastructure provision in our cities.
Practicals: One Actual or simulated layout project and a built form project or place-making project
Assessment: Actual or simulated project n Layout an subdivision, urban design or place-making CRIT and presentations

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Planning Theory and Public Policy

TNPL803 H2 (21L-0T-0P-6S-130H-0R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Any prior degree or appropriate background in a cognate field.
Aim: To understand theory and debate on the role of planning and planners.
Content: Procedural planning theory. Context, action and political engagement. Planning thought and economic theory. Planning, conflict and mediation. Planning and contemporary philosophies. Current debates and future directions.
Assessment: Examination (50%) and two essays (each 25%)
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Local Economic Development

TNPL805 H2 (5L-0T-20P-20S-115H-0R-0F-0G-0A-7W-16C)

Prerequisite Requirement: Undergraduate degree and one year of postgraduate study in a cognate field.
Aim: To develop theoretical and practical skills to undertake local economic development planning.
Content: International and SA experience of LED. Theories and approaches to LED. Tools and strategies of LED. Role of local government. Small business promotion. City imaging and marketing. LED in small towns and rural areas. LED and the planning process. Institutions of LED.
Practicals: A simulated project forms part of the assessment.
Assessment: 3 essays (50% in total), and an applied project (50%)
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Professional Practice (Planning)

TNPL806 H1 (12L-0T-0P-18S-50H-0R-0F-0G-0A-7W-8C)

Prerequisite Requirement: Completion of one year of postgraduate study in planning or cognate fields
Aim: To give learners an understanding of the professional environment; dealing with current debates of practice and ethical issues; issues of current professional registration requirements
Content: Working environment of planners in SA; the planning profession; roles of planners in public and private sectors; managing an office; formulating briefs; ethical issues.
Assessment: Attendance at all lectures/seminars. Active participation in simulations/seminars. Submission and presentation of final assignment
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Special Planning Studies A

TNPL807 H1 (56L-0T-56P-56S-149H-0R-0F-0G-3A-7W-32C)

Content: The Special Planning Studies are course names allocated in the College Handbook to enable the School to offer other courses as may be appropriate from year to year. Courses currently under consideration are ones on Planning and Property Development, The Use of Computers in Planning and Urban Design. In this element, a specialist of international standing will be sought to conduct special tuition.
Assessment: 1 Examination 50% and Assignment (50%)
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Special Planning Studies B

TNPL808 H2 (56L-0T-56P-56S-149H-0R-0F-0G-3A-7W-32C)

Content: The Special Planning Studies are course names allocated in the College Handbook to enable the School to offer other courses as may be appropriate from year to year. Courses currently under consideration are ones on Planning and Property Development, The Use of Computers in Planning and Urban Design. In this element, a specialist of international standing will be sought to conduct special tuition.
Assessment: 1 Examination 50% and Assignment (50%)
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Planning Law

TNPL812 H1 (15L-0T-0P-0S-62H-0R-0F-0G-3A-8W-8C)

Prerequisite Requirement: Any prior degree or appropriate background in a cognate field

Aim: To understand planning legislation and procedures in South Africa.

Content: The model provides a comprehensive overview of planning law and its impact on practice. It incorporates aspects of constitutional, environmental, land, property, housing and planning law within the lectures. The aim of the course is provide students with an understanding of planning law, its implementation and relevance in practice. The objective of the course is be to produce students who understand the relevance of planning law to their respective professional practice and to enable them to implement this knowledge once they graduate. An emphasis will be placed on understanding how the various statutes impact on the work of multi-disciplinary teams and when a specific legal problem requires an attorney rather than a practitioner. In addition the ethical component of planning law and the ability to locate relevant case law and how to source legal information.

Assessment: 1 examination

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Development and Planning of Cities

TNPL813 H1 (1L-7T-0P-27S-125H-0R-0F-0G-0A-6W-16C)

Prerequisite Requirement: Any prior degree or appropriate background in a cognate field

Aim: To understand the planning issues related to managing growth and change in large cities, and to restructuring cities within the South African context.

Content: International context of metropolitan development; major trends and forces affecting large urban agglomerations; agendas for urban development planning; metropolitan planning; spatial planning and urban restructuring; cities and economic development; the management of large cities.

Assessment: Main assignment, Poster, Group work, Presentations, Attendance and class discussion

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Dissertation Proposal: Town Planning

TNPL814 H1 (7L-0T-20P-0S-133H-0R-0F-0G-0A-8W-16C)

Prerequisite Requirement: Completion of one year of postgraduate study in planning or cognate fields.

Aim: To define and develop a dissertation proposal, which will form the basis of the dissertation.

Content: Topic selection and definition; defining research questions; developing a conceptual and theoretical basis for research; review of literature relevant to the topic; development of an appropriate research methodology for the topic.

Assessment: Dissertation proposal

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Integrated Development Planning

TNPL815 HC (62L-18T-62P-0S-178H-0R-0F-0G-0A-26W-32C)

Prerequisite Requirement: Any prior degree or appropriate background in a cognate field and TNPL803

Aim: To provide students with theoretical and practical skills to undertake IDP, and to apply these in a simulated project. To enable learners to understand the urban and rural contexts in which IDP occurs.

Content: Case studies of integrated planning; theory and international precedent; legal and institutional context; Financial context; Procedures and processes; Governance issues; Community participation and participation in IDPs; Environmental analysis; Demographic and settlement analysis; Economic, social and spatial analysis; Issue identification; Cross-sectoral analysis; Strategic planning and methods; Sustainability and IDP; Poverty and rural development; Gender in IDP; Local economic development; Municipal infrastructure; Spatial development frameworks; Visions, goals, objectives; Development of strategies; Project identification, specification and development; Implementation frameworks; Prioritisation; Financial plan and budget; Monitoring.

Assessment: Assignments (70%), Examination (30%)

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Urban Spatial Policy

TNPL817 HC (16L-0T-0P-6S-51H-0R-7F-0G-0A-7W-8C)

Prerequisite Requirement: Any prior degree or appropriate background in a cognate field
Aim: To understand economic, social and political theories explaining the spatial organization of cities, the location of particular land uses, and their implications for urban planning.
Content: Urban Land Economics; Urban Land Use Theories. Land Use theory and the South African city
Assessment: 2 coursework assignments.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Environmental Planning
TNPL818 HC (16L-0T-0P-0S-56H-0R-8F-0G-0A-7W-8C)
Prerequisite Requirement:Any prior degree/honours or appropriate background in a cognate field as stipulated by the School and/or the programme
Aim: To understand environmental concerns in urban, spatial, and physical planning, the implications of environmental sustainability for physical planning AND the legislations and policies that deal with them
Content: Theories of sustainability. Principles for environmental planning. Natural systems and the related design and planning implications. Tools and methods of environmental management**.**
Assessment: 1 coursework assignment AND test(s)/evaluation
DP Requirement: Submission of all assignments on time, presence at all related field trips and compliance with the attendance requirements of the School.

Local Area Analysis
TNPL819 HC (30L-18T-27P-0S-61H-20R-0F-0G-4A-7W-16C)
Prerequisite Requirement: Any prior degree or appropriate background in a cognate field; TNPL803
Aim: To provide the essential background to the concepts, methods and procedures in analyzing the physical and design dimensions of local areas
Content: Land use classification systems. Mapping and site analysis. Built form organisation principles and precedents. Site engineering and layout systems. Research methods. Basic statistical analyses.
Assessment: Main report, GIS maps (Site analysis), Stats, Presentations, Class attendance
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Local Spatial Planning
TNPL820 HC (18L-8T-38P-0S-94H-0R-0F-0G-2A-7W-16C)
Corequisite: Local Area Analysis
Aim: To enable learners to formulate local spatial plans, and to provide them with a vocabulary of design principles and an understanding of land use organization
Content: Local spatial plan project. Built form organization principles and precedents. Land use design principles. Land use management. Mapping and GIS
Assessment: Assignments and tutorials (20%); examination (30%), project and project oral (50%).
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Regional Development
TNPL821 HC (25L-11T-0P-16S-108H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: Any prior degree or appropriate background in a cognate field
Aim: To understand key issues, concepts, theories, and applied approaches within the fields of development and regional development, with special reference to the South African context.
Content: Development: the context for development; theories and paradigms of development; issues in development; themes in development; case studies in development practice. Regional development: evolution of regional development theories, policy approaches and debates; spatial planning and regional development; the South African experience.
Assessment: 3 papers (90%) and a poster (10%)
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Urban Reconstruction
TNPL822 HC (0L-0T-0P-40S-194H-86R-0F-0G-0A-13W-32C)

Prerequisite Requirement: Under-graduate degree and completion of at least a post-graduate semester in the fields of development studies, urban studies, urban and regional planning, development planning, or related fields, or appropriate work experience.
Aim: To contribute to the training of urban development practitioners by developing an understanding of the most important themes in urban reconstruction, with particular emphasis on the ways in which practitioners coped with problems and uncertainties.
Content: Distinguishing characteristics of urban reconstruction; Case studies; Urban development in contested landscapes; Symbols of hope after a change in government; Making progress in a shifting institutional and political environment; Institutional delivery structures; Partnerships in urban development; Sources of funding; Pre-conditions for delivery at scale; Leadership and teamwork; Innovation and replication; Heritage and conservation; Cross-cutting topics on urban reconstruction.
Assessment: Presentation and submission of seminar papers and an assignment.
DP Requirement: 80% attendance at lectures/seminars and submission of all assignments.

