COLLEGE OF HUMANITIES

HANDBOOK FOR 2026

Deputy Vice-Chancellor and Head of College
Professor N Mkhize
BAHons (Natal), MA (Iowa), PhD (Natal)

Dean and Head of School of Arts
Professor NP Hlongwa
BAHons, MA, DLitt (UDW), UPGDE (UKZN)

Dean and Head of School of Education
Professor EM Mgqwashu
BPaed, BAHons (UDW), MA (Natal) PhD (UKZN)

Dean and Head of School of Social Sciences
Professor FG Settler
BAHons (Durham), MA, PhD (UCT)

Dean: College Research
Professor V Ojong
BA (Cameroon, Buea), MA, PhD (UZ)

Dean College Teaching and Learning
Professor RGM Hoskins
BBiblHons, MIS (Natal), PhD (UKZN)

Director: College Professional Services
Mrs AS Botha
BDeg Office Admin (Technikon Natal), BTech BAdmin (DUT), MCom Leadership Studies (UKZN)

Manager: Academic Services (School of Arts)
Mrs J Whyte
BA (Unisa)

Manager: Academic Services (School of Education)
Mrs NA Ndlovu
BAdmin (UDW), BAdmin (Hons) (UNISA), MEd (UKZN)

Manager: Academic Services (School of Social Sciences)
Mr C Thomas
BSocSci, PGDip IR, PGDip HR, BAH- Ethics (Cum Laude)

CORRESPONDENCE

Postal Address:
First Floor, Francis Stock Building,
King George V Avenue, Howard
College Campus, Durban, 4041

School of Arts
Howard College
Mazisi Kunene Road,
Glenwood
Durban
University of KZN Durban
4041
Tel : 031 260-2346/7303
Email : mtembun@ukzn.ac.za
masiza@ukzn.ac.za

School of Arts
Pietermaritzburg
Private Bag X 01
Scottsville
3209
Tel : 033 260- 5540/5548
Email : mchunua@ukzn.ac.za /
chettyne@ukzn.ac.za

School of Social Sciences
Howard College
Mazisi Kunene Road,
Glenwood
Durban
University of KZN Durban
4041
Tel : 031 260- 2006
Email : pillayDH@ukzn.ac.za

School of Social Sciences
Pietermaritzburg
Private Bag X 01
Scottsville
3209
Tel : 033 260- 5007
Email : SmallD@ukzn.ac.za

School of Education
Edgewood
Private Bag X 03
Ashwood
3605
Tel : 031 260-3663
Email : reg233@ukzn.ac.za

School of Education
Pietermaritzburg
Private Bag X 01
Scottsville
3209
Tel : 033 260- 6130 /5592
Email : reg233@ukzn.ac.za

Portal links as follows:
URL: https://freshdeskportal.ukzn.ac.za/

CONTENTS

THE UKZN TRANSFORMATION CHARTER **1**
SESSIONAL DATES 2026 ..... **6**
ACADEMIC MONITORING AND EXCLUSION **23**
Calculation of Points for the Academic Performance Score (APS) **26**

GENERAL ACADEMIC RULES FOR DEGREES, DIPLOMAS AND CERTIFICATES **27**
Definitions of Terms **27**
General Rules **30**
GR1 Changes in rules 30
GR2 Degrees, diplomas and certificates 30
GR3 Approval of curricula 30
GR4 College rules 31
GR5 Application to study 31
GR6 Selection requirements 31
GR7 Selection for postgraduate studies 31
GR8 Exemption from a module 31
GR9 Registration 32
GR10 Payment of fees 33
GR11 Concurrent registration 33
GR12 Period of attendance 33
GR13 Module registration 33
GR14 Ancillary, prerequisite and corequisite requirements 33
GR15 Obsolete modules 33
GR16 Duly Performed (DP) certification 34
GR17 DP certification - right of appeal 34
GR18 Examinations 34
GR19 External examination and moderation 34
GR20 Examination scripts 34
GR21 Examination sessions 35
GR22 Supplementary examinations 35
GR23 Special examinations 35
GR24 Standard of supplementary and special examinations 36
GR25 Limitation on awarding supplementary and special examinations 36
GR26 Completion of modules 36
GR27 Pass mark 36
GR28 Completion requirements 36
GR29 Classification of results 36
GR30 Academic exclusion 36
GR31 Academic exclusion – right of appeal 37
GR32 Ethics 37
GR33 Reproduction of work 37
Rules for Bachelors Degrees **37**

BR1 Applicability 38
BR2 Criteria for admission to study 38
BR3 Periods of attendance 38
BR4 Recognition of attendance 38
BR5 Progression under conditional exemption 39
BR6 Supplementary examinations 39
BR7 Award of degree *cum laude* and *summa cum laude* 39
BR8 Deans Commendation 39
BR9 Completion of isiZulu module 40
BR10 Completion of First-Year Experience (FYE) Programme 40
BR11 Completion of the Critical Social Justice and Citizenship (CSJC) Module 40
Rules For Honours Degrees 40
HR1 Applicability 40
HR2 Criteria for admission to study 40
HR3 Attendance 40
HR4 Curriculum 40
HR5 Supplementary examinations 41
HR6 Re-examination of prescribed project 41
HR7 Progression 41
HR8 Award of degree *cum laude* and *summa cum laude* 41
Rules for Postgraduate Diplomas 42
PR1 Applicability 42
PR2 Criteria for admission to study 42
PR3 Attendance 42
PR4 Curriculum 42
PR5 Supplementary examinations 42
PR6 Re-examination of research project 42
PR7 Progression 43
PR8 Award of diploma with distinction 43
Rules for Masters Degrees by Coursework 43
CR1 Applicability 43
CR2 Criteria for admission to study 43
CR3 Recognition of examinations 43
CR4 Periods of registration 44
CR5 Recognition of attendance 44
CR6 Curriculum 44
CR7 Proposed research topic 44
CR8 Supervision 44
CR9 Supplementary examinations 45
CR10 Failed coursework modules 45
CR11 Progression 45
CR12 Submission of dissertation 45

CR13 Format of dissertation 45
CR14 Supervisor's report 45
CR15 Examination of dissertation 46
CR16 Re-examination of dissertation 46
CR17 Award of degree *cum laude* and *summa cum laude* 46
Rules for Masters Degrees by Research 47
MR1 Applicability 47
MR2 Criteria for admission to study 47
MR3 Periods of registration 47
MR4 Curriculum 47
MR5 Proposed subject of study 47
MR6 Supervision 47
MR7 Progression 48
MR8 Submission of dissertation 48
MR9 Format of dissertation 48
MR10 Supervisor's report 48
MR11 Examination 48
MR12 Re-examination of dissertation 49
MR13 Award of degree *cum laude* and *summa cum laude* 49
Rules for the Doctoral Degree by Research 49
DR1 Applicability 49
DR2 Criteria for admission to study 49
DR3 Periods of registration 49
DR4 Curriculum 49
DR5 Proposed subject of study 50
DR6 Supervision 50
DR7 Progression 50
DR8 Submission of thesis 50
DR9 Format of thesis 50
DR10 Supervisor's report 51
DR11 Examination 51
DR12 Defence of thesis 51
DR13 Re-examination of thesis 51
Rules for Senior (Unsupervised) Doctoral Degrees 51
DS1 Applicability 51
DS2 Criteria for admission 51
DS3 Period of registration 52
DS4 Subject of study 52
DS5 Submission of thesis 52
DS6 Format of thesis 52
DS7 Assessment 52
CD1 Applicability 53
CD2 Admission 53

CD3 Award of Certificate or Diploma with distinction 53

COMMUNICATION PROTOCOL FOR ADDRESSING STUDENT GRIEVANCES 54
OUTLINE OF MEASURES TO BE TAKEN IN RESOLVING GRIEVANCES 55

STAFF OF THE COLLEGE OF HUMANITIES 56

COLLEGE OF HUMANITIES ACADEMIC RULES 70
THE SCHOOL OF ARTS 78
THE SCHOOL OF SOCIAL SCIENCES 162
THE SCHOOL OF SCHOOL OF EDUCATION 255

SYLLABI 343
Academic Communication Studies 343
Art History 343
Anthropology 345
Applied Language Studies 348
Basic Numeracy 348
Biblical Languages 349
Biblical Studies 349
Classical Civilisation 351
Greek 353
Latin 354
Classics Honours 356
Culture and Heritage Tourism 357
Community Development 361
Criminology and Forensic Studies 366
Development Studies and Population Studies 369
Digital Arts 380
Drama and Performance Studies 383
Economic History and Development Studies 387
Education 389
Offered in the School of Education 389
English Language Studies 497
English Literature Studies 498
Ethics Studies 500
Fine Arts 504
French 506
Gender Studies 509
Geography and Environmental Management 509
Offered in the School of Social Sciences 509
Government, Business and Ethics 514
History 514

Housing 516
Industrial, Organisational, and Labour Studies 522
International Relations 525
Kiswahili 526
Library and Information Studies 526
Linguistics 531
Music 537
Philosophy 550
Policy and Development Studies 553
Political Science 555
Psychology 559
Religion 573
Religion and Social Transformation 576
Sociology 577
Social Work 581
Theology 584
Town Planning 590
IsiZulu 593
MODULES FROM OTHER COLLEGES 597
In the College of Agriculture Engineering and Science 597
In the College of Law and Management Studies 602

THE UKZN TRANSFORMATION CHARTER

(Approved by Council on 3 December 2010)

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:

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

- 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:
  (i) Human dignity, the achievement of equality and the advancement of human rights and freedoms; and
  (ii) 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

- The staff profile of the University at all occupational levels will reflect the demographics of our province and country;
- Gender equity within the management levels of the University will be ensured, and women will be adequately represented in all management structures;
- 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;
- Mentorship programmes that develop, support and nurture black and female academic staff members will be provided;
- 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

- Social cohesion will be valued and promoted through engagement and understanding, tolerance and respect for diversity in all its forms;
- Every individual will be encouraged to promote social interaction among diverse social groupings, whether among or between staff and students;
- 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;
- Processes will be devised in such a way as to break a code of silence around instances of discrimination in any form;
- Structures and procedures for problem-solving and dispute resolution will be strengthened to handle grievances in a fair and constructive manner;
- 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;
- 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

- Good corporate governance will be ensured through commitment to democratic representation, devolution, consultation, accountability and transparency;
- Governance, leadership and management will be practiced in a manner that encourages and facilitates positive, proactive, and continuous institutional transformation;

- 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

- Every individual whether student or staff is a valued member of the University community, and each voice will have the right to be heard;
- Ongoing debate and dialogue on all aspects of transformation and organisational culture will be fostered;
- 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;
- These engagements will be conducted according to commonly developed "rules of debate" appropriate to a university that espouses critical thinking and well-founded argument;
- 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;
- 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

- All members of the University community will understand the meaning of transformation and accept individual and collective responsibility for its advancement;
- Leaders within all stakeholder groupings will play a critical role in advancing the transformation agenda;
- Leaders will develop a shared understanding of transformational leadership behaviour, and practice it;
- 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;
- 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;
- 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;
- 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

(Approved by Senate on 12 November 2008)

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 2026

HOWARD COLLEGE, PIETERMARITZBURG AND WESTVILLE CAMPUSES

FIRST SEMESTER : Monday, 09 February – Thursday, 25 June
EASTER VACATION : Saturday, 28 March – Monday, 06 April (inclusive)
WINTER VACATION : Friday, 26 June – Sunday, 19 July (inclusive)
SECOND SEMESTER : Monday, 20 July – Tuesday, 01 December
MID-TERM BREAK : Saturday, 19 September – Sunday, 27 September (inclusive)

	Thur, 01 – Fri, 02 Jan	*Thur, 01 Jan*	*New Year's Day (Public holiday)*
		Fri, 02 Jan	University Holiday
	Mon, 05 – Fri, 09 Jan	Mon, 05 Jan	University opens
		Tue, 06 Jan	Remote online registration opens for returning students. Schools to communicate dates for individual programmes on a per programme basis, including FTEN students.
		Fri, 09 Jan	Deadline for submission of applications for re-marks of those modules with formal sit-down examinations in Semester 2, 2025
			Deadline for submission of undergraduate readmission applications for potential readmission into Semester 1, 2026
	Sun, 11 – Fri, 16 Jan	Sun, 11 Jan	Release of NSC results by the DBE (provisional date)
		Wed, 14 Jan	Deadline for submission of exclusion appeals from Undergraduate, Honours and PG Dip students
			Deadline for submission of re-registration appeals to School Higher Degree offices for Masters and Doctoral students
		Fri, 16 Jan	Deadline for submission of applications to be submitted for Senate Concessionary Special Examinations (SCSEs) as per GR 23 (b)
	Mon, 19 – Fri, 23 Jan	Fri, 23 Jan	School Higher Degree Committees to consider re-registration appeals from Masters and Doctoral students, for recommendation to CAAB

	Mon, 26 Jan – Sat, 31 Jan	Mon, 26 Jan	CAECOM meetings
		Mon, 26 -Thu, 29 Jan	SCSEs week (Schools to arrange for students with a maximum of 2 modules outstanding, having been registered for the modules in 2025)
		Fri, 30 Jan	Residences open for registered (both academic and residence registered) students
		Fri, 30 Jan – Wed, 04 Feb	Marking of SCSEs and release of results
		Sat, 31 Jan	Online Parents Day (to be confirmed)
	Mon, 02 – Sat, 07 Feb	Mon, 02 – Sat, 07 Feb	Dedicated remote online registration week and orientation for First Time Entering Undergraduate (FTEN) students
		Tue, 03 Feb – Wed, 04 Feb	AEACOM meeting (Wednesday, 4 February to be used only if needed)
		Thu, 05 Feb	For higher degrees students: Deadline for submission of bound/final examination copies with respect to any intention to submit received in Semester 2, 2025 without having to register for Semester 1, 2026
		Fri, 06 Feb	Deadline for payment of minimum fee required for registration

SEMESTER 1:			
1	Mon, 09 – Fri, 13 Feb	Mon, 09 Feb	First semester and lectures commence
		Fri, 13 Feb	Deadline for submission of curriculum change requests
			Deadline for submission of requests for extended DPs for those modules that had DPs in 2025
			Deadline for first semester academic registration
2	Mon, 16 – Fri, 20 Feb		
3	Mon, 23 – Fri, 27 Feb		
4	Mon, 02 – Fri, 06 Mar		

5	Mon, 09 – Fri, 13 Mar	Fri, 13 Mar	Final date for capturing graduation decisions onto ITS (Bachelors, Honours, Diplomas and Certificates)
6	Mon, 16 – Fri, 20 Mar	Thur, 19 Mar	*Eid ul Fitr* (provisional date) (condoned day of absence)
7	Mon, 23 – Fri, 27 Mar	Fri, 27 Mar	Lectures end
			Deadline for withdrawal from a module and for withdrawal from the University (Semester 1)
	Sat, 28 Mar – Mon, 6 Apr	**EASTER VACATION: STUDENT MID-TERM BREAK**	
	Mon, 30 Mar – Fri, 03 Apr	Fri, 03 Apr	*Good Friday (Public Holiday)*
8	Mon, 06 – Fri, 10 Apr	Mon, 06 Apr	*Family day (Public holiday)*
		Tue, 07 Apr	Lectures resume
			Final date for capturing graduation decisions onto ITS (Masters and Doctoral Students)
			Final timetable for main and supplementary examinations released
			Tuesday, 7 April follows a Friday timetable (compensatory timetable day)
9	Mon, 13 – Fri, 17 Apr	Wed, 15 Apr	Wednesday, 15 April follows a Monday timetable (compensatory timetable day)
10	Mon, 20 – Fri, 24 Apr		
11	Mon, 27 Apr – Fri, 1 May	*Mon, 27 Apr*	*Freedom Day (Public Holiday)*
		Fri, 01 May	*Workers' Day (Public Holiday)*
12	Mon, 04 – Sat, 09 May	Mon, 04 – Sat, 09 May	*Graduation ceremonies (Westville)*
13	Mon, 11 – Sat, 16 May	Mon, 11 – Sat, 16 May	*Graduation ceremonies (Westville)*
		Fri, 15 May	DP refusals to be published for those modules with formal sit-down examinations
14	Mon, 18 – Fri, 22 May	Tue, 19 May	Lectures end for those modules with formal sit-down examinations. Lectures continue for

			those modules taught online and/or with continuous assessment
		Wed, 20 May @ 16h30	Deadline for submission of DP refusal appeals to School offices for those modules with formal sit-down examinations
	Mon, 25 – Sat, 30 May	Mon, 25 May	First semester main examinations commence (including Saturdays) for those modules with formal sit-down examinations
		Wed, 27 May	*Eid al-Adha (provisional date).* (No examinations)
	Mon, 01 – Sat, 06 Jun	Mon, 01 – Sat, 06 Jun	First semester main examinations continue
	Mon, 08 – Sat, 13 Jun	Wed, 10 Jun	First semester main examinations end for those modules with formal sit-down examinations
		Thu, 11 – Wed, 17 Jun	Break between examinations for those modules with formal sit-down examinations
	Mon, 15 – Sat, 20 Jun	*Tue, 16 Jun*	*Youth day (Public holiday)*
		Thu, 18 Jun	First semester supplementary examinations commence (including Saturday) for those modules with formal sit-down examinations
		Fri, 19 Jun	Semester 1 lectures end for all modules taught online including all continuous assessment opportunities
	Mon, 22 – Fri, 26 Jun	Thu, 25 Jun	First semester supplementary examinations end
			First semester ends for all students
		Fri, 26 Jun	Deadline for submission of readmission applications for potential readmission into Semester 2, 2026
			All residences to be vacated by 16h00 on 26 June 2026

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

- Teaching days: Monday 13 , Tuesday 13 , Wednesday 12 , Thursday 13 , Friday 13 : **64 days**
- Compensatory days: Tuesday, 7 April follows a Friday timetable; Wednesday, 15 April follows a Monday timetable
- Study leave: 5 days; Main Examinations: 14 days; Supplementary Exams: 7 days

Fri, 26 Jun – Sun, 19 Jul	**MID-YEAR BREAK (Winter Vacation)**

SEMESTER 2:			
	Mon, 29 Jun – Fri, 03 Jul	Wed, 01 Jul	Supplementary exam marks for formal sit-down examinations and all continuous assessment marks from Semester 1, 2026 to be captured on SMS by 12h00
	Mon, 06 – Fri, 10 Jul	Wed, 08 Jul	School Examination Boards
		Thur, 09 Jul	*Release of results at 00h01*
	Mon, 13 – Fri, 17 Jul	Mon, 13 Jul	Second semester registration commences
		Thu, 16 Jul	For higher degrees students: Final date for submission of bound examination copies with respect to any intention to submit received in Semester 1, 2026, without having to register for Semester 2, 2026
			Deadline for submission of exclusion appeals
		Fri, 17 Jul	Deadline for submission of applications for re-marks for those modules with formal sit-down examinations in Semester 1, 2026
			Residences open for registered students
1	Mon, 20 – Fri, 24 Jul	Mon, 20 Jul	Second semester and lectures commence CAECOM meetings
		Fri, 24 Jul	AEACOM meeting
2	Mon, 27 Jul – Fri, 31 Jul	Fri, 31 Jul	Deadline for submission of curriculum change requests
			Deadline for submission of requests for extended DPs for those modules that had DPs in Semester 2, 2025
			Deadline for minimum fee payment required for registration
			Final date for second semester academic registration
3	Mon, 03 – Fri, 07 Aug		
4	Mon, 10 – Fri, 14 Aug	*Mon, 10 Aug*	*Public holiday in lieu of Sunday, 9 August: National Women's Day*

		Fri, 14 Aug	Final date for capturing graduation decisions onto ITS (Bachelors, Honours, Diplomas and Certificates)
5	Mon, 17 – Fri, 21 Aug	Tue, 18 Aug	Tuesday, 18 August follows a Monday timetable (compensatory day)
6	Mon, 24 - Fri, 28 Aug	Fri, 28 Aug	Final date for capturing graduation decisions onto ITS (Masters and Doctoral Students)
7	Mon, 31 Aug – Fri, 04 Sep	Fri, 04 Sep	Deadline for withdrawal from a module and for withdrawal from the University (Semester 2)
8	Mon, 07 – Fri, 11 Sep	Fri, 11 Sep	Final timetable for main and supplementary examinations released
9	Mon, 14 – Fri, 18 Sep	Mon, 14 - Fri, 18 Sep	*Spring graduation ceremonies (Westville)*
		Fri, 18 Sep	Lectures end
	Sat, 19 – Sun, 27 Sep	**STUDENT MID-TERM BREAK**	
	Mon, 21 – Fri, 25 Sep	*Thu, 24 Sep*	*Heritage Day (Public holiday)*
10	Mon, 28 Sep – Fri, 02 Oct	Mon, 28 Sep	Lectures resume
11	Mon, 05 – Fri, 09 Oct		
12	Mon, 12 – Fri, 16 Oct		
13	Mon, 19 – Fri, 23 Oct		
14	Mon, 26 – Fri, 30 Oct	Mon, 26 Oct	DP refusals to be published for those modules with formal sit-down examinations
		Tue, 27 Oct	Lectures end for those modules with formal sit-down examinations. Lectures continue for modules taught online and/or assessed by continuous assessment
		Thu, 29 Oct	Deadline for submission of DP refusal appeals to School offices for those modules with formal sit-down examinations
	Mon, 02 – Sat, 07 Nov	Mon, 02 Nov	Second semester main examinations commence (including Saturdays) for those modules with formal sit-down examinations
	Mon, 09 – Sat, 14 Nov	Mon, 09 – Sat, 14 Nov	Second semester main examinations continue

	Mon, 16 – Fri, 20 Nov	Tue, 17 Nov	Main Examinations end for those modules with formal sit-down examinations
		Wed, 18 – Mon, 23 Nov	Break between examinations for those modules with formal sit-down examinations
	Mon, 23 – Sat, 28 Nov	Tue, 24 Nov	Second semester supplementary examinations commence for those modules with formal sit-down examinations
		Fri, 27 Nov	Deadline for submission of theses/dissertations to the School/College higher degrees offices for possible May 2027 graduation
			Semester 2 lectures end for all modules taught online including all continuous assessment opportunities
	Mon, 30 Nov – Fri, 04 Dec	Tue, 01 Dec	Second semester supplementary examinations end for those modules with formal sit-down examinations
			Second semester ends for all students
		Wed, 02 Dec	All residences to be vacated by 16h00 on Wednesday, 2 December 2026.

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: Tuesday, 18 August follows a Monday timetable
- Study leave: 5 days; Main Examinations: 14 days; Supplementary Exams: 7 days

YEAR-END BREAK:			
	Mon, 07 – Fri, 11 Dec	Wed, 09 Dec	Supplementary exam marks for formal sit-down examinations and all continuous assessment marks from Semester 2, 2026 to be to be captured on SMS by 12h00
	Mon, 14 – Sat, 19 Dec	*Wed, 16 Dec*	*Day of Reconciliation (Public holiday)*
		Fri, 18 Dec	School Examination Boards
		Sat, 19 Dec	Release of results at 00h01
	Mon, 21 – Thu, 24 Dec	Thu, 24 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.
- PGDip(Acc) : Dates will vary from the above and be published separately by the School concerned.
- All Bachelor of Nursing students are required to attend clinical training and community work during vacations in the year from the 01 January 2026 until 31 December 2026.
- 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 2026

SCHOOL OF EDUCATION

FIRST SEMESTER : Monday, 09 February – Thursday, 25 June
EASTER VACATION : Saturday, 28 March – Monday, 06 April (inclusive)
WINTER VACATION : Friday, 26 June – Sunday, 19 July (inclusive)
SECOND SEMESTER : Monday, 20 July – Tuesday, 01 December
MID-TERM BREAK : Saturday, 19 September – Sunday, 27 September (inclusive)

	Thur, 01 – Fri, 02 Jan	*Thur, 01 Jan*	*New Year's Day (Public holiday)*
		Fri, 02 Jan	University Holiday
	Mon, 05 – Fri, 09 Jan	Mon, 05 Jan	University opens
		Tue, 06 Jan	Remote online registration opens for returning students. Schools to communicate dates for individual programmes on a per programme basis, including FTEN students.
		Fri, 09 Jan	Deadline for submission of applications for re-marks of those modules with formal sit-down examinations in Semester 2, 2025
			Deadline for submission of undergraduate readmission applications for potential readmission into Semester 1, 2026
	Sun, 11 – Fri, 16 Jan	Sun, 11 Jan	Release of NSC results by the DBE (provisional date)
		Wed, 14 Jan	Deadline for submission of exclusion appeals from Undergraduate, Honours and PG Dip students
			Deadline for submission of re-registration appeals to School Higher Degree offices for Masters and Doctoral students
			Public Schools Open
		Fri, 16 Jan	Deadline for submission of applications to be submitted for Senate Concessionary Special Examinations (SCSEs) as per GR 23 (b)
	Mon, 19 – Fri, 23 Jan	Mon, 19 Jan	PGCE EDTP611 Additional TP Commence
			PGCE EDTP612 Additional TP Commence

		Fri, 23 Jan	School Higher Degree Committees to consider re-registration appeals from Masters and Doctoral students, for recommendation to CAAB
	Mon, 26 Jan – Sat, 31 Jan	Mon, 26 Jan	CAECOM meetings
		Mon, 26 -Thu, 29 Jan	SCSEs week (Schools to arrange for students with a maximum of 2 modules outstanding, having been registered for the modules in 2025)
		Fri, 30 Jan	Residences open for registered (both academic and residence registered) students
		Fri, 30 Jan – Wed, 04 Feb	Marking of SCSEs and release of results
		Sat, 31 Jan	Online Parents Day (to be confirmed)
	Mon, 02 – Sat, 07 Feb	Mon, 02 – Sat, 07 Feb	Dedicated remote online registration week and orientation for First Time Entering Undergraduate (FTEN) students
		Tue, 03 Feb – Wed, 04 Feb	AEACOM meeting (Wednesday, 4 February to be used only if needed)
		Thu, 05 Feb	For higher degrees students: Deadline for submission of bound/final examination copies with respect to any intention to submit received in Semester 2, 2025 without having to register for Semester 1, 2026
		Fri, 06 Feb	Deadline for payment of minimum fee required for registration

SEMESTER 1:			
1	Mon, 09 – Fri, 13 Feb	Mon, 09 Feb	First semester and lectures commence
			UG 4th years EDTP430 School Experience commence
			PGCE EDTP612 Classroom Tech and Specific Skills Development commence
			UG 3rd years EDTP321nAdditional TP commence
		Fri, 13 Feb	Deadline for submission of curriculum change requests

			Deadline for submission of requests for extended DPs for those modules that had DPs in 2025
			PGCE: EDTP611 Additional TP ends
			Deadline for first semester academic registration
2	Mon, 16 – Fri, 20 Feb		
3	Mon, 23 – Fri, 27 Feb	Fri, 27 Feb	PGCE: EDTP612 Additional TP ends
4	Mon, 02 – Fri, 06 Mar	Mon, 02 Mar	AD-TVT: EDAE604 – TP Y2 commence
		Fri, 06 Mar	UG: EDTP321 Additional TP end
5	Mon, 09 – Fri, 13 Mar	Fri, 13 Mar	Final date for capturing graduation decisions onto ITS (Bachelors, Honours, Diplomas and Certificates)
6	Mon, 16 – Fri, 20 Mar	Thur, 19 Mar	*Eid ul Fitr* (provisional date) (condoned day of absence)
7	Mon, 23 – Fri, 27 Mar	Fri, 27 Mar	Lectures end
			AD-TVT: EDAE604 – TP Y2 end
			PGCE: EDTP611and SSO end
			Deadline for withdrawal from a module and for withdrawal from the University (Semester 1)
	Sat, 28 Mar – Mon, 6 Apr	**EASTER VACATION: STUDENT MID-TERM BREAK**	
	Mon, 30 Mar – Fri, 03 Apr	Fri, 03 Apr	*Good Friday (Public Holiday)*
8	Mon, 06 – Fri, 10 Apr	Mon, 06 Apr	*Family day (Public holiday)*
		Tue, 07 Apr	Lectures resume
			Final date for capturing graduation decisions onto ITS (Masters and Doctoral Students)
			Final timetable for main and supplementary examinations released
			Tuesday, 7 April follows a Friday timetable (compensatory timetable day)
			PGCE: EDTP611 School Experience commence
9	Mon, 13 – Fri, 17 Apr	Wed, 15 Apr	Wednesday, 15 April follows a Monday timetable (compensatory timetable day)
10	Mon, 20 – Fri, 24 Apr		

11	Mon, 27 Apr – Fri, 1 May	*Mon, 27 Apr*	*Freedom Day (Public Holiday)*
		Fri, 01 May	*Workers' Day (Public Holiday)*
12	Mon, 04 – Sat, 09 May	Mon, 04 – Sat, 09 May	*Graduation ceremonies (Westville)*
		Fri, 08 May	UG: 4th years EDTP430 School Experience end
			PGCE: EDTP611 School Experience end
13	Mon, 11 – Sat, 16 May	Mon, 11 – Sat, 16 May	*Graduation ceremonies (Westville)*
		Fri, 15 May	DP refusals to be published for those modules with formal sit-down examinations
14	Mon, 18 – Fri, 22 May	Tue, 19 May	Lectures end for those modules with formal sit-down examinations. Lectures continue for those modules taught online and/or with continuous assessment
		Wed, 20 May @ 16h30	Deadline for submission of DP refusal appeals to School offices for those modules with formal sit-down examinations
	Mon, 25 – Sat, 30 May	Mon, 25 May	First semester main examinations commence (including Saturdays) for those modules with formal sit-down examinations
		Wed, 27 May	*Eid al-Adha (provisional date).* (No examinations)
	Mon, 01 – Sat, 06 Jun	Mon, 01 – Sat, 06 Jun	First semester main examinations continue
	Mon, 08 – Sat, 13 Jun	Wed, 10 Jun	First semester main examinations end for those modules with formal sit-down examinations
		Thu, 11 – Wed, 17 Jun	Break between examinations for those modules with formal sit-down examinations
	Mon, 15 – Sat, 20 Jun	*Tue, 16 Jun*	*Youth day (Public holiday)*
		Thu, 18 Jun	First semester supplementary examinations commence (including Saturday) for those modules with formal sit-down examinations
		Fri, 19 Jun	Semester 1 lectures end for all modules taught online including all continuous assessment opportunities
	Mon, 22 – Fri, 26 Jun	Thu, 25 Jun	First semester supplementary examinations end
			First semester ends for all students

		Fri, 26 Jun	Deadline for submission of readmission applications for potential readmission into Semester 2, 2026
			All residences to be vacated by 16h00 on 26 June 2026

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

- Teaching days: Monday 13 , Tuesday 13 , Wednesday 12 , Thursday 13 , Friday 13 : **64 days**
- Compensatory days: Tuesday, 7 April follows a Friday timetable; Wednesday, 15 April follows a Monday timetable
- Study leave: 5 days; Main Examinations: 14 days; Supplementary Exams: 7 days

Fri, 26 Jun – Sun, 19 Jul	**MID-YEAR BREAK (Winter Vacation)**

SEMESTER 2:			
	Mon, 29 Jun – Fri, 03 Jul	Wed, 01 Jul	Supplementary exam marks for formal sit-down examinations and all continuous assessment marks from Semester 1, 2026 to be captured on SMS by 12h00
			Industrial Experience in AD-TVT: EDAE603 – TP Y2 commence
	Mon, 06 – Fri, 10 Jul	Wed, 08 Jul	School Examination Boards
		Thur, 09 Jul	*Release of results at 00h01*
			Industrial Experience in AD-TVT: EDAE603 – TP Y2 end
	Mon, 13 – Fri, 17 Jul	Mon, 13 Jul	Second semester registration commences
		Thu, 16 Jul	For higher degrees students: Final date for submission of bound examination copies with respect to any intention to submit received in Semester 1, 2026, without having to register for Semester 2, 2026
			Deadline for submission of exclusion appeals
		Fri, 17 Jul	Deadline for submission of applications for re-marks for those modules with formal sit-down examinations in Semester 1, 2026

			Residences open for registered students
1	Mon, 20 – Fri, 24 Jul	Mon, 20 Jul	Second semester and lectures commence CAECOM meetings
			AD-TVT: EDAE603 – TP Y2 commence
		Tues, 21 Jul	UG: 2nd years EDTP221- School Experience commence
			UG: 3rd years EDTP321- School Experience commence
			PGCE: EDTP612 – School Experience commence
		Fri, 24 Jul	AEACOM meeting
		Mon, 27 Jul	UG 1st year EDTP121 commence
2	Mon, 27 Jul – Fri, 31 Jul	Fri, 31 Jul	Deadline for submission of curriculum change requests
			Deadline for submission of requests for extended DPs for those modules that had DPs in Semester 2, 2025
			Deadline for minimum fee payment required for registration
			Final date for second semester academic registration
3	Mon, 03 – Fri, 07 Aug		
4	Mon, 10 – Fri, 14 Aug	*Mon, 10 Aug*	*Public holiday in lieu of Sunday, 9 August: National Women's Day*
		Fri, 14 Aug	Final date for capturing graduation decisions onto ITS (Bachelors, Honours, Diplomas and Certificates)
			UG: 2nd Years EDTP221 end
			UG: 3rd Years EDTP321 end
			AD-TVT: EDAE603 – TP Y2 end
		Mon, 17 Aug	Lectures commence for 1st, 2nd and 3rd years [BEd Student]
			Lectures commence for AD-TVT: EDAE603 - Y2
5	Mon, 17 – Fri, 21 Aug	Tue, 18 Aug	Tuesday, 18 August follows a Monday timetable (compensatory day)

		Fri, 21 Aug	Final Date for submitting curriculum change requests [1st, 2nd and 3rd years BEd and AD-TVT y2 only]
			Deadline for submission of requests for extended DPs for those modules that had DPs in Semester 2, 2025 [1st, 2nd and 3rd years BEd and AD-TVT y2 only]
			Deadline for minimum fee payment required for registration [1st, 2nd and 3rd years BEd and AD-TVT y2 only]
			Final date for second semester academic registration [1st, 2nd and 3rd years BEd and AD-TVT y2 only]
6	Mon, 24 - Fri, 28 Aug	Fri, 28 Aug	Final date for capturing graduation decisions onto ITS (Masters and Doctoral Students)
			PGCE: EDTP612 end
7	Mon, 31 Aug – Fri, 04 Sep	Mon, 31 Aug	Lectures commence for the PGCE [Edgwd & PMB]
		Fri, 04 Sep	Deadline for withdrawal from a module and for withdrawal from the University (Semester 2)
			Final Date for submitting curriculum change requests [PGCE Only]
			Deadline for submission of requests for extended DPs for those modules that had DPs in Semester 2, 2025 [PGCE Only]
			Deadline for minimum fee payment required for registration [PGCE Only]
			Final date for second semester academic registration [PGCE Only]
8	Mon, 07 – Fri, 11 Sep	Fri, 11 Sep	Final timetable for main and supplementary examinations released
9	Mon, 14 – Fri, 18 Sep	Mon, 14 - Fri, 18 Sep	*Spring graduation ceremonies (Westville)*
		Fri, 18 Sep	Lectures end
	Sat, 19 – Sun, 27 Sep	**STUDENT MID-TERM BREAK**	

	Mon, 21 – Fri, 25 Sep	*Thu, 24 Sep*	*Heritage Day (Public holiday)*
10	Mon, 28 Sep – Fri, 02 Oct	Mon, 28 Sep	Lectures resume
11	Mon, 05 – Fri, 09 Oct		
12	Mon, 12 – Fri, 16 Oct		
13	Mon, 19 – Fri, 23 Oct		
14	Mon, 26 – Fri, 30 Oct	Mon, 26 Oct	DP refusals to be published for those modules with formal sit-down examinations
		Tue, 27 Oct	Lectures end for those modules with formal sit-down examinations. Lectures continue for modules taught online and/or assessed by continuous assessment
		Thu, 29 Oct	Deadline for submission of DP refusal appeals to School offices for those modules with formal sit-down examinations
			UG: 1st year EDTP121 End
	Mon, 02 – Sat, 07 Nov	Mon, 02 Nov	Second semester main examinations commence (including Saturdays) for those modules with formal sit-down examinations
	Mon, 09 – Sat, 14 Nov	Mon, 09 – Sat, 14 Nov	Second semester main examinations continue
	Mon, 16 – Fri, 20 Nov	Tue, 17 Nov	Main Examinations end for those modules with formal sit-down examinations
		Wed, 18 – Mon, 23 Nov	Break between examinations for those modules with formal sit-down examinations
	Mon, 23 – Sat, 28 Nov	Tue, 24 Nov	Second semester supplementary examinations commence for those modules with formal sit-down examinations
		Fri, 27 Nov	Deadline for submission of theses/dissertations to the School/College higher degrees offices for possible May 2027 graduation
			Semester 2 lectures end for all modules taught online including all continuous assessment opportunities
	Mon, 30 Nov – Fri, 04 Dec	Tue, 01 Dec	Second semester supplementary examinations end for those modules with formal sit-down examinations

			Second semester ends for all students
		Wed, 02 Dec	All residences to be vacated by 16h00 on Wednesday, 2 December 2026.