Translation Studies

Will not be offered in the School of Arts in 2022

Introduction to Translation 1
TRAN210 HC (20L-20T-0P-0S-100H-15R-0F-0G-5A-13W-16C)
Prerequisite Requirement: 32 credits at the first level of study (or equivalent) in French
Corequisite: 16 credits at the second level of study in French
Aim: To introduce students to translation theory and its application.
Content: All the components of this course are compulsory, but for the tutorials students focus on the languages to and from which they plan to do translation. The formal lectures concentrate on the basic skills needed by a translator: reading to understand, writing to create meaning. Two tutorials per week in practical translation are included.
Assessment: 50% class work, 50% examination
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School
May not be offered in 2022

Translation Theory 1
TRAN310 HC (20L-0T-0P-0S-114H-20R-0F-0G-6A-13W-16C)
Prerequisite Requirement: TRIC202 or at the discretion of the course coordinator.
Corequisite: Practical Translation 1 (TRAN330) ; FREN301
Aim: To give students insight into and further knowledge of translation theory and its application.
Content: A critical examination of translation theories.
Assessment: 50% class work, 50% examination
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School
May not be offered in 2022

Translation Theory 2
TRAN320 HC (20L-0T-0P-0S-114H-20R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Translation Theory 1 or equivalent
Corequisite: Practical Translation 2 (TRAN340) ; FREN302
Aim: To give students insight into and further knowledge of translation theory and its application.
Content: A critical examination of theories relating to specific text types and genre.
Assessment: 50% class work, 50% examination
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School
May not be offered in 2022

Practical Translation 1
TRAN330 HC (0L-30T-0P-0S-109H-15R-0F-0G-6A-13W-16C)
Prerequisite Requirement: TRIC202 or at the discretion of the course coordinator.

Corequisite: Translation Theory 1 (TRAN310);FREN301
Aim: To give students insight into and knowledge of translating and the use of translating tools, and to edit texts.
Content: Translating from source to target language.
Assessment: 50% class work, 50% examination
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School
May not be offered in 2022

Practical Translation 2
TRAN340 HC (0L-30T-0P-0S-109H-15R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Translation Theory 1 and Practical Translation 1 or equivalent.
Corequisite: Translation Theory 2 (TRAN320);FREN302
Aim: To give students practical training in translating a variety of text types.
Content: Translating from source to target language.
Assessment: 50% class work, 50% examination
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School
May not be offered in 2022

Translation Theory
TRAN720 HC (30L-0T-0P-0S-235H-50R-0F-0G-5A-13W-32C)
Prerequisite Requirement: Admission to the degree
Corequisite: 96 credits in Translation courses at 700 level.
Aim: To give students further insight into and knowledge of translation theory and its application.
Content: A critical examination of translation theories.
Assessment: 50% class work, 50% examination
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School
Also offered at Masters level: TRAN820; assessment requires a more substantial independent research component.
May not be offered in 2022

Translating: Target language
TRAN722 HC (0L-30T-0P-0S-255H-30R-0F-0G-5A-13W-32C)
Prerequisite Requirement: Admission to the degree
Aim: To teach students to apply knowledge of translation theory and of the languages involved to the practice of translating into the target language.
Content: Analysis of texts according to various theories, applying translation theories to translating, and evaluating translations.
Assessment: 50% class work, 50% examination
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School
Also offered at Masters level: TRAN822; assessment requires a more substantial independent research component.
May not be offered in 2022

Research project: Translation
TRAN7RP HC (0L-30T-0P-0S-235H-50R-0F-0G-5A-13W-32C)
Prerequisite Requirement: Admission to the degree
Corequisite: 96 credits in Translation Courses at Level 700.
Aim: To teach students in this programme to conduct research using a range of methodological procedures from small data base projects to action research, from the design and implementation of questionnaires to the conducting of interviews.
Content: Guidance in the collection and collation of data as well as in the appropriate structuring conventions. As the programme is vocationally oriented the emphasis will be on the application of skills and insight and here research projects are of particular importance.

Assessment: 100% examination
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School
May not be offered in 2022

CW Diss: Translation Studies
TRAN8CD HC (0L-3T-0P-0S-235H-50R-0F-0G-5A-13W-29C)
Prerequisite Requirement: Translation Theory and Translating: Target Language,or equivalent ,at the discretion of the course.
Aim: To further student's ability to conduct research in the field of Translation Studies using a range of methodological procedures.
Content: Guidance in the research, collection and collation of data and the structuring thereof into a sustained academic Demonstration.The development of hypotheses through the application of vocational skills and insight within the parameters of a research project is of particular importance.
Assessment: 100% examination of research document produced.
DP Requirement: Full adherence to the work schedule contracted with the supervisor.
May not be offered in 2022

M Thesis in Translation Studies
TRAN8MD HC (0L-0T-0P-0S-690H-346R-0F-0G-0A-26W-104C)
Prerequisite Requirement: Appropriate honours degree or equivalent, at the discretion ofthe course coordinator.
Aim: To carry out, under supervision, a piece of research relevant to Translation Studies.
Content: Individual research on an approved topic leading to the supervised production of a dissertation of around 40 000 words.
Assessment: 100% examination of the dissertation produced.
DP Requirement: Full adherence to the work schedule contracted with the supervisor.
May not be offered in 2022

Translation and Intercultural Communication

Will not be offered in 2022
Offered in the School of Arts

Translation & Intercultural Communication
TRIC202 H2 (30L-0T-0P-10S-87H-30R-0F-0G-3A-13W-16C)
Prerequisite Requirement: At least 96 credits.
Aim: To introduce students to communication across cultures/languages.
Content: Classes are conducted in English, while practical tasks assume Matriculation-level knowledge of a second language. The course combines an academic focus with a practicalpurpose. Vocationally, it equips students with the skills of translationg and interpreting a variety of text-types. It is available to all students, but may be of particular relevance to English, IsiZulu, Foreign Languages, Linguistics, Media Studies, Legal Studies, Performance Studies
Assessment: Class record assignments, which may include practical tasks and essay/s: (50%); controlled-type (50%)
DP Requirement: Students must submit all written work on time, and attend at least 80% of classes.
This module may be taken as part of an English major: see English Studies Students who wish to major in Translation Studies take this module in second semester. Please note: The offerings of this module depends on staffing availability.
Will not be offered in 2022

Intercultural Communication & Translation 1
TRIC702 H2 (0L-0T-0P-24S-232H-60R-0F-0G-4A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors degree.
Aim: This module aims at deepening students' awareness of intercultural and inter-language communication. **Content:** It is particularly suited to those interested in translation as an act of cultural mediation and image-making. Vocationally, it equips students with the skills of translating and editing a variety of text-types. It is available to all students, but may be of particular relevance to English, IsiZulu, Foreign Languages, Linguistics, Media Studies, Gender Studies, Drama Studies.

Assessment: Practical tasks: (40%); Research report: (60%)
DP Requirement: 80% Attendance
This module may be taken as part of an Honours degree in English Studies. Please note: The offerings of this module depends on staffing availability.
Will not be offered in 2022

IsiZulu

Offered in the School of Arts `

Introduction to IsiZulu A
ZULM101 H1 P1 (39L-10T-0P-0S-96H-5R-6F-0G-4A-13W-16C)
Prerequisite Requirement: Any Nguni home language to Grade 12 or comparable proficiency.
Aim: To introduce learners to the study of isiZulu grammar, history and culture.
Content: Aspects of isiZulu grammar, Modern prose and language awareness.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.
Core module for the major in isiZulu (Mother-Tongue)

Introduction to IsiZulu B
ZULM102 H2 P2 (39L-10T-0P-0S-96H-5R-6F-0G-4A-13W-16C)
Prerequisite Requirement: Any Nguni home language to Grade 12 or comparable proficiency.
Aim: To encourage critical thinking by exposing the students to the understanding of traditional and modern literature and to introduce learners to the scientific understanding of the language.
Content: Introduction to isiZulu morphology; introduction modern prose to isiZulu Oral Literature.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the IsiZulu Discipline..
Core module for the major in isiZulu (Mother-Tongue)

Academic Writing (Elective 1)
ZULM105 H1 W1 P1 (39L-10T-0P-0S-102H-5R-0F-0G-4A-13W-16C)
Prerequisite Requirement: isiZulu as one of Grade 12 subjects or comparable proficiency.
Aim: To help students develop academic writing and speaking skills by actively engaging them in class presentation and essay writing skills.
Content: By the end of the semester, students should display the following: necessary essay writing skills; the ability to develop an argument; the ability to construct coherent texts; demonstrate their referencing and bibliographic skills; engage in group discussions; skills necessary for note-taking in lectures; simple research and reading skills through exposure to library information.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the isiZulu Discipline.

Semiotics of African Cosmology (Elective 2)
ZULM106 H2
Prerequisite Requirement: isiZulu as one of Grade 12 subjects or comparable proficiency.
Aim: To make students understand semiotics which is a study of signs and symbols in various fields in relation to African cosmology and meteorology.
Content: By the end of the semester, students should display the following: Knowledge of the importance of five elements of nature: fire, earth, water, wood, metal and the relationship between these elements and the human being. Understanding the traditional methods of counting time. Knowledge about reading the body as well as understanding the importance of energy centers. Students must also understand the importance of amniomacy and the meaning of dreams.
Assessment: Class work: 40%, Examination: 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

Advanced IsiZulu A

ZULM201 H1 P1 (39L-0T-0P-0S-111H-6R-0F-0G-4A-13W-16C)

Prerequisite Requirement: 32 credits in isiZulu Level 100.

Aim: To extend the work done in the first year, with more advanced morphological structures; comprehensive study of traditional and modern literature; skills of comparison and critical analysis in order to encourage critical thinking.

Content: Introduction to phonetics and phonology,inflectional morphology, and selected prose and modern poetry.

Assessment: Class work: 40% Examination: 60%

DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for thef IsiZulu Discipline.

Core module for the major in isiZulu (Mother-Tongue)

Advanced IsiZulu B

ZULM202 H2 P2 (39L-0T-0P-0S-111H-6R-0F-0G-4A-13W-16C)

Prerequisite Requirement: 32 credits in siZulu Level 100

Aim: To extend the work done in the first year, with more advanced morphological structures and to introduce phonological aspects; to develop aspects of traditional and modern literature introduced earlier; to teach comparison and critical analysis skills with the aim of encouraging critical thinking.

Content: Derivational morphology and syntax, traditional literature and drama.

Assessment: Class work: 40% Examination: 60%

DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.

Core module for the major in isiZulu (Mother-Tongue)

Heritage and Culture (Elective)

ZULM203 H2 P1 P2 (39L-0T-5P-0S-81H-5R-26F-0G-4A-13W-16C)

Prerequisite Requirement: 128 credits

Aim: This module exposes the learner to a variety of aspects of Zulu heritage and culture.

Content: It deals with concepts of local religions in Southern Africa and selected aspects of Heritage and Culture.

Assessment: Class work: 40% Examination: 60%

DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.