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: Tuesday, 18 August follows a Monday timetable
- Study leave: 5 days; Main Examinations: 14 days; Supplementary Exams: 7 days

YEAR-END BREAK:			
	Mon, 07 – Fri, 11 Dec	Wed, 09 Dec	Supplementary exam marks for formal sit-down examinations and all continuous assessment marks from Semester 2, 2026 to be to be captured on SMS by 12h00
	Mon, 14 – Sat, 19 Dec	*Wed, 16 Dec*	*Day of Reconciliation (Public holiday)*
		Fri, 18 Dec	School Examination Boards
		Sat, 19 Dec	Release of results at 00h01
	Mon, 21 – Thu, 24 Dec	Thu, 24 Dec	University Offices close at 12h00

PLEASE NOTE:

- 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 for both the School of Medicine and the School of Education will be published separately.
- PGDip(Acc) : Dates will vary from the above and be published separately by the School concerned.
- All Bachelor of Nursing students are required to attend clinical training and community work during vacations in the year from the 01 January 2026 until 31 December 2026.

ACADEMIC MONITORING AND EXCLUSION

INFORMATION for STUDENTS

INTRODUCTION

The regulatory documents: Academic Monitoring & Support Policy, and Procedures for Exclusion, apply to all students registered for qualifications across all Colleges. Relevant extracts from these documents are included below for the information of students.

Academic Monitoring and Support:

Early and on-going recording and monitoring of student performance can enable the prediction and detection of a decline in academic performance or of student distress. This will allow appropriate interventions to be timeously implemented in order to avert module failure and student drop-out while improving throughput and completion rates.

Students have the responsibility of committing themselves fully to their studies; monitoring their performance in their studies; responding to feedback by performing the prescribed remedial and corrective action; and utilising all the available resources (academic counselling, academic support as well as career and personal counselling) to successfully complete their studies, preferably in the minimum time for their qualification but not exceeding the maximum time allowed.

Student performance will be evaluated based on their academic performance starting from the first of the series of the assessments that form part of the ongoing assessment. These assessments will be used to identify and predict academic risk as early as possible so that interventions can be initiated (intra-module evaluation). At the end of each semester, student performance will be re-assessed based on both progression and performance (inter-module evaluation). The inter-module evaluation categories are “exceptional performance”, “good academic standing”, “at risk” and “underperforming” and these are used to determine whether any curriculum or probationary conditions are required and the extent of the support necessary in the following semester.

Students who are identified as requiring additional academic or wellness support are obliged to follow the curriculum advice given which may include limiting the credits taken per semester, suspending their studies for a period, or registering for specific modules. They are also required to attend and fully participate in any prescribed academic support or counselling activities.

Exclusion

The principal underpinning exclusion of students is that a student, having registered for a qualification, is allowed a maximum duration as per the progression rules for that qualification to obtain all the credits required. Should a student change qualification, the time already spent at university is still counted towards

the new qualification. During their studies their performance and progress will be monitored as described above, they will be offered additional support, but if for whatever reasons they are not making progress in their qualification despite the support and interventions, they will not be allowed to re-register and will be excluded.

No academically underperforming undergraduate student will be excluded from the University in their first year of study. However, if intra-module or inter-module evaluation shows them to be “at risk” they will be required to participate in additional support activities, and to go for a compulsory assessment to determine if there are distress indicators for specific academic, psychosocial and/or clinical intervention.

After three semesters, if an undergraduate student has not responded to support interventions and continues to underperform, they will be excluded from the University. A single appeal against such exclusion is permitted and there is no re-appeal if the appeal is unsuccessful and re-registration is refused.

The success of an appeal and the possible re-registration is dependent on the extent of the student’s participation in all prescribed academic and support activities and the considered prognosis for their success. The student must have participated satisfactorily in all required support interventions in order for any motivations and mitigating factors provided in the appeal documentation to be considered.

Should the appeal be successful and the student is re-registered in the same or a different College, they will be placed on final academic probation and set specific targets and conditions to be met each semester until they are back at the required progression level in their degree studies.

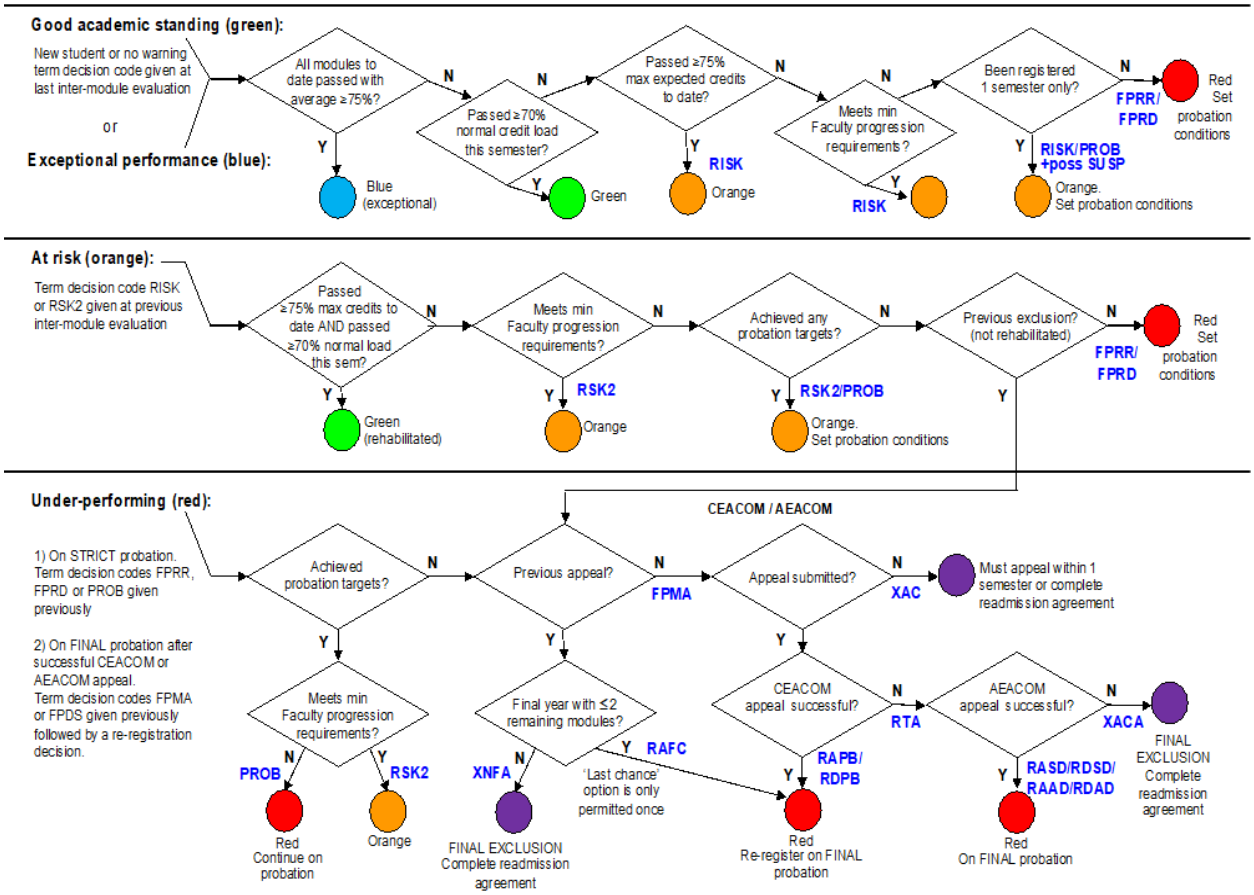
After being re-registered on final academic probation, should the student not meet these probation requirements in the subsequent semester/s while under probation, the student will again be excluded from the University, and, in terms of rule GR31, no further appeals are allowed

The implementation of the exclusion procedures is illustrated in the following flow diagram.

UNDERGRADUATE ACADEMIC PERFORMANCE FLOWCHART

(to be applied during end of semester inter-module evaluation)

(Reviewed June 2023)



Calculation of Points for the Academic Performance Score (APS)

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.

(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 applicants to study, after their acceptance 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, in person or online carried out by a student in satisfying the requirements of a module.

"**class mark**" is the composite mark generated by a student from the assessments taken during the course of the semester and which contributes to the final mark as defined in the approved syllabus. This is also known as the "semester mark" or "year mark".

"credit points" are a measure of the volume of learning required for a qualification or module, 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 which is responsible for the academic and research functions of the schools 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 a qualification as specified in the curriculum, and does not include the dissertation and/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, subject to approval.

"examination" means a formal, in person and/or online assessment, conducted within an officially designated examination session, usually invigilated and/or proctored, 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.

"re-admission" means the act by which the university admits previously registered students who have had a break in their studies, after application and approval by Senate.

"registered student" means a student who is registered to study one or more modules offered by the University. Such registration will lapse at the end of the second semester or earlier should the student cease to be registered

"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.

"re-registration" applies to postgraduate students who have exceeded the stipulated maximum time for the degree and are required to apply for re-registration to be able to continue with their studies.

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

"special examination" means an examination awarded by the Senate to a student who; (a) has not been able to attempt or complete the original examination by reason of illness or any other reason deemed sufficient by the Senate.

(b) is in their final year of study, and has a maximum of two modules, attempted in their final year, outstanding to be degree complete, following the final school exam board.

"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 following application and approval.

"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 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 a full academic record, proof of financial clearance 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 recognised university (whether a Public Higher Education Institution in the republic of South Africa, or elsewhere) or 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, where applicable, 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.

f) A former student who has any outstanding disciplinary matters remains subject to the University disciplinary rules for the purpose of resolving such outstanding matters. Such a student shall not be

permitted to re-register until all outstanding disciplinary matters have been resolved.

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:

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

GR12 Period of attendance

Every candidate for the award of 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 module co-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, in person or remotely via an electronic medium, 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

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

b) A 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.

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

a) Special aegrotat examinations: A student who has commenced and 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 aegrotat examination, during the next applicable supplementary examination session. Only the component of the examination which has not been attempted or completed shall be re-written.

b) Senate concessionary special examinations (SCSE):
After the official release of final results, a final year undergraduate student who has, in the current year, failed no more than the last 2 coursework modules that are required to complete the degree, may, on application, be awarded Senate Concessionary Special Examinations for these 2 modules. Such examinations shall be written in a specially designated examination session.

c) An application for a special examination shall be made on the prescribed form, accompanied by all relevant documentation and, in the case of (a), be 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.

d) 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) A supplementary or special aegrotat examination shall not be granted in respect of any supplementary examination awarded in terms of Rule GR22.
b) A supplementary or special aegrotat examination shall not be granted in respect of any special examination awarded in terms of Rule GR21(b) and 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:
a) credit has been obtained for all prescribed modules, including prerequisite and corequisite modules;
b) all other Senate and college requirements have been met; and
c) all monies due to the University have been paid.

GR29 Classification of results

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

Note: BR4 applies only to students who have completed part of their studies at another university or tertiary institution.

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 provided that such students shall only have the degree of Bachelor conferred if:

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 which is eight semesters, 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).

BR10 Completion of First-Year Experience (FYE) Programme

For a degree of Bachelor, a student must have successfully completed all components of the non-credit bearing First-Year Experience (FYE) programme within their first year of enrolment at the University.

BR11 Completion of the Critical Social Justice and Citizenship (CSJC) Module

For a degree of Bachelor, a student must successfully pass the approved, non-credit bearing, Critical Social Justice and Citizenship module (CSJC); or obtain exemption from the module under GR8a (competence through prior learning).

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

a) Every candidate for the award of the 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
b) 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) 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.

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

a) Every candidate for the award of 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.
b) 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 o*n 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 dissertation did not require re-examination;
   ii) 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
   iii) 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 dissertation did not require re-examination;
   ii) 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
   Iii) 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 dissertation did not require re-examination and 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 award of 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:

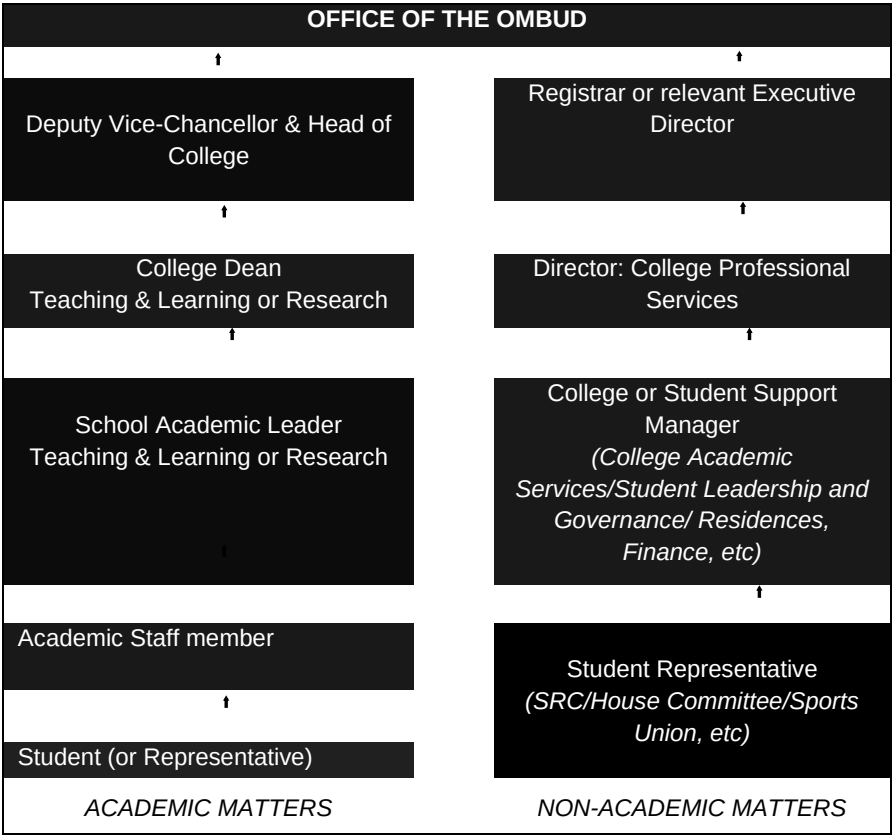


Figure 1

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.

STAFF OF THE COLLEGE OF HUMANITIES

School of Arts

Dean and Head of School
Professor NP Hlongwa
BAHons, MA, DLitt (UDW), UPGDE (UKZN)

Professors
B De Meyer *MA (Antwerp), PhD (UCT*)
K Hiralal *BPaed, BAHons, MA (UDW), PhD (Natal)*
NP Hlongwa *BAHons, MA, DLitt (UDW), UPGDE (UKZN)*
RS Kumalo *BTh, BThHons (Natal), MTh (UNISA), PhD (UKZN)*
P Narismulu *BAHons, MA, PhD (UDW)*
DJ Spurrett *BAHons, MA, PhD (Natal)*
G Vahed BAHons *(UDW), MA, PhD (Bloomington, Indiana)*
J Zeller *Staatsexamen, PhD (Frankfurt)*
NS Zulu BA *(University of the North). BAHons (UNISA), MA (Durham), MA. DLitt (Stellenbosch), SSTC (Tshiya) FDE (CESA)*

Associate Professors
JW Alant *BLCHons, MA (Pretoria), Licences Sciences du Language (Montpellier), PhD (Natal)*
AJ Bethke *BMus (UCT), MSM (SMU), MMus (Rhodes), MTh (UKZN), PhD (UCT), FTCL, FBS, AAGO (ChM)*
L Dyll *BA Hons, MA, PhD (UKZN)*
V Franke *MMus (UCT), DPhil (Oxon)*
S Gibson *BA Hons, MA, PhD (Lancaster), PG Certificate in Academic Practice (Surrey),*
E Govender *BA Hons (Natal), MA, PhD (UKZN)*
N Jones *BAHons (Natal), DLitt (UKZN*)
ST Masondo *BA, BAHons, MA, HDE (Secondary), PhD (UCT)*
H Moyo *DipEdu (UZ), BTh, BThHons (Natal), MTh, PhD (UKZN)*
J Ndlovu *BEdHons (Unisa), MSc (UZ), PhD (UP)*
B Okyere-Manu *BThHons, MTh (Natal), PhD (UKZN)*
FG Settler *BAHons, MA, PhD (UCT)*
LC Siwila *HDE (UNISA), BAHons, MA (Natal), PhD (UKZN)*
M Stewart *DipFA (Natal Tech), HDE, BAFA, MAFA (Natal), PhD (UKZN)*
GM Swer *BAHons (Liverpool), MA (Leeds), PhD (UKZN)*
H Tappe *MA, PhD (Hamburg)*

Senior Lecturers
KE Patrick *BAFA, HDE (Natal), DipAdEd (Natal), PhD (UKZN)*
PD Dlamini *BAHons, MA (Natal), BAHons (UNISA), PhD (UKZN)*
JL Draper *BAHons, PGCE, MAFA (UKZN), D. Phil (Oxon)*

N Gumede *BA, BAHons, MA (UZ), PhD (UKZN)*
WH Meyer *BA (Rhodes), BTh, MTh, PhD (Natal)*
T Mkhize *BAHons, MA, PhD (Rhodes)*
CL Muslim *BArts, PGDip Industrial Relations (Natal), BAHons, MA, PhD (UKZN), PGCE (Unisa)*
S Naidoo *BAHons, MA (Natal), DLitt (Stellenbosch)*
P Opondo *BS (MusEd), Hons (Duquesne), MA, PhD (Pittsburgh)*
SJ Pitcher *BAHons, MA, PhD (UKZN)*
J Rossmann *BAHons, MA, PhD (UKZN)*
C Scott *BAHons, MA (UKZN), PhD (UWC)*
RC Sivil *BAHons (UDW), MA (Natal), UPGDE, PhD (UKZN)*
E Steinmeyer *Staatsexamen, MA (Berlin), PhD (UKZN)*
MS Tshehla *BTh, BThHons, MTh, PhD (UKZN)*
M Young-Jahangeer *BAHons, MA (Natal), PhD (UKZN)*

Lecturers
PM Awezaye *Dip (DBTC), BTH, BTH Hons, BA Hons, MA, PhD (UKZN)*
S Banwari *BA, BAHons, MA (UKZN)*
M Bloem *BAHons (Natal)*
J Brzozowski *MSocSci (Natal), PhD (ANU)*
N N Buthelezi *BAFineArts, MADigitalArts (Wits)*
C Chetty *BSocSc, Hons, MA (UKZN)*
J Clare *BSocSc, Hons, MA (Natal), PhD (UKZN)*
B J Cornelius *BA (Unisa), BA Hons, MA, PhD (UKZN)*
B Dix *BAHons, MA (UKZN)*
M Dludla *BSS, BAHons, MSocSc (UKZN)*
R Gokool *BAHons (Natal), MA, PhD (Stellenbosch)*
NJ Gonsalves *BMus, MMus (Natal)*
T Hammerschlag *MA (London)*
F Jackson *BAHons, HDE (Natal), MS.Ed (Pennsylvania), PhD (UKZN)*
JA Kayat *BAHons, MA, PHD (UKZN)*
A Khala-Phiri *BA Hons (Wits), MA (Wits), PhD (UKZN)*
N King *BAHons, MA (UKZN)*
S Laltha *BAHons, MA, PhD (UKZN)*
HM Lenahan *BA, BAHons, MA (Rhodes)*
L Loots *BAHons, MA (Natal), PhD (UKZN)*
N Madlala *MA (UCT)*
M Makhanya *BAHons, MA (UKZN)*
NH Makhathini *DipMus (UKZN), MMus (SU), PhD (SU)*
D Mari *BMus, MA (Natal)*
SJ Mashiloane *DipMusPerf, BPracMus, MMus (UKZN), PhD (UKZN)*
M Mashumi *BAHons (WSU), MA (WSU)*
N Matete *BAHons, MA, PhD (UKZN)*
L Mbatha *BAHons, MA (UKZN)*
O Mbele *BAHons (UKZN), MA (UCT)*
D Mistrey *BAHons, MA (Natal), PhD (UKZN)*
PTG Mkhize, *BAHons, MBA (UDW)*

L Mkwanazi *Performance Diploma in Opera (UCT), Artist Certificate, MMus (SMU*)
T Moche *N. Dip, B-Tech (UJ), MAFA (Wits)*
N Motha *BA, BA Hons, MA (UKZN)*
N Moyikwa *BAHons, MA (UCKAR*)
Z Mpungose *BSoc, BSocHons, MA (UKZN)*
B Nene *BAHons, MA (UKZN), PhD (UKZN)*
LN Ngema *BA; BAHons, MSocSci (UKZN), PhD (UKZN)*
TR Ngcobo *BAHons, (Unisa), MA (Stellenbosch), PhD (UKZN)*
M Ngidi *BSoSc, BSocScHons, MSS (UKZN)*
A Njisane *BA, BAHons' MSocSci (UKZN)*
N Ntuli *BA, BA Hons, MA, PhD (Wits)*
NP Pewa *BAHons, MA, UED (Zululand), PhD (UKZN)*
TA Phoofolo *STD (Tshiya CoED), BA, BAHons, MA (North)*, *PhD (UKZN)*
L Prinsloo – Marcus *BEd, BAHons, MA, PhD (UKZN)*
WE Reddiar *BAVA, BAHons (UKZN), MA Digital Arts (Wits)*
C Robinson *BAHons, MA, PhD (UKZN)*
X Sakuba *BTh, MTh, PhD (UWC)*
SC Shabalala *BSocHons, PGCE, BAHons, MA, PhD (UKZN)*
N Shandu *BSS, BAHons, MA (UKZN)*
SE Shinga *STD, FDE (English UKZN), FDE (Education UP), BA Hons (Natal), MA, MBA, PhD (UKZN)*
M Sibisi *BPaed (UniZul), BAHons, PG-TIP (Unisa), PG-HRM, MA, PhD (UKZN)*
FT Sitoto *Diploma in Arabic (King Saud), MSocSc, PhD (UCT)*
A Stewart *BA, MA, PhD (UKZN)*
M Thekiso *BTh, BThHons, MTh (UKZN*)
KP Thwala *BPaed, BA Hons, MA (UDW)*
L Velapi *BAVA, BAHons, MA (UKZN)*
B Vencatsamy *BA, BAHons (UDW), MA (UKZN), PhD (UKZN)*
A Warburton *BMus (UN), MMus (UKZN), PHD (UKZN)*
M Whitaker *BAHons, MA (UCT), MA, PhD (CUNY)*
PB Zengele *BASOWK (Wits), MA T&D, PhD (UKZN)*
S Zwane *DipTh (EBSEMSA), BThHons (Natal), MTh, MA Development Studies (UKZN)*

HONORARY APPOINTMENTS

Emeritus Professors
C Ballantine *BMusHons (Wits), Mlitt (Cantab), DMus (UCT), University Fellow*
M J F Chapman *BAHons (London), MA (Natal), D Litt et Phil (Unisa), University Fellow*
SE Dangor *BAHons, MA (UDW), Higher Dip. Arabic (Riyadh), DPhil (UDW)*
AFM Ebrahim *BA (Al-Azhar), MA, PhD (Temple)*
U Jacobs *BA (Pretoria) BAHons (Unisa), MPhil, PhD (Columbia) University Fellow*
A Koopman *MA, PhD (Natal)*
DP McCracken *BAHons, DPhil (Ulster), FRHS*
B Parker *BMus (Boston), MA, PhD (Michigan)*
PK Penumala *BA (Andhra), MA (Venkatesvara), PhD (California)*
M Prozesky *BA (Rhodes), MA (Oxon), DPhil (Rhodesia)*
DL Schauffer *BAHons (Natal), MA (Leeds), PhD (Natal), IGCE (Cantab)*
L Stiebel BA *Hons, MA, PhD (Natal), HDE*
C Stobie *BAHons, MA (Natal), PhD (UKZN), UED*

RE Teer-Tomaselli *BAHons, MA (Wits), PhD (Natal), University Fellow*
KG Tomaselli *BAHons, MA, PhD (Wits), University Fellow*
AE Voss *BA Hons (Rhodes), MA, PhD (Washington), UED (CELTA)*

Senior Research Associates
A Balcomb *BSc (Natal), BA (Unisa), MA, PhD (Natal)*
J Coullie *BAHons (Natal), MA (Syracuse), PhD (Natal), HDE*
P Denis *Licentiate History (Liège), PhD (Liège), Lectorat en théologie (Dominican CEI, Lille)*
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)*
J Leeb du Toit *BAHons, MA, PHD (Witwatersrand)*
N N Mathonsi *BPead (UZ), BAHons, MA, PhD (Natal)*
A Palma *Diploma Scuola Normale Superiore, Laurea cum laude (Pisa), PhD (Indiana University)*
JA Smit *BA, BTh, LIC Theol, MTh (Stellenbosch), DLitt (UDW)*

Honorary Professors
IG Chetty *BAHons (UZ), BTh, MTh (UDW), DTh (Fuller), PhD (UZI)*
PB Decock *Cand. Class. Phil. (Leuven), MA (Natal), PhD (Rome)*
B Matolino *BAHons, MA, PhD (UKZN)*
S Rakoczy *BA (Marygrove College), MA (Fordham), PhD (Cath. Univ. America)*
GO West *BAHons, HDE (Rhodes), MA, PhD (Sheffield)*
T Wyller *MA, PhD (Oslo)*

Honorary Associate Professors
I Calder *BAFA, MAFA (Natal)*
B Konkol *BSc (Viterbo), MDiv (Luther Seminary), MTh, PhD (UKZN)*
MA Maphumulo *BA Hons, UED, BEd, MA, DLitt et Phil (Unisa)*
NS Turner *BAHons, HDE (UDW), MA, PhD (UKZN)*
C Van der Walt *BTh, MDiv, Licentiate in Theology, MTh, DTh (Stellenbosch)*

Honorary Senior Lecturers
M Lange *BA (Unisa), BA Hons (UND), MA, PhD (UKZN)*
H Matisonn *BA (Natal), BAHons, MA (UCT), MRes, PhD (LSE)*
S Mpofu *BAHons, MA (Univ Zimbabwe), PhD (UP)*
H Perdicoyianni-Paleologou *MA (Paris V), MA, PhD (Paris IV), PhD (Paris III)*
S Rudwick *MA (Munich), PhD (UKZN)*
A Sewchurran *BA Hons, MA (Natal), PhD (UKZN)*
D Wallace *BA (UCT), BThHons (Unisa), MED (Natal), PhD (UKZN)*

Honorary Lecturers
PO Aleke *BPhil (St. Joseph's Theological Institute Cedara), BTh (Tangaza College, Kenya), MPhil (Italy), PhD (UKZN)*
B Buthelezi *BThHons, Master of Laws, MTh, PhD (UKZN)*
J Calloway *BA (Tongaloo), MA (Yale), MTh, PhD (Union Theological Seminary)*

Z Dlamini *BA (Natal), BEdHons (UZ), MA, PhD (UKZN)*
HC Evans *BSHons (National University of Science and Technology, Zimbabwe), MSS, PhD (UKZN)*
W Gobbo *BA (Middlesex), STB (KUL)*
A Henriques *MTh (Natal), Lic, PhD (Rome)*
F Kibombwe *BPhil (Urbaniana), MDiv (Obl. Sch. Theol), MComArt (Univ. Incarn. Word)*
M Lewis *BA, BAHons (Melbourne), PhD (Southern Cross University)*
M Lubombo *BA (Hons) (MidSU), PG Dip Public Relations (NUST), MA, PhD (UKZN)*
MC Madondo *BPhil (Urbaniana), BAHon, BTh, MA, MCom, PhD (UKZN)*
E Comfort - Maractho *Bachelor of Development Studies (Makerere), MA (Uganda Martyrs), MA (Daystar University, Nairobi), PhD (UKZN)*
M Maraganedzha *BAHons, MA, PhD (UKZN)*
JK Mashabela *BTh (UKZN), MA, PhD (UCT)*
MR Mchunu *MSocSc, PhD (UKZN)*
K Mtata *BThHons (Natal), MA (Berlin), MTh, PhD (UKZN)*
RP Ntsimane *BThHons, MTh, PhD (UZKN)*

Honorary Research Fellows
JF Dickie *MA (Wheaton College), PhD (UKZN)*
E Durden *BAHons (Rhodes), MA (UKZN), PhD (UKZN)*
JA Draper *BAHons (Durham), BD (Rhodes), LTh (St Paul's College), PhD (Cantab), PGCertEd (Oxon)*
R Guerois *Bachelor in English Language and Literature (University of Rennes 2, France), Master in Literature and Cultural Studies (University of Rennes 2, France), Master in Linguistics (University of Paris Diderot 7, France), PhD in Linguistics (University of Lyon, France)*
W Parker *Bachelor of Journalism and Media (Rhodes), BAHons (Natal), MA, PhD (UKZN)*

School of Social Sciences

Dean and Head of School
Professor FG Settler
BAHons (Durham), MA, PhD (UCT)

Professors
S Balgobind Singh *BAHons, MA, DLitt et Phil (Unisa), UPGDE (UKZN)*
N Gopal *BAHons (Unisa), UHDE, MACrim (UDW), DEd (UKZN)*
R Hoskins *BA, AUDIS, BProc, BBiblHons, MIS (Natal), PhD (UKZN)*
J John-Langba *BSc Ed (University of Sierra Leone), MSW (Howard University, USA), MPH., PhD (University of Pittsburgh, USA)*
H H Magidimisha, *BA, MTRP (UKZN) Cert. Project Management (Boston College),PhD (UKZN)*
P Maharaj *BSocSc Hons (Natal) MSocSc (Natal), PhD (University of London)*
N Mkhize *BA Hons (Natal), MA (Iowa), PhD (Natal), Registered Counselling Psychologist*
O Mtapuri *ACIS (Zimbabwe), MBA (University of Zimbabwe), 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)*
R Sooryamoorthy *BSc, MA, PhD (Kerala)*
C Sutherland *BSc (Hons); HDE; MSc (UCT); PhD (UKZN)*

Associate Professors
PW Adebayo *BA Land Econ. (Hons); MA Housing Admin (University of Nairobi); PhD, (UKZN*
D Cartwright *BA Hons (Natal), MA (UDW), PhD (Rhodes), Registered Clinical Psychologist*
L Chipungu *BScRUPHons, MScRUP (Zimbabwe), PhD (UKZN)*
F Garaba *BA, BAHons (UniZim), MA, PhD (UKZN)*
S Khan *BAHons, MA, DPhil (UDW), BASS (SW) (Unisa) Registered Social Worker*
E N Khalema *BA; G.Ed; MEd; PhD (University of Alberta, Canada)*
C Loggia *MEng, PhD (Cagliari), PrEng (Italy*)
R Maart *MA (York), PhD (Birmingham)*
M M Masuku *PDHE; MMHE (Wits) BA (UniZul), BA (DEVS)(UniZul), MA (DEVS) (uniZul), PHD (UniZul)*
MC Matoane *BA.Ed (Univ of Venda), BSc. Hons (Medunsa), MA (Natal), D.Litt et Phil (UNISA)*
JM Muthuki *BEd (Egerton), MSocSc, PHD(UKZN)*
S Mottiar *BAHons, MA, PhD (Wits)*
K Mtshali *BA (Brandon), MA, PhD (York)*
SL Myeni *NDip (DUT), B-Tech (DUT), MA (UKZN), PhD (Manchester)*
M Ngcoya *BAHons (UNISA), PhD (American University)*
Z Nsibirwa *BA SWSA, Dip.IT, PGDIS, MIS, PhD (UKZN)*
JR Rudigi *BAHons, MA, PhD (UKZN)*
M Seedat Khan *BSocSc (Toronto), MSocSc (Natal), PhD (UKZN)*
Y Zembe-Zondi, BSocSc (UCT), BSocSc, Honors (UCT), MA (UWC), PhD (Karolinska Institutet, Sweden)