This elective module may also be taken by any registered student with 128 credits.

Translation and Interpreting 1 (Elective)

ZULM204 H1 (39L-0T-0P-0S-111H-6R-0F-0G-4A-13W-16C)

Prerequisite Requirement: Introduction to IsiZulu B

Aim: To introduce learners to the field of translation and interpreting and practical work.

Content: Learners are introduced to different theories of translation and interpreting, the history of translation and how they can go about solving problems when doing the practical work.

Assessment: Class work: 40% Examination: 60%

DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.

Sociolinguistics and Language Planning

ZULM301 H1 P1 (39L-0T-0P-8S-104H-5R-0F-0G-4A-13W-16C)

Prerequisite Requirement: 64 credits in IsiZulu

Aim: To introduce students to the varieties of IsiZulu language and to the history and theories of language planning. The module will focus on South African language policy and planning.

Content: Creoles, pidgins, slang, vernacular, isoglosses, dialects, hlonipha, fanakalo, registers, national language, standard and non-standard languages; modernisation of IsiZulu language, and language contact; borrowings and adoptives; challenges facing South African languages today; status, corpus and acquisition planning

Assessment: Class work: 40% Examination: 60%

DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.

Core module for the major in isiZulu (Mother-Tongue)

Onomastics and Semantics
ZULM303 H2 P2 (39L-0T-0P-0S-112H-6R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 64 credits in IsiZulu.
Aim: To introduce the learners to the discipline of onomastics where learners are expected to compare and contrast the naming systems of IsiZulu and European cultures; an introduction to semantics as a discipline: referential, connotative, denotative and other types of meaning.
Content: Names and words will be studied from sociolinguistic, morphological and semantic points of view.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.
Core module for the major in isiZulu (Mother-Tongue)

IsiZulu Modern Prose & Drama
ZULM304 H1 P1 (39L-0T-0P-0S-113H-6R-0F-0G-2A-13W-16C)
Prerequisite Requirement: 64 credits in IsiZulu
Aim: To enable students of isiZulu prose and drama to appreciate isiZulu literature and thus understand the life and philosophy of the Zulu people, and to expose them to various literary theories.
Content: A critical analysis of various prose and drama books from the 1930s to date.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline..

Traditional & Modern Poetry
ZULM305 H2 P2 (39L-0T-0P-0S-112H-6R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 64 credits in isiZulu
Aim: To offer an advanced study of isiZulu oral forms of expression in respect of content, structure and modes of delivery and to expose the learners to poetry of isiZulu poets of different periods and background.
Content: Izibongo, Izinganekwane and poems of selected poets.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.

Teaching IsiZulu as a Second Language
ZULM307 H2 P2 (39L-0T-0P-0S-110H-6R-0F-0G-5A-13W-16C)
Prerequisite Requirement: 64 credits in isiZulu
Aim: To examine the experience of language learning from both a linguistic and psycholinguistic perspective and to consider difficulties learners face in relation to the inherent structural complexities of a language with a view to identifying strategies which could be employed to overcome these difficulties.
Content: Factors such as context, the mother tongue and variables on the language learning will be studied.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.

Basic IsiZulu Language Studies A
ZULN101 H1 H2 P1 P2 W1 W2 (39L-10T-19P-0S-74H-5R-10F-0G-7A-13W-16C)
Prerequisite Requirement: Open only to Students who have NOT written grade 12 isiZulu/isiXhosa/Zim isiNdebele/isiSwati or are proficient in these languages.
Aim: To achieve elementary fluency in both the oral and the written language.
Content: This module introduces basic grammar, history and culture of the amaZulu. Lectures combine an academic study of IsiZulu with the use of a communicative method of language learning.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.
Core module for the major in isiZulu Studies

Basic IsiZulu Language Studies B
ZULN102 H2 P2 (39L-10T-19P-0S-77H-5R-10F-0G-4A-13W-16C)

Prerequisite Requirement: Basic isiZulu Language Studies (ZULN101)
Aim: To achieve more advanced fluency in both the oral and the written language.
Content: isiZulu grammar continued, and comprehension, translation and composition introduced. Lectures combine an academic study of ilsiZulu with the use of a communicative method of language learning.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the isiZulu Discipline.
Core module for the major in IsiZulu Studies
not offered in 2022

Communicative IsiZulu (Part-Time)
ZULN103 PC HC EC WC (40L-10T-19P-0S-74H-4R-6F-0G-7A-13W-16C)
Prerequisite Requirement: Open only to students who have not written an Nguni mother tongue Grade 12 isiZulu/isiXhosa/Zim isiNdebele/isiSwati or are proficient in these languages.
Aim: This module introduces students to basic isiZulu grammatical structures, emphasis being on communicative isiZulu, i.e. speaking, reading and writing.
Content: The content introduces learners to IsiZulu reading, comprehension, writing and speaking.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline
NB: This module will be held at night and is offered in both semesters.
not offered in 2022

Intermediate IsiZulu Language Studies A
ZULN201 H1 P1 (39L-0T-20P-0S-85H-5R-6F-0G-5A-13W-16C)
Prerequisite Requirement: Basic IsiZulu Language Studies B
Aim: To achieve more advanced fluency in the oral and written language. Ability to read selected short stories and oral literature.
Content: This module extends the written, spoken and listening skills in IsiZulu. The course introduces students to oral literature and short stories and aspects of IsiZulu culture.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the isiZulu Discipline
Core module for the major in isiZulu Studies
Not offered in 2022

Intermediate IsiZulu Language Studies B
ZULN202 H2 P2 (39L-0T-20P-0S-82H-5R-6F-0G-8A-13W-16C)
Prerequisite Requirement: Intermediate isiZulu Language Studies A
Aim: Increased fluency in both written and spoken language.
Content: Advanced grammar, introduction to isiZulu praise poetry and short stories, an extension of cultural knowledge.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.
Core module for the major in isiZulu Studies
not offered in 2022

Advanced IsiZulu Language Studies A
ZULN301 H1 P1 (39L-0T-10P-0S-90H-10R-5F-0G-6A-13W-16C)
Prerequisite Requirement: Intermediate IsiZulu Language Studies B
Aim: To develop further the spoken, written and comprehension skills of the students and to give them an understanding of the basics of phonology and morphology and syntax in Isizulu.
Content: Extension of oral, written and comprehension skills in the language. An introduction to phonology, morphology and syntax and a study of short stories and other literary texts.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.

Core module for the major in isiZulu Studies
not offered in 2022

Advanced IsiZulu Language Studies B
ZULN302 H2 P2 (39L-0T-10P-0S-90H-10R-5F-0G-6A-13W-16C)
Prerequisite Requirement: Advanced IsiZulu Language Studies A
Aim: To extend the spoken, written and comprehension skills of students; to introduce them to related Nguni languages, IsiZulu syntax, and to extend their knowledge of modern literature.
Content: Aspects of isiZulu syntax, comparative Nguni, IsiZulu modern literature including poetry, composition, comprehension, an extension of spoken skills and written skills in the language.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.
Core module for the major in isiZulu Studies
not offered in 2022

Advanced IsiZulu Literature A
ZULN303 H1 P1 (39L-0T-10P-0S-95H-10R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Intermediate isiZulu Language Studies B
Corequisite: Advanced isiZulu Language Studies A
Aim: This module aims at extending the student's knowledge of modern IsiZulu literature.
Content: Short stories, modern poetry, drama and oral literature.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.

Advanced IsiZulu Literature B
ZULN304 H2 P2 (39L-0T-0P-0S-110H-6R-0F-0G-5A-13W-16C)
Prerequisite Requirement: 64 credits in IsiZulu (P) Advanced IsiZulu Language Studies A and Advanced IsiZulu Literature A (H)
Aim: This module aims at a solid grounding in modern isiZulu literature.
Content: The isiZulu novel, modern poetry, drama and oral literature.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.

Teaching IsiZulu as an Additional Language
ZULU704 HC (39L-0T-0P-0S-273H-0R-0F-0G-8A-13W-32C)
Prerequisite Requirement: IsiZulu 3
Aim: The module will train students in methods of teaching isiZulu as an additional language. The course will offer students grounding in the history of methods of teaching additional languages and teach skills in developing their own second language teaching materials and reading passages. Students will also be aware of the challenges the second language situation in KwaZulu-Natal presents and discuss ways of overcoming these challenges.
Content: A study of the major historical trends in second language teaching worldwide. A study of all aspects of second language teaching and rigorous development in production of second language teaching materials. The teaching of culture in the second language classroom.
Assessment: Class Mark 40%, Examination 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.

IsiZulu Heritage and Culture
ZULU710 PC (0L-0T-0P-24S-292H-0R-0F-0G-4A-13W-32C)
Prerequisite Requirement: IsiZulu 3
Aim: To examine in some detail various aspects of IsiZulu material culture e.g. pottery, basketry and bead-work, performing arts: music, song, etc., belief systems, ceremonies, etiquette and social behaviour, rites of passage; and to examine these critically within the modern context.

Content: A variety of different aspects of Zulu cultural heritage, and debate on their value as part of cultural identity in the new millennium.
Assessment: Class Mark 40%, Examination 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.

Introduction to Lexicography in IsiZulu
ZULU711 HC PC (0L-0T-0P-26S-290H-0R-0F-0G-4A-13W-32C)
Prerequisite Requirement: IsiZulu 3
Aim: The purpose of this module is to introduce students to different theories and practical skills in the science of writing and editing IsiZulu dictionaries.
Content: Theoretical framework of lexicology; -different kinds of lemmas as dictionary entries; labelling; dealing with meaning (polysemy, homonymy); dictionaries in the modern world; history of isiZulu dictionary; dictionaries (colonial and pre-colonial era) with special reference to isiZulu dictionaries; language usage and linguistic patterns in lexicography.
Assessment: Class Mark 40%, Examination 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.

Translation and Interpreting
ZULU714 HC PC (0L-0T-16P-26S-261H-0R-13F-0G-4A-13W-32C)
Prerequisite Requirement: IsiZulu 3
Aim: To introduce students to the principles and different theories of translation and interpreting.
Content: Principles of translating and interpreting; practical work related to the theories of translation and interpreting; history of translation and interpreting; different types and methods of translation; codes of ethics good conduct in translation and interpreting.
Assessment: Class Mark 40%, Examination 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.