Senior Lecturers
G Boyce *BSc (UCT), BComm Hons (UND), MComm, PhD (UKZN)*
E Cebekhulu *BAdmin, BAHons, MA (UDW), LLB, LLM (UKZN) PhD (UDW),*
N Chellan *BA, BAHons, HDE, MA (UDW), PhD (UKZN)*
M Emser *BA, BAHons (UND), MA (HSB), PhD (UKZN)*
J Govender BA, *BAHons (UDW), MPA (UWC), DAdmin (UKZN)*
V Govender, *BAS (UKZN), MArch (UKZN), PRARCH PhD (UKZN)*
G Jagganath *BAHons, MA (UDW), PhD (UKZN)*
D Manicom *BSocSc, HDE (UCT), BSocScHons, MSocSc (Natal), PhD (UKZN)*
M Matse, *BA (UNISWA), Mph & PGDip (Wits), PhD (Cambridge UK)*
K Mchunu *BA (UKZN), MA (Cornell University, USA), PhD (Oxford-Brookes University, UK***)**
M Z Mdlalose *BAdmin; BAdminHons (UNIIZUL), MCommerce (UKZN), PhD (UKZN)*
MT Mgwaba *B. Comm, PG Diploma (Pers Mgt), MA Dev Studies (UND), PhD (UKZN)*
G Mkhize *BAHons (Natal), MA, PhD (Ohio)*
CN Mohamed Sayeed *BSocScHons (UND), MA (East Anglia – UK), PhD (UKZN)*
M Mthembu *BAHons (UDW), PhD (Univ of Huddersfield, UK), Registered Social Worker*
S Motloung *BSocSc (Social Work) (UCT), MSW (Clinical Practice), PhD (UKZN), Registered Social Worker*
SL Nadvi *BAHons (UDW), MA (Coventry), PhD (UKZN)*
N Ngcobo *BA (Social Work) (UDW), MSW (Family Therapy) (UKZN) PhD (UKZN), Registered Social Worker*
E Ntini *BA (UZ), Bed Hon (UNISA), Grad Cert Ed (UZ), MA (UNISA), PhD (UKZN)*
G Olasina *BA (Ilorin), MLS (Ibadan), PhD (UKZN)*
R Petrus *B. Psych (UNAM), MSocSc, PhD (UKZN), Registered Industrial Psychologist*

S Reuben *MSocSc (UCT) PhD (UKZN), Registered Industrial Psychologist*
K Pillay *BA, BAHons, MA (Natal), PhD (UKZN)*
S Rama *BA, BAHons, MA (Natal), PhD (UKZN), PGDip in Higher Education*
NV Sharpley *Dip-Theology (RBC), BA, BAHons, MA-Sociology (UNITRA), PhD Sociology (UKZN)*
B Seepamore *BA (Social Work), MA (Industrial Social Work) (Wits University), PhD (UKZN), Registered Social Worker*
N Tshishonga *BA, BA Hons (UNISA), MM-P +DM (WITS), Post-Graduate Diploma (UWC), MA (University of London), MPA (UWC), PhD (UKZN)*
S Valjee *BAHons, MA (UDW), PhD (UKZN), Registered Clinical Psychologist*
S Zibane *BA (Social Work) (UZ), BTech (TSA), MSW (Welfare Policy and Social Development), PhD (UKZN), Registered Social Worker*

Lecturers
S Bobat *BAHons, MA (Natal), Registered Clinical and Industrial Psychologist*
M Bydawell *BSS, BSSHons, MSocSc (Natal), PhD (UKZN)*
R Chetty *BA, BCrimHons (UDW), LLM (UKZN)*
B Dano *BSocSc (Social Work) (Natal), MSW (UKZN), PGDip Project Management, Registered Social Worker)*
D M Duma *STD (Amanzimtoti CoE), BA, BEdHons (Natal), LLB (UKZN) BComHons (UKZN), MA (Wits), MA(UKZN), MscURP (Natal).*
P Gwala *BSocScHons, MSocSc (UKZN)*
PN Hadebe *BSocSc, BSocScHons, MSocSc (UKZN)*
B Johnson *BAHons, MA (Natal), PhD (UKZN)*
LB Johnstone *BSocSc, BSocSc Hons, MSocSc (Industrial Psychology) (UKZN), Registered Industrial Psychologist)*
SE Kheswa *BSocSc, PGDIS, MIS, MEd (UKZN, PhD (UKZN)*
T Khumalo *BA (UDW), BAHons (Wits), MA (Wits), PhD (UKZN), Registered Counselling Psychologist*
S N Kunene *BSocWrk (UKZN), MSS (UKZN), PhD (UKZN)*
SP Lamula *BA (UFS), BSocScHons, MSocSc (UKZN)*
M Lekeka *MA Lekeka BA (Vista), BSocScHons (UCT), HED (PG Dip) (UCT), MSc (Clin Psyc) (MEDUNSA), MBA (Univ of Brighton), PhD (Sofia Univ), Registered Clinical Psychologist*
CZ Madlabana-Luthuli *BSocSc Hons (Industrial Psychology), MSocSc (Industrial Psychology), PhD (UKZN), Registered Industrial Psychologist*
M Mahlangu *BSoc Sc (Natal), PG Dip, MSoc SC (UKZN)*
L Makhaba *BAHons, MA (UDW), UED, Registered Counselling Psychologist*
M Makhoba *BSocSc, BSocScHons, MSocSc (UKZN)*
VK Maweni *BSocSc, BSocScHons, MSocSc (UKZN), PhD (UKZN)*
Z P Mbatha *B.Ed., B.A., B.A Hons (Psy.) (UNISA), MSocSc. (UKZN), PhD (UKZN)*
NM Mbhele *BSocSc, BSocScHons, MSocSc (UKZN), PhD (UKZN)*
XP Mfene *BSocSc, BSocScHons, MSocSc (UKZN), PhD in behavioral medicine (UKZN), Registered Clinical Psychologist*
NE Mlamla *BSocSc (Walter Sisulu Univ), BSocScHons, MSocSc (UKZN)*
ZWN Mncube *BSocSc, BSocSc Hons, MSocSc (UKZN), Registered Clinical Psychologist*
S Mnguni *BSocSc, BSocScHons, MSocSc (UKZN)*
N Mntambo *BSocSc, BSocScHons, MSocSc (Research Psychology) (UKZN)*
M N Moloi, *BSS GEM (UKZN), BSSH (UKZN), MSS (UKZN), PhD (UKZN)*
M Mosima *BScAgric (Unin), PgDipSc (Wits), MSc (ITC, Netherlands), MTRP (UP), AMDP (UP)*

NA Mtwentula *BA (Vista) Hons (UOFS) MA (NMMU), Registered Counselling Psychologist*
AD Munsami *BSocSc (UKZN), BAHons (UNISA), MSocSc (UKZN), PhD (UCT), Registered Research Psychologist*
J Munnik *BA (UNISA), BAHons (UWC), MA (Rhodes Univ), PhD (Fort Hare), Registered Counselor*
V Myeni *BSocSc, PGDipHRM (Natal), MHous (UKZN)*
B Mzinyane *BSOWK (UKZN), PGDip PubAdmin (UNISA), MSocSc (UKZN), Registered Social Worker*
AN Ndlazi *BA (UDW), BAHons (Transkei), MA (University of Zululand), Registered Counselling Psychologist*
Z Ndlovu *BA Hons, MA (Brandies)*
K Nene *BSowk, BSocScHons (Psychology), MSocSc (Research Psychology), MSocSc (Clinical Psychology), (UKZN), Registered Clinical Psychologist*
LP Ngubane *BSocSc, BSocScHons, MSocSc, PhD (UKZN)*
S Nomsenge *PhD (RU), MA (NMU), BSocScHons (RU), BSocSc (RU)*
D Ntlhe *BA HED (UNIN), PGDip LIS (UCT), MURP (UFS), PhD (Northwest University)*
S Ntombela *BSocSc (UKZN); MA (UKZN)*
PN Ntuli *BSW (UNISA), MSocSc (UKZN)*
B Nzimande *BSocSc, BSocScHons, MSocSc (UKZN), PhD (UKZN)*
N Nzimande *BSocSc, BScHons, MSc (UKZN), PhD (Univ.of Szeged, Hungary)*
N Nzimande *BSocSc Hons (Nata), MSocSc (Natal), MScDem (University of Wisconsin-Madison), PhD (UKZN)*
NY Nzuza *BSocSc, BSocScHons, MSocSc (UKZN), PhD (UKZN)*
N Phungula *BA (UKZN) BA Hons (UKZN) MA (UKZN) PhD (UKZN)*
M Rieker *BSocSc, BSocScHons, MSocSc (Natal)*
L Ramphabana *BSOWK (UL), MSOWK (UL), PhD (Univ of Limpopo), Registered Social Worker*
NN Sibisi *BSowk, MSocSc (UKZN), PhD (UKZN)*
K Sunjeevan *BSocSc, BSocScHons, MSocSc (UKZN)*
N Thabethe *BA (UZ), MEd, PhD (UKZN)*
B Zondi *BCommDevStud, BSocScHons (Pol & Dev.Stud), BSocScHons (Socio), MSocSc, PhD (UKZN)*
K Vermaak *BSocSc (Natal), BSocSc Hons (Natal), MSocSc (Natal), PhD (UKZN)*

Professor Emeritus
AA Adebayo *BA Land Econ. (Hons); MA Housing Admin (University of Nairobi); PhD, (UKZN)*
J Buitendach *MSocSc, PhD (RAU), Registered Industrial Psychologist*
S Collings *MSocSc, PhD (Natal), Registered Clinical Psychologist*
I Filatova *BA, MA, PhD, Senior PhD (Moscow)*
W R Guest *BAHons, MA (Natal), PhD (Natal)*
R Lawrence *BAHons (Natal), MA (UCT), MPhil (London)*
G Mare *BA, MA (Witwatersrand), BAHons, PhD (Natal)*
DP McCracken *BA Hons, DPhil, (UIster), FRHS*
N Mazibuko *BASowk (University of Zululand), BA Hons (University of Zululand), MA SocSci (UND), PhD (University of Illinois)*
A Meyer-Weitz *BAHons, MA (Unisa), MSocSci (UKZN), PhD (Maastricht), Registered Industrial Psychologist*

A Nwoye *BPhil.Hons (Bigard Memorial Seminary), PGDE (Univ of Nigeria), MEd (Univ of Nigeria), PhD (Univ of Nigeria)*

V Sewpaul *BA (Social Work), MMedSc (Social Work) (UDW), PhD (Natal), Registered Social Worker*
C Stilwell *BAHons, HDLS, MIS, PhD (Natal)*
RE Teer-Tomaselli *BAHons, MA (Wits), PhD (Natal), University Fellow*
P Thompson *BA (Virginia Military Institute), MA, PhD (Virginia)*
KG Tomaselli *BAHons, MA, PhD (Wits), University Fellow*
JB Wright *BAHons, MA (Natal), PhD (Witwatersrand)*
PM Zulu Dip in *Diagnostic Radiography (Dept of National Education, Arts and Science), BAHons, Higher Dip in Marketing and Management (UNISA) MSoc.Sc, PhD (Natal)*

Honorary Professors
P Bond *BA (Swarthmore), PhD (Johns Hopkins)*
AD Cimadamore *BA (Universidad Nacional de Rosario), MA (FLASCO-Argentina), PHD (University of Southern California)*
J du Plessis *PhD (UTAH State University)*
T Lodge *BA, B Phil & Ph D (University of York)*
P Ngulube *BAHons (Zim), MSc (Addis Ababa), PhD (Natal)*
W Olatokun *PhD (Ibadan, Nigeria)*
L Sachikonye *B.A Hons (Ahmadu Bello); MSc (Bello); PhD*
HS Simelane, *BA (U Botswana) MA Ohio University (US), PhD. University of Toronto (Canada)*
P Underwood *MBA (Cranfield), FCLIP, MInfoSc (Wales)*
C IJsselmuiden *MPH (Johns Hopkins), FFCH, DTMCH (Medunsa), MD (Erasmus, Nederlands)*
N Zeferatos *BA (State University of New York), MSc (Huxley College of Environmental Studies), Dphil (University of Washington)*
J Zelnick *MSW (University of Pittsburgh), ScD (University of Massachusetts)*

Honorary Associate Professors
J Parle *BA, BAHons, MA* (Natal) *PhD (UKZN)*
SI 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)*
A Garcia *MA (FUB, Germany), PhD (Pontifical Catholic University of Rio De Janeiro)*
E Mccandless *B.A. (University of California, Berkeley); M.Sc (London School of Economics, England); Ph.D American University, Washington D.C*
D Mindry *(Bachelor of Arts, UKZN) PhD (University of California, Irvine, USA)*
N Munro *MSocSc (Natal), PhD (UKZN), Registered Counselling Psychologist*
M Quayle *BAHons (Natal), MA, PhD (UKZN)*

Honorary Lecturers
P Dewah *BA (UZ), MSc (NUST), PhD (Univ. Of Fort Hare)*
D Du Bois *BA, BAHons, MA, UED (Natal), PhD (UKZN)*
H Humphiries *BSc, BSc Hons, MA, PhD (UKZN*
T Kwanya *BSc (Info Sc) (Moi); MA (Comm) (Nairobi), PhD (Info.Stud) (UKZN).*
M Mushunje *(Bachelor of Social Work (University of Zimbabwe) Masters in Social Work (Manchester University, UK) PhD (UKZN)*
M Stern *B.S. (Schreyer Honors College); M.A(Teachers College, Columbia University); Ph.D(Syracuse University, Cultural Foundations of Education)*

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 Hunter *BAHons (Sussex), MSocSc (Natal), PhD (Berkeley)*
M Goedhals *BAHons, MA, PhD, HDipLib (Rhodes)*
N Kumarakulasingam *BA (University of Texas)), PhD (American University)*
CR Matthias *BA (Social Work) (UDW), BA Hon Cum laude (UDW), MA Cum laude (UDW), PhD (Columbia University)*
S Naidoo *BA, BAHons, MA (UDW), PhD (UKZN), Registered Counselling Psychologist*
C Ndinda *BAHons, MSc, PhD (Natal)*
A Okem *BA, Phil (St. Josephs's Theological Institute), BSS Hons (UKZN), MSS (UKZN), PhD (UKZN)*
Z Paruk *BA (University College, Durban), BAHons (UDW), MA (UDW), PhD (UKZN)*
CJ Patel *BAHons, MA (UDW), Registered Counselling and Research Psychologist*
TM Robinson *BA (Stell), MSD (Pretoria), PhD (Stell), PhD (NWU), PhD (UCT)*
Y Sliep *BCur, MCur, PhD (RAU)*
S Willan *BA, BAHons, MA, PhD (UKZN)*
G Whitelaw *BScHons, MSc (Witwatersrand)*

School of Education

Dean and Head of School
Professor EM Mgqwashu
BPaed, BEdHons (UDW), MA (Natal) PhD (UKZN)

Professors
S Bansilal *BPaed (UDW), BScHons, MSc (UNISA), DEd (Curtin)*
D Bhana *BPaed, BEdHons (UDW). MEd, PhD (Natal)*
CA Bertram *BSocSc, HDE, BEdHons, MEd (Natal), PhD (UKZN)*
V Chikoko *CertEd, DipEdTech, BEdHons, MEd (Zimbabwe), PhD (UKZN)*
DW Govender *JSED (SCE), BCom (Unisa), BScHons (UDW), MA (Natal), PhD (UKZN)*
VM John *BAHons, MA (Natal), PhD (UKZN)*
SB Khoza *ND (UTC), NHD (S.RDTech), HDE (Natal), BEdHons, MEd (UDW), PhD (UKZN)*
SM Maistry *BPaed (UDW), BComHons (Unisa), BEdHons, MEd (Natal), PhD (UKZN)*
R Moletsane *BA, UED, BEdHons (Fort Hare), MSc, PhD (Indiana)*
EM Mgqwashu *BPaed, BEdHons (UDW), MA (Natal) PhD (UKZN)*
TP Msibi *BEd, BEdHons (UKZN), MEd (TC: Columbia), PhD (Cambridge)*
V Mudaly *BPaed (UDW), BEdHons (Unisa), MEd (UDW), DEd (UKZN)*
G Pillay *BA, UHDE (UDW), BEdHons (Unisa), MEd, DEd (UDW)*
P Ramrathan *BSc, HED (Unisa), BEdHons, MEd, DEd (UDW)*
M A Samuel *BA (Natal), HDE, BEdHons (UDW), MA (Durham), DEd (UDW)*
S Singh *BSc (UDW), HDE (UNISA), BEdHons, MEd, DEd (UDW)*
D Tefferra, *BSc (Addis Ababa University), MPhil (Stirling University, U.K), PhD (Boston College*

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)*
TT Bhengu *STD, BPaed (Zululand), BEdHons (Unisa), MEd (Zululand), DEd (UKZN)*
N Govender *BPaed, BScHons, MSc (UDW), BEdHons (Unisa), PhD (UWC)*
A James *BScHons (Natal), HDE (Unisa), MEd (UDW), PhD (UP)*
J Jarvis *BAHons (Natal), HED, MEd (Stellenbosch) PhD (North-West)*
W Hugo *BA, BEdHons, MEd (Witwatersrand), PhD (Rhodes)*
S Manik *BPaed, BAHons, MA (UDW), DEd (UKZN)*
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)*
JT Naidoo *BPaed (UDW), BEdHons, MEd (Natal), PhD (UKZN)*
AZ Ngcobo *DE, ACE, BEdHons, MEd, PhD (UKZN)*
JC Ngwenya *STD (Indumiso CoE), BA (Vista), BAHons, BCompt (Unisa), MEd, 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)*
D Sibanda *Ced (GTC, Zimbabwe), AdDipEd (London), BEdHons (Zimbabwe), MEd, PhD (UKZN)*
A Singh-Pillay *JSED (Springfield CoE), BSc (UNISA), PGDipEd, MEd, PhD (UKZN)*
T Venketsamy *BA, BEdHons, BA Hons (UNISA), MEd, DEd (UNIZULU)*

Senior Lecturers

B Campbell *BA, HDE (Natal), MEd, PhD (UKZN)*
ZHW Dube-Xaba *BPaed (UNIZULU), BEdHons, MEd (UOFS), MBA (MANCOSA), MEd, PhD (UKZN)*
W Gachie *BEdHons (Kenya), MA (Natal), MBA, PhD (UKZN)*
C Gaillard *HDE (Edgewood CoE); BEdHons; MEd (Natal), PhD (UKZN)*
RG Govender *BEd, BEd Hons, Med, PhD (UKZN)*
A Harley *BAHons (UCT), MEd, PhD (UKZN)*
D Kortjass *PTD (Indumiso CoE), BA (Zululand), BEdHons (UNISA), MEd (UKZN), PhD (UKZN)*
P Mahabeer *BEdHons (NMMU), HDE(Wits), MEd (NMMU), PhD (UKZN)*
A Mahadew *HED (Springfield CoE), FDE (UNISA), MEd, PhD (UKZN)*
LR Maharajh *BAHons (UDW), HED, BEdHons (Unisa), MEd (Natal), PhD (UKZN)*
RM Mahlomaholo *BCom Accounting (UFS), PGCE (UFS), BEdHons (UP), MBA (MANCOSA), PhD (UFS)*
MT Maposa *BA (Zimbabwe), PGCE, BEdHons, MEd, PhD (UKZN)*
M Martin *BA, HDE, BEd Hons (Natal), MEd, PhD (UKZN)*
LR Masinga *HDE (Edgewood CoE), BEdHons, MEd, PhD (UKZN).*
WT Mkhwanazi *BScHons, HDE, MSc (Natal)*
NS Mkhize-Mthembu *BEd (UP), BEdHons, MEd, PhD (UKZN)*
NP Mkhize-Mthiyane *PTD (Indumiso CoE), HDE, FDE (Natal CoE), BA (Unisa), MEd (UDW), PhD (UFS)*
L Molefe *BScEd (NUL); MPhil, PhD (UCT)*
S Moosa *BEd, BEdHons, MEd, PhD (UKZN*
PJ Mzimela *JPTD (Mpumalanga CoE), HDE (JP Studies) (Natal CoE), ACE, BEdHons, MEd, PhD (UKZN)*

ZP Nkosi *SPTD (Azalia CoE), BA, ACE (Eng) (UNISA), ACE (Leadership) (UKZN), BAHons (UNISA), MEd, PhD (UKZN*
SZ Ntshangase *DLitt et Phil, PGCE (UNISA); MA, BA-Hons, BA (UKZN)*
N Nyika *BAHons (University of Zimbabwe); MEd (University of Botswana); PhD (Wits)*
MN Nzimande *STD (Indumiso CoE); ACE (Natal), BEdHons, MEd, PhD (UKZN)*
SS Rajah *BSc (UNISA), BScHons, MSc (UDW), HED (UNISA), PhD (UKZN)*
FQB Zulu *SSTD, BPaed (UNIZULU), BEdHons, MEd, PhD (UKZN)*

Lecturers
RGL Cele*: PTD (Umbumbulu CoE); (SACOL); BEdHons, MEd, PhD (UKZN)*
SN Chundhur *BSS (UKZN), BA Hons (UNISA), PGCE, MA (UKZN)*
A D'amant *BAHons, HDE, DSE, MEd (Natal), PhD (UKZN)*
E Dowlath *HDE (SCE), BEdHons, MEd (UKZN)*
NP Gabele *BA, BEdHons, MEd (UKZN)*
B Goba *BSc, HDE (UDW), MEd (UKZN)*
M-A Good *BScHons, HDE (Natal), MEd (UKZN)*
P P Gumbi: *BA (UDW), PGCE (Edgewood), MA (Stellenbosch), PhD (UKZN)*
G Heath *BA, HDE, MCRP (UCT). PhD (Rhodes)*
M Hlabisa, *BEd, BEdHons, MEd. (UKZN).*
ZA Hlela *PTD (Indumiso CoE), ACE (Unisa), BAHons, DipAdEd (Natal), MEd, PhD (UKZN)*
LM Iyer *BEd, BEd Hons, MEd (UKZN)*
NI Jaca *STD (Tshiya), ACE, BEdHons, MEd, PhD (UP)*
V Jairam *BPaed, BAHons, MEd (UDW), PhD (UKZN)*
BP Mabaso *STD (Indumiso CoE); FDE (Natal); ACE (UKZN); ABET (Unisa), BEdHons, MEd (UKZN)*
SB Makhaba *BEd, BEdHons, MEd (UKZN)*
EP Marais *BAHons, HDE, MA (Natal)*
LL Mbatha *BA, BAHons (NATAL), HDE (UNISA), MEd PhD (UKZN)*
NP Mbatha *BA T&P, PGCE (UCT), MEd (Concordia)*
K Mbambo *BEd, BEdHons, MEd (UKZN)*
SP Mbhele *BPaed (UDW), Hons (Applied Linguistics) (NU), ABET (UNISA), M.Ed. (UKZN)*
XG Mbuyise *BSc, BScHons, MSc and PhD (UKZN)*
F Mhlongo *HDE (UN), BAccSc (UNISA), BComHons (UNISA), MCom, PhD (UKZN)*
Z Mkhabela *BEd, BEdHons, MEd (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)*
BC Mokolopeng *NDip (TUT), Fellowship Dip (Trinity College of London), MA (Wits)*
MP Moodley *JSED, FDE (SCE), BCom (Unisa), MTech (DIT)*
DF Mosina *BEd, BEdHons, MEd (UKZN)*
JB Mpanza *BPaed (Unizulu), BAHons (Pretoria), MA (Unizulu), SSTD*
A Mpungose *BSS, BSc, MSc (UKZN)*
M Mtshali *STD (Adams CoE), BPaed (Zululand), BEdHons, MEd, PhD (UKZN)*
S Ndinisa *SPTD (Mpumalanga CoE), BA, BAHons (UNIZULU), MEd (UKZN)*
BP Ndlovu *BEd (UP), BSc Hons, MSc Ed, PhD (WITS)*
SH Ngema *STD (Esikhawini CoE) ACE, BEdHons, MEd (UKZN)*
J Ramdhani *BPaed (UDW), BEd (UDW), MBA (DUT) PhD (UKZN)*

SB 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)*
L Sokhulu, *BEd, BEdHons, Med, PhD (UKZN)*
MC Van Wyk *BEdHons (Natal), MEd (UKZN)*
Z Zama *PTD (Mpumalanga CoE), ACE, ABET, BA, BEdHons (UNISA); MEd, PhD (UKZN);*
TA Zondi *BEd, BEdHons, MEd, PhD (UKZN)*
CS Zuma *BSc, BScHons, PGCE (Natal), MEd (UKZN)*
MW Zulu *BEd, BEdHons, Med, PhD (UKZN)*

HONORARY APPOINTMENTS

Emeritus Professors
J Aitchison, *BA Hons, MA (Natal), DTE (SA)*
A Muthukrishna, *BA, BEd, UED, DipSpEd (UNISA), MEd (Birmingham), MSc (Oregon), PhD (Notre Dame). Registered Educational Psychologist*
DL Schauffer *Hons (University of Natal) Masters (University of Leeds) PhD (University of Natal)*
DJ Stuart *BA(Natal), PGPTD(UCT), BAHons (UNISA), PhD (UKZN)*

Honorary Research fellow
MS Badat *B. Soc Sc (UKZN), B. Soc Sc Hons (UKZN), Certificate in Higher Education Policy (Boston, USA), PhD (York, UK)*
R Dhunpath *UDE (UDW), BA (UNISA), BEdHons, MEd, PhD (UDW), CEMT (Cambridge)*

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*)
K Pithouse-Morgan *BA, HDE, BEdHons, MEd (Natal), PhD (UKZN)*
SP Reddy *BSc (UCT), MPH (University of Massachusetts at Amherst), PhD (Maastricht University)*
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)*

Visiting Associate Professor:
XT Nguyen *BA, (Hue University) MEd, PhD (McGill University)*

Honorary Research Associate
J Quinn *BSoc, BEdHons, MEd, PhD (UKZN)*

Honorary Senior Lecturer

LB Shawa *BA (ED) (MW), MEd (SU), PhD (VUW, New Zealand)*

COLLEGE OF HUMANITIES ACADEMIC RULES

INTRODUCTION TO THE COLLEGE

The College of Humanities is the largest of the four colleges and offers programmes in the Humanities and Social Sciences. The College of Humanities programmes are offered on three campuses: Howard College campus (Durban), Edgewood campus (Pinetown, Durban) and Pietermaritzburg campus. There are three Schools in the College of Humanities: the School of Arts, the School of Education and the School of Social Sciences.

RULES FOR DEGREES AND DIPLOMAS

- **The General Academic Rules, GR1 - CD3 of the University shall, where applicable, also apply to the qualifications offered in the College by its constituent Schools.**
- **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 students admitted in 2026, or returning students re-admitted in keeping with General Academic Rule GR9 (a) – (f) in 2026, shall be admitted in keeping with these University, College, School and/or Programme rules.**

CALCULATION OF POINTS FOR THE NATIONAL SENIOR CERTIFICATE (NSC)

Calculation of Points for the Academic Performance Score (APS)

The APS for the NSC is 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 scores will be calculated from six Subjects **excluding Life Orientation**.

CALCULATION OF POINTS FOR FOREIGN QUALIFICATIONS

GUIDELINE FOR ASSESSING FOREIGN QUALIFICATION

APS	NSC %	SC HGM-Score	SC SGM-Score	HIGCSE /NSSC HL	IGCSEI GCSE NSSC OU O-Level		AS-Level & NSC percentage %	A-Level & NSC percentage %	IB HL	IB SL	KCSE
					Gr-11	Gr-12					
10									7		
9											
8	90–100%							A*= 95%	6		

8	90–100%	A		1	A		A=90%	A= 90%	5	7	A•
7	7(80–89%)	A		1	A			B=85%	5	7	A•
7	7(80-89%)	A		1	A			C=80%	5	7	A•
6	6(70-79%)	B	A	2	B		B=75%	D = 70%	4	6	A-
5	5(60- 69%)	C	B	3	C	A	C= 65%	E= 60%	3	5	B+
4	4 (50-59%)	D	C		D	B	D=55%		2	4	B, B-
3	3 (40-49%)	E	D		E	C			1	3	C•
2	2 (30-39%)	F	E		F	D/E				2	
1	1 (0-29%)	G	F		G	F/G				1	

KEY:

NSC	National Senior Certificate (completed Grade 12 in and after 2008)
SC HG	Senior Certificate Higher Grade (completed Grade 12 before 2008)
SC SG	Senior Certificate Standard Grade (completed Grade 12 before 2008)
HIGCSE	Higher International General Certificate of Secondary Education
IGCSE	International General Certificate of Secondary Education
NSSC	Namibia Senior Secondary Certificate A-Level – Advanced Level
O-Level	Ordinary Level
AS	Advanced Subsidiary Level
IB	International Baccalaureate Schools – Higher Levels (HL) & Standard Levels (SL)
KCSE	Kenyan Certificate of Secondary Education

Mathematics entry requirements

Please note:
Advanced level and International Baccalaureate – are higher than NSC Advanced Subsidiary level and Higher International General Certificate of Secondary Education – on the same level as NSC (grade 12). Ordinary level and International General Certificate of Secondary Education – only are not sufficient.

This calculated score is the minimum score required for consideration and an applicant just meeting this minimum cannot be assured of admission.

Qualifications offered in the College of Humanities

Programme Name	Approved Qualification Name	Programme Code	SAQA ID	NQF Level	School	Campus
Advanced Diploma in Adult and Community Education and Training Teaching	Advanced Diploma in Adult and Community Education and Training Teaching	AD-AET	123201	7	School of Education	PMB
Advanced Diploma in Technical and Vocational Teaching	Advanced Diploma in Technical and Vocational Teaching	AD-TVT	119978	7	School of Education	EC/ PMB
Bachelor of Arts	Bachelor of Arts	B-ART	84727	7	School of Arts	HC/PMB
Bachelor of Arts in Visual Arts	Bachelor of Arts in Visual Arts	B-AVA	81774	7	School of Arts	PMB
Bachelor of Arts (International Studies)	Bachelor of Arts	BAIST	84727	7	School of Arts	PMB
Bachelor of Arts in Philosophy, Politics and Law	Bachelor of Arts in Philosophy, Politics and Law	BAPPL	84727	7	School of Arts	HC/PMB
Bachelor of Arts in Music (Foundation)	Bachelor of Arts in Music	BAMUS4	81765	7	School of Arts	HC
Bachelor of Arts in Music	Bachelor of Arts in Music	BAMUSC	81765	7	School of Arts	HC
Bachelor of Education in Foundation Phase Teaching	Bachelor of Education in Foundation Phase Teaching	BED-FP	101507	7	School of Education	EC
Bachelor of Education in Intermediate Phase Teaching	Bachelor of Education in Intermediate Phase Teaching	BED-IP	101501	7	School of Education	EC
Bachelor of Education in Senior Phase and Further Education and Training Teaching	Bachelor of Education in Senior Phase and Further Education and Training Teaching	BED-SF	101508	7	School of Education	EC
Bachelor of Social Sciences (Augmented Curriculum)	Bachelor of Social Sciences	BSS4	84747	7	School of Social Sciences	HC/PMB
Bachelor of Social Sciences	Bachelor of Social Sciences	BSS	84747	7	School of Social Sciences	HC/PMB
Bachelor of Social Science (Government,	Bachelor of Social Science	BSSGBE	84747	7	School of Social Sciences	PMB

Business and Ethics)						
Bachelor of Social Science in Industrial & Working Life	Bachelor of Social Science in Indust & Working Life	BSSIWL	84747	7	School of Social Sciences	HC
Bachelor of Social Science (Housing)	Bachelor of Social Science	BSSHSE	84747	7	School of Social Sciences	HC
Postgraduate Certificate in Education in Senior Phase and FET Teaching	Postgraduate Certificate in Education in Senior Phase and Further Education and Training Teaching	PGSFET	101814	7	School of Education	EC/ PMB
Postgraduate Certificate in Education in Further Education and Training Teaching	Postgraduate Certificate in Education in Further Education and Training Teaching	PGFET	101817	7	School of Education	EC/ PMB
Postgraduate Diploma in African Indigenous Knowledge Systems	Postgraduate Diploma in African Indigenous Knowledge Systems	PGAIKS	111261	8	School of Social Sciences	HC/PMB
Postgraduate Diploma in Community and Development Studies	Postgraduate Diploma in Community and Development Studies	PGD-CD	110280	8	School of Social Sciences	HC
Postgraduate Diploma in Higher Education	Postgraduate Diploma in Higher Education	PGDIHE	101018	8	School of Education	EC
Postgraduate Diploma in Psychological Counselling	Postgraduate Diploma in Psychological Counselling	PGD-PS	110864	8	School of Social Sciences	PMB
Postgraduate Diploma in Records and Archives Management	Postgraduate Diploma in Records and Archives Management	PGD-RA	110878	8	School of Social Sciences	PMB
Bachelor of Arts Honours	Bachelor of Arts Honours	BAH	84746	8	School of Arts	HC/PMB
Bachelor of Education Honours (Social Sciences in Education)	Bachelor of Education Honours	BEDHSE	73012	8	School of Education	EC/ PMB
Bachelor of Education in Adult Education	Bachelor of Education in Adult Education	BEH-AE	108981	8	School of Education	PMB
Bachelor of Education Honours	Bachelor of Education Honours in Curriculum Studies	BEH-CS	108903	8	School of Education	EC/ PMB

in Curriculum Studies						
Bachelor of Education Honours in Education Leadership and Management	Bachelor of Education Honours in Education Leadership and Management	BEH-EM	108904	8	School of Education	EC/ PMB
Bachelor of Education Honours in Gender Education	Bachelor of Education Honours in Gender Education	BEH-GE	108908	8	School of Education	EC/ PMB
Bachelor of Education Honours in History Education	Bachelor of Education Honours in History Education	BEH-HS	108909	8	School of Education	EC/ PMB
Bachelor of Education Honours in Language and Media Studies	Bachelor of Education Honours in Language and Media Studies	BEH-LM	108910	8	School of Education	EC/ PMB
Bachelor of Education Honours in Science, Mathematics and Computing Education	Bachelor of Education Honours in Science, Mathematics and Computing Education	BEHSMC	121389	8	School of Education	EC/ PMB
Bachelor of Education Honours in Social Justice Education	Bachelor of Education Honours in Social Justice Education	BEH-SJ	108913	8	School of Education	EC/ PMB
Bachelor of Education in Teacher Development Studies	Bachelor of Education in Teacher Development Studies	BEH-TD	119762	8	School of Education	EC/ PMB
Bachelor of Education Honours in Technology Education	Bachelor of Education Honours in Technology Education	BEH-TE	108915	8	School of Education	EC/ PMB
Bachelor of Housing Development Honours	Bachelor of Housing Development Honours	B-HDEV	118645	8	School of Social Sciences	HC
Bachelor of Social Science Honours	Bachelor of Social Science Honours	BSSH	84748	8	School of Social Sciences	HC/PMB
Bachelor of Social Sciences Honours in Development Studies	Bachelor of Social Sciences Honours in Development Studies	BSH-DS	111411	8	School of Social Sciences	HC
Bachelor of Social Sciences Honours in Population Studies	Bachelor of Social Sciences Honours in Population Studies	BSH-PO	111450	8	School of Social Sciences	HC

Bachelor of Social Science Honours in Criminology and Forensic Studies	Bachelor of Social Science Honours in Criminology and Forensic Studies	BSSHCF	110262	8	School of Social Sciences	HC
Bachelor of Social Work	Bachelor of Social Work	BSOWK	73018	7	School of Social Sciences	HC
Bachelor of Theology Honours	Bachelor of Theology Honours	BTH-H	110300	8	School of Arts	PMB
Bachelor of Town and Regional Planning Honours	Bachelor of Town and Regional Planning Honours	BTRP-H	117983	8	School of Social Sciences	HC
Master of Arts	Master of Arts	M-ART	78362	9	School of Arts	HC/PMB
Master of Education (Curriculum Studies)	Master of Education in Curriculum Studies	MAE-CS	109482	9	School of Education	EC/ PMB
Master of Education in Higher Education Student and Professional Services	Master of Education in Higher Education Student and Professional Services	ME-HSP	109480	9	School of Education	EC
Master of Education (Higher Education Teaching and Learning)	Master of Education	ME-HT	109480	9	School of Education	EC
Master of Education (Thesis)	Master of Education	METH	109480	9	School of Education	EC/ PMB
Master of Education in Educational Leadership, Management and Policy	Master of Education in Educational Leadership, Management and Policy	ME-EMP	109483	9	School of Education	EC/ PMB
Master of Education in Social Justice Education	Master of Education in Social Justice Education	ME-SJE	109490	9	School of Education	EC/ PMB
Master of Education in Teacher Development Studies	Master of Education in Teacher Development Studies	ME-TDS	109488	9	School of Education	EC/ PMB
Master of Information Studies	Master of Information Studies	MIS	110162	9	School of Social Sciences	PMB
Master of Social Science	Master of Social Science	MSS	74128	9	School of Social Sciences	HC/PMB
Master of Social Sciences in Clinical Psychology	Master of Social Sciences in Clinical Psychology	MSS-CL	111382	9	School of Social Sciences	HC/PMB
Master of Social Sciences in	Master of Social Sciences in	MSS-CP	111382	9	School of Social Sciences	HC/PMB

Counselling Psychology	Counselling Psychology					
Master of Social Sciences in Development Studies	Master of Social Sciences in Development Studies	MSS-DV	101025	9	School of Social Sciences	HC
Master of Social Sciences in Educational Psychology	Master of Social Sciences in Educational Psychology	MSS-ED	110328	9	School of Social Sciences	HC/PMB
Master of Social Sciences in Policy and Development Studies	Master of Social Sciences in Policy and Development Studies	MSS-PD	81365	9	School of Social Sciences	HC
Master of Social Sciences in Population Studies	Master of Social Sciences in Population Studies	MSS-PO	101026	9	School of Social Sciences	HC
Master of Social Science in Research Psychology	Master of Social Science in Research Psychology	MSS-RP	110327	9	School of Social Sciences	PMB
Master of Social Science Industrial and Organisational Psychology	Master of Social Science in Industrial and Organisational Psychology	MSSIOP	110876	9	School of Social Sciences	HC
Master of Theology	Master of Theology	M-TH	109491	9	School of Social Sciences	PMB
Masters of Town and Regional Planning	Master of Town and Regional Planning	MT-RP	118291	9	School of Social Sciences	HC
Doctor of Philosophy (Education)	Doctor of Philosophy	PHED	74120	10	School of Education	EC/ PMB
Doctor of Philosophy (Arts)	Doctor of Philosophy	PHD-AR	74120	10	School of Arts	HC/PMB
Doctor of Philosophy (Human Sciences)	Doctor of Philosophy	PHHS	74120	10	School of Social Sciences	HC/PMB

SCHOOL OF ARTS

Through excellence in research, academic learning and practical skills, UKZN's School of Arts combines critical inquiry with artistic practice in ways that engage with contemporary global, African and South African contexts.