IsiZulu Terminography and Editing
ZULU716 HC PC (8L-0T-0P-18S-277H-0R-13F-0G-4A-13W-32C)
Prerequisite Requirement: IsiZulu 3
Aim: To enable learners to acquire an understanding of major theories regarding term creation, term collection and term management and debates that have emerged in trying to create new terminology for African Languages.
Content: Principles of term creation: ways and methods that govern term creation. Practical methods of the terminology management; creation and use of terminology tools (terminology databases); terminology applications in; technical writting, translation and information management; natural language processing; language planning and legal, ethical concerns.
Assessment: Class Mark 40%, Examination 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.

Contemporary IsiZulu Literature
ZULU717 HC PC (0L-0T-0P-26S-291H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: IsiZulu 3
Aim: The purpose of this module is to review a variety of different literary theories and apply them to in-depth studies of the literary genres, such as novel, short story, essay, drama and poetry in contemporary isiZulu literature.
Content: Types of literary theories will be selected from the following list: Feminism, historical-biographical, moral philosophical, impressionistic, comparative literature, Russian formalism, new criticism, structuralism, semiotics emerging, African approaches, linguistic approach, sociological approach, psycho-analytical approach, narrative approach, deconstruction, reader centred approach and Marxism theory. For the purposes of applying theory to the analysis of different genres; works will be selected from the various contemporary isiZulu writers.
Assessment: Class Mark 40%, Examination 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.

Theories of Orality & the Zulu Tradition
ZULU718 HC PC (30L-0T-0P-4S-283H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: IsiZulu 3
Aim: This module looks at the form, function and effect of the traditional form of orality and its various sub genres. This module introduces learners to the various general theories of orality which serves as a basis for an historical survey of older forms juxtaposed to the modern counterparts and its current mutations. It investigates the ongoing validity and relevance of this oral art form in modern society. The learner is expected to be able to compare and contrast the different approaches and theories of orality and to evaluate them critically.
Content: General theories of orality (e.g. Finnegan, Jousse, Scheub, Axel-Olrik, Levi Strauss); traditional oral forms of Zulu poetry e.g. praise poetry, songs, lyrics, proverbs & idioms etc.; traditional oral forms of Zulu narrative e.g. folktales, myths & legends.
Assessment: Class Mark 40%, Examination 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Studies.

Onomastics
ZULU719 HC PC (0L-0T-0P-26S-288H-0R-0F-0G-6A-13W-32C)
Prerequisite Requirement: IsiZulu 3
Aim: To enable learners to acquire knowledge and understanding of various aspects of names and name-giving (onomastics) in Zulu society.
Content: Anthroponymy: personal names, birth names, given names, nicknames, surnames, family names, clan names, clan praises. Toponymy: sub-categories (eg, oronymy, hydronymy, odonymy); literary onomastics: introduction to the genres; evaluation of selected texts. Theoretical onomastics: theories of function and meaning; the study of scholars such as Sörensen, Nicolaisen and Van Langendonck. Brand Names: an introduction to the role of onomastics in marketing and marques.
Assessment: Class Mark 40%, Examination 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.

Research Paper: IsiZulu
ZULU7RP HC PC (0L-0T-0P-8S-308H-0R-0F-0G-4A-13W-32C)
Prerequisite Requirement: Admission to Honours programme.
Aim: To carry out, under supervision, research relevant to IsiZulu.
Content: An introduction to research methods and proposal writing, individual research on an approved topic.
Assessment: Examination of research essay.
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.

Language Planning
ZULU812 HC PC (10L-0T-0P-16S-289H-0R-0F-0G-5A-13W-32C)
Prerequisite Requirement: An Honours degree
Aim: The purpose of the module is to critically examine various language planning theories and frameworks and how these could be used in planning South African languages particularly isiZulu as an African language. The focus will be three categories of language planning i.e. Status, Corpus and Acquisition Planning.
Content: The historical analysis of language planning and policy in Soth Africa before and after the apartheid period (including major developments after 1994); language planning and policy process;language planning theories and frameworks; status, acquisition and corpus planning of African languages; language planning goals; the use of African languages as LoL/T in pre-tertiary and tertiary education, particularly isiZulu.
Assessment: Class Mark 40%, Examination 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.

IsiZulu Phonology, Morphology & Syntax
ZULU820 HC PC (0L-0T-0P-26S-291H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: An Honours degree
Aim: This module covers the three aspects of language: phonology (system of speech sounds in a language); morphology (word-building); and syntax (sentence building) [PMS]. It fills in any gaps in this basic level, and then takes

learners to the level of integrating elements of these three aspects, and investigating the inter-relationships between them. The learner is expected to be able to compare and contrast different theories and approaches and evaluate them critically.
Content: Survey of theoretical phonology perspectives from the Prague Linguistic Circle to Quantal Theory. Application of theoretical phonology to selected processes in isiZulu, theories of word categories and syntactic theories: TG grammar, functional grammar.
Assessment: Class Mark 40%, Examination 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.

Linking Linguistics with Lexicography
ZULU821 HC PC (0L-0T-6P-26S-285H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: An Honours degree
Aim: Bantu Argument Structure and relational grammar theories as well as lexical functional grammar theories depart from the theory of Government and Binding (GB). The argument is that grammatical functions are feature complexes, with grammatical changing in some languages (especially Bantu type) induced by morphological rules which alter argument structures and effect alternative realization of semantic roles. This suggests a sub-theory of lexical mapping hence our students have to deal with word-hood and word treatment in IsiZulu.
Content: Bantu Argument Structure, relational grammar theories and lexical functional grammar theories. Wordhood in IsiZulu, isiZulu Lexicon and the related problems. This involves looking at the dictionaries to see whether the categories are represented according to recent lexicography theories.
Assessment: Class Mark 40%, Examination 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the isiZulu Discipline.

Short Dissertation: IsiZulu
ZULU8SD HC PC (0L-0T-0P-0S-960H-0R-0F-0G-0A-13W-96C)
Prerequisite Requirement: 96 credits at Masters level
Aim: To carry out, under supervision, a piece of research relevant to IsiZulu.
Content: A short dissertation of around 20 000 words, on a research question to be formulated in the area of IsiZulu.
Assessment: Short dissertation examined by one internal and one external examiner.
DP Requirement: As per college rules

Short Dissertation: IsiZulu
ZULU8CD HC PC (0L-0T-0P-0S-960H-0R-0F-0G-0A-13W-128C)
Prerequisite Requirement: 64 credits at Masters level
Aim: To carry out, under supervision, a piece of research relevant to IsiZulu.
Content: A short dissertation of around 30 000 words, on a research question to be formulated in the area of IsiZulu.
Assessment: Short dissertation examined by one internal and one external examiner.
DP Requirement: As per college rules.
This is for students who finish two MA modules (64 CREDITS), and then will need 128 credits to finish their degrees.

MODULES FROM OTHER COLLEGES

In the College of Agriculture, Engineering and Science

Agrometeorology

Offered in the SCHOOL OF AGRI, EARTH & ENV SC

Agrometeorology & Environmental Biophysics
AMET210 P1 (36L-5T-40P-0S-50H-24R-0F-0G-5A-13W-16C)
Prerequisite Requirement: 32C at Level 1.
Aim: Provision of concepts and applications in applied environmental, agricultural and ecophysiological sciences.
Content: The atmosphere. Greenhouse effect. Climate change. Earth's radiation and energy balance. Remote sensing. Role of water in the environment. Glasshouse climate. Windbreaks. Energy and water exchange processes above canopies. Animal climate. Meteorology: rain processes. Weather systems.
Practicals: Temperature measurement; reflectivity, radiation profiles in crops; humidity; rainfall and evaporation; leaf resistance and water potential. Project.
Assessment: Tests (20%), practicals (20%), project (10%); 3 h exam (50%).
DP Requirement: 80% attendance at lectures and practicals.

Environmental Instruments:Life/Earth Sciences
AMET212 P2 (23L-0T-115P-0S-0H-17R-0F-0G-5A-13W-16C)
Prerequisite Requirement: 64C at Level 1.
Aim: To provide students taking agriculture and environmental science options with the skills to set up an automatic weather station.
Content: Datalogging measurement and control techniques using an automatic weather station (AWS) and other sensors for measurement and control purposes. Internet techniques, information retrieval and storage and data display.
Practicals: Identifying, checking electronic components. Use of an AWS. Grass reference estimation; fire index; wind chill and chilling index estimation. Internet techniques, information retrieval and storage and data display.
Assessment: Test (5%), 13 practicals (12 %), project (50%); 3 h practical exam (33%).
DP Requirement: 80% attendance at all academic contact activities, 100% at practicals; 45% subminimum on the project.
Students may not obtain credit for both AMET212 and AMET211.

Geography

Offered in the SCHOOL OF AGRI, EARTH & ENV SC

Environmental Systems
ENVS120 H2 P2 W2 (39L-8T-30P-0S-66H-10R-0F-0G-7A-13W-16C)
Aim: To introduce basic concepts in Physical Geography & the functioning of Environmental Systems.
Content: An integrated, process-related, systems approach to studying the earth & its spatial variability. Atmosphere – the structure & composition of the atmosphere & human influence on it; weather & climate. Biosphere – basic ecological concepts pertinent to populations, communities & ecosystems. Hydrosphere – the hydrological cycle, transport by running water, coastal processes. Lithosphere – broad-scale lithospheric processes; the composition & dynamics of the earth's crustal system. Cartographic theory & map skills are taught as an integral component of the module.
Assessment: Tests (30%), practicals (20%); 3 h exam (50%). Subminimum: 40% on exam.
DP Requirement: 80% attendance at practicals and tutorials; 40% Class mark.
Students may be required to contribute to costs of fieldwork. This module is only for students that are registered for a major or programme in which this module is specifically listed as core.

Biophysical Environments of Southern Africa
ENVS210 H1 P1 W1 (39L-0T-40P-0S-54H-20R-0F-0G-7A-13W-16C)
Prerequisite Modules: ENVS120.
Aim: To introduce students to the physical processes that shape the biophysical environment in southern Africa.
Content: Weather producing systems and southern African climates and their variability; the biogeography of the region in terms of the distribution of biota through climatic and other environmental factors; a discussion of biomes, biodiversity and conservation; the properties of geomorphic materials as well as erosion, transport and deposition processes that shape and modify the landscape.
Assessment: Tests (30%), practicals (20%); 3 h exam (50%). Subminimum: 40% on exam.
DP Requirement: Not applicable.
Students may be required to contribute to costs of fieldwork. This module is only for students that are registered for a major or programme in which this module is specifically listed as core.

Geographic Information Systems
ENVS211 H2 P2 W2 (29L-0T-36P-0S-77H-10R-0F-0G-8A-13W-16C)
Prerequisite Requirement: GEOG110 and ENVS120 or 64C from SAEES, SLS or School of Engineering.
Aim: To introduce students to the concepts, techniques and interdisciplinary application of GIS and remote sensing as environmental decision-making tools.
Content: Development, interdisciplinary nature and potential value of GIS; referencing the geographic location of data; technological environment of GIS, data sources, data models, entry and analysis; data quality, management & legal aspects; GPS, spatial representation concepts, maps as records and reflections of dominant ideologies, introduction to aerial photography.
Assessment: Practical reports (15%), Practical test (15%), theory test (20%); 3 h exam (50%). Subminimum: 40% on exam
DP Requirement: Not applicable.
This module is only for students that are registered for a major or programme in which this module is specifically listed as core. Subminimum to pass: 40% in (exam/assessment)

Soil Erosion and Land Degradation
ENVS315 H1 P1 W1 (27L-0T-46P-0S-73H-10R-0F-0G-4A-13W-16C)
Prerequisite Modules: ENVS210
Aim: To introduce the processes, social & physical consequences of soil erosion & land degradation issues in Africa.
Content: Land degradation & sustainability; causes & consequences of degradation; risk assessment in relation to the sustainability of soil; food security & degradation; political & socio-economic aspects of soil erosion; physical & chemical erosion processes; human-environment processes & influences; conservation practices; magnitude-frequency considerations; desertification; land use systems in a historical context; soil conservation strategies; principles, planning & policy issues.
Practicals: Case studies & applications. Possible four day excursion.
Assessment: Field report (15%), Practicals (15%), Test (20%); 3 h exam (50%). Subminimum: 40% on exam
DP Requirement: 80% attendance at practicals; 40% Class mark.
Students may be required to contribute to costs of fieldwork. This module is only for students that are registered for a major or programme in which this module is specifically listed as core. Subminimum to pass: 40% in (exam/assessment)

GIS & Remote Sensing
ENVS316 H1 P1 W1 (27L-1T-36P-0S-62H-27R-0F-0G-7A-13W-16C)
Prerequisite Modules: 64 Credits from AES at level 2 including ENVS211
Aim: To provide further insight into GIS as a management tool for spatial data.
Content: Spatial data and modelling; attribute data management; analysis of remotely sensed GIS data and its classification; data quality issues; GIS project management and design.
Assessment: Test (20%), practical reports (15%), practical test (15%); 3 h theory exam (50%). Subminimum: 40% on exam.
DP Requirement: Not applicable
Students may be required to contribute to costs of fieldwork. This module is only for students that are registered for a major or programme in which this module is specifically listed as core Subminimum to pass: 40% in (exam/assessment)

Environmental Management
ENVS322 H2 P2 W2 (27L-0T-36P-8S-65H-20R-0F-0G-4A-13W-16C)

Prerequisite Modules: ENVS210
Aim: To develop an understanding of environmental management theory and practice.
Content: Theoretical and critical examination of the issues of environmental management by examining the history of environmentalism and mainstream approaches and their alternatives. The relationship between environment and planning; examination of the different tools and methods used in environmental management.
Practicals: Use of methods and techniques related to environmental management tools.
Assessment: Essays/Assignments (15%), tests (20%), practicals/tutorials (15%); 3 h exam (50%). Subminimum: 40% on exam.
DP Requirement: Not applicable.
Students may be required to contribute to costs of fieldwork. This module is only for students that are registered for a major or programme in which this module is specifically listed as core.

Human Environments
GEOG110 H1 P1 W1 (39L-8T-30P-0S-67H-10R-0F-0G-6A-13W-16C)
Aim: To introduce students to basic concepts in human geography.
Content: The central themes in this module are society-space and nature-society linkages. These are grounded in the African social, economic and political context and further explored in relation to processes of globalisation and uneven development. Fundamental concepts are: global/local interactions at different scales; spatial variation and spatial interaction; individual agency in the face of larger economic and social structures; human-environment interactions at different scales. Practicals form an integral part of the theory and utilise map skills.
Assessment: Class essay (15%), theory test (15%), practical test (20%); 3 h theory exam (50%). NB: Subminimum of 40% on exam.
DP Requirement: Not applicable
This module is only for students that are registered for a major or programme in which this module is specifically listed as core or as a core elective.

Geographies of Urban and Rural Change
GEOG220 H2 P2 W2 (39L-0T-33P-0S-61H-20R-0F-0G-7A-13W-16C)
Prerequisite Modules: GEOG110.
Aim: To introduce students to spatial transformations in urban and rural contexts in southern Africa.
Content: Spatial transformations in urban and rural contexts are explored in light of appropriate theory drawn from urban, economic, cultural and political geography. Regional change is interpreted in the context of post-apartheid planning and development practice, as well as in the global economy. Particular attention is paid to contested urban landscapes and new urban forms; the impact of land reform initiatives & the spatial impacts of development theory and planning.
Assessment: Practicals/Assignments (20%), Tests (30%); 3 h exam (50%). NB: Subminimum of 40% on exam.
DP Requirement: Not applicable
Only for students majoring in GEOG/ENVS or an appropriate programme with the module as core subject to the approval of the Academic Leader.

Tourism Studies
GEOG301 H2 P2 (36L-0T-33P-0S-69H-17R-0F-0G-5A-13W-16C)
Prerequisite Modules: GEOG220
Aim: To introduce students to conceptual and theoretical aspects of leisure, recreation and tourism in the context of planning for sustainable tourism development.
Content: Conceptual and theoretical issues in leisure. Recreation and tourism. Historical development of tourism. The economics of tourism development. Principles of sustainable tourism development, forms of tourism development. The sustainability of ecotourism. Environmental policies and impact control measures. Policy management and planning for tourism development in South Africa.
Practicals: Collection and analysis of data, report presentation and field excursion.
Assessment: Tests (25%), assignments (5%), practicals (20%); 3 h exam (50%).
DP Requirement: Not applicable
Students may be required to contribute to the costs of field trips. This module is only for students that are registered for a major or programme in which this module is specifically listed as core. Subminimum to pass: 40% in (exam/assessment)

Land Issues and Rural Development in SA
GEOG314 H2 (27L-0T-36P-0S-72H-20R-0F-0G-5A-13W-16C)

Prerequisite Modules: GEOG220
Aim: To deepen understanding of land issues in the African context.
Content: Explanations of rural poverty (including globalization and HIV/AIDS). Historical background to the land question in Southern Africa. Land demand and use in Southern Africa. Natural resources and rural development, rural livelihoods and food security. Women/gender and rural development, and enhancing conditions for the promotion of rural development.
Assessment: Assignments (15%), tests (15%), project (20%); 3 h theory exam (50%). NB: Subminimum of 40% on exam.
DP Requirement: 80% attendance at all academic contact activities; 40% class mark.
This module is only for students that are registered for a major or programme in which this module is specifically listed as core.

Sustainable Cities and Development
GEOG330 H2 P2 (26L-0T-36P-4S-69H-20R-0F-0G-5A-13W-16C)
Prerequisite Modules: GEOG220.
Aim: To develop an understanding of sustainable urban processes in Sub-Saharan Africa, and to appraise these in the context of development theory and practice.
Content: Contemporary transformation and urban change within cities; strategies for urban sustainability and growth. Urban policies, democratization, decentralization and social movements. People-land relationships and urban land use in Africa.
Assessment: Assignments (25%), practicals (25%); 3 h exam (50%). NB: Subminimum of 40% on exam.
DP Requirement: Not applicable
Prerequisite Modules: GEOG220. Aim: To develop an understanding of sustainable urban processes in Sub-Saharan Africa, and to appraise these in the context of development theory and practice. Content: Contemporary transformation and urban change within cities; strategies for urban sustainability and growth. Urban policies, democratization, decentralization and social movements. People-land relationships and urban land use in Africa. Assessment: Assignments (25%), practicals (25%); 3 h exam (50%). DP Requirement: 80% attendance at practicals and tutorials; 40% Class mark. This module is only for students that are registered for a major or programme in which this module is specifical

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Computer Science

Offered in the SCHOOL OF MATHS,STATS &COMP SC

Introduction to Computer Science
COMP100 P1 W1 (39L-0T-36P-0S-63H-16R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Either Matric Maths HGD or SGA or NSC Maths at Level 5.
Aim: To introduce students to the basics of computer science.
Content: Overview of computer science. Basic computer literacy. Problem solving and algorithm design. Simple machine architecture. Simple programming in a high level programming language. Program debugging and testing.
Assessment: Class mark 50% (at least 2 theory tests (25%), at least 1 practical test (20%), practicals/assignments /quizzes/tests (5%)); 3 h exam (50%), with a sub-minimum of 40% on the exam.
DP Requirement: Class mark 40%, attendance at 80% of the practicals.
Credit may not be obtained for both COMP100 and any of COMP106, ISTN100, ISTN101, ISTN 103 and LIIS 120.

Computer Programming
COMP102 P2 W2 (39L-0T-36P-0S-63H-16R-0F-0G-6A-13W-16C)
Prerequisite Modules: COMP100.
Aim: To introduce students to programming in a high level language.
Content: Procedural programming in a high level programming language. Structured data types. Sorting. Searching. Recursion. Program testing. Program documentation. Introduction to object-oriented programming.
Assessment: Class mark 50% (at least 2 theory tests (25%), at least 1 practical test (20%), practicals/assignments

/quizzes/tests (5%)); 3 h exam (50%), with a sub-minimum of 40% on the exam.
DP Requirement: Class mark 40%, attendance at 80% of the practicals.