UNDERGRADUATE DEGREES OFFERED BY THE SCHOOL OF ARTS

GENERAL UNDERGRADUATE DEGREE RULES FOR THE SCHOOL

HUM-UG1 Bachelor of Arts Degree Requirements

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).

HUM-UG2 Limitations

Except with the prior permission of the College,

a) students may not register for more than 80 credit in any semester.
b) 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.

HUM-UG3 Change of Qualification

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

HUM-UG4 Minimum Academic Performance Score (APS)

The minimum Academic Performance Score (APS) does not guarantee a space in the programme.

Bachelor of Arts (B-ART)

NQF LEVEL **7**

(*Offered on Howard College and Pietermaritzburg*)

The Bachelor of Arts (General) provides students with a broad-based education in the humanities and social sciences. It is designed to foster intellectual curiosity, critical thinking and effective communication, while allowing students to explore a range of disciplines and tailor their studies to their individual interests and career

aspirations. The degree equips graduates with adaptable skills and a strong foundation for further study or for careers in diverse fields such as education, cultural industries, public service, business and the creative sector.

HUM-AUG1 Bachelor of Arts Degrees Eligibility

1. Applicants are eligible to apply for admission to the Bachelor of Arts qualifications:

a) If they have previously obtained a National Senior Certificate (NSC) Bachelors degree pass or (equivalent as defined for UKZN), requires a minimum of seven subjects, including English Home Language/First Additional Language (level 4) and Life Orientation at (Level 4), (or equivalent as defined for the College of Humanities, UKZN. Selection is based on these requirements and may include academic ranking and other criteria approved by the Senate and Council.

b) If they 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 subjects 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.

c) In addition, applicants shall be eligible to apply to register for under- graduate qualifications if they are in possession of a matriculation exemption pre-2008 with at least **32** points.

2. Bachelor of Arts Degrees Alternative Selection

a) 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. Selection under Universities South Africa Matriculation (USAF) Board 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 Exemption (pre-2008) (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.

b) Applicants applying for admission from **other Higher Education Institutions**

i. Students who do not meet UKZN's entry requirements in terms of APS score but have successfully completed a year or more of study at a higher education institute may be considered for admission to programmes in a related field at UKZN provided they have demonstrated they can succeed at tertiary studies by passing all modules. In such cases they will not receive credits for any modules passed at the other institution as they are regarded as a form of RPL.

ii. Students who meet UKZN's entry requirements for the programme of study and commenced their studies at another University but now wish to transfer to UKZN to continue their studies may be considered for admission provided they are in good academic standing. Students may be permitted to transfer credits for equivalent courses completed at another recognized institution, subject to approval.

3. Bachelor of Arts Degrees Admission of Applicants with Non-South African School-Leaving Qualifications

a) Applicants holding school-leaving qualifications other than the National Senior Certificate (for degree study) will be considered for admission in accordance with the regulations in effect at the time of application. International applicants are also required to provide proof of English language proficiency.

HUM-AUG2 Bachelor of Arts Degrees Structure

a) Students registered for the general Bachelor of Arts must complete a minimum of **32** credits in modules from any of the Subjects listed in the table below.

Module choices remain subject to the existing rules and requirements for those modules as outlined in the rules of combination/syllabi.

The **16-credit** obtained by those students required to complete ZULN101 (in line with the BR9 Completion of IsiZulu module rule) count towards the **32** credits.

Students may take any two of the following 16-credit modules in order to fulfil the language requirement:

ACLE: Academic Literacy	CCLT: Latin	LING: Linguistics
BILA: Biblical Languages	ELDV: English Language Development	ZULM: isiZulu Mother Tongue
CCV: Classical Civilization	FREN: French	ZULN isiZulu non-Mother Tongue
CCGK: Greek	KISW: Kiswahili	

b) In order to complete the qualification, a student shall obtain not less than 384 credits and shall complete the modules as specified to the rules of combination below.

BACHELOR OF ARTS DEGREES
RULES OF COMBINATION FOR MAJORS

HUM-AUG3 Bachelor of Arts Degree Majors

Students must select two majors from List A OR
Students can select one major from List A and one major may be from List B

List A: BA Majors

Biblical Studies	Fine Art	Media and Cultural Studies
Classical Civilisation	French	Music
Cultural and Heritage Tourism	Greek (Classical)	Philosophy
Digital Arts	History	Religion
Drama and Performance Studies	IsiZulu	Theology
English Studies	Latin (Classical)	
Ethics Studies	Linguistics	

List B: Majors from other Colleges accepted for the BA

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

HUM-AUG4 Progression

To maintain their good standing, and to avoid either warning of slow academic progress or academic exclusion from the University, students must maintain the following minimum rates of progress.

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.

Number of Semesters Completed	B-ART maximum credits	B-ART minimum credits
1	64	32
2	128	64
3	192	96
4	256	144
5	320	176 (at least 16 at Level 2)
6	384	224 (at least 64 at Level 2)
7		256 (at least 96 at Level 2 or 3)
8		304 (at least 96 at Level 2 and 48 at Level 3)
9		336 (at least 80 at Level 3)
10		384 (3-year qualification complete)

1. Biblical Studies

(Offered on Pietermaritzburg Campus)

As one of the most widely distributed books on the continent, the Bible plays significant positive as well as negative roles within present-day Africa. The historical-literary hermeneutical skills taught within the Biblical Studies Major equip students with capacity to engage in responsible private and public interpretive praxes. Hermeneutic skills acquired from the Biblical Studies Major are transferable to other texts, sacred or secular, modern or ancient, mother tongue or otherwise.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
BIST121	The Bible and Popular Culture	16	BIST122	Introduction to African Biblical Interpretation	16
				TOTAL CREDITS FOR LEVEL ONE	32
LEVEL 2					
BIST221	The Bible, Culture and Class	16	BIST222	The Bible, Gender and Sexuality	16
				TOTAL CREDITS FOR LEVEL TWO	32
LEVEL 3					
BIST321	The Bible and Mother-tongue Exegesis	16	BIST310	Biblical Theology	16
BIST340	New Testament Exegesis in English	16	BIST330	Old Testament Texts	16
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

2. Classical Civilisation

(Offered on Howard College Campus)

Classics is the study of Ancient Greece and Rome as well as related cultures in the Mediterranean. In Classical Civilizations students are introduced to various aspects of Ancient Greece and Rome, such as Mythology or the study of other Lost Civilizations.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**

CCCV101	Classical Civilisation 1A	16	CCCV102	Classical Civilisation 1B	16
				TOTAL CREDITS FOR LEVEL ONE	32
LEVEL 2					
CCCV201	Classical Civilisation 2A	16	CCCV202	Classical Civilisation 2B	16
				TOTAL CREDITS FOR LEVEL TWO	32
LEVEL 3					
CCCV305	Classical Civilisation 305	16	CCCV306	Classical Civilisations 306	16
CCCV303	Additional Classics Module A	16	CCCV304	Additional Classics Module B	16
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

3. Cultural and Heritage Tourism

(Offered on Howard College Campus)

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.

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CHTM101	Introduction to Tourism	16	CHTM102	Introduction to Cultural & Heritage Tourism	16
				TOTAL CREDITS FOR LEVEL ONE	32
LEVEL 2					
CHTM201	Policy and Law in Heritage Tourism	16	CHTM206	Principles of Tourism Marketing	16
CHTM202	Environmental Impact of Tourism	16	CHTM209	Survey of Heritage Sites in SA	16
				TOTAL CREDITS FOR LEVEL TWO	64
LEVEL 3					
CHTM302	Economic Development and Tourism	16	CHTM304	Research Methods and IT for Heritage Tourism	16

CHTM308	Tourism Policy, Planning & Development	16	CHTM307	Theories of Tourism, Culture & Heritage	16
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	160

4. Digital Arts

(Offered on Pietermaritzburg Campus)

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 which contextualizes the creative practices of Digital Arts in terms of its historical and contemporary discourses. The undergraduate programme consists of 10 modules, 3 taken in the 1st year of study, 3 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.

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DIGA110	Introduction to Digital Media Theory	16	DIGA101	Introduction to Digital Arts	16
DIGA120	Introduction to Graphic and Motion Design	16			
				TOTAL CREDITS FOR LEVEL ONE	48
LEVEL 2					
DIGA220	Applied Digital Media A	16	DIGA210	Film Studies	16
			DIGA221	Applied Digital Media B	16
				TOTAL CREDITS FOR LEVEL TWO	64
LEVEL 3					
DIGA301	Advanced Digital Arts 1	16	DIGA302	Advanced Digital Arts	16
DIGA310	Advanced Film Studies	16	DIGA311	Advanced Digital Theory	16

TOTAL CREDITS FOR LEVEL THREE	64
TOTAL CREDITS FOR MAJOR	160

5. Drama and Performance Studies

(Offered on Howard College and Pietermaritzburg)

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.

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DRAM103	Introduction to Drama & Performance Studies A	16	DRAM104	Introduction to Drama & Performance Studies B	16
				TOTAL CREDITS FOR LEVEL ONE	32
LEVEL 2					
DRAM206	Introduction to Applied Theatre	16	DRAM207	Physical Theatre and Dance in Africa and the Diaspora	16
				TOTAL CREDITS FOR LEVEL TWO	32
LEVEL 3					
Student must choose *both* of the following modules					
DRAM312	Realism and Beyond	16	DRAM313	Politics, Aesthetics and Performance	16
Students must choose *any two* of the following modules					
DRAM314	Drama & Performance	16	DRAM316	Drama & Performance Studies	16
DRAM315	Production	16			
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

6. English Literary Studies

(Offered on Howard College and Pietermaritzburg)

English Literary 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 Literary Studies have proved themselves extremely adaptable: apart from excelling in the field of English Literary Studies itself, students have gone on to careers that include education, the media, law, public administration, and management.

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
ENGL101	Introduction to English Studies A	16	ENGL102	Introduction to English Studies B	16
				TOTAL CREDIT FOR LEVEL ONE	32
LEVEL 2					
ENGL201	Period/Genre/Creative Writing A	16	ENGL202	Period/Genre/Creative Writing B	16
				TOTAL CREDITS FOR LEVEL TWO	32
LEVEL 3					
ENGL301	Canonical/Period Studies A	16	ENGL305	Canonical/Period Studies B	16
ENGL303	Literature and Journalism	16	ENGL306	South African Literature	16
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

7. Ethics Studies

(Offered on Pietermaritzburg Campus)

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.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
ETHS110	Introduction to Ethical Theories	16	ETHS102	Life, Sexuality & Death	16
				TOTAL CREDIT FOR LEVEL ONE	32
LEVEL 2					
ETHS204	Environmental Philosophy & Ethics	16	ETHS201	The Ethics of Power	16
				TOTAL CREDIT FOR LEVEL THREE	32
LEVEL 3					
ETHS303	African Ethics & the Post-Colonial Condition	16	ETHS310	Ethics & contemporary Issues in Africa	16
ETHS312	Introduction to Professional & Workplace Ethics	16	ETHS311	Ethics of Literature & Media	16
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

8. Fine Art

(Offered on Pietermaritzburg Campus)

Students may take Fine Art as a major in a Bachelor of Arts Degree or register for the Bachelor of Visual Arts (BAVA) structured degree. Fine Art offers modules in drawing, painting, printmaking, ceramics and art theory. Level 3 students may work in an interdisciplinary manner or choose to specialise in certain media.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
FIAR105	Introduction to Art Practice and Theory A	16	FIAR106	Introduction to Art Practice and Theory B	16
				TOTAL CREDITS FOR LEVEL ONE	32
LEVEL 2					
FIAR205	Visual Arts Theory and Practice A	16	FIAR206	Visual Arts Theory and Practice B	16
				TOTAL CREDITS FOR LEVEL TWO	32
LEVEL 3					
FIAR301	Studio Work A	32	FIAR302	Studio Work B	32
• Level 1 modules in Fine Art are pre-requisites for Level 2 modules. • Level 1 and level 2 modules are all prerequisites for entry into FIAR301. • FIAR301 is a prerequisite for FIAR302.					
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

9. French

(Offered on Howard College and Pietermaritzburg)

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.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
FREN101	French 1A French for Beginners	16	FREN102	French 1B French for Beginners	16
				TOTAL CREDITS FOR LEVEL ONE	32

LEVEL 2					
FREN201	French 2A: Intermediate French	16	FREN202	French 2B: Intermediate French	16
				TOTAL CREDITS FOR LEVEL TWO	32
LEVEL 3					
FREN311	Advanced French: Language I	16	FREN313	Advanced French: Language II	16
FREN312	Advanced French: Cultural Studies I	16	FREN314	Advanced French: Cultural Studies II	16
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

10. Greek (Classical)

(Offered on Howard College Campus)

Students are introduced to the Classical Greek language. They start with the grammar, followed by a selection of Greek authors in the original language.

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CCGK101	Greek 1A	16	CCGK102	Greek 1B	16
				TOTAL CREDITS FOR LEVEL ONE	32
LEVEL 2					
CCGK201	Greek 2A	16	CCGK202	Greek 2B	16
				TOTAL CREDITS FOR LEVEL TWO	32
LEVEL 3					
CCGK301	Greek 3A	32	CCGK302	Greek 3B	32
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

11. History

(Offered on Howard College and Pietermaritzburg)

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.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
HIST104	Making of the Modern World	16	HIST105	Empires of the Modern World	16
				TOTAL CREDITS FOR LEVEL ONE	32
LEVEL 2					
HIST201	Culture & History: 19th & 20th Century KZN	16	HIST206	Law, Crime and Society in History	16
				TOTAL CREDITS FOR LEVEL TWO	32
LEVEL 3					
HIST301	Topics in African History	32	HIST302	Topics in 20th Century History	32
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

12. IsiZulu (Mother-Tongue)

(Offered on Howard College and Pietermaritzburg)

Language is one the most important aspects of any society because it is through a language that people are able to socialise, communicate, build relationships and create a sense of being members of their society. African languages in South Africa, and beyond, fulfil these roles. They do not only foster cultural identity, facilitate communication, and build relationships, but they also promote social interaction and cohesion. Further, African languages are repositories of African history and values, and are vital carriers of indigenous knowledge.They are therefore, essential pillars for effective education and community engagement. Furthermore, African languages are languages of the world, and as such, are part of world heritage. In this sense then, their safeguarding and revitalisation through education, is essential. This major is for students who enter at Level 1 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.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS

ZULM101	Introduction to IsiZulu A	16	ZULM102	Introduction to IsiZulu B	16
				TOTAL CREDITS FOR LEVEL ONE	32
LEVEL 2					
ZULM201	Advanced IsiZulu A	16	ZULM202	Advanced IsiZulu B	16
				TOTAL CREDITS FOR LEVEL TWO	32
LEVEL 3					
ZULM301	Sociolinguistics & Lang. Planning	16	ZULM305	Traditional & Modern Poetry	16
ZULM304	IsiZulu Modern prose & Drama	16	ZULM303	Onomastics & Semantics	16
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

13. Latin (Classical)

(Offered on Howard College Campus)

Students are introduced to the Classical Latin language. They start with the grammar, followed by a selection of Latin authors in the original language.

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CCLT101	Latin 1A	16	CCLT102	Latin 1B	16
				TOTAL CREDITS FOR LEVEL ONE	32
LEVEL 2					
CCLT201	Latin 2A	16	CCLT202	Latin 2B	16
				TOTAL CREDITS FOR LEVEL TWO	32
LEVEL 3					
CCLT301	Latin 3A	32	CCLT302	Latin 3B	32
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

14. Linguistics

(Offered on Howard College Campus)

Linguistics is the scientific study of language. Modules offered in the Linguistics undergraduate and postgraduate programmes systematically equip students with skills in analysing language structure, language in society and language as a cognitive ability of humans. These skills prepare students for careers in language-focused fields in a wide range of areas requiring a sound knowledge and understanding of how language is organised structurally and put to use. Such fields include translation and interpretation, media and publishing, law, speech therapy, tourism and public relations, language teaching, User Experience (UX) research and design, data analysis (content analysis, customer experience analysis, consumer language patterns), strategy development, technical writing and survey design, and business communication (corporate training, communications consulting).

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
LING101	Understanding Language	16	LING102	Introduction to Language Study	16
				TOTAL CREDITS FOR LEVEL ONE	32
LEVEL 2					
LING201	Language and Diversity	16	LING204	The Multilingual Mind	16
				TOTAL CREDITS FOR LEVEL TWO	32
LEVEL 3					
LING301	Language and Power	32	LING302	Comparing Languages	32
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

15. Media and Cultural Studies

(Offered on Howard College and Pietermaritzburg)

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, students are also offered some opportunities to develop their practical skills in media production.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**

MECS101	Writing and the Media	16	MECS102	Intro to Media Studies	16
				TOTAL CREDITS FOR LEVEL ONE	32
			LEVEL 2		
Choose one of the following modules					
MECS201	Screen Studies *(HC)*	16	MECS222	Media in South Africa	16
MECS202	Intro to Cultural Studies	16			
				TOTAL CREDITS FOR LEVEL TWO	32
			LEVEL 3		
MECS321	New Media Studies	16			
Choose one of the following modules			*All students must take MECS301 & MECS322 in the 2nd SEM*		
MECS311	Writing for the Media *(PMB)*	16	MECS301	Advanced Cultural Studies	16
MECS302	Cinema Studies *(HC)*	16	MECS322	Television Studies	16
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

16. Music

(Offered on Howard College Campus)

Students wishing to pursue a major in Music must choose one of two streams: performance; theory and composition; or research. Those who opt for the theory and composition stream 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 discipline 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.

Theory and Composition Major

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
MUSC110	Theory and Perception 1A	16	MUSC112	Theory and Perception 1B	16
				TOTAL CREDIT FOR LEVEL ONE	32

LEVEL 2					
MUSC214	Theory and Perception 2A	16	MUSC216	Theory and Perception 2B	16
				TOTAL CREDITS FOR LEVEL TWO	32
LEVEL 3					
MUSC318	Composition A	16	MUSC320	Composition B	16
MUSC330	Theory and Perception 3A	16	MUSC332	Theory and Perception 3B	16
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

Research Major

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
MUSC113	Music Fundamentals A	16	MUSC111	Music and Society 1	16
			MUSC115	Music Fundamentals B	16
				TOTAL CREDITS FOR LEVEL ONE	48
LEVEL 2					
MUSC210	Music and Society 2A	16	MUSC212	Music and Society 2B	16
				TOTAL CREDITS FOR LEVEL TWO	32
LEVEL 3					
MUSC322	Music and Society 3A	16	MUSC324	Music and Society	16
MUSC334	Musicology 3A	16	MUSC336	Musicology 3B	16
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

17. Philosophy

(Offered on Howard College and Pietermaritzburg)

Philosophy is one of the oldest and most fundamental subjects that you can find at a university. For over 4 000 years philosophers have searched for answers to our questions about the nature of our world, our beliefs, and ourselves, and developed powerful conceptual tools and techniques for analysing and evaluating all types of knowledge. The name “Philosophy” means the love of wisdom, and the skills it offers are more relevant in today’s world than ever. Students of Philosophy will learn not what to think, but how to question, critically evaluate, and argue. Over each level of the degree students will be exposed to ground-breaking ideas about

all aspects of human existence, and through the study of these ideas they will learn essential thinking and communication skills. By the end of a student's time in Philosophy they will be able to comprehend and assess different types of information with speed and accuracy, to think and write in a clear and focused manner, to apply different methods of analysis and interpretation confidently, and to put forward their arguments in a persuasive and accessible way. Philosophy offers training in skills that are transferable to all areas of the work world that require intellectual independence, critical reasoning, and analytical ability. And along the way it might even help students answer some of their own questions about Life, the Universe, and everything.

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
PHIL110	Introduction to Philosophy A	16	PHIL120	Introduction to Philosophy B	16
				TOTAL CREDITS FOR LEVEL ONE	32
LEVEL 2					
PHIL210	Being and Knowing	16	PHIL220	Thinking and Doing	16
				TOTAL CREDITS FOR LEVEL TWO	32
LEVEL 3					
PHIL310	Study of a Central Philosophical Problem	16	PHIL350	Philosophy and Society	16
Two additional PHIL3 modules					32
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

18. Religion

(Offered on Howard College and Pietermaritzburg)

The study of Religion engages critically with religious life as it is experienced in Africa and in its global situatedness. Drawing on phenomenology, lived religion, and the sociology of religion, it explores how religious identities, practices, and worldviews are shaped, contested, and negotiated within diverse social and cultural contexts. This approach foregrounds the intersections of religion with wider societal realities, highlighting both its local significance and its global entanglements.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
RELG101	Introduction to Religion	16	RELG106	Religion and Conflict	16
				TOTAL CREDITS FOR LEVEL ONE	32
LEVEL 2					
RELG203	Sociology of Religion	16	RELG217	Religion and the Media	16
				TOTAL CREDITS FOR LEVEL TWO	32
LEVEL 3					
RELG308	Research Methodology in Religion and Culture	16	RELG306	Colonialism, Post-Colonialism and Religion	16
RELG309	Method and Theory in Religion and Culture Studies	16	RELG302	Islam in the Modern World	16
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

19. Theology

(Offered on Pietermaritzburg Campus)

Christian tradition is over 2000 years old, and has a taken profound root on the African continent. The Theology Major introduces students to Christian thought and how it evolved in response to the contextual issues faced by every generation. Modules taught within this Major range from the philosophical to the practical, and from the historical to present-day questions. Students who take this major become equipped to work as confident progressive leaders of diverse organisations, whether Christian or otherwise.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
THEO111	Introduction to Christian Beliefs and Worldviews	16	THEO112	Introduction to History of African Christianity's	16
				TOTAL CREDITS FOR LEVEL ONE	32
LEVEL 2					
THEO211	Christian Beliefs and Practices	16	THEO212	Christianity and Social Movements	16
				TOTAL CREDITS FOR LEVEL TWO	32

LEVEL 3					
THEO311	Church, Politics and Governance	16	THEO312	Church, Media and Communication	16
THEO313	Gender, Theology and Society	16	THEO314	Theology, Development and Environment	16
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

MAJORS OFFERED OUTSIDE THE COLLEGE

Students are advised to check for timetable compatibility before registering

1. Economics

(Offered by the College of Law & Management Studies)
(Offered on Howard College and Pietermaritzburg)

Students intending to major in Economics should note that all 2nd year and 3rd-year modules are offered at the Westville Campus, with 3rd-year students required to complete ECON 314 (Quantitative Economics)

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
LEVEL 1					
ECON101	Principles of Microeconomics	16	ECON102	Principles of Macroeconomics	16
	TOTAL CREDITS	16		**TOTAL CREDITS**	16
				TOTAL CREDITS FOR THE LEVEL ONE	32
LEVEL 2 **2nd and 3rd level will only be taught at Westville Campus**					
ECON201	Intermediate Macroeconomics & Applications	16	ECON202	Intermediate Microeconomics & Applications	16
	TOTAL CREDITS	16		**TOTAL CREDITS**	16
				TOTAL CREDITS FOR THE LEVEL TWO	32
LEVEL 3 Select ECON 314 (Quantitative Economics) *and* **Three** of the modules below					
ECON305	Industrial Organisation – WC only	16	ECON309	Macroeconomic Policy in SA	16
ECON315	Mathematical Economics	16	ECON314	Quantitative Economics	16
ECON306	International Economics	16	ECON370	Development Economics	16
	TOTAL CREDITS	16		**TOTAL CREDITS**	32
				TOTAL CREDITS FOR THE LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

Note In order to proceed to Honours in Economics: select ECON315 along with ECON314

2. Legal Studies

(Offered by the School of Law)
(Offered on Howard College and Pietermaritzburg)

It is important to note that only students with 30 APS 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.**

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
LEVEL 1					
LAWS1LS	Introductory Legal Studies to Law	16	LAWS1AS	Aspects of South African Law	16
	TOTAL CREDITS	16		**TOTAL CREDITS**	16
				TOTAL CREDITS FOR THE LEVEL ONE	32
LEVEL 2					
LAWS2LP	Law of Persons	8	LAWS2HR	Human Rights	8
LAWS2LR	Legal Research, Writing & Reasoning Skills	8	LAWS2LW	Interpretation of Law	8
	TOTAL CREDITS	16		**TOTAL CREDITS**	16
				TOTAL CREDITS FOR THE LEVEL TWO	32
LEVEL 3					
LAWS3CR	Criminal Law	16	LAWS3DL	Delict	16
LAWS3FM	Family Law	16	LAWS3CS	Constitutional Law	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	32
				TOTAL CREDITS FOR THE LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

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.*

3. Management

Offered by the College of Law & Management Studies
(Offered on Pietermaritzburg Campus)

The discipline of Management and Entrepreneurship offers dynamic and innovative modules and programmes that are carefully designed and focused on developing the students' skills, knowledge, and abilities to optimally function as managers and entrepreneurs in a range of real organisational activities. The aim of the discipline is to develop leaders of the future, by offering modules and programmes that are guaranteed to add value to the students' academic growth.

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
LEVEL 1 To major in Management this module is required at Level One					
MGNT102	Management 120	16	Elective		16
	TOTAL CREDITS	16			
				TOTAL CREDITS FOR THE LEVEL ONE	16
LEVEL 2					
MGNT2SM	Principles of Responsible and Sustainable Management	16	ENTR2IE	Introduction to Entrepreneurship	16
	TOTAL CREDITS	16		**TOTAL CREDITS**	16
				TOTAL CREDITS FOR THE LEVEL TWO	32
LEVEL 3					
MGNT307	Corporate Strategy	16	MGNT315	International Business	16
MGNT314	Technology Management	16	MGNT310	Business Ethics	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	32
				TOTAL CREDITS FOR THE LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

4. Marketing

Offered by the College of Law & Management Studies
(Offered on Howard College and Pietermaritzburg)

All organisations offer something to consumers be it products, services or ideas. The Marketing major integrates the study of how products and services are developed, promoted, delivered and sustained, to shape professionals for a successful career in a competitive and rapidly-evolving environment.

It is important to note MGNT2SM and ENTR2IE are offered at PMB but are not required for a Marketing major**. The** prerequisite for Level 3 Marketing modules is MARK2IM**.**

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
LEVEL 1 To major in Marketing: this module is required at Level One					
MGNT102	Management 120	16			
	TOTAL CREDITS	16			
				TOTAL CREDITS FOR THE LEVEL ONE	16
LEVEL 2					

MGNT2SM	Principles of Responsible and Sustainable Management	16	ENTR2IE	Introduction to Entrepreneurship	16
MARK2IM	Introduction to Marketing	16			
	TOTAL CREDITS	32		**TOTAL CREDITS**	16
				TOTAL CREDITS FOR THE LEVEL TWO	48
			LEVEL 3		
MARK301	Consumer Behaviour	16	MARK305	Special Topics in Marketing	16
MARK303	Marketing Research	16	MARK302	Marketing Communication	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	32
				TOTAL CREDITS FOR THE LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

BACHELOR OF ARTS ENDORSED DEGREES

1. Bachelor of Arts (International Studies)

NQF LEVEL 7

(Offered on Pietermaritzburg Campus)

The Bachelor of Arts in International Studies is an interdisciplinary programme aimed at providing students with the knowledge and skills to navigate the international landscape. Students will major in two core subjects that inform the field of international relations. In addition, they will develop a firm foundation in French, which is a major language of commerce and discourse throughout the African continent and beyond.

HUM-BAIST1 Eligibility

Applicants are eligible for admission to this qualification provided they meet the University-wide entrance requirements and hold a National Senior Certificate for Degrees (NSC Deg). In addition, applicants must have obtained a minimum Academic Point Score (APS) of **28**, excluding Life Orientation. Meeting the minimum requirement of **28 APS** does not guarantee admission, as placement is subject to the availability of space and the selection process.

HUM-BAIST2 Structure

In order to complete the qualification, a student shall obtain not less than 384 credits for the degree, shall complete the following curricula and shall obtain the following minimum credits per core major. Additionally, all students must obtain 48 credits of French (FREN101, FREN102 and FREN201).

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

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

LEVEL 1 - Choose **two majors from list A (the remaining 64 credits can come from either list A or B)**					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
ECON101	Principles of Microeconomics	16	ECON102	Principles of Macroeconomics	16
FREN101	French for Beginners A	16	FREN102	French for Beginners B	16
HIST104	Making of the Modern World	16	HIST105	Empires of the Modern World	16
MECS101	Writing and the Media	16	MECS102	Introduction to Media Studies	16
POLS101	Introduction to Political Science	16	POLS102	Introduction to Global Politics	16
SOCY101	Introduction to Sociology	16	SOCY102	Introduction to South African Society	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128
LEVEL 2 - Continue **with the two majors from list A (the remaining 64 credits can come from either list A or B)**					
ECON201	Intermediate Macroeconomics & Applications	16	ECON202	Intermediate Microeconomics & Applications	16
FREN201	French 2A: Intermediate French	16	FREN202	French 2B: Intermediate French	16
HIST201	Culture & History: 19th & 20th Century KZN	16	HIST206	Law, Crime and Society in History	16
MECS201	Screen Studies	16	MECS212	Public Relations	16
MECS202	Intro to Cultural Studies	16	MECS222	Media in South Africa	16
POLS201	Issues in International Affairs	16	POLS206	African Politics and Development	16
SOCY201	Classical Sociology Theory	16	SOCY202	Social Change	16
	TOTAL CREDITS	164		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL TWO	128
LEVEL 3 - Continue **with the two majors from list A**					

ECON314	Quantitative Economic	16	ECON330	Applied Microeconomics	16
ECON370	Development Economics	16	ECON360	International Trade	16
FREN311	Advanced French: Language I	16	FREN313	Advanced French: Language II	16
FREN312	Advanced French: Cultural Studies I	16	FREN314	Advanced French: Cultural Studies II	16
HIST301	Topics in African History	32	HIST302	Topics in 20^{the} Century History	32
MECS301	Advanced Cultural Studies	16	MECS311	Writing for the Media	16
MECS321	New Media Studies	16	MECS322	Television Studies	16
POLS301	Modern Political Theory	16	POLS303	Political Change in Developing Regions	16
POLS308	International Relations	16	POLS304	Comparative Government	16
SOCY301	Contemporary Sociological Theory	16	SOCY303	Contemporary Theory – Field of Theory	16
SOCY305	Research Design – An introduction	16	SOCY306	Social Issues – Practice and Theory	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL THREE	128
				TOTAL CREDITS FOR PROGRAMME	384

HUM-BAIST3 Progression

To maintain their good standing, and to avoid either warning of slow academic progress or academic exclusion from the University, students must maintain the following minimum rates of progress:

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.

Number of Semesters Completed	BAIST Maximum credits	BAIST Minimum credits
1	64	32
2	128	64

3	192	96
4	256	144
5	320	176 (at least 16 at Level 2)
6	384	224 (at least 64 at Level 2)
7		256 (at least 96 at Level 2 or 3)
8		304 (at least 96 at Level 2 and 48 at Level 3)
9		336 (at least 80 at Level 3)
10		384 (3-year qualification complete)

HUM-BAIST4 Limitations

Except with the prior permission of the College, students may not register for more than 80 credits in any semester. Credits 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

HUM-BAIST5 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.