Object-Oriented Programming
COMP200 P1 W1 (29L-0T-36P-0S-73H-16R-0F-0G-6A-13W-16C)
Prerequisite Modules: COMP102; MATH130 or 195.
Aim: To introduce students to the fundamentals of object-oriented programming.
Content: Object-oriented programming with Java: classes, inheritance and polymorphism. Object-oriented design methodology and notation. Introduction to abstract data types. Container classes and iterators. Advanced programming constructs. Object- oriented GUI.
Assessment: Class mark 50% (at least 2 theory tests (25%), at least 1 practical test (20%), at least 1 assignment/quiz (5%)), 3 h exam (50%), with a sub-minimum of 40% on the exam.
DP Requirement: At least 40% for continuous assessment, attendance at 80% of the practicals.

Data Structures
COMP201 P2 W2 (29L-0T-36P-0S-73H-16R-0F-0G-6A-13W-16C)
Prerequisite Requirement: At least 40% in COMP200.
Prerequisite Modules: MATH140 or 196.
Aim: To introduce students to the fundamentals of data structures.
Content: Data abstraction and encapsulation. Specification and implementation of data structures. Linear structures. Order and iterators. Trees, sets and dictionaries. Graphs. Canned data structures. Introduction to algorithms and complexity.
Assessment: Class mark 50% (at least 2 theory tests (25%), at least 1 practical test (20%), at least 1 assignment/quiz (5%)), 3 h exam (50%), with a sub-minimum of 40% on the exam.
DP Requirement: Class mark 40%, attendance at 80% of the practicals.

Mathematics

Offered in the SCHOOL OF MATHS,STATS &COMP SC

Introduction to Calculus
MATH130 PB WB (49L-39T-0P-0S-51H-15R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Higher Grade D or Standard Grade A for Matric Mathematics, or NSC Level 5 Maths, or 60% for MATH199.
Aim: To introduce and develop the Differential Calculus as well as the fundamentals of proof technique and rudimentary logic.
Content: Fundamental Concepts - elementary logic, proof techniques. Differential Calculus - Functions, graphs and inverse functions, limits and continuity, the derivative, techniques of differentiation, applications of derivatives, antiderivatives.
Assessment: Class tests and/or assignments (33%); 3 h exam (67%).
DP Requirement: 40% Class mark, 80% attendance at lectures and 80% completion of tutorial requirements.
Credit may not be obtained for MATH130 and any of MATH105, 131, 134, 150, 151 or 195.

Calculus and Linear Algebra
MATH140 PB WB (49L-39T-0P-0S-51H-15R-0F-0G-6A-13W-16C)
Prerequisite Requirement: 40% in MATH130 or 195.
Aim: To develop the Integral Calculus and to introduce elementary Linear Algebra.
Content: Integral Calculus - the definite integral, techniques of integration, applications of integrals, Taylor series, polar coordinates, complex numbers. Introduction to Linear Algebra - vectors, lines and planes in space, matrices, systems of linear equations, determinants.
Assessment: Class tests and/or assignments (33%); 3 h exam (67%).
DP Requirement: 40% Class mark, 80% attendance at lectures and 80% completion of tutorial requirements.
Credit may not be obtained for MATH140 and any of MATH141, 143, 145 or 196.

Advanced Calculus & Linear Algebra
MATH212 P1 W1 (49L-39T-0P-0S-47H-19R-0F-0G-6A-13W-16C)

Prerequisite Modules: MATH130 or 195; MATH140 or 196.
Aim: To give a coherent treatment of basic theories & problem solving techniques from Advanced Calculus and Linear Algebra and their applications.
Content: Advanced Calculus: Functions of several variables. Partial derivatives, differentiability, chain rules, implicit differentiation. Extrema and Lagrange multipliers. Multiple integrals, change of variables. Linear algebra: axioms for vector spaces. Linear independence, bases and dimension. Matrices and linear transformations. Change of basis. Eigenvectors and eigenvalues, diagonalization and its applications (including linear differential equations). Orthogonality, Gram-Schmidt process.
Assessment: Class tests and/or assignments (33%); 3 h exam (67%).
DP Requirement: Class record 35%. 80% attendance at lectures and tutorials.
Credit may not be obtained for MATH212 and MATH238.

Further Calculus and Introductory Analysis
MATH251 P2 W2 (49L-39T-0P-0S-47H-19R-0F-0G-6A-13W-16C)
Prerequisite Modules: 40% in MATH212.
Aim: To provide a foundation for advanced study in mathematics and applied mathematics.
Content: Review of multiple integrals. Vector functions and vector fields, including curl and divergence. Curves, line integrals, path independence, Fundamental Theorem of Line Integrals. Green's Theorem. Surfaces, surface integrals, divergence and Stokes' Theorems. The Completeness Axiom. Sequences and series of real numbers, tests for convergence of series. Linear ordinary differential equations, solution of first and second order equations. Laplace transforms.
Assessment: Class tests (33%); 3 h exam (67%).
DP Requirement: 35% Class mark; 80% attendance at both lectures and tutorials.

In the College of Law and Management

Economics

Offered in the SCHOOL OF ACC, ECONOMICS&FIN

Intro to Economic Concepts
ECON111 H1 (39L-13T-0P-0S-103H-0R-0F-0G-5A-13W-16C)
Content: This one-semester course investigates important economic concepts like scarcity, unemployment, inflation, economic growth, the market, social injustice and inequality that are frequently encountered in the media. The course explains both microeconomic and macroeconomic concepts that are applied to case studies from South Africa and abroad.
Assessment: 2 tests (25%), 1 assignment (15%), 1 three-hour examination (60%)
DP Requirement: None
Also offered in the 2nd semester (ECON112 H2).

Principles of Microeconomics
ECON101 H1 P1 W1 (39L-0T-0P-0S-75H-40R-0F-0G-6A-15W-16C)
Prerequisite Requirement: Nil
Content: Introductory economic concepts including the principles of supply and demand, the efficient production of goods, market structures under perfect competition and monopoly. The markets for labour, capital and land are analysed and the manner in which income and wealth is distributed.
Assessment: Class mark (50%), Examination (50%).
DP Requirement: none

Principles of Macroeconomics
ECON102 H2 P2 W2 (39L-0T-0P-0S-75H-40R-0F-0G-6A-15W-16C)
Prerequisite Requirement: Nil
Content: An introduction to macroeconomics. The operation of the money market is examined, and the main components of expenditure (consumption, investment, government spending and net exports) are used to build simple

macroeconomic models. Fiscal and monetary policy tools and their ability to influence key macroeconomics concerns of inflation, unemployment and growth are assessed.
Assessment: Class mark (50%), Examination (50%).
DP Requirement: none

Intermediate Macroeconomic & Applications
ECON201 P1 W1 (39L-4T-0P-0S-61H-50R-0F-0G-6A-15W-16C)
Prerequisite Requirement: ECON102
Content: Intermediate macroeconomics and applications. This module covers theories of income determination and employment. These are examined in the context of the analysis of goods and money markets as well as in an aggregate demand/aggregate supply framework. Fiscal and monetary policies and their impact on output, employment and prices are analysed, as are trade-offs between inflation and unemployment. Key macroeconomic issues are assessed in the context of developed and developing economies.
Assessment: Class mark (50%), Examination (50%).
DP Requirement: none

Intermediate Microeconomics & Applications
ECON202 P2 W2 (39L-4T-0P-0S-61H-50R-0F-0G-6A-15W-16C)
Prerequisite Requirement: ECON101
Prerequisite Modules: ECON101
Content: Intermediate microeconomics and applications. This module covers intermediate microeconomic theory, its application to solving real-world economic problems and the analysis of policy-related issues. Traditional theories of consumer (utility) behaviour and production (output and profit optimisation) behaviour are examined. In addition, students are exposed to modern theories – such as game theory and transaction cost theory. Applications include the analysis of risk in consumption, investment and insurance decisions and the efficient allocation of resources and output under welfare economics.
Assessment: Class mark (50%), Examination (50%).
DP Requirement: none

Industrial Organisation
ECON305 W1 (39L-4T-0P-0S-61H-50R-0F-0G-6A-15W-16C)
Prerequisite Requirement: ECON202
Content: This module studies the meaning, measurement and promotion of effective competition as it has been studied in the field of industrial organisation. This requires the study of competition and monopoly. The module therefore involves the concepts and analytical methods that clarify markets and assesses the data on markets. Market structure and competition policy as it is applied in South Africa forms the nucleus of this course.
Assessment: Class mark (50%), Examination (50%).
DP Requirement: None.
***options offered at various campuses will depend on staff availability and student numbers. Details will be given each semester by the Economics 3 co-ordinators.**

Macroeconomic Policy in SA
ECON309 W2 (39L-4T-0P-0S-61H-50R-0F-0G-6A-15W-16C)
Prerequisite Requirement: ECON201
Content: The theoretical foundations of macroeconomics are used to understand the objectives of and conflicts in macroeconomic policy. The module will examine monetary policy and the S.A. financial system, as well as fiscal and budgetary policy. Open-economy macroeconomic issues will be analysed, as will the co-ordination between monetary, fiscal and balance of payments policies.
Assessment: Class mark (50%), Examination (50%).
DP Requirement: None.
***options offered at various campuses will depend on staff availability and student numbers. Details will be given each semester by the Economics 3 co-ordinators.**

Quantitative Economics
ECON314 P2 W2 (30L-10T-0P-0S-76H-40R-0F-0G-4A-15W-16C)
Prerequisite Requirement: ECON201 and ECON202

Content: This module will cover the essential elements of the application of economic theory to real-world data using the tools of mathematics and econometrics at a basic level. A brief introduction to the necessary mathematical tools lays the foundation for the estimation and interpretation of single-equation models with continuous dependent variables. The emphasis will be on practical application rather than theory.
Assessment: Class mark (50%), Examination (50%).
DP Requirement: None.
Core module

Law

Offered in the SCHOOL OF LAW

Introductory Legal Studies
LAWS1LS H1 P1 (19.5L-10T-0P-19.5S-111H-0R-0F-0G-0A-15W-16C)
Content: : Introduction to Law will provide students with a basic background to law and the legal system in South Africa. Students will acquire an understanding of: -Some legal philosophies and be able to apply these philosophies to current legal situations. -The structure of the legal system and be able to identify the correct tribunal and procedure. -The sources and classifications of South African Law. -The basic principles of criminal law and be able to apply these principles to a factual scenario.
Assessment: Formative assessment in the form of tutorial assignments and/or research skills exercises and tests contributing 40% of the final mark. The assessment will take the form of a summative assessment in the form of a 2-hour examination contributing 60% of the final mark.
DP Requirement: A mark of at least 35% derived from the completion of tests and satisfactory completion of tutorials and assignments.

Criminal Law
LAWS3CR H1, P1 (39L-4.5T-0P-0S-72.5H-40R-0F-0G-4A-15W-16C)
Content: Basic concepts of criminal liability; legality; conduct in criminal law; causation; unlawfulness, including justification grounds of defence, private defence, necessity, consent, negotiorum gestio, impossibility, official capacity, disciplinary chastisement, superior orders; other defences: entrapment, de minimis non curat lex; criminal capacity, including mental illness, age, provocation, emotional stress, intoxication; specific forms of mens rea: intention, negligence; exceptions to the mens rea requirement: versari in re illicita; strict liability; vicarious liability; inchoate offences: attempt, conspiracy, incitement; degrees of participation, including common purpose; perpetrators, co-perpetrators, accomplices and accessories after the fact.
Assessment: Class work; class tests (33,3%) and written examination (66,7%).
DP Requirement: The DP requirements are listed on the module outline.

Constitutional Law
LAWS3CS H2, P2 (39L-4.5T-0P-0S-72.5H-40R-0F-0G-4A-15W-16C)
Content: Fundamental concepts and theories of constitutional law; South African constitutional history; basic structures of the South African Constitution; the structure of states; electoral systems; the composition, powers, responsibility, and limits of the legislatures; the composition, powers, responsibility and limits of the executive; the composition, powers, responsibility and limits of the judiciary; the operational provisions of the Bill of Rights; discussion on selected Chapter 9 Institutions.
Assessment: Tests and Assignments 40%; 1x3hr exam 60%.
DP Requirement: The DP requirements are listed on the module outline.

Delict
LAWS3DL H2, P2 (39L-4.5T-0P-0S-72.5H-40R-0F-0G-4A-15W-16C)
Content: Definition of delict; theories of compensation; modern aquilian and actio injuriarum actions; defences; specific wrongs; assessment of damages; vicarious liability; joint wrongdoers; apportionment of damages; strict liability; liability for animals; product liability.
Assessment: 4 written tests or assignment- 25%; 1x3 hr exam- 75%
DP Requirement: The DP requirements are listed on the module outline.

Family Law
LAWS3FM H1, P1 (39L-4.5T-0P-0S-72.5H-40R-0F-0G-4A-15W-16C)

Content: Part A: The Law relating to marriages, including customary and religious marriages; civil-unions and cohabitative relationships: specifically engagements; legal requirements for the conclusion of a marriage/civil union; legal consequences of a marriage/civil-union;dissolution of marriages/civil-unions as well as the consequences thereof; and, the legal duties between cohabitees. Part B: Law of Parent and Child/ Care and Protection of Children: children's rights; parental rights and responsibilities; discipline and the child's right to choose; child abuse; temporary alternative care; adoption; trans-jurisdictional aspects; education.
Assessment: Tests and Assignments 30%; 1x3hr exam 70%
DP Requirement: The DP requirements are listed on the module outline.

Human Rights
LAWS2HR H1, H2, P2 (19.5L-2.5T-0P-0S-54H-0R-0F-0G-4A-15W-8C)
Content: Part one: Introduction: This section is an introduction to human rights, its covers the historical and philosophical roots of human rights and briefly shows how human rights have become part of national and international law. The regional systems of Human Rights protection is also dealt with. Part two: History of apartheid: This section deals with the history of human rights abuses and the transition to democracy in South Africa. It includes an understanding of the work of the Truth and Reconciliation Commission. Part Three: Protection of human rights: This section covers the legal protection and enforcement of human rights in South Africa. It looks at the Bill of Rights, other human rights legislation and institutions created to protect human rights.
Assessment: Test or assignments 30%; Exam 70%
DP Requirement: Attendance and participation of 80% of the lectures and 100% of the tutorials. Students have a choice of writing either one of two tests.
Module code with similar syllabus : LAWP2HR

Law of Persons
LAWS2LP H1 H2 P1 (19.5L-2.5T-0P-0S-54H-0R-0F-0G-4A-15W-8C)
Content: Legal personality (the beginning and end of legal personality); Status and capacity: Factors affecting status: domicile; gender; age (minority); extra-marital birth (legitimacy)-includes parental power and adoption of extra-marital children; artificial insemination; proof of paternity; mental illness; prodigality; and inability to manage one's own affairs.
Assessment: The students are required to write a test(s) and/or assignment(s) tests, which constitutes 30% of the final mark. In addition a final two hour exam is also written and makes up 70% of the final mark.
DP Requirement: Students are expected to write either a class test(s) and/or assignment(s), and obtain a combined total of at least 10 marks from the test(s) and/or assignment(s) and attend a minimum of 22 lectures i.e. 80% of all lectures.
Module code with similar syllabus : LAWP2LP

Legal Research Writing & Reasoning
LAWS2LR H1, H2, P1 (19.5L-2.5T-0P-0S-54H-0R-0F-0G-4A-15W-8C)
Content: Process of legal research; sources of law and categories of sources; topic analysis; different types of logical reasoning; critical reasoning; approach to answering legal problems; plagiarism; footnoting and referencing; evaluation of sources; legal writing; electronic and print resources.
Assessment: The following assessments must be completed by the student: One test weighing 50% of the total mark; Two assignment weighing 20% each; Writing portfolio weighing 10% of the total mark.
DP Requirement: The student must ensure that they attend all lectures and tutorials and complete and submit all worksheets, tasks and assignments.
Module code with similar syllabus : LAWP2LR

Interpretation of Law
LAWS2LW H1, H2, P2 (19.5L-2.5T-0P-0S-54H-0R-0F-0G-4A-15W-8C)
Content: Introduction; basic concepts and an historical overview; nature and process of interpretation; Theories of interpretation: the textual approach; the literal approach; the contextual approach; the current approach of courts; general aids to interpretation; internal and external aids; restrictive and extensive interpretation; maxims; presumptions; a critical analysis of the Interpretation Act 33 of 1957; constitutional interpretation; basic principles of constitutional interpretation.
Assessment: The methods of assessment for the module comprise the following: Test or Assignment which would constitute 30% of the semester mark and an examination of 70%.

DP Requirement: Attendance of all lectures and tutorials; Satisfactorily prepared written work and participation at tutorials; Students must obtain a year mark of at least 40%.
Module code with similar syllabus : LAWP2LW

Jurisprudence
LAWS3JP H2 P2 (39L-4.5T-0P-0S-72.5H-40R-0F-0G-4A-15W-16C)
Content: A selection of the following: Postmodernism and the law; Natural Law vs Positivism; Early Natural Law - The Greeks and Romans; Early Natural Law - Christian Natural Law; Social Contract Theory - Grotius, Locke and Rousseau; US Constitutionalism; Early Positivism - Bentham and Austin; Modern Natural Law - Lon Fuller; Modern Natural Law - John Finnis; Modern Natural Law - Patrick Devlin; Modern Natural Law - Ronald Dworkin; Modern Natural Law - South African Natural Lawyers; Modern Positivism - Hans Kelsen; Modern Positivism - Herbert Hart; Modern Positivism - South African Positivists; American Realism; Scandinavian Realism; Justice Theory - John Rawls; Justice Theory – Robert Nozick; African Jurisprudence; Critical Legal Theory – Feminist Jurisprudence; Critical Legal Theory – Karl Marx; Critical Legal Theory – Critical Legal Studies.
Assessment: A Class Mark comprising 40% of the mark, made up of the marks from two written tests, or from one written test plus a group interactive presentation. An Examination comprising 60% of the mark, consisting of written essays, or a combination of written essays plus multiple choice questions.
DP Requirement: Lecture attendance for the module is 80% of lectures. Students must obtain at least 40% for the class test.
Module code with similar syllabus : LAWP3JP

Entrepreneurship

Offered in the SCHOOL OF MAN, INFO TECH &GOV

Introduction to Entrepreneurship
ENTR2IE H2,P2,W2 (39L-15T-0P-0S-65H-10R-0F-0G-31A-15W-16C)
Prerequisite Requirement: MGNT102 or EDUN103 or FINA103
Aim: The aim of the module is to provide an introduction to the theoretical base and practical applications of the principles and concepts underlying entrepreneurship. The course explains the nature and fundamentals of entrepreneurship, how business opportunities are identified and developed into a successful business venture.
Content: Nature and fundamentals of entrepreneurship; Identification of entrepreneurial opportunities; Implementation of management functions in an entrepreneurial business; Launching and running a successful entrepreneurial venture; Growing and developing an entrepreneurial venture
Assessment:
DP Requirement: Students must obtain a class mark of at least 40%.

Human Resource Management

Offered in the SCHOOL OF MAN, INFO TECH &GOV

Introduction to HR
HRMG2HR W1 P1 (20L-0T-0P-0S-36H-20R-0F-0G-4A-15W-8C)
Prerequisite Requirement: MGNT102
Corequisite: BAgricMgt students can offer AGEC220 and AGEC270 in place of MGNT102
Aim: To give an overview of the HR functions within the organisation; to establish the spheres of responsibility of HR Management; establish practices and policies that should be carried on the personnel aspects of managerial work; to take cognisance of managerial awareness in an organisation with focus on equal employment, ethics, affirmative action, employee health and safety, grievances and labour relations; to understand the need for an ethical and fair work environment; to emphasise human resources activities such as training or recruitment; to emphasise the activities, policies, beliefs, and the general function that relates to employees; to understand the development and application of the HR planning, recruitment, selection and placement in an organisation.
Content: Introduction to HRM; Employment Law impacting on Employment Relations; Employment Equity and Diversity

Management; Job Analysis; Workforce Planning and Recruitment; Selection; Induction and Staffing Decisions; Compensation Management; Health and Safety Management; Training and Development; Performance Management.
Assessment: Tests (33%), Examination of 3 Hour Duration (67%)
DP Requirement: Students must obtain a class mark of at least 40%.