BACHELOR OF ARTS STRUCTURED DEGREES

1. Bachelor of Arts in Music Foundation (BAMUS4)

NQF LEVEL 7

(Offered on Howard College Campus)

Foundation Programme

The Bachelor of Arts in Music offers students a dynamic balance of performance, theory, composition and research, grounded in South Africa's rich and diverse musical heritage. There are two methods of entry for the programme. The foundation programme is for those who have no previous formal musical training, but who have performance experience. The mainstream programme is for students who have done music for matric, or who have completed formal musical examinations, at a minimum level of Grade 5 (ABRSM, Trinity or UNISA). The programmes integrate African, jazz and Western classical traditions, encouraging students to develop both practical musicianship and critical academic skills. Through a flexible structure, students can explore a wide range of musical cultures, supported by specialist training in performance, theory and research. Graduates emerge as versatile performers, composers, educators and scholars, well prepared

for professional careers in the creative and cultural industries or for further postgraduate study. The programme also plays a vital role in fostering cultural understanding, community engagement and social transformation through music.

HUM-BMUS1 Eligibility

a) Applicants are eligible to apply to register for the Foundation Stream if they:
   i. Have a full NSC Deg with at least 22-27 points (excluding Life Orientation), and
   ii. Have obtained a Level 4 (40%) English Home Language/First Additional Language and Life Orientation (Level 4), may apply to be registered for the BMUS4 Foundation/ Augmented stream.
b) Students who have attended the University or any tertiary institution, whether in a degree or access programme of any kind, for a complete semester, will not be admitted to the BMUS4 Augmented Stream.
c) Preference will be given to applicants who have had a disadvantaged School Background (as defined by Senate).
d) All applicants who apply for this programme will be auditioned before they are formally offered a place. The programme is intended for (1) applicants from disadvantaged schools and (2) applicants with no prior formal musical training.
e) The minimum requirement of 22 APS does not guarantee a space in the programme

HUM-BMUS2 Structure

Students for the degree shall complete the following curricula and shall obtain the following minimum credits per specialisation:

FOUNDATION LEVEL (Once these modules have been successfully passed, students continue with the standard curriculum of the BA in Music degree)					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
MUSC101	Foundational Practical Studies A	16	MUSC102	Foundational Practical Studies B	16
MUSC103	Foundational Performance Skills A	16	MUSC104	Foundational Performance Skills B	16
MUSC105	Introduction to Music Fundamentals A	16	MUSC106	Introduction to Music Fundamentals B	16
MUSC107	Introduction to Academic Literacy in Music A	16	MUSC108	Introduction to Academic Literacy in Music	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128

Performance Major

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
MUSC116	Practical Studies 1A	16	MUSC118	Practical Studies 1B	16
MUSC110	Theory and Perception 1A	16	MUSC114	Performance Skills 1	16

	BA prescribed language module	16		1st Year Elective	16
	BA non-music module	16		1st Year Elective	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128

LEVEL 2

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
MUSC222	Practical Studies 2A	16	MUSC224	Practical Studies 2B	16
MUSC218	Performance Skills 2A	16	MUSC220	Performance Skills 2B	16
	2nd Year Elective	16		2nd Year Elective	16
	2nd Year Elective	16		2nd Year Elective	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL TWO	128

LEVEL 3

SEMESTER ONE			**SEMESTER ONE**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
MUSC322	Practical Studies 3A	16	MUSC324	Practical Studies 3B	16
MUSC338	Performance Skills 3A	16	MUSC340	Performance Skills 3B	16
MUSC310	African Music Outreach A*	16	MUSC312	African Music Outreach B*	16
	3rd Year Elective	16		3rd Year Elective	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL FOUR	128

* 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, but other students may register for an additional 3rd year elective.

Theory and Composition Major

FOUNDATION LEVEL (Once these modules have been successfully passed, students continue with the standard curriculum of the BA in Music degree)

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
MUSC101	Foundational Practical Studies A	16	MUSC102	Foundational Practical Studies B	16
MUSC103	Foundational Performance Skills A	16	MUSC104	Foundational Performance Skills B	16
MUSC105	Introduction to Music Fundamentals A	16	MUSC106	Introduction to Music Fundamentals B	16
MUSC107	Introduction to Academic Literacy in Music A	16	MUSC108	Introduction to Academic Literacy in Music B	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
MUSC116	Practical Studies 1A	16	MUSC118	Practical Studies 1B	16
MUSC110	Theory and Perception 1A	16	MUSC112	Theory and Perception 1B	16
	BA prescribed language module	16		1st Year Elective	16
	BA non-music module	16		1st Year Elective	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128

LEVEL 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
MUSC222	Practical Studies 2A	16	MUSC224	Practical Studies 2B	16
MUSC214	Theory and Perception 2A	16	MUSC216	Theory and Perception 2B	16
	2nd Year Elective	16		2nd Year Elective	16
	2nd Year Elective	16		2nd Year Elective	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDIT SFOR LEVEL TWO	128

LEVEL 3					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
MUSC322	Practical Studies 3A	16	MUSC324	Practical Studies 3B	16
MUSC330	Theory and Perception 3A	16	MUSC332	Theory and Perception 3B	16
MUSC318	Composition A	16	MUSC320	Composition B	16
	3rd Year Elective	16		3rd Year Elective	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL THREE	128

Research Major

FOUNDATION LEVEL (Once these modules have been successfully passed, students continue with the standard curriculum of the BA in Music degree)					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
MUSC101	Foundational Practical Studies A	16	MUSC102	Foundational Practical Studies	16
MUSC103	Foundational Performance Skills A	16	MUSC104	Foundational Performance Skills B	16
MUSC105	Introduction to Music Fundamentals A	16	MUSC106	Introduction to Music Fundamentals B	16

MUSC107	Introduction to Academic Literacy in Music A	16	MUSC108	Introduction to Academic Literacy in Music	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128
LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
MUSC116	Practical Studies 1A	16	MUSC112	Theory and Perception 1B	16
MUSC116	Theory and Perception 1A	16	MUSC111	Music and Society 1	16
	BA prescribed language module	16		1st Year Elective	16
	BA non-music module	16		1st Year Elective	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128
LEVEL 2					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
MUSC210	Music and Society 2A	16	MUSC212	Music and Society 2B	16
MUSC214	Theory and Perception 2A	16	MUSC216	Theory and Perception 2B	16
	2nd Year Elective	16		2nd Year Elective	16
	2nd Year Elective	16		2nd Year Elective	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL TWO	128
LEVEL 3					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
MUSC322	Music and Society 3A	16	MUSC324	Music and Society 3B	16
MUSC330	Theory and Perception 3A	16	MUSC332	Theory and Perception 3B	16
MUSC334	Musicology A	16	MUSC336	Musicology B	16
	3rd Year Elective	16		3rd Year Elective	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDIT FOR LEVEL THREE	128

shall complete the following curriculum electives for Music for Non-PGCE track students

LEVEL 1 (select 32 credits of electives per semester at this level)					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
BA prescribed language module (select **ONE** of these modules only)			Select **TWO** of these modules+		
ACLE101	Academic Literacy in English	16	MUSC111	Music and Society 1	16
ELDV100	English Language Development	16	MUSC112	Music Theory and Perception 1B	16
ZULN101 (for non-mother tongue speakers only)	Basic isiZulu Language Studies	16	MUSC114	Performance Skills 1	16
BA non-music module (select any **ONE** from the list below)			+Students *may* elect to do only ONE of the subjects above and continue with the non-music module they did in the first semester		
CHTM101	Introduction to Tourism	16	CTHM102	Introduction to Cultural and Heritage Tourism	16
DRAM103	Introduction to Drama and Performance Studies A	16	DRAM104	Introduction to Drama and Performance Studies B	16
ENGL101	Introduction to English Studies A	16	ENGL102	Introduction to English Studies B	16
HIST104	Making of the Modern World	16	HIST105	Empires of the Modern World	16
MECS101	Writing and the Media	16	MECS102	Introduction to Media Studies	16
PHIL110	Introduction to Philosophy A	16	PHIL120	Introduction to Philosophy B	16
PSYC101	Introduction to Psychology A	16	PSYC102	Introduction to Psychology A	16
RELG101	Introduction to Religion	16	RELG106	Religion and Conflict	16
ZULM101	Introduction to isiZulu A	16	ZULM102	Introduction to isiZulu B	16
LEVEL 2 (select 32 credits of electives per semester at this level)					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
Select **TWO** of the modules below+			Select **TWO** of the modules below+		
MUSC222	Practical Studies 2A	16	MUSC224	Practical Studies 2B	16

MUSC218	Performance Skills 2A	16	MUSC220	Performance Skills 2B	16
MUSC214	Music Theory and perception 2A	16	MUSC216	Music Theory and perception 2A	16
MUSC210	Music and society 2A	16	MUSC212	Music and society 2B	16
+A student may elect to continue with a non-music subject they completed at Level 1, provided they meet any pre-requisites.					
LEVEL 3 (select 32 credits of electives per semester at this level)					
SEMESTER ONE			**SEMESTER ONE**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
Select **ONE** of the modules below+			Select **ONE** of the modules below+		
MUSC322	Practical Studies 3A	16	MUSC324	Practical Studies 3B	16
MUSC338	Performance Skills 3A	16	MUSC340	Performance Skills 3B	16
MUSC318	Composition A	16	MUSC320	Composition B	16
MUSC322	Music and Society 3A	16	MUSC324	Music and Society 3B	16
MUSC334	Musicology A	16	MUSC336	Musicology B	16
MUSC326	Music Technology A	16	MUSC328	Music Technology B	16
MUSC330	Music Theory and perception 3A	16	MUSC332	Music Theory and perception 3B	16
TOTAL CREDITS		32	**TOTAL CREDITS**		32
+A student may elect to continue with a non-music subject provided they meet any pre-requisites. A student may do a non-music subject as a second major with the permission of the programme leader.					

shall complete the following Curriculum Electives for music for PGCE track students

LEVEL 1 (select 32 credits of electives per semester at this level)					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
BA prescribed language module (select **ONE** of these modules only)			Select **ONE** of the modules below		
ACLE101	Academic Literacy in English	16	MUSC111	Music and Society 1	16
ELDV100	English Language Development	16	MUSC114	Performance Skills 1	16
ZULN101 (for non-mother tongue speakers only)	Basic isiZulu Language Studies	16			
			Select the following module		
			MUSC112	Music Theory and	16

				Perception 1B	
Non-music teaching subject (select any **ONE** from the list below)			Continue with non-music teaching subject (select the continuation module from the first semester)		
CHTM101	Introduction to Tourism	16	CTHM102	Introduction to Cultural and Heritage Tourism	16
DRAM103	Introduction to Drama and Performance Studies A	16	DRAM104	Introduction to Drama and Performance Studies B	16
ENGL101	Introduction to English Studies A	16	ENGL102	Introduction to English Studies B	16
HIST104	Making of the Modern World	16	HIST105	Empires of the Modern World	16
ZULM101	Introduction to isiZulu A	16	ZULM101	Introduction to isiZulu B	16

LEVEL 2 (select 32 credits of electives per semester at this level)

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
Select MUSC214 (Music Theory and Perception 2A) *and* **ONE** of the modules below			Select MUSC216 (Music Theory and Perception 2B) *and* **ONE** of the modules below		
MUSC222	Practical Studies 2A	16	MUSC224	Practical Studies 2B	16
MUSC218	Performance Skills 2A	16	MUSC220	Performance Skills 2B	16
MUSC210	Music and society 2A	16	MUSC212	Music and society 2B	16
Continue with non-music teaching subject (select the continuation module from Level 1)			Continue with non-music teaching subject (select the continuation module from first semester)		
CHTM201	Policy and Law in Heritage Tourism	16	CHTM202	Environmental Impact of Tourism	16
DRAM206	Introduction to Applied Theatre	16	DRAM207	Physical Theatre and Dance in Africa and the Diaspora	16
ENGL201	Period/Genre/Creative Writing A	16	ENGL202	Period/Genre/Creative Writing B	16
HIST201	Culture & History: 19th & 20th Century KZN	16	HIST206	Law, Crime and Society in History	16
ZULM201	Advanced IsiZulu A	16	ZULM202	Advanced IsiZulu B	16

LEVEL 3 (select 32 credits of electives per semester at this level)

SEMESTER ONE			SEMESTER ONE		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
Select **TWO** of the modules below+			Select **TWO** of the modules below+		
MUSC322	Practical Studies 3A	16	MUSC324	Practical Studies 3B	16
MUSC338	Performance Skills 3A	16	MUSC340	Performance Skills 3B	16
MUSC318	Composition A	16	MUSC320	Composition B	16
MUSC322	Music and Society 3A	16	MUSC324	Music and Society 3B	16
MUSC334	Musicology A	16	MUSC336	Musicology B	16
MUSC326	Music Technology A	16	MUSC328	Music Technology B	16
MUSC330	Music Theory and	16	MUSC332	Music Theory and	16

	perception 3A			perception 3B	
*A student may elect to continue with a non-music subject (or two non-music subjects if they wish to complete a second major), provided they meet any pre-requisites.					

HUM-BMUS3 Progression

To maintain their good standing, and to avoid either warning of slow academic progress or academic exclusion from the University, students must maintain the following minimum rates of progress.

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.

Number of Semesters Completed	BAMUS4 maximum credits	BAMUS4 minimum credits
1	-	32
2	-	64
3	64	96
4	128	144
5	192	176 (at least 16 at Level 2)
6	256	224 (at least 64 at Level 2)
7	320	256 (at least 96 at Level 2 or 3)
8	384	304 (at least 96 at Level 2 and 48 at Level 3)
9		336 (at least 80 at Level 3)
10		384 (3-year qualification complete)

HUM-BMUS4 Changes of Qualification

1. Students may not change from the BAMUS4 to another qualification with the College.

2. Bachelor of Arts in Music (BAMUSC)

NQF LEVEL 7

(Offered on Howard College Campus)

The BA in Music programme is designed to allow students the opportunity to specialise 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 to 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.

HUM-BMUSC1 Eligibility

Applicants are eligible for admission to this qualification provided they meet the University-wide entrance requirements and hold a National Senior Certificate for Degrees (NSC Deg). Applicants must have obtained a minimum Academic Point Score (APS) of **28**, excluding Life Orientation. All candidates who apply for this programme will be auditioned before they are formally offered a place.

The minimum requirement of 28 APS does not guarantee a space in the programme.

HUM-BMUSC2 Structure

Students for the degree shall complete the following curricula and shall obtain the following minimum credits per specialisation:

Performance Major

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
MUSC116	Practical Studies 1A	16	MUSC118	Practical Studies 1B	16
MUSC110	Theory and Perception 1A	16	MUSC114	Performance Skills 1	16
	BA prescribed language module	16		1st Year Elective	16
	BA non-music module	16		1st Year Elective	16
	TOTAL CREDITS	64		TOTAL CREDITS	64
				TOTAL CREDITS FOR LEVEL ONE	128
LEVEL 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
MUSC222	Practical Studies 2A	16	MUSC224	Practical Studies 2B	16
MUSC218	Performance Skills 2A	16	MUSC220	Performance Skills 2B	16
	2nd Year Elective	16		2nd Year Elective	16
	2nd Year Elective	16		2nd Year Elective	16
	TOTAL CREDITS	64		TOTAL CREDITS	64
				TOTAL CREDITS FOR LEVEL TWO	128

LEVEL 3					
SEMESTER ONE			SEMESTER ONE		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
MUSC322	Practical Studies 3A	16	MUSC324	Practical Studies 3B	16
MUSC338	Performance Skills 3A	16	MUSC340	Performance Skills 3B	16
MUSC310	African Music Outreach A*	16	MUSC312	African Music Outreach B*	16
	3rd Year Elective	16		3rd Year Elective	16
	TOTAL CREDITS	64		TOTAL CREDITS	64
				TOTAL CREDITS FOR LEVEL FOUR	128

* 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, but other students may register for an additional 3rd year elective.

Theory and Composition Major

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
MUSC116	Practical Studies 1A	16	MUSC118	Practical Studies 1B	16
MUSC110	Theory and Perception 1A	16	MUSC112	Theory and Perception 1B	16
	BA prescribed language module	16		1st Year Elective	16
	BA non-music module	16		1st Year Elective	16
	TOTAL CREDITS	64		TOTAL CREDITS	64
				TOTAL CREDITS FOR LEVEL ONE	128
LEVEL 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
MUSC222	Practical Studies 2A	16	MUSC224	Practical Studies 2B	16
MUSC214	Theory and Perception 2A	16	MUSC216	Theory and Perception 2B	16
	2nd Year Elective	16		2nd Year Elective	16
	2nd Year Elective	16		2nd Year Elective	16
	TOTAL CREDITS	64		TOTAL CREDITS	64
				TOTAL CREDITS FOR LEVEL TWO	128
LEVEL 3					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
MUSC322	Practical Studies 3A	16	MUSC324	Practical Studies 3B	16
MUSC330	Theory and Perception 3A	16	MUSC332	Theory and Perception 3B	16

MUSC318	Composition A	16	MUSC320	Composition B	16
	3rd Year Elective	16		3rd Year Elective	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL THREE	128

Research Major

LEVEL 1

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
MUSC116	Practical Studies 1A	16	MUSC112	Theory and Perception 1B	16
MUSC116	Theory and Perception 1A	16	MUSC111	Music and Society 1	16
	BA prescribed language module	16		1st Year Elective	16
	BA non-music module	16		1st Year Elective	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128

LEVEL 2

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
MUSC210	Music and Society 2A	16	MUSC212	Music and Society 2B	16
MUSC214	Theory and Perception 2A	16	MUSC216	Theory and Perception 2B	16
	2nd Year Elective	16		2nd Year Elective	16
	2nd Year Elective	16		2nd Year Elective	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDIT FOR LEVEL TWO	128

LEVEL 3

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
MUSC322	Music and Society 3A	16	MUSC324	Music and Society 3B	16
MUSC330	Theory and Perception 3A	16	MUSC332	Theory and Perception 3B	16
MUSC334	Musicology A	16	MUSC336	Musicology B	16
	3rd Year Elective	16		3rd Year Elective	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL THREE	128

Students shall complete the following Curriculum Electives for music for Non-PGCE track students

LEVEL 1 (select 32 credits of electives per semester at this level)

SEMESTER ONE			**SEMESTER TWO**		
MODULE	**MODULE**	**CREDIT**	**MODULE**	**MODULE**	**CREDIT**

CODE	DESCRIPTION	POINTS	CODE	DESCRIPTION	POINTS
BA prescribed language module (select **ONE** of these modules only)			Select **TWO** of these modules+		
ACLE101	Academic Literacy in English	16	MUSC111	Music and Society 1	16
ELDV100	English Language Development	16	MUSC112	Music Theory and Perception 1B	16
ZULN101 (for non-mother tongue speakers only)	Basic isiZulu Language Studies	16	MUSC114	Performance Skills 1	16
BA non-music module (select any **ONE** from the list below)			+Students *may* elect to do only ONE of the subjects above and continue with the non-music module they did in the first semester		
CHTM101	Introduction to Tourism	16	CTHM102	Introduction to Cultural and Heritage Tourism	16
DRAM103	Introduction to Drama and Performance Studies A	16	DRAM104	Introduction to Drama and Performance Studies B	16
ENGL101	Introduction to English Studies A	16	ENGL102	Introduction to English Studies B	16
HIST104	Making of the Modern World	16	HIST105	Empires of the Modern World	16
MECS101	Writing and the Media	16	MECS102	Introduction to Media Studies	16
PHIL110	Introduction to Philosophy A	16	PHIL120	Introduction to Philosophy B	16
PSYC101	Introduction to Psychology A	16	PSYC102	Introduction to Psychology A	16
RELG101	Introduction to Religion	16	RELG106	Religion and Conflict	16
ZULM101	Introduction to isiZulu A	16	ZULM102	Introduction to isiZulu B	16
LEVEL 2 (select 32 credits of electives per semester at this level)					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
Select **TWO** of the modules below+			Select **TWO** of the modules below+		
MUSC222	Practical Studies 2A	16	MUSC224	Practical Studies 2B	16
MUSC218	Performance Skills 2A	16	MUSC220	Performance Skills 2B	16
MUSC214	Music Theory and perception 2A	16	MUSC216	Music Theory and perception 2A	16
MUSC210	Music and society	16	MUSC212	Music and society	16

	2A			2B	
+A student may elect to continue with a non-music subject they completed at Level 1, provided they meet any pre-requisites.					
LEVEL 3 (select 32 credits of electives per semester at this level)					
SEMESTER ONE			**SEMESTER ONE**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
Select **ONE** of the modules below+			Select **ONE** of the modules below+		
MUSC322	Practical Studies 3A	16	MUSC324	Practical Studies 3B	16
MUSC338	Performance Skills 3A	16	MUSC340	Performance Skills 3B	16
MUSC318	Composition A	16	MUSC320	Composition B	16
MUSC322	Music and Society 3A	16	MUSC324	Music and Society 3B	16
MUSC334	Musicology A	16	MUSC336	Musicology B	16
MUSC326	Music Technology A	16	MUSC328	Music Technology B	16
MUSC330	Music Theory and perception 3A	16	MUSC332	Music Theory and perception 3B	16
TOTAL CREDITS		**32**	**TOTAL CREDITS**		**32**
+A student may elect to continue with a non-music subject provided they meet any pre-requisites. A student may do a non-music subject as a second major with the permission of the programme leader.					

Students shall complete the following Curriculum Electives for music for PGCE track students

LEVEL 1 (select 32 credits of electives per semester at this level)					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
BA prescribed language module (select **ONE** of these modules only)			Select **ONE** of the modules below		
ACLE101	Academic Literacy in English	16	MUSC111	Music and Society 1	16
ELDV100	English Language Development	16	MUSC114	Performance Skills 1	16
ZULN101 (for non-mother tongue speakers only)	Basic isiZulu Language Studies	16			
			Select the following module		
			MUSC112	Music Theory and Perception 1B	16
Non-music teaching subject (select any **ONE** from the list below)			Continue with non-music teaching subject (select the continuation module from the first semester)		
CHTM101	Introduction to Tourism	16	CTHM102	Introduction to Cultural and Heritage Tourism	16

DRAM103	Introduction to Drama and Performance Studies A	16	DRAM104	Introduction to Drama and Performance Studies B	16
ENGL101	Introduction to English Studies A	16	ENGL102	Introduction to English Studies B	16
HIST104	Making of the Modern World	16	HIST105	Empires of the Modern World	16
ZULM101	Introduction to isiZulu A	16	ZULM101	Introduction to isiZulu B	16

LEVEL 2 (select 32 CREDIT of electives per semester at this level)

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
Select MUSC214 (Music Theory and Perception 2A) *and* **ONE** of the modules below			Select MUSC216 (Music Theory and Perception 2B) *and* **ONE** of the modules below		
MUSC222	Practical Studies 2A	16	MUSC224	Practical Studies 2B	16
MUSC218	Performance Skills 2A	16	MUSC220	Performance Skills 2B	16
MUSC210	Music and society 2A	16	MUSC212	Music and society 2B	16
Continue with non-music teaching subject (select the continuation module from Level 1)			Continue with non-music teaching subject (select the continuation module from first semester)		
CHTM201	Policy and Law in Heritage Tourism	16	CHTM202	Environmental Impact of Tourism	16
DRAM206	Introduction to Applied Theatre	16	DRAM207	Physical Theatre and Dance in Africa and the Diaspora	16
ENGL201	Period/Genre/Creative Writing A	16	ENGL202	Period/Genre/Creative Writing B	16
HIST201	Culture & History: 19th & 20th Century KZN	16	HIST206	Law, Crime and Society in History	16
ZULM201	Advanced IsiZulu A	16	ZULM202	Advanced IsiZulu B	16

LEVEL 3 (select 32 credits of electives per semester at this level)

SEMESTER ONE			SEMESTER ONE		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
Select **TWO** of the modules below+			Select **TWO** of the modules below+		
MUSC322	Practical Studies 3A	16	MUSC324	Practical Studies 3B	16
MUSC338	Performance Skills 3A	16	MUSC340	Performance Skills 3B	16
MUSC318	Composition A	16	MUSC320	Composition B	16
MUSC322	Music and Society 3A	16	MUSC324	Music and Society 3B	16
MUSC334	Musicology A	16	MUSC336	Musicology B	16
MUSC326	Music Technology A	16	MUSC328	Music Technology B	16
MUSC330	Music Theory and perception 3A	16	MUSC332	Music Theory and perception 3B	16

+A student may elect to continue with a non-music subject (or two non-music subjects if they wish to complete a second major), provided they meet any pre-requisites.

HUM-BMUS3 Progression

To maintain their good standing, and to avoid either warning of slow academic progress or academic exclusion from the University, students must maintain the following minimum rates of progress.

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.

Number of Semesters Completed	BAMUSC maximum credits	BAMUSC minimum credits
1	64	32
2	128	64
3	192	96
4	256	144
5	320	176 (at least 16 at Level 2)
6	384	224 (at least 64 at Level 2)
7		256 (at least 96 at Level 2 or 3)
8		304 (at least 96 at Level 2 and 48 at Level 3)
9		336 (at least 80 at Level 3)
10		384 (3-year qualification complete)

HUM-BMUS4 Limitations

Except with the prior permission of the College, students may not register for more than 80 credits in any semester. Credits 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

HUM-BMUS5 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 ofstudy.

Students shall obtain not less than the required credits and shall complete the modules as specified under the Rules of Combination.

3. Bachelor of Arts in Philosophy, Politics and Law (BAPPL)

NQF LEVEL 7

(Offered on Howard College and Pietermaritzburg)

The Philosophy, Politics and Law degree brings together some of the most important approaches for grasping the way that the contemporary world works, and for developing a diverse range of skills that will prove useful to you in a wide range of careers. Philosophy explores deep questions concerning knowledge, truth, and justice and develops skills in critical analysis, rigorous questioning, and argumentation. Politics examines the role of institutions in directing modern societies, the workings of political systems and the processes that form them, and gives you a grounding in the theories and concepts needed for political analysis and discourse. Law gives you a thorough understanding of the foundational legal principles that underpin the practice of justice. The Philosophy, Politics and Law degree gives you a solid grounding in the methods and concepts of each field, as well as providing an awareness of the points of convergence between all three disciplines.

HUM-BPPL1 Eligibility

Applicants are eligible for admission to this qualification provided they meet the University-wide entrance requirements and hold a National Senior Certificate for Degrees (NSC Deg). Applicants must have obtained a minimum of **30** Academic Performance score (APS)

The minimum requirement of 30 APS does not guarantee a space in the programme.

HUM-BPPL2 Structure

Students shall complete the following curriculum. Students shall obtain not less than the required credits and shall complete the modules as specified under the Rules of Combination.

To graduate with a BA in 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 level 1 and level 2.
b. at least 128 credit points are obtained in any combination of Philosophy, Politics, and Law at level 3.
c. Students wishing to pursue an Honours in a particular discipline need to obtain 64 credit points at level 300 in that discipline.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
LAWS1LS	Introductory Legal Studies	16	LAWS1AS	Aspects of SA Law	16

PHIL110	Introduction to Philosophy A	16	PHIL120	Introduction to Philosophy B	16
POLS101	Introduction to Political Science	16	POLS102	Introduction to Global Politics	16
ELECTIVE		16	ELECTIVE		16
	TOTAL CREDIT	64		**TOTAL CREDIT**	64
				TOTAL CREDIT FOR LEVEL ONE	128
LEVEL 2					
LAWS2LP	Law of Persons	8	LAWS2HR	Human Rights	8
LAWS2LR	Legal Research, Writing & Reason	8	LAWS2LW	Interpretation of Law	8
PHIL210	Being and Knowing	16	PHIL220	Thinking and Doing	16
POLS201	Issues in International Affairs	16	POLS206	Contemporary African Politics and Development	16
ELECTIVE		16	ELECTIVE		16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL TWO	128
LEVEL 3					
LAWS3CR	Criminal Law	16	LAWS3JP	Jurisprudence	16
LAWS3FM	Family Law	16	LAWS3CS	Constitutional Law	16
PHIL310	Study of a Central Phil. Problem	16	PHIL320	Metaphysics (PMB)	16
PHIL330	Issues in Ethical Theory (HC)	16	PHIL350	Philosophy and Society	16
PHIL340	African Philosophy (PMB)	16	PHIL360	History of Philosophy (HC)	16
POLS301	Modern Political Thought	16	POLS303	Political Change in Dev. Regions	16
Any other 16 credit POLS3 module		16	POLS304	Comparative Government & Politics	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL THREE	128
				TOTAL CREDITS FOR PROGRAMME	384

HUM-BPPL3 Progression

To maintain their good standing, and to avoid either warning of slow academic progress or academic

exclusion from the University, students must maintain the following minimum rates of progress.

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.

Number of Semesters Completed	BAPPL maximum credits	BAPPL minimum credits
1	64	32
2	128	64
3	192	96
4	256	144
5	320	176 (at least 16 at Level 2)
6	384	224 (at least 64 at Level 2)
7		256 (at least 96 at Level 2 or 3)
8		304 (at least 96 at Level 2 and 48 at Level 3)
9		336 (at least 80 at Level 3)
10		384 (3-year qualification complete)

HUM-BPPL4 Limitations
Except with the prior permission of the College, students may not register for more than 80 credits in any semester. Credits 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.

HUM-BPPL5 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

4. Bachelor of Arts in Visual Art (B-AVA)

NQF LEVEL 7

(Offered on Pietermaritzburg Campus)

The BAVA structured degree offers training for those wanting to specialise as visual artists. Course contents cover the theory and practice of contemporary visual arts in South Africa and beyond. Students at Level 1 and Level 2 learn 'traditional' skills in painting, drawing, printmaking, and ceramics, and they are introduced to contemporary interdisciplinary modes of artmaking. Core electives at Level 1 and 2 include modules from Digital Art, and Media and Cultural Studies. Level 3 students may work in an interdisciplinary manner or choose to specialise in certain media.

HUM-B-AVA1 Eligibility

Applicants are eligible for admission to this qualification provided they meet the University-wide entrance requirements and hold a National Senior Certificate for Degrees (NSC Deg). Applicants must have obtained a minimum Academic Point Score (APS) of **28**, excluding Life Orientation. Meeting the minimum requirement of 28 APS does not guarantee admission, as placement is subject to the availability of space and the selection process.

HUM-B-AVA2 Structure

Students shall complete the prescribed curriculum and obtain not less than the required credits in the modules, as specified under the Rules of Combination.

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
FIAR110	Introduction to Art Practice and Theory A	16	FIAR120	Introduction to Art Practice and Theory B	16
DIGA110	Introduction to Digital Media Theory	16	DIGA101	Introduction to Digital Arts	16
ELECTIVE		16	MECS102	Introduction to Media Studies	16
ELECTIVE		16	ELECTIVE		16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128
LEVEL 2					
FIAR210	Visual Studies theory and practice B	16	FIAR220	Visual Studies theory and practice B	16
DIGA201	Applied Digital Art	16	DIGA210	Film Studies	16
MECS202	Introduction to Cultural Studies	16	ELECTIVE		16
ELECTIVE		16	ELECTIVE		16

	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL TWO	128
LEVEL 3					
AHIS310	20th Century Art, Visual Culture & Theory I	16	AHIS340	Contemporary African Art	16
AHIS330	Art and Museum Practice	16	AHIS370	Special Topics in Art History	16
FIAR301	Studio work A	32	FIAR302	Studio work B	32
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL THREE	128
				TOTAL CREDITS FOR PROGRAMME	384

HUM-B-AVA3 Progression

To maintain their good standing, and to avoid either warning of slow academic progress or academic exclusion from the University, students must maintain the following minimum rates of progress.

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.

Number of Semesters Completed	**B-AVA maximum** credits	**B-AVA minimum** credits
1	64	32
2	128	64
3	192	96
4	256	144
5	320	176 (at least 16 at Level 2)
6	384	224 (at least 64 at Level 2)
7		256 (at least 96 at Level 2 or 3)
8		304 (at least 96 at Level 2 and 48 at Level 3)
9		336 (at least 80 at Level 3)
10		384 (3-year qualification complete)

HUM-B-AVA4 Limitations
Except with the prior permission of the College, students may not register for more than 80 credits in any semester. Credits 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

HUM-B-AVA5 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 ofstudy.

HONOURS DEGREES OFFERED BY THE SCHOOL OF ARTS

BACHELOR OF ARTS HONOURS (BAH)

NQF LEVEL 8

(Offered on Howard College and Pietermaritzburg)

The Bachelor of Arts Honours provides graduates with advanced knowledge, critical thinking, and research skills across the humanities. The programme fosters intellectual engagement with key theories and methodologies, while encouraging students to develop specialised expertise in their chosen field. With its emphasis on independent inquiry, analytical rigour, and ethical reflection, the degree equips graduates for postgraduate study or diverse professional careers. It is particularly suited to students seeking to deepen their academic training and to contribute creatively and critically to the cultural, social, and intellectual challenges of our time.

HUM-BAH1 Eligibility
Applicants will be eligible to register for the Bachelor of Arts Honours degree if they have obtained a minimum weighted average of **60%** across all Level 3 modules of the relevant major in the appropriate NQF Level qualification. The General Academic Rules, HR2 of the University shall, where applicable, also apply. The minimum requirements do not guarantee a space in the programme.

HUM-BAH2 Structure
In order to qualify for the award of a Bachelor of Arts Honours degree, a student must complete one of the approved programmes and obtain a total of 128 credits in the modules specified below. This is a one-year coursework programme with a research project component.

1. Art History

(Offered on Pietermaritzburg Campus)

An Honours in Art History allows students to develop their abilities to understand and contextualise art within its historical and cultural circumstances, analysing how artworks were created, their meaning and purpose, and their impact on society and the human experience.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
AHIS720	Issues in Art and Art Theory	32	AHIS741	African Art and Culture	32
AHIS730	Issues in Art and Visual Culture	32	AHIS750	Issues in Art and Visual Culture	32
AHIS740	Selected Issues in Art History	32	AHIS770	Special Topics in Art History	32
	TOTAL CREDITS	64		**TOTAL CREDITS**	32
YEAR MODULE					
AHIS7RP	Research Project: Art History				32
				TOTAL CREDITS	32
				TOTAL CREDITS FOR PROGRAMME	128

2. Classics

(Offered on Howard College Campus)

The postgraduate programmes in Classics offer students an introduction to research in Classics (Classical Civilizations, Greek, and Latin).