Responsible and Sustainable Mgnt Principles
MGNT2SM W1,P1,H1 (39L-15T-0P-0S-65H-15R-0F-0G-26A-15W-16C)
Prerequisite Requirement: MGNT102 or EDUN103 or FINA103
Aim: This module aims to provide an overview of the nature and fundamentals of responsible and sustainable management and leadership; the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value, critical issues relating to global and national social responsibility, governance and sustainability.
Content: Interrogating WHAT sustainability is about, and WHY it is important to think about and to understand sustainability principles and practices. Exploring HOW business enterprises can honour sustainable management principles, through sustainable management practices
Assessment: 2 Tests/ Assignments (33%). 3hr Examination (67%).
DP Requirement: Students must obtain a class mark of at least 40%.

Marketing Management

Offered in the SCHOOL OF MAN, INFO TECH &GOV

Introduction to Marketing
MARK2IM W1,P1,H1 (39L-0T-0P-0S-70H-30R-0F-15G-6A-15W-16C)
Prerequisite Requirement: MGNT102 or EDUN103 or FINA103
Corequisite: None
Aim: The main purpose of this module is to introduce learners to the theoretical foundation and practical applications that encompass marketing. It provides learners with a sound introduction to the principles and strategies related to marketing management.
Content: It includes an introduction to the marketing environment, the identification of target markets, the development of the marketing mix programmes, the introduction to marketing research and information systems, consumer behaviour and marketing management.
Assessment: Test (13%); Group assignment (20%); 3 hour Exam (67%)
DP Requirement: Students must obtain a class mark of at least 40%.

Introduction to Marketing
MARK2MK W1, P1, (26L-0T-0P-0S-48H-0R-0F-0G-6A-15W-8C)
Prerequisite Requirement: MGNT102
Corequisite: BAgricMgt students can offer AGEC220 and AGEC270 in place of MGNT102
Aim: The aim of this module is to introduce students to the conceptual and theoretical foundations underlying Marketing. It serves as a stand alone module but also as the basis for the more advanced level modules offered in the discipline.
Content: An overview of Marketing and its organisation within the business entity; Analysis of the marketing environment; Understanding consumer decision making; Marketing Information Systems and Market Research; Overview of Marketing Strategy; Segmentation, targeting and positioning; Product decisions; Marketing Channels and the role of intermediaries; Promotional Strategies and Marketing communications; Pricing Concepts; Overview of the marketing plan.
Assessment: Assignments, Tests, Projects, Presentations (33%), Exam (67%)
DP Requirement: Students must obtain a class mark of at least 40%.

Consumer Behaviour
MARK301 W1 H1 P1 (39L-0T-0P-0S-87H-30R-0F-0G-4A-15W-16C)
Prerequisite Requirement: MARK2IM and MGNT2BE
Content: Students learn how to critically examine the most important elements of the marketing environment namely, consumer markets and consumer buying behaviour. The course examines the models of consumer behaviour; the various factors that affect consumer behaviour; types of buying-decision behaviour; the buying-decision process and buying decision relative to new products and services, including consumer behaviour across international borders;

consumers and the diffusion of innovation, marketing ethics and social responsibility and consumers in their social and cultural setting.
Assessment: Test: (13%), Assignment (20%), Exam (67%)
DP Requirement: None

Marketing Communications
MARK302 W2 H2 P2 (39L-0T-0P-0S-78H-39R-0F-0G-4A-15W-16C)
Prerequisite Requirement: MARK2IM and MGNT2SM
Aim: This module aims to develop students' understanding of the theoretical foundations, strategies and decision-making processes that underlie marketing communications, an important function of marketing.
Content: The course outlines the various promotional mix tools and the steps in developing marketing communications, as well as the promotional-budgeting process used to enhance integrated marketing communications in an organization. In examining the changing communications environment, students learn about the strategies used in marketing to promote socially responsible marketing as well as techniques used to coordinate the promotion elements in order to deliver a clear, consistent and compelling message about the organization and its products.
Assessment: Tests and/or Assignments, Essays and Seminars (33%), 3hr Exam (67%)
DP Requirement: None

Marketing Research
MARK303 W1 H1 P1 (39L-0T-0P-0S-80H-20R-0F-14G-7A-15W-16C)
Prerequisite Requirement: MARK2IM and MGNT2BE
Content: Students examine the marketing research process and tools used by marketers to identify and manage marketing information effectively. Students learn to apply the principles of marketing research, which include the systematic design, collection, analysis and reporting of relevant information specific to various marketing situations faced by an organization. Special emphasis is made of how marketing research can help marketers to assess market potential and share; understand customer satisfaction and purchasing behaviour and measure the effectiveness of pricing, products, distribution and promotional activities.
Assessment: Tests and/or Assignments, Essays and Seminars (33%), 3 hour Exam (67%)
DP Requirement: None

Special Topics in Marketing
MARK305 P2 H2 W2 (39L-0T-0P-0S-65H-39R-0F-0G-17A-15W-16C)
Prerequisite Requirement: MARK2IM and MGNT2SM.
Aim: The aim of this module is to introduce learners to specialist areas and contemporary issues in Marketing.
Content: This module may include, but is not restricted to, advanced concepts, theories and principles of e-commerce and e- marketing; customer-relationship marketing; marketing ethics; knowledge management and other specialist areas in marketing such as services marketing and business-to-business marketing.
Assessment: Term mark 33% (group assignment and tests); Exam 67%
DP Requirement: None

Management

Offered in the SCHOOL OF MAN, INFO TECH &GOV

Management 120
MGNT102 P1 P2 W1 H2 (39L-15T-0P-0S-65H-10R-0F-0G-31A-15W-16C)
Aim: The aim of this module is to provide students with an introduction to the development of management theory, the management process, different levels of management and the business environment. Academic writing skills, business communication and critical thinking skills forms an important part of the module.
Content: module The module covers the following topics: Introduction and what is management; The management process today; Values, Attitudes, Emotions and Culture; Managing in the Global Environment; Values, Attitudes, Emotions and Culture: The Manager as a Person; Managing Diverse Employees in a Multicultural Environment; Managing in the Global Environment; Decision making and Entrepreneurship; Planning and Competition; Designing Organisational Structure; Control and Change; Motivation; Leadership; Effective Team Management; Governance; Writing Skills.

Assessment: Tests/Assignments (33%); 3hr Examination (67%)
DP Requirement: Students must obtain a class mark of at least 40%.

Corporate Strategy
MGNT307 W1 P1 H1 (39L-0T-0P-0S-90H-15R-0F-0G-26A-15W-17C)
Prerequisite Requirement: ENTR2IE & MGNT2SM

Aim: The module aims to enable candidates to understand and apply the strategic management process. The module focuses on the nature of strategic management and strategic direction; analysing the business environment; the different levels of strategy; the organisational alignment and how a strategy can be implemented, managed and controlled. Strategy will also be explored from entrepreneurial and responsible perspectives.
Content: The strategic management process is specifically explored as it establish company direction: vision, objectives, strategies; industry and competitive analyses; evaluating resource and competitive capabilities; strategy and competitive advantage; tailoring strategy to fit specific situations; strategy in diversified companies; building resource strengths and core competencies; managing the internal organization; and related issues are explored.
Assessment: 2 Tests/Assignments (33%), 3hr Examination (67%)
DP Requirement: None

Business Ethics
MGNT310 W2 P2 H2 (39L-0T-0P-0S-80H-15R-0F-0G-26A-15W-16C)
Prerequisite Requirement: ENTR2IE & MGNT2SM
Aim: This applied ethics module aims to expose students to the important moral issues that arise in various business contexts. While theoretical ethics (philosophy) concerns itself with the nature and validity of the moral dimension of human life, applied ethics seeks to develop philosophical theories that have specific implications for specific moral issues. The context in which we seek to find a moral compass is business. We examine the behaviour of organisations, with the objective of determining appropriate behaviour for specific circumstances and contexts
Content: An introduction to the nature of business ethics, seeking to define business ethics and interpret the concept of corporate citizenship. Classical and contemporary theories of ethics and the rationale of ethical business decision making. Corporate governance principles and practice and the environment of ethical performance reporting.
Assessment: Assignments, tests and/or projects (33%) Final examination (67%)
DP Requirement: None

Technology Management
MGNT314 W1 H1 P1 (39L-0T-0P-0S-80H-15R-0F-0G-26A-15W-16C)
Prerequisite Requirement: ENTR2IE & MGNT2SM
Aim: To provide an understanding of the specific context of the strategic management of technology in a contemporary business environment, allowing students to gain an understanding of the dynamics of technology-intensive business and to develop a knowledge and understanding of the formulation and implementation of business strategy for competitive advantage in technology-competitive environments.
Content: An introduction to technology, technological innovation and technology strategy. The management of uncertainty, and different ways to go about selecting innovation projects, ensuring that value is captured from innovation. Intellectual property protection and the importance of technical standards and collaboration in high tech industries. Creation and maintenance of competitive advantage in high technology industries, product development and the management of new product development teams..
Assessment: 2 Tests/Assignments(33%), 3hrs examination (67%)
DP Requirement: None

International Business
MGNT315 W2 H2 P2 (39L- 0T-0P-0S-94H-11R-0F-0G-16A-15W-16C)
Prerequisite Requirement: ENTR2IE & MGNT2SM
Aim: The purpose of this module is to provide students with a greater understanding of the global environment by exposing them to the theory of international business, and to develop their cultural intelligence (CQ), by focusing on global and multicultural competencies. Students are exposed to the environmental forces affecting International trade and the issues firms take into account when contemplating their product development and international market entry. National differences are explored to gain a deeper understanding of how these differences impact on international trade. In addition, students will be exposed to managerial challenges in a globalised business environment to develop their creative and critical thinking skills in an effort to generate practical suggestions to overcome these challenges or to

minimize the negative impact of these challenges on organisations.
Content: The module explores globalisation; the political-, economical- and legal systems; cultural differences; differences in economic development; Government Policy and international trade; political intervention to regulate trade and preclude national disadvantage; Foreign Direct Investment; strategy and structure in international business and international business functions
Assessment: 2 Test/Assignment (33%), 3hr examination (67%)
DP Requirement: None