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CLAS701	Research Methodology in Classics	16	CLAS704	Classical Languages B	16
CLAS703	Classical Languages A	16	CLAS705	Literature (Greek or Latin Author) 1	16
CLAS707	Literature (Greek or Latin Genre) 1	16	CLAS715	Comparative Culture 1	16
	TOTAL CREDITS	48		**TOTAL CREDITS**	48

YEAR MODULE		
CLAS7RP	Research Project: Classics	32
	TOTAL CREDITS	32
	TOTAL CREDIT FOR PROGRAMME	128

3. Cultural and Heritage Tourism

(Offered on Howard College Campus)

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 successful 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.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CHTM701	Representation of Culture and Heritage in Tourism	32	CHTM702	Sustainable Tourism Development	32
CHTM703	Principles of Tourism Management	16	CHTM7RP	Postgraduate Research Project	32
CCMS736	Cultural Studies in Practice	16			
	TOTAL CREDITS	**64**		**TOTAL CREDITS**	**64**
				TOTAL CREDITS FOR PROGRAMME	**128**

4. Digital Arts

(Offered on Pietermaritzburg Campus)

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.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DIGA701	Studio Practices in Digital Art	32	DIGA702	Studio Specialisation in Digital Art	32
DIGA710	Critical Methodologies in the Digital Arts	32	DIGA7RP	Digital Arts Research	32

				Project	
TOTAL CREDITS		64	**TOTAL CREDITS**		64
TOTAL CREDITS FOR PROGRAMME					128

5. Drama and Performance Studies

(Offered on Howard College and 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.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DRAM703	Directing and the Actor	32	DRAM708	Contemporary Dance – History and Aesthetics	32
			DRAM714	Theatre for Debate	32
YEAR MODULE					
DRAM7RP	Honours Project				32
TOTAL CREDITS		32	**TOTAL CREDITS**		96
TOTAL CREDITS FOR PROGRAMME					128

6. English Studies

(Offered on Howard College and 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 culturaltexts.

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.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
ENGL710	Special Topics: Literary and Cultural Studies	32	ENGL706	SA Literature and Landscape	32
ENGL716	Writing across Worlds	32	ENGL7RP	Research Paper: English Studies	32
	TOTAL CREDITS	64		TOTAL CREDITS	64
				TOTAL CREDITS FOR PROGRAMME	128

7. Ethics

(Offered on Pietermaritzburg Campus)

This programme equips students with advanced methodological approaches and research competencies in Ethics, providing a transition from broad undergraduate foundations to a research-oriented postgraduate study. The modules on offer will serve to consolidate and deepen students' expertise in Ethics.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
ETHS703	Comparative and Applied Ethics	32	ETHS707	Environmental Ethics: An African Perspective	16
ETHS706	Alternative Methods and Approaches in Applied Ethics	16	ETHS705	Development Ethics	16
ETHS704	African Feminist Ethics	16	ETHS7RP	Research Paper	32
	TOTAL CREDITS	64		TOTAL CREDITS	64
				TOTAL CREDITS FOR PROGRAMME	128

8. Fine Art

(Offered on Pietermaritzburg Campus)

The Honours degree in Fine Arts offers students an introduction to research in Fine Arts, including both theory and practice. Students must have a major in Fine Arts in the Bachelor's degree to enter the programme. Students must take all Honours core modules, comprising two practical modules and a research paper. Theory and practice are treated as integrated in these modules. The programme is delivered via a combination of group teaching and individual supervision. Practical work is examined in the form of an exhibition at the end of each semester. Students are invited to join MA and PhD students in weekly research seminars, including group critiques of student work. In addition to formal evaluation of work, critiques will function as an important learning and assessment process.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
FIAR701	Studio Specialisation A	32	FIAR702	Studio Specialisation B	64
FIAR703	Honours Research Paper: Fine Art	32			
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR PROGRAMME	128

9. French

(Offered on Pietermaritzburg Campus)

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.

YEAR ONE					
SEMESTER ONE			**SEMSTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
FREN770	Special Topics in French Studies	32	FREN710	Teaching Internship	32
FREN771	Special Topics in French Literature	32	FREN7RP	Research Paper: French	32
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR PROGRAMME	128

10. History

(Offered on Howard College and 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 setting and/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.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
HIST700	Theory and Method in Historical Research	32	HIST708	Comparative History of Race and Racism	32
CHTM701	Representation of Culture and Heritage in Tourism	32	HIST7RP	Research Paper	32
	TOTAL CREDITS	64		TOTAL CREDITS	64
				TOTAL CREDITS FOR PROGRAMME	128

11. IsiZulu Studies

(Offered on Howard College and Pietermaritzburg)

The postgraduate programme in isiZulu aim to equip students with research skills, theories and the content of the subject. The objective of doing these programmes is that at the end, the students should display knowledge skills that show that they are ready to do masters work, or apply their skills to real-life situations if they get employement. Also, with their knowledge of research methodologies in African language research, students should display knowledge skills that show that they are becoming independent researchers.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
ZULU714	Translation and Interpreting	32	ZULU7RP	Research Paper: IsiZulu	32
ZULU717	Contemporary IsiZulu Literature	32	ZULU711	Lexicography	32
	TOTAL CREDITS	64		TOTAL CREDITS	64
				TOTAL CREDITS FOR PROGRAMME	128

12. Linguistics

(Offered on 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.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
LING710	Syntactic Analysis	**32**	LING708	Language, Contact and Diversity	**32**
LING711	Topics in Psycholinguistics	**32**	LING709	Directed Study in Linguistics (Research Paper)	**32**
	TOTAL CREDITS	**64**		**TOTAL CREDITS**	**64**
				TOTAL CREDITS FOR PROGRAMME	**128**

13. Media and Cultural Studies

(Offered on Howard College and Pietermaritzburg)

Media & Cultural Studies is an interdisciplinary field which critically examines the role of modern mass media in society. The Honours programme introduces students to a number of cross-cutting research methodologies in the discipline, while gaining practical skills in a number of specialised areas, including film, journalism and health communication.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
All Media students must select the following two modules					
MECS704	Critical Methodology	32	MECS7RP	Research Project	32

Students must select one of the streams below *Note: Journalism is only available at PMB* *Video Production is only available at HC*					
1. JOURNALISM					
MECS707 (PMB)	Journalism & Ethics	32	MECS708	Strategic Corporate Comm	32
2. VIDEO PRODUCTION					
MECS709 (HC)	Video Production	32	MECS710 (HC)	Advanced Video Production	32
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR PROGRAMME	128

14. Music

(Offered on Howard College)

Music honours degrees equip students as performers, potential researchers, thinking practitioners and music administrators. For students with appropriate backgrounds in music, the performance programmes provide a stepping-stone to a career as a performer.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
All candidates **must** register for these core modules.					
MUSC7RM	Music Research: Methods	32	MUSC7RP	Honours Project (Long)	32
Choose **ONE** stream below and register for the required modules.					
1. PERFORMANCE					
MUSC7XA	Performance 2A	32	MUSC7XB	Performance 2B	32
2. APPLIED ETHNOMUSICOLOGY					
MUSC7EC	Public Sector Ethnomusicology and Community Development	32	MUSC7EV	Ethnographic and Video Documentation of Performance and Ritual	32
3. POPULAR MUSIC (MUSICOLOGY)					
MUSC7PM	Thinking Popular Music	32	MUSC7PS	Popular Music Production in Southern Africa	32
4. MUSIC TECHNOLOGY					
MUSC7LA	Electro-Acoustic Music 2A	32	MUSC7LB	Electro-Acoustic Music 2B	32
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR DEGREE	128

15. Philosophy

(Offered on Howard College and Pietermaritzburg)

An Honours in Philosophy is a perfect way to take the critical analytic and argumentative skills that you developed in your undergraduate degree to the next level. The modules offered here will add new layers to your philosophical knowledge and understanding, and you will acquire new interpretative methods and new techniques of persuasive communication. You learn advanced research skills from senior academics who are themselves actively engaged in the production of new philosophical research.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
PHIL705	Advanced Study of a Philosophical Problem	32	PHIL7RP	Research Project: Philosophy	32
PHIL706	Directed Study in Philosophy	32			
Select any one of the modules below					
			PHIL701	Political Philosophy	32
			PHIL704	Metaphysics	32
TOTAL CREDITS		64	**TOTAL CREDITS**		64
TOTAL CREDITS FOR PROGRAMME					128

16. Religion

(Offered on Howard College and Pietermaritzburg)

The Programme in Religion 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.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
RELG701	Research Methodology in Religion and Theology	16	RSTR704	Introduction to African Religion and History	32

RSTR708	Directed Study: Religion and Social Transformation	32	RSTR7RP	Research Project: Religion and Social Transformation	32
RELG702	Method and Theory in Religion and Theology	16			
TOTAL CREDITS		64			64
				TOTAL CREDITS FOR PROGRAMME	128

BACHELOR OF ARTS HONOURS STRUCTURED DEGREES

1. Bachelor of Theology Honours (BTH-H)

NQF LEVEL 8

(Offered on Pietermaritzburg)

Building on knowledge acquired from the general UG degree, this programme facilitates students' grounding in one theological subdiscipline of their choosing. Specialisations include: Biblical Studies, Theology and Development, African Theologies, Missiology, Pastoral Education, Pastoral Care, Theology and Gender, and Ecumenical Perspectives. In addition, all students receive training in the theoretical and methodological competencies needed by anyone who seeks to undertake theological research.

HUM-BTH-H1 Eligibility

Applicants will be eligible to register for the Bachelor of Theology Honours degree if they have obtained a minimum weighted average of 60% across all Level 3 modules of the relevant major in the appropriate NQF Level qualification. The General Academic Rules, HR2 of the University shall, where applicable, also apply. The minimum requirements do not guarantee a space in the programme. These qualifications require a minimum of 128 credits. This is a one-year coursework programme with research project component.

HUM- BTH-H2 Structure

In order to qualify for the award of a Bachelor of Theology Honours degree, a student must complete one of the approved programmes and obtain a minimum total of 128 credits in the modules specified below.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
CORE MODULES					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
Students must register for the following two modules.					

RELG701	Research Methodology in Religion & Theology	16	THEO7RP	Theology Honours Research Project	32
RELG702	Method & Theory in Religion and Theology	16			
Students must choose one from the following specialisations.					
1. THEOLOGY					
THEO705	Theology in African Context	32	THEO727	Clinical Pastoral Education	16
			THEO738	Key Themes in Christian Faith	16
2. BIBLICAL STUDIES					
THEO710	Biblical Interpretation	32	THEO709	Exegesis of Selected Biblical Texts	16
			THEO735	Biblical Hermeneutics: Women & Gender	16
3. THEOLOGY & DEVELOPMENT					
THEO729	Church and Development	32	THEO731	Critical Reflection on Development Praxis	16
			THEO736	Issues of Masculinity & Gender	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR PROGRAMME	128

COURSEWORK MASTERS DEGREES OFFERED BY THE SCHOOL OF ARTS

1. Master of Theology (MTH)

NQF LEVEL 9

(Offered on Pietermaritzburg)

Postgraduate students who desire to deepen their mastery of their chosen theological specialisation (viz., Biblical Studies, Theology and Development, African Theologies, Missiology, Pastoral Education, Pastoral Care, Theology and Gender, and Ecumenical Perspectives) enrol for this programme's advanced modules. The resulting deeper engagement with their specialisation gets further bolstered through hands-on guidance around each individual student's research topic.

HUM-MTHC1 Eligibility

Applicants will be eligible to register for the Master of Theology degree programmes, according to General Academic Rules CR2(b) and MR2(b), if they have completed an appropriate Honours degree in a relevant discipline, or an approved equivalent qualification at NQF level 8, with a minimum credit-weighted average of 60%. The School may set additional requirements, which could include limiting the number of students admitted, prescribing a specific selection process, or requiring the submission of a portfolio of work in certain disciplines.

HUM-MTHC2 Structure

In order to qualify for the award of a Master of Theology degree, a student must complete one of the approved programmes and obtain a total of 192 credits in the modules specified below.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
CORE MODULES					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
Students must register for the following two modules.					
THEO8RA	Research Article: Theology	32	THEO8SD	Coursework Dissertation: Theology	96
Students must choose one from the following specialisations.					
1. THEOLOGY					
THEO805	Advanced Theology in African Context	32	THEO827	Clinical Pastoral Education	16
			THEO838	Key Themes in Christian Faith	16
2. BIBLICAL STUDIES					
THEO810	Advanced Biblical Interpretation	32	THEO809	Exegesis of Selected Biblical Texts	16
			THEO835	Biblical Hermeneutics: Women & Gender	16
3. THEOLOGY & DEVELOPMENT					
THEO829	Church and Development	32	THEO831	Critical Reflection on Development Praxis	16
			THEO837	Theologies of Transformation	16
4. GENDER & RELIGION					
THEO839	Gender, Tradition & Religion in Africa	32	THEO835	Biblical Hermeneutics: Women & Gender	16
			THEO836	Issues of Masculinity & Gender	16
TOTAL CREDITS		64	**TOTAL CREDITS**		128
				TOTAL CREDITS FOR PROGRAMME	192

RESEARCH MASTERS DEGREES OFFERED BY THE SCHOOL OF ARTS

1. Master of Arts (M-ART)

NQF LEVEL 9

(Offered on Howard College and Pietermaritzburg)

The Master of Arts provides students with the opportunity to pursue advanced, supervised research across a wide range of disciplines in the Arts. The programme enables candidates to refine their specialist interests, develop independent research skills, and contribute original insights to their chosen field. Through the completion of a substantial thesis, students demonstrate mastery of relevant theories and methodologies while making an innovative and substantive contribution to knowledge. The MA equips graduates for doctoral study, academic careers, or leadership roles in diverse professional sectors.

HUM-MAR1 Eligibility

Applicants will be eligible to register for the Master of Arts programme, in terms of General Academic Rules CR2(b) and MR2(b), if they have completed an appropriate Honours degree in a relevant discipline, or an approved equivalent qualification, with a minimum credit-weighted average of **60%**. The School may set additional requirements, which could include limiting the number of students admitted, prescribing a specific selection process, or requiring the submission of a portfolio of work in certain disciplines.

HUM-MAR2 Structure

In order to qualify for the award of a Master of Arts by **Full Research** degree, a student must register for and complete one of the approved programmes and obtain a total of 192 credits in the modules specified below.

---

1. Art History

(Offered on Pietermaritzburg)

A Master's in Art History offers in-depth study of art and visual culture, enhancing critical and analytical skills and preparing graduates for careers through gaining in-depth knowledge in the area of study.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
AHIS8MD	Dissertation: Art History	192	AHIS8MD	Dissertation: Art History	192
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
AHIS8CY	Dissertation: Art History	192	AHIS8CY	Dissertation: Art History	192
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS

AHIS8MS	Dissertation: Art History Subsequent year	192	AHIS8MS	Dissertation: Art History Subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	**192**

2. Classics

(Offered on Howard College)

Classics offers only a full research Masters in Classical Civilizations, in Classical Greek and in Classical Latin. We accept only proposals with topics which are covered by the research interests of staff members.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CLAS8MD	Dissertation: Classics	192	CLAS8MD	Dissertation: Classics	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CLAS8CY	Dissertation: Classics Continuing Year	192	CLAS8CY	Dissertation: Classics Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CLAS8MS	Dissertation: Classics Subsequent year	192	CLAS8MS	Dissertation: Classics Subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	**192**

3. Cultural and Heritage Tourism

(Offered on Howard College)

The Master's Degree by research in Cultural and Heritage Tourism offers an interdisciplinary approach to understanding the intersectionality between culture, heritage and tourism and how to manage, conserve and interpret cultural and heritage resources to achieve sustainable development**.**

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CHTM8MD	Dissertation: Tourism	192	CHTM8MD	Dissertation: Tourism	192

CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CHTM8CY	Dissertation: Tourism Continuing Year	192	CHTM8CY	Dissertation: Tourism Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CHTM8MS	Dissertation : Tourism subsequent year	192	CHTM8MS	Dissertation: Tourism subsequent year	192
				TOTAL CREDIT FOR PROGRAMME	**192**

---

4. Digital Arts

(Offered on Pietermaritzburg)

The MA in Digital Arts may be completed as a full research degree through dissertation only. It may be either purely theory-based or practice-led. Whether or not it includes a practical component, the dissertation must be between 40,000 and 50,000 words in length. A theory-based MA consists entirely of written research, while a practice-led MA includes creative or practical work accompanied by a written dissertation that fully meets academic requirements. The written component must demonstrate critical engagement and contextualise the research within the broader field of Digital Arts.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DIGA8MD	Dissertation: Digital Arts	192	DIGA8MD	Dissertation: Digital Arts	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DIGA8CY	Dissertation: Digital Arts Continuing Year	192	DIGA8CY	Dissertation: Digital Arts Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**

DIGA8MS	Dissertation: Digital Arts subsequent year	192	DIGA8MS	Dissertation: Digital Arts subsequent year	192
				TOTAL CREDIT FOR PROGRAMME	**192**

5. Drama and Performance Studies

(Offered on Howard College and Pietermaritzburg)

A Master's degree in Drama and Performance Studies is a research-based postgraduate qualification that goes beyond the foundational knowledge of the discipline. Students develop their own topics of enquiry within the area of Drama and Performance Studies and its specialisations in the development of in-depth knowledge and expertise.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DRAM8MD	Dissertation: Drama and Performance Studies	192	DRAM8MD	Dissertation: Drama and Performance Studies	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DRAMCY	Dissertation: Drama and Performance Studies Continuing Year	192	DRAM8CY	Dissertation: Drama and Performance Studies Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DRAM8MS	Dissertation: Drama and Performance Studies subsequent year	192	DRAM8MS	Dissertation: Drama and Performance Studies subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	**192**

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.

---

6. English Studies

(Offered on Howard College and Pietermaritzburg)

The offering at the master's level provides students with the opportunity to conduct supervised research in a broad range of areas of literature and literary theory. We specialise in, but are not limited to, writings from

South Africa and Africa, and guide students to develop a thesis topic that reflects their interests and allows them to make a substantive and innovation contribution to their research area that demonstrates mastery of the field and contributes to knowledge.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
ENGL8MD	Dissertation: English Studies	192	ENGL8MD	Dissertation: English Studies	192
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
ENGL8CY	Dissertation: English Studies Continuing Year	192	ENGL8CY	Dissertation: English Studies Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
ENGLE8MS	Dissertation: English Studies subsequent year	192	ENGL8MS	Dissertation: English Studies subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	192

7. Ethics

(Offered on Pietermaritzburg)

The offering at the master's level provides students with the opportunity to conduct supervised research in a broad range of areas of literature and literary theory. We specialise in, but are not limited to, writings from South Africa and Africa, and guide students to develop a thesis topic that reflects their interests and allows them to make a substantive and innovation contribution to their research area that demonstrates mastery of the field and contributes to knowledge.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
ETHS8MD	Dissertation: Ethics Studies	192	ETHS8MD	Dissertation: Ethics Studies	192

CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
ETHS8CY	Dissertation: Ethics Studies Continuing Year	192	ETHS8CY	Dissertation: Ethics Studies Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
ETHS8MS	Dissertation: Ethics Studies subsequent year	192	ETHS8MS	Dissertation: Ethics Studies subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	**192**

8. Fine Art

(Offered on Pietermaritzburg)

The programme is delivered via a combination of group teaching and individual supervision. Students are invited to join weekly activities including research seminars, writing workshops, and feedback sessions involving staff and peers. These weekly sessions create a valuable space for students to deepen their learning, build confidence, and benefit from peer exchange, making them an integral part of both personal growth and the assessment process.

The Fine Arts Master's degree by research includes two options.

1. Theory only. On completion, students submit a written thesis.
2. An integrated approach to theory and practice. On completion, students submit a written thesis and a body of practical work for examination. The written thesis and practical work are submitted simultaneously and considered as a whole.

Students are required to be on campus during the course of this degree.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
FIAR8MD	Dissertation: MAFA Studio-Work	192	FIAR8MD	Dissertation: MAFA Studio-Work	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
FIAR8CY	Dissertation: MAFA Studio-Work Continuing Year	192	FIAR8CY	Dissertation: MAFA Studio-Work Continuing Year	192

SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
FIAR8MS	Dissertation MAFA Studio-Work subsequent year	192	FIAR8MS	Dissertation MAFA Studio-Work subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	**192**

9. French

(Offered on Howard College and Pietermaritzburg)

The offering at the master's level provides students with the opportunity to conduct supervised research in French and Francophone Studies, with a focus on literature from France and the diaspora, and the didactics of teaching French as a foreign language. Students are encouraged to develop a dissertation topic that reflects their interests while engaging critically with current debates in the field. The aim is to foster research that demonstrates both a high level of proficiency in French (minimum B2 or equivalent) and the ability to make a substantive and innovative contribution to knowledge in their chosen area.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
FREN8MD	Dissertation: French	192	FREN8MD	Dissertation: French	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
FREN8CY	Dissertation: French Continuing Year	192	FREN8CY	Dissertation: French Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
FREN8MS	Dissertation: French subsequent year	192	FREN8MS	Dissertation: French subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	**192**

10. History

(Offered on Howard College and Pietermaritzburg)

The Master's Degree in History (Research) trains students to conduct supervised independent research on a topic selected in consultation with the Lecturer.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
HIST8MD	Dissertation: History	192	HIST8MD	Dissertation: History	192
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
HIST8CY	Dissertation: History Studies Continuing Year	192	HIST8CY	Dissertation: History Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
HIST8MS	Dissertation: History subsequent year	192	HIST8MS	Dissertation: History subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	192

11. IsiZulu Studies

(Offered on Howard College and Pietermaritzburg)

The MA in isiZulu Studies is a full supervised research degree through dissertation only. It covers both the theory and the practice of the subject matter that is being researched by the student. The MA research project should demonstrate critical engagement with the subject matter being researched and is expected to contextualise the research project within the larger field of African languages.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
ZULU8MD	Dissertation: IsiZulu	192	ZULU8MD	Dissertation: IsiZulu	192

CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
ZULU8CY	Dissertation: IsiZulu Continuing Year	192	ZULU8CY	Dissertation: IsiZulu Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
ZULU8MS	Dissertation: IsiZulu subsequent year	192	ZULU8MS	Dissertation: IsiZulu subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	**192**

12. Linguistics

(Offered on Howard College)

At master's level our students pursue supervised research projects across diverse areas of Linguistics including language planning and contact, descriptive and analytical linguistics, as well as language and cognition. The breadth of our offerings allows master's candidates to develop thesis topics that align with their individual interests while contributing to a wide spectrum of linguistic theory from theoretical syntax to educational linguistics. Our programme offers particular opportunities for research in African languages.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
LING8MD	Dissertation: Linguistics	192	LING8MD	Dissertation: Linguistics	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
LING8CY	Dissertation: Linguistics Continuing Year	192	LING8CY	Dissertation: Linguistics Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
LING8MS	Dissertation: Linguistics	192	LING8MS	Dissertation: Linguistics	192

	subsequent year			Continuing Year	
				TOTAL CREDITS FOR PROGRAMME	**192**

13. Media and Cultural Studies

(Offered on Howard College and Pietermaritzburg)

Assigned to a specialised supervisor, students in the MA programme develop and complete a full research dissertation. Students are expected to demonstrate a mastery of methodology in their chosen field of Media & Cultural Studies. Where appropriate, and with permission from the discipline, students may undertake a practice-led component to complement their research. This programme is useful for industry professionals who wish to deepen their understanding of the field, and to prepare those aiming to complete a PhD.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
MECS8MD	Dissertation: MECS	192	MECS8MD	Dissertation: MECS	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
MECS8CY	Dissertation: MECS Continuing Year	192	MECS8CY	Dissertation: MECS Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
MECS8MS	Dissertation: MECS subsequent year	192	MECS8MS	Dissertation: MECS subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	**192**

14. Music

(Offered on Howard College)

The Master of Arts in Music provides students with the opportunity to conduct supervised research in a wide range of areas across musicology, performance, composition, ethnomusicology and music education. The programme is designed to allow students to refine their specialist interests while developing advanced skills in independent research and critical thinking. Students are guided to formulate a thesis topic that reflects their passions and expertise, producing work that demonstrates mastery of the field and makes a

substantive and innovative contribution to the discipline of music. Additionally, students may elect to split the degree 50/50 with a creative component which is integrally linked to the research thesis, e.g. a series of musical performances, or a set of compositions

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
MUSC8MD	Dissertation: Music	192	MUSC8MD	Dissertation: Music	192
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
MUSC8CY	Dissertation: Music Continuing Year	192	MUSC8CY	Dissertation: Music Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
MUSC8MS	Dissertation: Music Subsequent Year	192	MUSC8MS	Dissertation: Music Subsequent Year	192
TOTAL CREDITS FOR PROGRAMME					192

15. Philosophy

(Offered on Howard College and Pietermaritzburg)

The Masters by Research in Philosophy is for postgraduates who want the opportunity to develop their research skills by making an original contribution to philosophical knowledge. The Masters in Philosophy builds upon the philosophical techniques and knowledge you have acquired at undergraduate and Honours level, and allows you to develop your own research project in a field of philosophy of your own choosing. Each Masters student will be assigned a supervisor, an experienced academic with expertise in the relevant areas, who will work closely with the student as they formulate, research, and construct their very own piece of philosophical research.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PHIL8MD	Dissertation: Philosophy	192	PHIL8MD	Dissertation: Philosophy	192

CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
PHIL8CY	Dissertation: Philosophy Continuing Year	192	PHIL8CY	Dissertation: Philosophy Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
PHIL8MS	Dissertation: Philosophy subsequent year	192	PHIL8MS	Dissertation: Philosophy subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	**192**

16. Religion

(Offered on Howard College and Pietermaritzburg)

Master of Art in Religion Studies in the School of Arts at UKZN enables students to study, interpret, and analyse different dimensions of Religion in its complexity. With specific expertise in African traditional religions, Christianity, Islam, Hindu Studies, Sociology of Religion, and Comparative Religion, students have an opportunity to explore the study of religion in its diversity from interdisciplinary and comparative perspectives. The degree is by both research and course work with a mini dissertation.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
RSTR8MD	Dissertation: Religion and Social Transformation	192	RSTR8MD	Dissertation: Religion and Social Transformation	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
RSTR8CY	Dissertation: Religion and Social Transformation Continuing Year	192	RSTR8CY	Dissertation: Religion and Social Transformation Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
RSTR8MS	Dissertation: Religion and Social Transformation	192	RSTR8MS	Dissertation: Religion and Social Transformation	192

	subsequent year			subsequent year	
				TOTAL CREDITS FOR PROGRAMME	**192**

Master of Theology (M-TH)

(NQF LEVEL 9)

(Offered on Pietermaritzburg)

Students who perform well enough at Honours level may enrol for the Research-only MTH. They get to focus on a research topic of their choosing with supervision from suitably qualified members of staff. The research topic will fall under any of the following specializations offered at UKZN: Biblical Studies, Theology and Development, African Theologies, Missiology, Pastoral Education, Pastoral Care, Theology and Gender, and Ecumenical Perspectives.

HUM-MTH1 Eligibility

Applicants will be eligible to register for the programme, in terms of General Academic Rules CR2(b) and MR2(b), if they have completed an appropriate Honours degree in a relevant discipline, or an approved equivalent qualification, with a minimum credit-weighted average of 60%. The School may set additional requirements, which could include limiting the number of students admitted, prescribing a specific selection process, or requiring the submission of a portfolio of work in certain disciplines.

HUM-MTH2 Structure

In order to complete the Master for Theology a student shall complete the modules as specified below.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
THEO8MD	Dissertation: Theology	192	THEO8MD	Dissertation: Theology	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
THEO8CY	Dissertation: Theology Continuing year	192	THEO8CY	Dissertation: Theology Continuing year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
THEO8MS	Dissertation: Theology subsequent year	192	THEO8MS	Dissertation: Theology subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	**192**

DOCTORAL DEGREES OFFERED BY THE SCHOOL OF ARTS

Doctor of Philosophy (Arts) (PHD-AR)

NQF LEVEL 10

(Offered on Howard College and Pietermaritzburg)

The Doctor of Philosophy is the senior qualification in the College of Humanities. It is a critical qualification which contributes to the development of a knowledge-driven society. It has been developed to address national, regional and continental needs for advanced scholarship, intellectual leadership and relevant research in the humanities and social sciences. This is a terminal degree which is intended to provide an environment that develops independent scholars who can contribute substantively to research, teaching and societal transformation.

GENERAL DOCTORAL DEGREE RULES FOR THE SCHOOL

Rules, DR1 to DR13 inclusive, shall be applicable to every candidate for a degree of Doctor of Philosophy by research.

HUM-PHD1 Eligibility

An applicant is eligible to apply for selection to register for the doctoral qualifications in this College under General Academic Rule DS2. A minimum weighted average of **60%** across all modules of a relevant Masters degree or an equivalent at NQF 9. Some disciplines may require a portfolio of work as a prerequisite for selection. The minimum requirements do not guarantee a space in the programme.

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-PHD2 Structure

In order to complete the qualification, a student shall complete the modules as specified below.

1. Art History

(Offered on Pietermaritzburg)

A Doctoral degree in Art History is an advanced research degree focused on cultivating in-depth knowledge of art's history, theory, and criticism across various periods and regions.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
AHIS9DO	Art History thesis	384	AHIS9DO	Art History thesis	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
AHIS9CY	Art History thesis - Continuing year	384	AHIS9CY	Art History thesis - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
AHIS9DS	Art History thesis - subsequent year	384	AHIS9DS	Art History thesis - subsequent year	384
				TOTAL CREDITS FOR PROGRAMME	**384**

2. Classics

(Offered on Howard College)

Classics offers a PhD programme in Classical Civilizations, in Classical Greek and in Classical Latin. We accept only proposals with topics which are covered by the research interests of staff members

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CLAS9DO	Classics thesis	384	CLAS9DO	Classics thesis	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CLAS9CY	Classics thesis Continuing year	384	CLAS9CY	Classics thesis Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**

CLAS9DS	Classics thesis – Continuing year	384	CLAS9DS	Classics thesis – Continuing year	384
				TOTAL CREDITS FOR PROGRAMME	**384**

3. Cultural and Heritage Tourism

(Offered on Howard College)

The PhD in Cultural and Heritage Tourism by Research involves conducting independent research on an approved research topic within the student's specialised area of interest, decided in consultation with the supervisor.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CHTM9DO	Cultural and Heritage Tourism thesis	384	CHTM9DO	Cultural and Heritage Tourism thesis	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CHTM9CY	Cultural and Heritage Tourism thesis - Continuing year	384	CHTM9CY	Cultural and Heritage Tourism thesis - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CHTM9DS	Cultural and Heritage Tourism thesis - subsequent year	384	CHTM9DS	Cultural and Heritage Tourism thesis - subsequent year	384
				TOTAL CREDIT FOR PROGRAMME	**384**

4. Digital Arts

(Offered on Pietermaritzburg)

The PhD in Digital Arts may be undertaken as a full research degree by thesis only. This may be either purely theory-based or practice-led. In both cases, the written thesis must be between 70,000 and 80,000 words. A theory-based PhD is entirely text-based, while a practice-led PhD combines a significant body of creative work with a written component that meets the full academic standards of a doctoral thesis. The written research must offer original, critical insight and make a substantial contribution to the field.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DIGA9DO	Digital Arts thesis	384	DIGA9DO	Digital Arts thesis	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DIGA9CY	Digital Arts thesis - Continuing year	384	DIGA9CY	Digital Arts thesis - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DIGA9DS	Digital Arts thesis - subsequent year	384	DIGA9DS	Digital Arts thesis - subsequent year	384
				TOTAL CREDIT FOR PROGRAMME	**384**

5. Drama and Performance Studies

(Offered on Howard College and Pietermaritzburg)

A Doctoral degree in Drama and Performance Studies is a research-based postgraduate qualification that extends enquiry into new areas of expertise and understanding within the discipline of Drama and Performance Studies.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DRAM9D0	Drama and Performance Studies	384	DRAM9D0	Drama and Performance Studies	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DRAM9CY	Drama and Performance Studies - Continuing year	384	DRAM9CY	Drama and Performance Studies - Continuing year	384

SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DRAM9DS	Drama and Performance Studies - subsequent year	384	DRAM9DS	Drama and Performance Studies - subsequent year	384
				TOTAL CREDITS FOR PROGRAMME	**384**

6. English Studies

(Offered on Howard College and Pietermaritzburg)

A PhD in English Studies provides doctoral candidates with the opportunity to conduct original, substantial, and independent research. Before embarking on this journey, we ensure that we have adequate supervisory capacity that intersects the candidate's research interests and the specialisations of our teaching staff. The aim is to advance the discipline through a thesis that makes a significant and original contribution to knowledge and demonstrates scholarly excellence.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
ENGL9DO	English Studies thesis	384	ENGL9DO	English Studies thesis	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
ENGL9CY	English Studies thesis - Continuing year	384	ENGL9CY	English Studies thesis - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
ENGL9DS	English Studies thesis – subsequent year	384	ENGL9DS	English Studies thesis – subsequent year	384
				TOTAL CREDITS FOR PROGRAMME	**384**

7. Ethics

(Offered on Pietermaritzburg)

A PhD thesis provides doctoral candidates with the opportunity to conduct original, substantial, and independent research in Ethics. It aims to advance the discipline through a thesis that makes a significant and original contribution to knowledge and demonstrates scholarly excellence.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
ETHS9DO	Ethics thesis	384	ETHS9DO	Ethics thesis	384
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
ETHS9CY	Ethics thesis - Continuing year	384	ETHS9CY	Ethics thesis - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
ETHS9DS	Ethics thesis – Continuing year	384	ETHS9DS	Ethics thesis – Continuing year	384
				TOTAL CREDITS FOR PROGRAMME	384

8. Fine Art

(Offered on Pietermaritzburg)

The programme is delivered via a combination of group teaching and individual supervision. Students are invited to join weekly research seminars, including group critiques of student work. In addition to formal evaluation of work, critiques will function as an important learning and assessment process.
Students are required to be on campus during the course of this degree.

The Fine Arts Doctoral degree includes two options:

1. Theory only. On completion, students submit a written thesis.
2. An integrated approach to theory and practice. On completion, students submit a written thesis and a body of practical work for examination. The written thesis and practical work are submitted simultaneously and considered as a whole.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
FIAR9DO	Fine Arts thesis	384	FIAR9DO	Fine Arts thesis	384
CONTINUING YEAR					

MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
FIAR9CY	Fine Arts thesis - Continuing year	384	FIAR9CY	Fine Arts thesis - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
FIAR9DS	Fine Arts thesis - subsequent year	384	FIAR9DS	Fine Arts thesis - subsequent year	384
				TOTAL CREDITS FOR PROGRAMME	**384**

9. French

(Offered on Howard College and Pietermaritzburg)

A PhD in French and Francophone Studies provides doctoral candidates with the opportunity to conduct original, substantial, and independent research. Research may be pursued in areas of French and Francophone literature or in the didactics of French as a foreign language. We ensure that supervisory capacity aligns with the candidate's interests and our staff specialisations before registration. The objective is to produce a thesis that demonstrates scholarly excellence, advanced competence in French (minimum C1 or equivalent), and a significant and original contribution to the discipline.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
FREN9DO	French thesis	384	FREN9DO	French thesis	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
FREN9CY	French thesis - Continuing year	384	FREN9CY	French thesis - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
FREN9DS	French thesis – subsequent year	384	FREN9DS	French thesis – subsequent year	384
				TOTAL CREDITS FOR PROGRAMME	**384**

10. History

(Offered on Howard College and Pietermaritzburg)

A Doctoral degree in Art History is an advanced research degree focused on cultivating in-depth knowledge of art's history, theory, and criticism across various periods and regions.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
HIST9DO	History thesis	384	HIST9DO	History thesis	384
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
HIST9CY	History thesis - Continuing year	384	HIST9CY	History thesis - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
HIST9DS	History thesis - subsequent year	384	HIST9DS	History thesis - subsequent year	384
				TOTAL CREDITS FOR PROGRAMME	384

11. IsiZulu Studies

(Offered on Howard College and Pietermaritzburg)

The PhD in isiZulu Studies is a full supervised research degree through a thesis only - a thesis of about 100 000 words. The research project should be independently done and be original. The research project should cover both the theory and the practice of the subject matter that is being researched by the student. The research should demonstrate critical engagement with the subject matter being researched and is expected to contextualise the research project within the larger field of African languages.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
ZULU9DO	IsiZulu Studies thesis	384	ZULU9DO	IsiZulu Studies thesis	384

CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
ZULU9CY	IsiZulu Studies thesis - Continuing year	384	ZULU9CY	IsiZulu Studies thesis - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
ZULU9DS	IsiZulu Studies – subsequent year	384	ZULU9DS	IsiZulu Studies – subsequent year	384
				TOTAL CREDITS FOR PROGRAMME	**384**

12. Media and Cultural Studies

(Offered on Howard College and Pietermaritzburg)

The doctoral programme is an advanced, independent undertaking for those wishing to become specialists in a specific area of Media & Cultural Studies. Students are guided by an expert supervisor to develop and produce an original thesis that advances knowledge in the field. Where appropriate, and with permission from the discipline, students may undertake a practice-led study.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
MECS9DO	Media and Cultural Studies thesis	384	MECS9DO	Media and Cultural Studies thesis	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
MECS9CY	Media and Cultural Studies – Continuing year	384	MECS9CY	Media and Cultural Studies – Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
MECS9DS	Media and Cultural Studies – subsequent year	384	MECS9DS	Media and Cultural Studies – subsequent year	384
				TOTAL CREDIT SFOR PROGRAMME	**384**

13. Music

(Offered on Howard College)

The PhD in Music offers candidates the opportunity to undertake original, substantial and independent research in their chosen area of the discipline. Admission is subject to the availability of appropriate supervisory expertise that aligns with the candidate's research interests. The doctoral thesis must represent a significant and original contribution to knowledge, advancing the field of music through scholarly excellence, rigorous enquiry and creative innovation. Students may elect to split the degree 50/50 with a creative component which is integrally linked to the research thesis, e.g. a series of musical performances, or a set of compositions.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
MUSC9DO	Doctoral Thesis: Music	384	MUSC9DO	Doctoral Thesis: Music	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
MUSC9CY	Doctoral Thesis: Music Continuing Year	384	MUSC9CY	Doctoral Thesis: Music Continuing Year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
MUSC9DS	Doctoral Thesis: Music Subsequent Year	384	MUSC9DS	Doctoral Thesis: Music Subsequent Year	384
				TOTAL CREDIT SFOR PROGRAMME	**384**

14. Philosophy

(Offered on Howard College and Pietermaritzburg)

The purpose of the PhD in Philosophy is to prepare you for an academic career as a philosopher. You will undertake a doctoral level research project under the close guidance of your supervisor, an academic with established research credentials. You will polish the critical and analytic skills that you have already developed, and undertake original research that makes a novel contribution to the field of philosophy. At the end of your PhD in Philosophy you will no longer be a student, but an expert in your subject.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PHIL9DO	Philosophy thesis	384	PHIL9DO	Philosophy thesis	384
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PHIL9CY	Philosophy thesis - Continuing year	384	PHIL9CY	Philosophy thesis - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PHIL9DS	Philosophy thesis – Subsequent year	384	PHIL9DS	Philosophy thesis – Subsequent year	384
				TOTAL CREDITS FOR PROGRAMME	384

15. Religion

(Offered on Howard College and Pietermaritzburg)

In an increasingly fractured world, PhD Graduate studies in the School of Arts at UKZN in Religion help to nurture graduates best equipped for global citizenship. The PhD is obtained through scholarly research culminating in a dissertation. Or, alternatively, by the publication track. Graduates may pursue specific topics and themes, for example, in cross-cultural contexts in traditions like African traditional religions, Christianity, Islam, or the Hindu tradition.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
RSTR9DO	Religion and Social Transformation thesis	384	RSTR9DO	Religion and Social Transformation thesis	384
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
RSTR9CY	Religion and Social Transformation thesis - Continuing year	384	RSTR9CY	Religion and Social Transformation thesis - Continuing year	384

SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
RSTR9DS	Religion and Social Transformation thesis – Continuing year	384	RSTR9DS	Religion and Social Transformation thesis – Continuing year	384
				TOTAL CREDITS FOR PROGRAMME	**384**

16. Theology

(Offered on Pietermaritzburg)

Suitably qualified students enrol for advanced individual research under appropriate mentorship from senior staff in any of the following theological specializations: Biblical Studies, Theology and Development, African Theologies, Missiology, Pastoral Education, Pastoral Care, Theology and Gender, and Ecumenism.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
THEO9DO	Theology thesis	384	THEO9DO	Theology thesis	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
THEO9CY	Theology thesis - Continuing year	384	THEO9CY	Theology thesis - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
THEO9DS	Theology thesis – Continuing year	384	THEO9DS	Theology thesis – Continuing year	384
				TOTAL CREDITS FOR PROGRAMME	**384**

SCHOOL OF SOCIAL SCIENCES

The School of Social Sciences offer a dynamic mix of structured and generic degrees that equip students to competently grasp, analyse and respond to social changes in our society. Our undergraduate and postgraduate programmes are offered in disciplinary fields that include, among others, sociology, development, gender studies and political science. The modules and programmes offered by the School of Social Sciences equip our students with a range of methodological and theoretical competencies that allows enable real-world application and innovation.

UNDERGRADUATE DEGREES OFFERED BY

THE SCHOOL OF SOCIAL SCIENCES

GENERAL UNDERGRADUATE DEGREE RULES FOR THE SCHOOL

HUM-UG1 Bachelor of Social Sciences Degree Requirements

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 semester
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).

HUM-UG2 Limitations

1. Except with the prior permission of the College,
    a) students may not register for more than 80 credit in any semester.
    b) 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.

HUM-UG3 Change 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

HUM-UG4 Minimum Academic Performance Score (APS)

1. The minimum Academic Performance Score (APS) does not guarantee a space in the programme.

1. Bachelor of Social Sciences in Industrial and Working Life (BSSIWL)

NQF LEVEL 7

(Offered on Howard College)

The Bachelor of Social Science in Industrial Work Life Programme (BSSIWLP) is offered part-time and aims to provide learners with in-depth knowledge of the broader socio-political and socio-economic context of the world of work. 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. 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.

HUM-SIWLP1 Eligibility

Applicants are eligible to apply to register for the qualification of Bachelor of Social Sciences in Industrial and Working Life if they have previously completed at least one of the following Higher Certificate modules, at NQF level 5, at the Workers College South Africa:

- Labour Studies
- Labour Economics
- Gender and Labour Studies
- Political Studies

HUM-SIWLP3 Structure

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 with an accumulation of credits over 10 semesters as follows;

- First level modules, 80 credits
- Second level modules, 80 credits
- Third level modules, 80 credits
- Fourth Level modules. 80 credits
- Fifth Level modules. 64 credits
- TOTAL over 10 semesters = 384 credits

In order to complete the qualification, a student shall obtain not less than 384 credits and shall complete the modules as specified below.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
SOCY101	Introduction to Sociology	16	IOLS101	Workers and Industrialization in SA	16
			SOCY102	Introduction to South African Society	16

POLS101 OR ECHS101	Introduction to Political Science OR Political Economy of Food (Elective)	16	POLS102 OR ANTH102	Introduction to Global Politics OR Culture & Society in Africa	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	48
				TOTAL CREDITS FOR LEVEL	80
LEVEL 2					
POLS201	Issues in International Affairs	16	POLS206	African Politics and Development	16
IOLS 201	Organising Production	8	IOLS204	Trade Unions in South Africa	8
IOLS205	Introduction to Labour Markets	8	IOLS202	Globalisation & World Class Manufacturing	8
			ECHS102	Globalisation Then and Now	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	48
				TOTAL CREDITS FOR LEVEL	80
LEVEL 3					
SOCY201	Classical Sociology Theory	16	SOCY202	Social Change	16
ECHS209	Capitalism and Development	16	ECHS210	Development in Southern Africa	16
			ANTH102	Culture & Society in Africa	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	48
				TOTAL CREDITS FOR LEVEL ONE	80
LEVEL 4					
IOLS301	Organisational Restructuring & Change	16	IOLS302	Diversity & Equity in the Workplace	16
IOLS303	Labour, Capital & State in Contemporary SA	16	PSYC326	Labour Relations Context Law and Practice	16

			POLS303	Political Change in Developing Regions	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	48
				TOTAL CREDITS FOR LEVEL	80
LEVEL 5					
SOCY301	Contemporary Sociological Theory	16	POLS 304	Comparative Government and Politics	16
SOCY305	Research Design: And Introcuduction	16	SOCY306	Social Issues - Practice and Theory	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	32
				TOTAL CREDITS FOR LEVEL	64
				TOTAL CREDITS FOR PROGRAMME	384

HUM-SIWLP2 Progression

To maintain their good standing, and to avoid either warning of slow academic progress or academic exclusion from the University, students must maintain the following minimum rates of progress.

.

Number of Semesters Completed	BSSIWL maximum credits	BSSIWL minimum credits
1	32	16
2	80	48
3	112	80
4	160	112
5	208	144
6	240	192 (at least 32 at Level 2)
7	272	224 (at least 64 at Level 2)
8	320	256 (at least 96 at Level 2 or 3)
9	352	288 (at least 96 at Level 2 and 32 at
10	384	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

2. Bachelor of Social Sciences (BSS4)

NQF LEVEL: 7

(Offered on Howard College and Pietermaritzburg)

Foundation Programme

The Bachelor of Social Science Foundation Programme is intended for applications from disadvantaged schools and preference will be given to students from quintiles 1-3 schools. 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 Sciences Degree.

HUM-SEC1 Eligibility

a) Applicants are eligible to apply to register for the **BSS4 Foundation/Augmented Stream** if they:
   i. have a full NSC Deg with at least 22-27 points (excluding Life Orientation), and
   ii. have obtained a Level 4 (40%) English Home Language/First Additional Language and Life Orientation (Level 4), may apply to be registered for the BSS4 Foundation/ Augmented stream. This leads to the completion of a degree, usually in not less than four years.

b) Students who have attended the University or any tertiary institution, whether in a degree or access programme of any kind, for a complete semester, will not be admitted to the BSS4 Augmented Stream.

c) Preference will be given to applicants who have had a disadvantaged School Background (as defined by Senate).

HUM-SEC2 Structure

BSS (Four-Year) Extended Curricula (level 2 and 3 students can follow the Bachelor of Social Sciences

First Year

Students must take all of the following modules:

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
ACLT001	Academic Literacy A	16	ACLT100	Exploring Literacies in the Humanities	16
ELDV001	English Language Development A	16			
BCLT001	Basic Computer Literacy	8			
BNMR001	Basic Numeracy	8			
TOTAL FOUNDATION CREDIT FOR LEVEL ONE TOTAL CREDITS BEARING FOUNDATION CREDIT FOR LEVEL ONE					48 FC 16

plus, ONE set in SEMESTER 1, and TWO sets from the following choices in SEMESTER 2

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
POLS101	Introduction to Political Science	16	POLS102	Introduction to Global Politics	16
POLS095	Augmenting Introduction to Political Science	0	POLS096	Augmenting Introduction to Global Politics	0
PSYC101	Introduction to Psychology A	16	PSYC102	Introduction to Psychology B	16
PSYC095	Augmenting Introduction to Psychology A	0	PSYC096	Augmenting Introduction to Psychology B	0
SOCY101	Introduction to Sociology 101	16	SOCY102	Introduction to SA Society	16
SOCY095	Augmenting Introduction to Sociology	0	SOCY096	Augmenting Introduction to SA Society	0
TOTAL MAINSTREAM CREDITS FOR LEVEL ONE					48

HUM-SEC3 Progression

Foundation Level

a) Students are permitted to register for a maximum of **64 mainstream plus foundation bearing 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.
b) In first semester of the first year of the qualification, students must choose one mainstream module from one of the following: Political Science, Psychology or Sociology. In the second semester students must choose two of these mainstream modules These module offerings could change from time to time.
c) Normal College progression rules will apply from the second year.
d) Students who fail two literacy modules in the first year **must** register for ACLE101 in the first semester of their second year.
e) 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.
f) Only students who have gained at least 48 mainstream credits by the end of the first year may proceed to the second year.

Mainstream Level

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.

Number of Semesters Completed	BSS4 maximum credits	BSS4 minimum credits
1	16	16
2	64	48
3	112	80
4	160	112
5	208	144
6	256	192 (at least 32 at Level 2)
7	320	224 (at least 64 at Level 2)
8	384	256 (at least 96 at Level 2 or 3)
9		288 (at least 96 at Level 2
10		320 (at least 64 at Level 3)
11		352 (at least 96 at Level 3)
12		384 (3-year qualification complete)

HUM- SEC4 Changes of Qualification

1. Students may not change from the BSS4 to another qualification within the College.

3. Bachelor of Social Sciences (BSS)

NQF LEVEL 7

(Offered on Howard College and Pietermaritzburg)

The Bachelor of Social Science programme is focused on developing graduates who are good communicators and analytical thinkers, with knowledge and skills related to social issues, how to identify and analyse social concerns and problems, develop positions on social issues and propose possible interventions. Graduates are able to deal with theory, the philosophy of social science, the scientific method, and quantitative and qualitative analysis in the social sciences.

HUM-SUG1: Eligibility

1. Bachelor of Social Sciences Degrees Selection

Applicants are eligible to apply for admission to the Bachelor of Social Science qualifications:

a) If they have previously obtained a National Senior Certificate (NSC) Bachelors degree pass or (equivalent as defined for UKZN), requires a minimum of seven subjects, including English Home Language/First Additional Language (level 4) and Life Orientation at (Level 4), (or equivalent as defined for the College of Humanities, UKZN. Selection is based on these requirements and may include academic ranking and other criteria approved by the Senate and Council.

b) If they 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 subjects 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.

c) In addition, applicants shall be eligible to apply to register for under- graduate qualifications if they are in possession of a matriculation exemption pre-2008 with at least **S** points.

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

2. Bachelor of Social Sciences Degrees Alternative Selection

a) 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. Selection under Universities South Africa Matriculation (USAF) Board 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 Exemption (pre-2008) (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.

b) Applicants applying for admission from other Higher Education Institutions

i. Students who do not meet UKZN's entry requirements in terms of APS score but have successfully completed a year or more of study at a higher education institute may be considered for admission to programmes in a related field at UKZN provided they have demonstrated they can succeed at tertiary studies by passing all modules. In such cases they will not receive credits for any modules passed at the other institution as they are regarded as a form of RPL.

ii. Students who meet UKZN's entry requirements for the programme of study and commenced their studies at another University but now wish to transfer to UKZN to continue their studies may be considered for admission provided they are in good academic standing. Such students may transfer credits for comparable

2. Bachelor of Social Sciences Degrees Admission of Applicants with Non-South African School-Leaving Qualifications

a) Applicants holding school-leaving qualifications other than the National Senior Certificate

(for degree study) will be considered for admission in accordance with the regulations in effect at the time of application. International applicants are also required to provide proof of English language proficiency.

HUM-SUG2 Bachelor of Social Sciences Degrees Structure

a) To qualify for a Bachelor's degree, students must obtain at least 96 credit at levels one and two and 128 credit 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 credit in the fourth-year of study. These qualifications extend over a minimum of eight semesters.
c) At least 64 credit per annum must be chosen from modules offered by the College (as listed in the syllabus section of this Handbook).

In order to complete the qualification, a student shall obtain not less than 384 credits and shall complete the modules as specific to the rules of combination below.

BACHELOR OF SOCIAL SCIENCES DEGREES RULES OF COMBINATION FOR MAJORS

HUM-SUG3 Bachelor of Social Sciences Degrees Majors
Students must select two majors from List A OR
Students can select one major from List A and only one major maybe taken from List B

List A: BSocSci Majors

Anthropology	Industrial and Organisational and Labour Studies
Community Development	Industrial and Organisational Psychology
Criminology and Forensic Studies	Political Science
Economic History & Development Studies	Psychology
Geography	Sociology

List B: Majors from other Colleges accepted for the BSocSci

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

HUM-SUG4 Bachelor of Social Sciences Degrees Progression
To maintain their good standing, and to avoid either warning of slow academic progress or academic exclusion from the University, students must maintain the following minimum rates of progress.

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.

Number of Semesters Completed	BSocSc maximum credits	BSocSc minimum credits
1	64	32
2	128	64
3	192	96
4	256	144
5	320	176 (at least 16 at Level 2)
6	384	224 (at least 64 at Level 2)
7		256 (at least 96 at Level 2 or 3)
8		304 (at least 96 at Level 2 and 48 at Level 3)
9		336 (at least 80 at Level 3)
10		384 (3-year qualification complete)

1. Anthropology

(Offered on Howard College and Pietermaritzburg)

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.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
ANTH101	Introduction to Anthropology	16	ANTH102	Culture & Society in Africa	16
				TOTAL CREDITS FOR LEVEL ONE	**32**
LEVEL 2					
ANTH201	Culture, Health & Illness	16	ANTH202	Families & Households	16
				TOTAL CREDITS FOR LEVEL TWO	**32**
LEVEL 3					
ANTH301	Applied Anthropology	32	ANTH302	Research plus Special Topic	32
				TOTAL CREDITS FOR LEVEL THREE	**64**
				TOTAL CREDITS FOR MAJOR	**128**

2. Community Development

(Offered on Howard College)

Community Development focuses on the broad areas of social development and socio-economic reconstruction. The majors research initiatives address key social, economic and political concerns – social justice, inequality and poverty, uneven or inadequate economic growth, maldistribution of resources and institutional failures. The major equips student with the skills to analyse developmental challenges faced by local communities, and to design suitable interventions.

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CMDV101	Intro to Community Development Theory	16	CMDV104	Institutions in Community Development	16
				TOTAL CREDITS FOR LEVEL ONE	32
LEVEL 2					
CMDV203	Development Theories	16	CMDV 202	Programme/Project Planning	16
				TOTAL CREDITS FOR LEVEL TWO	32

LEVEL 3					
CMDV301	Issues in Community Development	32	CMDV302	Community Based Learning - Year module	32
				TOTAL CREDITS FOR LEVEL TWO	64
				TOTAL CREDITS FOR MAJOR	128

3. Criminology and Forensic Studies

(Offered on Howard College and Pietermaritzburg)

Criminology is the scientific exploration, description, and analysis of the multifaceted concept of 'crime' and interrelated phenomenon. More specifically, their nature and extend, causes, development, consequences, justice, prevention, intervention, treatment, and future. Students will be introduced to a wide range of methodologies, technologies and theories to help them analyse, and understand crime as well as related forensic practices in its sociological context.

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
LEVEL 1					
CFSD101	Introduction to Criminology	16	CFSD102	Introduction to Criminal Justice	16
				TOTAL CREDITS FOR LEVEL ONE	32
LEVEL 2					
CFSD201	Criminalistics: Crime Scene Investigation	16	CFSD202	Victimology	16
				TOTAL CREDITS FOR LEVEL TWO	32
LEVEL 3					
SOCY305	Research Design: An Introduction	16	CFSD303	Forensic Criminology	16
CFSD302	Criminology: Biopsychosocial Perspectives	16	CFSD304	Correctional Theory and Practice	16
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

4. Economic History & Development Studies

(Offered on Howard College)

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.

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
LEVEL 1					
ECHS101	Political Economy of Food	16	ECHS102	Globalisation Then and Now	16
				TOTAL CREDITS FOR LEVEL ONE	32
LEVEL 2					
ECHS209	Capitalism and Development	16	ECHS210	Development in Southern Africa	16
				TOTAL CREDITS FOR LEVEL TWO	32
LEVEL 3					
ECHS303	Development in a Changing World Economy	32	ECHS304	Key Themes in Development Today	32
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

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.

5. Geography

(Offered on Howard College and Pietermaritzburg)

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.Geography students are reminded to follow relevant rules regarding their second major.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
GEOG110	Human Environments	16	ENVS120	Environmental Systems	16
				TOTAL CREDITS FOR LEVEL ONE	32
LEVEL 2					
ENVS210	Biophysical Environments of Southern Africa	16	GEOG220	Geographies of Urban and Rural Change	16
			ENVS211*	Geographic Information Systems	16
				TOTAL CREDITS FOR LEVEL ONE	48
LEVEL 3					
Howard College At least 48C from: ENVS322(16), GEOG301(16), GEOG314(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), GEOG314(16), GEOG330(16), GEOG320(16), and at most 16C from ENVS314(16), ENVS316(16), ENVS319(16) to make up to 64C					
				TOTAL CREDITS	64

6. Industrial, Organisational and Labour Studies

(Offered on Howard College)

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.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
SOCY101	Introduction to Sociology	16	IOLS101	Workers and Industrialisation in SA	16
				TOTAL CREDITS FOR LEVEL ONE	32

LEVEL 2					
IOLS201	Organising Production	8	IOLS202	Globalisation & World-Class Manufacturing	8
IOLS205	Introduction to Labour Markets	8	IOLS204	Trade Unions in South Africa	8
				TOTAL CREDITS FOR LEVEL TWO	32
LEVEL 3					
IOLS301	Organisational Restructuring & Change	16	IOLS302	Diversity & Equity in the Workplace	16
IOLS303	Labour, Capital & State in Contemporary SA	16	PSYC326	Labour Relations Context Law and Practice	16
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

7. Industrial and Organisational Psychology

(Offered on Howard College)

Industrial Psychology is the scientific study of human behaviour in the world of work, concerned not only with enhancing productivity and organisational effectiveness but also with promoting dignity, well-being, and fairness in employment contexts. Our undergraduate programme introduces students to the foundations of this field, with a strong emphasis on critical engagement with both global theories and African-centred perspectives. Students are equipped to question dominant assumptions about work while developing the knowledge and skills needed to contribute to more inclusive, ethical, and socially responsive organisations

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
PSYC101	Introduction to Psychology A	16	PSYC102	Introduction to Psychology B	16
				TOTAL CREDITS FOR LEVEL ONE	32
LEVEL 2					
PSYC201	Introduction to Research	16	PSYC208 OR PSYC207	Industrial Psychology 2B OR Industrial Psychology 2A	16
				TOTAL CREDITS FOR LEVEL TWO	32

LEVEL 3					
PSYC319	Organisational Development	16	PSYC301	Measurement, Experiment and Observation	16
PSYC326	Labour Relations: Context, Law & Practice	16	PSYC320 OR PSYC321	Learning for the Workplace OR Work: Health and Ergonomics	16
TOTAL CREDITS FOR LEVEL THREE					64
TOTAL CREDITS FOR MAJOR					128

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.*

8. Political Science

(Offered on Howard College and Pietermaritzburg)

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.

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
POLS101	Introduction to Political Science	16	POLS102	Introduction to Global Politics	16
TOTAL CREDITS FOR LEVEL ONE					32
LEVEL 2					
POLS201	Issues in International Affairs	16	POLS206	African Politics and Development	16
TOTAL CREDITS FOR LEVEL TWO					32
LEVEL 3					
POLS301	Modern Political Thought	16	POLS303	Political Change in Developing Regions	16
POLS308	International Relations	16	POLS304	Comparative Government	16

TOTAL CREDITS FOR LEVEL THREE	64
TOTAL CREDITS FOR MAJOR	128

9. Psychology

(Offered on Howard College and Pietermaritzburg)

This programme introduces students to foundational psychological knowledge encompassing areas such as human development, social identity, cognition, motivation, intelligence, psychopathology and research methods; each examined through the lens of South Africa's socio-political history and the diversity of African life worlds. This grounding invites students to move beyond Western individualism, question colonial hierarchies of knowledge, and cultivate a reflective, ethically engaged approach to psychology. Undergraduate psychological studies provide foundational knowledge and a formative base for further specialisation toward a variety of professional qualifications within the discipline.

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
PSYC101	Introduction to Psychology A	16	PSYC102	Introduction to Psychology B	16
				TOTAL CREDITS FOR LEVEL ONE	32
LEVEL 2					
PSYC201	Introduction to Research	16	PSYC202 OR PSYC203	Social Psychology OR Developmental Psychology	16
				TOTAL CREDITS FOR LEVEL TWO	32
LEVEL 3					
PSYC341	Psychopathology	16	PSYC301	Measurement, Experiment and Observation	16
PSYC342	Counselling and Psychotherapy	16	PSYC322	Neuropsychology	16
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

10. Sociology

(Offered on Howard College and Pietermaritzburg)

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 as research, accessing information, evaluating and presenting information, and becoming aware of ethical considerations in the practices of the discipline.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
SOCY101	Introduction to Sociology	16	SOCY102	Intro to South African Society	16
				TOTAL CREDITS FOR LEVEL ONE	32
LEVEL 2					
SOCY201	Classical Sociology Theory	16	SOCY202	Social Change	16
				TOTAL CREDITS FOR LEVEL TWO	32
LEVEL 3					
SOCY301	Contemporary Sociological Theory	16	SOCY306	Social Issues – Practice and Theory	16
SOCY305	Reseach Design – An introduction		IOLS302	Diversity and Equity in the Workplace	16
				TOTAL CREDITS FOR LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

MAJORS OFFERED OUTSIDE THE COLLEGE

Students are advised to check for timetable compatibility before registering

1. Economics

(Offered by the College of Law & Management Studies)
(Offered on Howard College and Pietermaritzburg)

Students intending to major in Economics should note that all 2nd year and 3rd-year modules are offered at the **Westville Campus**, with 3rd-year students required to complete **ECON 314 (Quantitative Economics)**

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
LEVEL 1					
ECON101	Principles of Microeconomics	16	ECON102	Principles of Macroeconomics	16

	TOTAL CREDITS	16		**TOTAL CREDITS**	16
				TOTAL CREDITS FOR THE LEVEL ONE	32
LEVEL 2 **2nd and 3rd level will only be taught at Westville Campus**					
ECON201	Intermediate Macroeconomics & Applications	16	ECON202	Intermediate Microeconomics & Applications	16
	TOTAL CREDITS	16		**TOTAL CREDITS**	16
				TOTAL CREDITS FOR THE LEVEL TWO	32
LEVEL 3 Select ECON 314 (Quantitative Economics) *and* **Three** of the modules below					
ECON305	Industrial Organisation (**offered on WC only**)	16	ECON309	Macroeconomic Policy in SA	16
ECON315	Mathematics Economics	16	ECON314	Quantitative Economics	16
ECON306	International Economics	16	ECON370	Development Economics	16
	TOTAL CREDITS	16		**TOTAL CREDITS**	32
				TOTAL CREDITS FOR THE LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

Note In order to proceed to Honours in Economics: select ECON315 along with ECON314

2. Human Resource Management

(Offered on Pietermaritzburg)

The discipline of Human Resource Management aims to develop and produce successful Human Resource Practitioners who have learned to apply human resource practices in a human and efficient manner.

This major will not be offered at PMB and/or HC. Therefore, no offering of HRMG2HM, HRMG2JO,HRMG3ER, HRMG3IE, HRMG3CE and HRMG3OD. Teach out plan will be available for pipeline students.

3. Legal Studies

(Offered by the School of Law)
(Offered on Howard College and Pietermaritzburg)

It is important to note that only students with 30 APS 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.**

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
LEVEL 1					
LAWS1LS	Introductory Legal Studies to Law	16	LAWS1AS	Aspects of South African Law	16
	TOTAL CREDITS	16		**TOTAL CREDITS**	16
				TOTAL CREDITS FOR THE LEVEL ONE	32
LEVEL 2					
LAWS2LP	Law of Persons	8	LAWS2HR	Human Rights	8
LAWS2LR	Legal Research, Writing & Reasoning Skills	8	LAWS2LW	Interpretation of Law	8
	TOTAL CREDITS	16		**TOTAL CREDITS**	16
				TOTAL CREDITS FOR THE LEVEL TWO	32
LEVEL 3					
LAWS3CR	Criminal Law	16	LAWS3DL	Delict	16
LAWS3FM	Family Law	16	LAWS3CS	Constitutional Law	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	32
				TOTAL CREDITS FOR THE LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

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*.

4. Management

Offered by the College of Law & Management Studies
(Offered on Howard College and Pietermaritzburg)

The discipline of Management and Entrepreneurship offers dynamic and innovative modules and programmes that are carefully designed and focused on developing the students' skills, knowledge, and abilities to optimally function as managers and entrepreneurs in a range of real organisational activities. The aim of the discipline is to develop leaders of the future, by offering modules and programmes that are guaranteed to add value to the students' academic growth.

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
LEVEL 1 To major in Management this module is required at Level One					
MGNT102	Management 120	16			
	TOTAL CREDITS	16			
				TOTAL CREDITS FOR THE LEVEL ONE	16

LEVEL 2					
MGNT2SM	Principles of Responsible and Sustainable Management	16	ENTR2IE	Introduction to Entrepreneurship	16
	TOTAL CREDITS	16		**TOTAL CREDITS**	16
				TOTAL CREDITS FOR THE LEVEL TWO	32
LEVEL 3					
MGNT307	Corporate Strategy	16	MGNT315	International Business	16
MGNT314	Technology Management	16	MGNT310	Business Ethics	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	32
				TOTAL CREDITS FOR THE LEVEL THREE	64
				TOTAL CREDITS FOR MAJOR	128

5. Marketing

Offered by the College of Law & Management Studies

All organisations offer something to consumers – be it products, services or ideas. The Marketing major integrates the study of how products and services are developed, promoted, delivered and sustained, to shape professionals for a successful career in a competitive and rapidly-evolving environment.

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
LEVEL 1 To major in Marketing: this module is required at Level One					
MGNT102	Management 120	16			
	TOTAL CREDITS	16			
				TOTAL CREDITS FOR THE LEVEL ONE	16
LEVEL 2					
MGNT2SM	Principles of Responsible and Sustainable Management	16	ENTR2IE	Introduction to Entrepreneurship	16
MARK2IM	Introduction to Marketing	16			
	TOTAL CREDITS	32		**TOTAL CREDITS**	16
				TOTAL CREDITS FOR THE LEVEL TWO	48
LEVEL 3					
MARK301	Consumer Behaviour	16	MARK305	Special Topics in Marketing	16
MARK303	Marketing Research	16	MARK302	Marketing Communication	16

TOTAL CREDITS	32	**TOTAL CREDITS**	32
		TOTAL CREDITS FOR THE LEVEL THREE	64
		TOTAL CREDITS FOR MAJOR	128

BACHELOR OF SOCIAL SCIENCE ENDORSED DEGREES

1. Bachelor of Social Sciences (Government, Business and Ethics) (BSSGBE)

NQF LEVEL 7

(Offered on Pietermaritzburg)

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.

HUM-SGBE1 Eligibility

Applicants are eligible for admission to this qualification provided they meet the University-wide entrance requirements and hold a National Senior Certificate for Degrees (NSC Deg). Applicants must have obtained a minimum Academic Point Score (APS) of **28**, excluding Life Orientation. Meeting the minimum requirement of 28 APS does not guarantee admission, as placement is subject to the availability of space and the selection process.

HUM-SGBE2 Structure

In order to qualify for the award of a qualification, a student must complete the approved programme and obtain a total of 384 credits in the modules specified below.

LEVEL 1					
SEMESTER ONE			**SEMSTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
ECONOMICS OR MANAGEMENT			**ECONOMICS OR MANAGEMENT**		
ECON101	Principles of Microeconomics	16	ECON102	Principles of Microeconomics	16
MGNT102	Management 120 (Choose either in Sem 1 OR Sem 2	16	MGNT102	Management 120 (Choose either in Sem 1 OR Sem 2	16
Either 16 CREDIT of MGNT102 or 32 of ECON101 and ECON102					
Ethics or Philosophy			**Ethics or Philosophy**		

ETHS101	Applied Global Ethics	16	ETHS102	Ethics: Life, Sexuality and Death	16
PHIL110	Introduction to Philosophy	16	PHIL120	Introduction to Philosophy B	16
POLITICAL SCIENCE			**POLITICAL SCIENCE**		
POLS101	Introduction to Political Science	16	POLS102	Introduction to Global Politics	16
ELECTIVE			ELECTIVE		
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128
LEVEL 2					
ECONOMICS OR MANAGEMENT			ECONOMICS OR MANAGEMENT		
ECON201	Intermediate Macroeconomics & Applications	16	ECON202	Intermediate Microeconomics & Applications	16
MGNT2SM	Principles of Responsible and Sustainable Management	16	ENTR2IE	Introduction to Entrepreneurship	16
HRMG2HM	Introduction to HR Management	16	HRMG2JO	Managing Workforce Diversity	16
MARK2IM	Introduction to Marketing	16	MARK2RM	Introduction to Retail Management	16
FINA201	Finance 201	16	FINA202	Finance 202	16
			SCMA2OM	Introduction to Operations Management	16
Ethics or Philosophy			**Ethics or Philosophy**		
ETHS204	Environmental Philosophy & Ethics	16	ETHS201	The Ethics of Power	16
PHIL210	Being and Knowing	16	PHIL220	Thinking and Doing	16
Political Science			**Political Science**		
POLS201	Issues in International Affairs	16	POLS206	Contemporary African Politics & Development	16
ELECTIVE (16 CREDIT)			**ELECTIVE (16 CREDIT)**		
32 credits from one or a combination of Economics, Marketing, Human Resources and Management, plus a total of 32 credits from one or a combination of Philosophy and Ethics, plus 32 credits from political science					
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL TWO	128

LEVEL 3 GOVERNMENT STREAM

64 credits from Political Science level 300 (POLS 301, POLS 303. POLS 304 and POLS 308 are required)
16 credit from one of the following: Economics level 300 / Human Resources level 300 / Management level 300/ Marketing level 300
16 credit in Ethics level 300 or Philosophy level 300
16 credit GOBE 301: Independent Research
16 credit in an elective module at level 300 A total of 128 credits at level 3

ECON314	Quantitative Economic	16	ECON330	Applied Microeconomics	16
ECON370	Development Economics	16	ECON360	International Trade	16
ETHS303	African Ethics & the Post-Colonial Condition	16	ETHS310	Ethics & contemporary Issues in Africa	16
ETHS312	Introduction to Professional & Workplace Ethics	16	ETHS311	Ethics of Literature & Media	16
HRMG3ER	Employment Resourcing	16	HRMG3CE	Collective Employment Relations and Law	32
HRMG3IE	Individual Employment Relations and Law	16	HRMG3OD	Individual and Organisational Development	16
MARK301	Consumer Behaviour	16	MARK305	Special Topics in Marketing	16
MARK303	Marketing Research	16	MARK302	Marketing Communication	16
MGNT307	Corporate Strategy	16	MGNT315	International Business	16
MGNT314	Technology Management	16	MGNT310	Business Ethics	16
POLS301	Modern Political Theory	16	POLS303	Political Change in Developing Regions	16
POLS308	International Relations	16	POLS304	Comparative Government	16
PHIL310	Study of a Central Philosophical Problem	16	PHIL320	Metaphysics	16
PHIL330	Issues in Ethical Theory	16	PHIL360	History of Philosophy	16
			GOBE 301	Independent Research	16

LEVEL 3 BUSINESS STREAM

64 credits from one or a combination of the following: Economics level 300 / Human Resources level 300 / Management level 300 / Marketing level 300
16 credit from Political Science level 300
16 credit in Ethics level 300 or Philosophy level 300

16 credit GOBE 301: Independent Research 16 credit in an elective module at level 300 A total of 128 credits at level 300					
ECON314	Quantitative Economic	16	ECON330	Applied Microeconomics	16
ECON370	Development Economics	16	ECON360	International Trade	16
ETHS303	African Ethics & the Post-Colonial Condition	16	ETHS310	Ethics & contemporary Issues in Africa	16
ETHS312	Introduction to Professional & Workplace Ethics	16	ETHS311	Ethics of Literature & Media	16
HRMG3ER	Employment Resourcing	16	HRMG3CE	Collective Employment Relations and Law	32
HRMG3IE	Individual Employment Relations and Law	16	HRMG3OD	Individual and Organisational Development	16
MARK301	Consumer Behaviour	16	MARK305	Special Topics in Marketing	16
MARK303	Marketing Research	16	MARK302	Marketing Communication	16
MGNT307	Corporate Strategy	16	MGNT315	International Business	16
MGNT314	Technology Management	16	MGNT310	Business Ethics	16
POLS301	Modern Political Theory	16	POLS303	Political Change in Developing Regions	16
POLS308	International Relations	16	POLS304	Comparative Government	16
PHIL310	Study of a Central Philosophical Problem	16	PHIL320	Metaphysics	16
PHIL330	Issues in Ethical Theory	16	PHIL360	History of Philosophy	16
			GOBE301	Independent Research	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL THREE	128

HUM-SUG3 Progression

To maintain their good standing, and to avoid either warning of slow academic progress or academic exclusion from the University, students must maintain the following minimum rates of progress.

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.

Number of Semesters Completed	BSocSc (GBE) maximum credits	BSocSc (GBE) minimum credits
1	64	32
2	128	64
3	192	96
4	256	144
5	320	176 (at least 16 at Level 2)
6	384	224 (at least 64 at Level 2)
7		256 (at least 96 at Level 2 or 3)
8		304 (at least 96 at Level 2 and 48 at Level 3)
9		336 (at least 80 at Level 3)
10		384 (3-year qualification complete)

2. Bachelor of Social Sciences (Housing) (BSSHSE)

NQF LEVEL 7

(Offered on Howard College)

The Bachelor's Degree of Social Science (Housing) focuses on the study of housing policies, social aspects of housing development, and the role of housing within broader urban and rural contexts. The program combines insights from social sciences, urban planning, Architecture, construction, economics, and public policy to equip students with an understanding of housing challenges such as affordability, informal settlements, housing rights, and sustainable development. The primary aim is to develop knowledgeable and skilled professionals who can analyse housing issues critically, design responsive policies, and implement sustainable housing solutions. The program emphasizes understanding socio-economic, cultural, and political factors influencing housing, and encourages a holistic approach to addressing housing deficits, urban poverty, and related social challenges.

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.

HUM-SHSE1 Eligibility

Applicants are eligible for admission to this qualification provided they meet the University-wide entrance requirements and hold a National Senior Certificate for Degrees (NSC Deg). Applicants must have obtained

a minimum Academic Point Score (APS) of **28**, excluding Life Orientation. Meeting the minimum requirement of **28** APS does not guarantee admission, as placement is subject to the availability of space and the selection process.

HUM-SHSE2 Structure

In order to qualify for the award of a Bachelor of Social Sciences Honours degree, a student must complete one of the approved programmes and obtain a total of 384 credits in the modules specified below.

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
HOUS101	Housing Technology 1A	16	HOUS102	Housing Technology 1B	16
HOUS103	Housing Theory & Practice 1A	16	HOUS104	Housing Theory & Practice 1B	16
GEOG110	Human Environments	16	ENVS120	Environmental Systems	16
CMDV101	Introduction to Community Development Theory	16	CMDV104	Institutions in Community Development	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128
LEVEL 2					
HOUS201	Housing Technology 2A	16	HOUS202	Housing Technology 2B	16
HOUS203	Housing Theory & Practice 2A	16	HOUS204	Housing Theory & Practice 2B	16
HOUS205	Human Habitat	16	CMDV202	Programme\Project Planning	16
CMDV203	Development Theory	16	GEOG220	Geographies of Urban Change	16
	TOTAL CREDITS	**64**		**TOTAL CREDITS**	**64**
				TOTAL CREDITS FOR LEVEL TWO	128
LEVEL 3					
HOUS301	Housing Theory and Policy	32	HOUS302	Housing Implementation and Management	32
HOUS306	Sustainable Human Settlements	16	HOUS303	Research Techniques in Housing	16
HOUS307	Estate Development & Management	16	HOUS305	Project Management for Housing	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL THREE	128
				TOTAL CREDITS FOR PROGRAMME	384

HUM-SHSE3 Progression

To maintain their good standing, and to avoid either warning of slow academic progress or academic exclusion from the University, students must maintain the following minimum rates of progress.

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.

Number of Semesters Completed	BSocSc (Housing) maximum credits	BSocSc (Housing) minimum credits
1	64	32
2	128	64
3	192	96
4	256	144
5	320	176 (at least 16 at Level 2)
6	384	224 (at least 64 at Level 2)
7		256 (at least 96 at Level 2 or 3)
8		304 (at least 96 at Level 2 and 48 at Level 3)
9		336 (at least 80 at Level 3)
10		384 (3-year qualification complete)

BACHELOR OF SOCIAL SCIENCES STRUCTURED DEGREES

BACHELOR OF SOCIAL WORK (BSOWK)

NQF LEVEL 8

(Offered on Howard College)

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. It is a 4-year degree which is offered on the Howard College campus.

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. Students will be required to provide proof of registration with the Council in order to register for the level 3 and 4 practice modules.

HUM-SOWK1 Eligibility

Applicants are eligible to apply to register for the BSW qualification if they have a National Senior Certificate with degree admission, a minimum composite Academic Point Score **(APS) 32**, not including Life Orientation.

HUM-SOWK2 Bachelor of Social Work Structure

Candidates for the degree shall complete the following curricula and shall obtain at least 528 credits.

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

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
SOWK103	Social Work and Developmental Social Welfare	16	SOWK 112	Fields of Practice and Organisations in Social Work	16
SOWK113	Intro to Professional Social Work Practice	16	SOWK114	Afrocentrism, Human Behaviour and the Social Environment	16
CHOOSE FOUR ELECTIVES FROM THE FOLLOWING LIST 64CR					
CFSD101	Introduction to Criminology	16	CFSD102	Introduction to Criminal Justice	16
CMDV101	Intro to Community Development Theory	16	CMDV104	Institutions in Community Development	16
PSYC101	Introduction to Psychology A	16	PSYC102	Introduction to Psychology B	16

SOCY101	Introduction to Sociology	16	SOCY102	Intro to South African Society	16
CHOOSE ONE ELECTIVE FROM THE FOLLOWING LIST 16C- IN ANY SEMESTER **Students who do not meet the isiZulu requirement, must replace one elective with ZULN101 in either semester.**					
ACLE 102 OR ELDV001	Academic Literacy OR English Language Development A	16			
				TOTAL CREDITS FOR LEVEL ONE	144

LEVEL 2

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
SOWK203	Helping Theories in Social Work	16	SOWK202	Child, Youth and Family Centred Work	16
SOWK211	Working with Individuals and Families	16	SOWK212	Working with Groups	16
CHOOSE FOUR ELECTIVES FROM THE FOLLOWING LIST 64CR					
CFSD201	Criminalistics: Crime Scene Investigation	16	CFSD202	Victimology	16
CMDV203	Development Theories	16	CMDV202	Programme/ Project Planning	16
PSYC203	Developmental Psychology	16	PSYC202	Social Psychology	16
SOCY201	Classical Sociology Theory	16	SOCY202	Social Change	16
				TOTAL CREDITS FOR LEVEL TWO	128

LEVEL 3

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
SOWK305	Engaging Communities in Action	16	SOWK306	Introduction to Research Methods in Social Work Practice	16
CHOOSE FOUR ELECTIVES FROM THE FOLLOWING LIST 64CR					
CFSD302	Criminology Biopsychosocial Issues	16	CFSD304	Correctional Theory and Practice	16
CMDV301	Issues in Community Development	32	CMDV302	Community Based Learning - Year module	32
PSYC342	Counselling and Psychotherapy	16	PSYC322	Neuropsychology	16

SOCY301	Contemporary Sociological Theory	16	SOCY306	Social Issues - Practice and Theory	16
YEAR MODULE					
SOWK320	Social Work Practice 3				32
				TOTAL CREDITS FOR LEVEL THREE	128
LEVEL 4					
SEMESTER ONE			**SEMESTER ONE**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
SOWK401	Advanced Clinical Methods	16			
SOWK405	Race, Gender and Sexuality	16			
SOWK403	Social Policy	16			
YEAR MODULES					
SOWK4AP	Advanced Social Work Practice				48
SOWK4RP	Research Methods and Research Report				32
				TOTAL CREDITS FOR LEVEL FOUR	128
It is recommended that students select electives from the following cognate disciplines: Anthropology, Psychology, Criminology and Forensic Studies, Community Development, Sociology, Media and Cultural Studies, Political Science					
				TOTAL CREDITS FOR THE DEGREE	528

HUM-SOWK3 Progression

To maintain their good standing, and to avoid either warning of slow academic progress or academic exclusion from the University, students must maintain the following minimum rates of progress.

a) In order to proceed to the second level of study, a student must pass at least 80 credits at the first level.
b) By the end of their fourth semester of registration, students who have completed 128 credits 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.

Number of Semesters Completed	BSOWK maximum credit	BSOWK minimum credits
1	64	16
2	128 / 144	48
3	192/ 208	80
4	256 / 272	112
5	320	144
6	384	192 (at least 32 at Level 2)

7	448	224 (at least 64 at Level 2)
8	528	256 (at least 96 at Level 2 or 3)
9		288 (at least 96 at Level 2 and 32 at
10		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
13		448 (4-year qualification: at least 64 at Level 7)
14		528 (4-year qualification complete)

HUM-SOWK4 Bachelor of Social Work 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

HUM-SOWK5 Bachelor of Social Work Changes of Qualification
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.

POSTGRADUATE DIPLOMAS OFFERED IN THE SCHOOL OF SOCIAL SCIENCES

Postgraduate Diplomas

NQF LEVEL 8

The postgraduate diploma aims to enhance and enrich the knowledge and skills of learners through an interdisciplinary perspective while deliberating theory and practice, assisting learners to realise their potential and to provide opportunities for learners to move up the professional hierarchy and move horizontally between the different sectors of the economy.

HUM-SPD1: Eligibility

Applicants shall be eligible to apply for selection to register for a Postgraduate Diploma provided they:

a) have previously been awarded an appropriate Bachelor's Degree or equivalent (NQF 7) qualification,
b) have been admitted by permission of Senate in terms of General Academic Rule GR7(a) or (GR7(b)
c) have a professional qualification, practical experience or other qualification acceptable to Senate.
d) These requirements are in accordance with the general University framework regulating admissions and the General Academic Rules for Postgraduate Diplomas.

HUM-SPD2 Structure

In order to qualify for the award of a Postgraduate Diploma, a student must complete one of the approved programmes and obtain a total of 128 credits in the modules specified below.

---

1. Postgraduate Diploma in African Indigenous Knowledge Systems (PGAIKS)

NQF LEVEL 8

(Offered on Howard College and Pietermaritzburg)

This Postgraduate Diploma in African Indigenous Knowledge Systems is designed to advance African Scholarship through critical engagement with society, innovative teaching and learning that suits the context of the African and African Diaspora and to overcome the redress of disadvantages, inequities and imbalances of the past through AIKS. The programme will use and produce African Scholarship in a way that cultivates among students and staff respect for diverse ways of knowing embedded in multilingualism, diverse cultures, religions and social values by fostering epistemic plurality in a wide range of empirical contexts.

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
ANTH601	History and Philosophies of African Indigenous Knowledge Systems	16	ANTH602	Indigenous Healing: Theory & Practice	16
ANTH603	Nature and Patterns of Indigenous Knowledge Systems	16	ANTH605	Indigenous Peace Building and Conflict Transformation	16
PSYC6RM	PG Diploma: Research Methods	16	ANTH606	African Indigenous Religious Heritage	16
Year-long module					
ANTH6RP Research Project in African Indigenous Knowledge Systems					32
TOTAL CREDITS		48	**TOTAL CREDITS**		80
TOTAL CREDITS FOR PROGRAMME					128

2. Postgraduate Diploma in Community and Development Studies (PGD-CD)

NQF LEVEL 8

(Offered on Howard College)

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.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CMDV609	Principles of Community Development	32			
PSYC6RM	PG Diploma: Research Methods	16			
CMDV605	Independent Study: Community Development	32			
ELECTIVES					
CMDV602	Ethical Issues and Social Responsibility	16			16
CMDV606	Power, Participation and Social Change	16			
					32
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR PROGRAMME	128

3. Postgraduate Diploma in Records and Archives Management (PGD-RA)

NQF LEVEL 8

(Offered on Pietermaritzburg)

The aim of the Programme (Post-graduate Diploma in Records and Archives 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.

HUM-SRA1 Eligibility
Applicants shall be eligible to apply for selection to register for a Postgraduate Diploma in Records and Archives Management provided they:
a) have previously been awarded an appropriate Bachelor's Degree or equivalent (NQF 7) qualification,
b) have been admitted by permission of Senate in terms of General Academic Rule GR7(a) or (GR7(b),
c) have a professional qualification, practical experience or other qualification acceptable to Senate.
These requirements are in accordance with the general University framework regulating admissions and the General Academic Rules for Postgraduate Diplomas.

HUM-SRA2 Structure
Students must complete the following eight modules: 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. This qualification is made up of a minimum of 128 credits.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
LIIS642	Records Management	16	LIIS682	Archival Administration	16
LIIS644	Digital Libraries and Repositories	16	LIIS683	Preservation and Conservation	16
LIIS645	Management of Information and Archival Agencies	16	LIIS684	Managing Electronic and Audio-visual Resources	16
LIIS652	Information Searching and Retrieval	16			
PSYC6RM	PG Diploma: Research Methods	16			
	TOTAL CREDITS	80		**TOTAL CREDITS**	48
				TOTAL CREDITS FOR PROGRAMME	128

4. Postgraduate Diploma in Psychological Counselling (PGD-PS)

NQF Level 8
(Offered on 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. Students for the Postgraduate Diploma in Psychological Counselling shall complete the following curricula and shall obtain the following rules of combination. The programme is offered for over 18 months for all students. The PGDip is an accredited professional programme and requires students to undergo a more in-depth theory and practice that will allow them to register with HPCSA. We do not offer a 6-month stand-alone practicum if students have completed honours or any other postgraduate degree in psychology. The programme integrates the practicum.

HUM-SPS1: Eligibility
Applicants are eligible to apply to register for a Postgraduate Diploma in Psychological Counselling only if

they have an undergraduate Bachelors qualification regarded as relevant to College and with a psychology major at the undergraduate level. The General Academic Rules, HR2 of the University shall, where applicable, also apply. The minimum requirements do not guarantee a space in the programme

HUM-SPS2 Structure

Students for the Postgraduate Diploma in Psychological Counselling shall complete the following curricula and shall obtain the following rules of combination. The programme is offered for over 18 months for all students. The PGDip is an accredited professional programme and requires students to undergo a more in-depth theory and practice that will allow them to register with HPCSA We do not offer a 6-month stand-alone practicum if you have completed honours or any other postgraduate degree in psychology. The programme integrates the practicum. No credits may be transferred from other postgraduate qualifications.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
PSYC622	Community Interventions	16	PSYC621	Fundamentals of Psychological Assessment	16
PSYC624	Development Psychology and Applied Psychopathology	16			
PSYC6RM	Postgraduate Diploma: Research Methods	16			
	TOTAL CREDITS	48		**TOTAL CREDITS**	16
				TOTAL CREDITS	64
YEAR MODULE					
PSYC623	Counselling Psychology: Theory and Practicum				32
PSYC6RS	Short Research Project				32
				TOTAL CREDITS	64
				TOTAL CREDITS FOR PROGRAMME	128

HONOURS DEGREES OFFERED BY THE SCHOOL OF SOCIAL SCIENCES

Bachelor of Social Sciences Honours (BSSH)

NQF LEVEL 8

(Offered on Howard College and Pietermaritzburg)

The Bachelor of Social Science Honours programme develops graduates who are analytical thinkers and

effective communicators, equipped to engage with complex social issues. Students gain deep disciplinary knowledge alongside broader insight into societal challenges, enabling them to analyse problems and propose informed, practical interventions. With a solid foundation in the philosophy of social science and both quantitative and qualitative research methods, graduates are well-prepared to contribute to innovative, research-based solutions to social challenges in South Africa and beyond.

HUM-SH1 Eligibility

Applicants will be eligible to register for the Bachelor of Social Science Honours degree if they have obtained a minimum weighted average of **60%** across all Level 3 modules of the relevant major or discipline in the appropriate NQF Level 7 qualification. The General Academic Rules, HR2 of the University shall, where applicable, also apply. The minimum requirements do not guarantee a space in the programme.

HUM-SH2 Structure

In order to qualify for the award of a Bachelor of Social Science Honours degree, a student must complete one of the approved programmes and obtain a minimum total of 128 credits in the modules specified below.

1. Anthropology

(Offered on Howard College and Pietermaritzburg)

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.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
ANTH701	Local Knowledge and Sustainable Development	16	ANTH702	The Development of Anthropological Theory	16
ANTH703	Understanding AIDS in Africa	16	ANTH704	South African Ethnography	16
ANTH705	Ethnographic Research Methods	16	ANTH7RP	Honours Project: Anthropology	32
ANTH707	Globalisation, Migrancy and Diaspora Studies	16			
TOTAL CREDITS		64	**TOTAL CREDITS**		64
TOTAL CREDITS FOR PROGRAMME					128

2. Geography and Environmental Management

(Offered on Howard College and Pietermaritzburg)

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: BSocSci (Geography), or other relevant NQF level qualification.

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
GEOG700	Concepts and Methods in Geography	16	GEOG733	Natural Resources & Sustainable Land Use	16
GEOG712	Advanced GIS	16	GEOG735	Rural Development & Land Reform	16
GEOG744	Advanced Tourism Studies	16			
	TOTAL CREDITS	48		**TOTAL CREDITS**	32
YEAR MODULE					
GEOG730	Geographical Sciences Research Project				48
	TOTAL CREDITS	48		**TOTAL CREDITS**	80
				TOTAL CREDITS FOR PROGRAMME	128

3. Gender Studies

(Offered on Howard College and 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 Masters and 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.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
GEST701	Gender, Politics and Theory	32	GEST706	Genders, Sexualities, Cultures & Histories	32
SOCY700	Research Design, Methods and Analysis	32	GEST7RP	Research Project: Gender Studies	32
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR PROGRAMME	128

4. Industrial and Organisational Psychology

(Offered on Howard College and Pietermaritzburg)

The Honours programme in Industrial Psychology provides a critical foundation for students intending to pursue further postgraduate study or enter the world of work as ethically grounded, socially conscious practitioners. The programme centres on the interface between social psychological processes and organisational systems, exploring how these dynamics inform and impact psychological functioning, workplace equity, leadership, employee experience, and organisational effectiveness across diverse contexts. Anchored in a pluralist and decolonial lens, the programme critically engages with dominant paradigms in Industrial Psychology by drawing on African-centred and global south scholarship. In doing so, it promotes a critically reflexive and context-sensitive understanding of work and organisational life that is responsive to the complexities of South African and broader global realities.

HUM-SHIP1 Eligibility

Applicants will be eligible to register for the Bachelor of Social Science Honours degree if they have obtained a minimum weighted average of **60%** across all Level 3 modules of the relevant major in the appropriate NQF Level qualification. The General Academic Rules, HR2 of the University shall, where applicable, also apply. Applicants should have majored in the required number of undergraduate Industrial Psychology modules. Due to the high volume of applications exceeding the number of available spaces, admission is determined based on academic merit and demonstrated consistent performance. In some cases, applicants may also be invited to an interview as part of the selection process.

HUM-SHIP2 Structure

In order to qualify for the award of a Bachelor of Social Science Honours degree, a student must complete one of the approved programmes and obtain a minimum total of 128 credits in the modules specified below.. This is a one-year coursework programme with research project component.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS

PSYC704	Psychological Assessment	16	PSYC717	Organisational Studies	16
PSYC728	Industrial Psychology in Context	16	PSYC708	Psychology of Diversity	16
YEAR-LONG MODULES					
PSYC7RP	Research Project: Psychology				32
PSYC701	Research Fundamentals				32
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR PROGRAMME	128

5. Industrial, Organisational and Labour Studies

(Offered on 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 are informed by the following areas of interest and expertise: globalisation; workplace culture and identity; gender and the workplace; and industrial relations and conflict resolution.

LEVEL 1					
SEMESTER ONE			**SEMSETER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
IOLS702	Theories and Concepts for the World of Work	16	IOLS703	Research Methods: IOLS	32
SOCY700	Research Design, Methods and Analysis	32	IOLS710	Globalisation: Flexible Work and Labour Unions	32
IOLS708	Workplace Change in South Africa	16			
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR PROGRAMME	128

6. International Relations

(Offered on Howard College and Pietermaritzburg)

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.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
INTE721	International Political Economy	32	INTE702	International Relations and Global Politics	32
INTE723	Foundations of Political Inquiry	16	INTE7RP	Independent Applied Research Project International - Relations	32
DEVS7RM	Research Methods	16			
	TOTAL CREDITS	64		TOTAL CREDITS	64
				TOTAL CREDITS FOR PROGRAMME	128

7. Library and Information Science

(Offered on Pietermaritzburg)

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.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
LIIS711	Information Management	32	LIIS712	Knowledge Management	32
SOCY700	Research Design, Methods and Analysis	32	LIIS739	Bibliography	32
	TOTAL CREDITS	64		TOTAL CREDITS	64
				TOTAL CREDITS FOR PROGRAMME	128

8. Policy and Development Studies

(Offered on Howard College and 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.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PODS701	Public Policy Analysis	32	PODS702	Governance in South Africa	32
SOCY700	Research Design, Methods and Analysis	32	PODS7RP	Research Project: Policy Development Studies	32
	TOTAL CREDITS	64		TOTAL CREDITS	64
				TOTAL CREDITS FOR PROGRAMME	128

9. Political Science

(Offered on Howard College and 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.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
POLS706	Political Philosophy in Context	32	POLS720	New Theories of Democracy	32
DEVS7RM	Research Methods	16	POLS7RP	Research Project: Political Science	32
INTE723	Advanced Studies in International Relations	16			
	TOTAL CREDITS	64		TOTAL CREDITS	64
				TOTAL CREDITS FOR PROGRAMME	128

10. Psychology

(Offered on Howard College and Pietermaritzburg)

The Honours degree in General Psychology provides a critical and contextually grounded foundation for further postgraduate study or applied roles in diverse organisational and community settings. The programme deepens students' theoretical knowledge while cultivating analytical, digital, and interpersonal skills relevant to the demands of the Fourth Industrial Revolution. Firmly grounded in a decolonial and pluralist ethos, the programme challenges dominant psychological frameworks by critically engaging with global north scholarship and centring African and global south perspectives. All core modules encourage students to question universalist assumptions, engage with culturally situated knowledge systems, and apply psychological principles to real-world issues.

HUM-SHP1 Eligibility

Applicants should have an undergraduated Bachelors qualification and in that majored in the required number of general Psychology modules. Due to the high volume of applications exceeding the number of available spaces, admission is determined based on academic merit and demonstrated consistent performance. In some cases, applicants may also be invited to an interview as part of the selection process.

HUM-SHP2 Structure

In order to qualify for the award of a Bachelor of Social Science Honours degree, a student must complete one of the approved programmes and obtain a minimum total of 128 credits in the modules specified below.

Electives (include a rule about electives)-One elective: in PMB and HC: students to choose between PSYC705 Neuropsychology (16C) AND PSYC733 Advanced Topics in African Psychology (16C)

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
PSYC 706	**Psychopathology**	16	PSYC 703	**Counselling and Therapeutics**	16
PSYC 704	**Psychological Assessment**	16			
	TOTAL CREDITS	32		**TOTAL CREDITS**	16
YEAR-LONG CORE MODULE					
PSYC7RP	Research Project: Psychology				32
PSYC701	Research Fundamentals				32
				TOTAL CREDITS	64
STUDENTS MAY CHOOSE ONE ELECTIVE FROM THE FOLLOWING MODULES					
			PSYC705 OR PSYC733	Neuropsychology OR Advanced Topics in African Psychology	16
				TOTAL CREDIT FOR PROGRAMME	128

11. Sociology

(Offered on Howard College and 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.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
SOCY700	Research Design, Methods and Analysis	32	SOCY702	Contemporary Social Theory 1	32
SOCY707 OR SOCY721	Rural Studies, Gender and Development OR Clinical Sociology: Interventions and Perspectives	32	SOCY7RP	Research Project: Sociology	32
	TOTAL CREDITS	64		TOTAL CREDITS	64
				TOTAL CREDIT FOR PROGRAMME	128

BACHELOR OF SOCIAL SCIENCES HONOURS STRUCTURED DEGREES

NQF LEVEL 8

1. Bachelor of Social Science Honours in Criminology and Forensic Studies (BSSHCF)

NQF LEVEL 8

(Offered on 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.

HUM-SHCF1 Eligibility

Applicants will be eligible to register for the Bachelor of Social Sciences Honours in Criminology and Forensic Studies degree if they have obtained a minimum weighted average of 60% across all Level 3 modules of the relevant major in the NQF Level 7 qualification. 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. The minimum requirements do not guarantee a space in the programme.

HUM-SHCF2 Structure

In order to qualify for the award of a Bachelor of Social Sciences Honours degree, a student must complete the approved programme and obtain a minimum total of 128 credits in the modules specified below. This is a one-year coursework programme with research project component

Students are required to complete 128 credits in terms of the rules for the degree of Bachelor of Social Sciences Honours. 96 credits MUST be from Criminology & Forensic Studies, of which 32 credits MUST comprise the Research Paper (CFSD7RP). A maximum of 32 credits may be obtained from the College of Humanities, with the permission of the Academic Leader (Teaching and Learning).

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CFSD701	Theoretical Perspectives in Criminology & Criminal Justice	16	CFSD703	Victim Studies	16
SOCY700	Research Design, Methods, and Analysis.	16	CFSD704	Applied Forensic Criminology	16
TOTAL CREDITS		32	**TOTAL CREDITS**		32
ELECTIVES (Select any TWO)					
SOCY707	Rural Studies, Gender and Development	16	POLS710 OR GEST706	Selected Readings 1: Political Science OR Genders, Sexualities, Cultures & Histories	16
TOTAL CREDITS		16	**TOTAL CREDITS**		16
YEAR MODULE					
CFSD7RP Research Paper: Criminology and Forensic Studies					32
TOTAL CREDITS		48	**TOTAL CREDITS**		80
TOTAL CREDITS FOR PROGRAMME					128

2. Bachelor of Social Sciences Honours in Development Studies (BSH-DS)

NQF LEVEL 8

(Offered on 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

HUM-SHDS1 Eligibility
Applicants are eligible to apply to register for the qualification of Bachelor of Social Science Honours in Development Studies if they have previously obtained a cognate qualification at NQF 7 level.

HUM-SHDS2 Structure
In order to qualify for the award of a Bachelor of Social Sciences Honours in Development Studies degree, a student must complete one of the approved modules and obtain a total of 128 credits in the modules specified below. These qualifications require a minimum of 128 credits. This is a one-year coursework programme with research project component

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
DEVS701	Economic Concepts and Debates	16	DEVS707	Research Project	16
DEVS702	SA Development Problems and Policies	16	DEVS703	Environment and Development	32
DEVS708	Development Frameworks	16	DEVS706	Special Studies: Contemporary Issues in Development Studies	16
DEVS7RM	Research Methods	16			
	TOTAL CREDITS	64		TOTAL CREDITS	64
				TOTAL CREDITS FOR PROGRAMME	128

3. Bachelor of Housing Development Honours (B-HDEV)

NQF LEVEL 8
(Offered on Howard College)

The Honours Degree in Housing Development focuses on advanced study of the processes involved in planning, developing, and managing housing projects. It combines theoretical and practical approaches to address housing issues such as affordability, urban informal settlements, sustainable development, and policy implementation. The program prepares graduates to analyse housing needs, design development strategies, and oversee housing projects that improve living standards, promote social equity, and support sustainable urban growth. The primary aim is to develop highly skilled professionals capable of leading CMDV708 initiatives. It emphasides critical thinking, technical expertise, and innovative solutions for complex housing challenges. Graduates are equipped to contribute to policy formulation, project management, community engagement, and sustainable development practices within the housing sector. The program also prepares students for further research or postgraduate studies in related fields.

HUM-SHDEV1 Eligibility
Applicants are eligible to apply to register for the qualification of Bachelor of Housing Development Honours Honours in Development Studies if they have previously obtained a cognate qualification at NQF 7 level.

HUM-SHDEV2 Structure
In order to qualify for the award of a Bachelor of Housing Development Honours Honours degree, a student must complete one of the approved modules. 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

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
HOUS701	Advanced Housing Theory and Practice	16	HOUS704	Advanced Project Management & Evaluation	16
HOUS702	Advanced Housing Implementation	16	HOUS705	Residential Layout and Subdivision	16
HOUS703	Advanced Housing Policy and Finance	16	HOUS7RP	Housing Research Project	32
HOUS7RM	Research Methods in Housing	16			
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR PROGRAMME	128

4. Bachelor of Social Sciences Honours in Population Studies (BSH-PO)
NQF LEVEL 8
(Offered on Howard College)

This 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. This programme is to create a balance between theory and practice as it applies to the field of population studies.

HUM-SHPO1 Eligibility
Applicants are eligible to apply to register for the qualification of Bachelor of Social Science Honours in **in** Population Studies if they have previously obtained a cognate qualification at NQF 7 level.

HUM-SHDS2 Structure
In order to qualify for the award of a Bachelor of Social Sciences Honours in Population Studies degree, a

student must complete one of the approved modules and obtain a total of 128 credits in the modules specified below. These qualifications require a minimum of 128 credits. This is a one-year coursework programme with research project component

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
POPS701	Population Studies Concepts	16	POPS702	Demographics Methods	16
POPS703	Mortality and Health	16	POPS704	Reproductive Health in Context	16
DEVS7RM	Research Methods	16	POPS706	Social Aspects of HIV/AIDS	16
YEAR MODULE					
DEVS707	Research Project				32
	TOTAL CREDITS	48		**TOTAL CREDITS**	80
				TOTAL CREDITS FOR PROGRAMME	128

5. Bachelor of Town & Regional Planning Honours (BTRP-H)

NQF LEVEL 8

(Offered on Howard College)

The Honours Degree in Town and Regional Planning at UKZN equips students with the knowledge and skills to tackle complex urban issues and contribute to sustainable development in communities. It blends theoretical foundations with practical application, making graduates well-prepared for impactful careers in planning and development.

HUM-SHTRP1 Eligibility

A Bachelor of Town and Regional Planning or a Bachelor of Housing or any relevant cognate bachelor's degree with majors such as geography, Environmental studies, or Development studies. Students entering the Bachelor of Town and Regional Planning honours program are expected to have knowledge of housing, urban studies, economics, urban studies and development studies. Students are also expected to have average marks of 65 percent for your honors degree.

HUM-SHTRP2 Structure

An Honours degree in Town and Regional Planning, combined with a Master's degree in Town and Regional Planning, are both accredited qualifications by SACPLAN. To qualify as a professional planner, candidates must complete both degrees. Students who do not fulfil both qualifications will not be eligible to register as professional planners with SACPLAN.

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
TNPL701	Theory of Planners	16	TNPL705	Layout and Subdivision for Planners	32
TNPL702	Development and Planning Cities	16	TNPL7RM	Research Methods for Planners	16
TNPL703	Urban Spatial Analysis and Planning	16	TNPL7RP	Planning Research Project	32
TNPL704	Regional Development	16			
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR PROGRAMME	128

COURSEWORK MASTERS DEGREES OFFERED BY THE SCHOOL OF SOCIALS SCIENCES

NQF LEVEL 9

HUM-MSC1 Coursework Masters Programmes

The following coursework Master's degree programmes are offered

HUM-MSC2 Eligibility

Applicants will be eligible to register for the programme, in terms of General Academic Rules CR2(b) and MR2(b), if they have completed an appropriate Honours degree in a relevant discipline, or an approved equivalent qualification, with a minimum credit-weighted average of **60%.** The School may set additional requirements, which could include limiting the number of students admitted, prescribing a specific selection process, or requiring the submission of a portfolio of work in certain disciplines.

HUM-MSC3 Structure

In order to complete the qualification, a student shall complete the modules as specified below UKZN offers five professional Master's programmes in Psychology that are accredited by the Health Professions Council of South Africa (HPCSA), each leading to registration with the HPCSA. These include Clinical Psychology, Counselling Psychology, Educational Psychology, Industrial and Organisational Psychology (IOP), and Research Psychology. Each professional programme comprises coursework, a supervised internship spanning one full year, and a research dissertation. The training is designed to develop technical competencies, reflective practice, ethical leadership, and socially engaged critical thinking.

1. Master of Social Sciences in Clinical Psychology (MSS-CL)

NQF LEVEL 9

(Offered on Howard College)

The Clinical Psychology programme at UKZN is shaped by a commitment to the healing and transformation of individuals, families, and communities, especially those marginalised by structural violence, historical trauma, and socio-economic inequality.At the Master's level, the Clinical Psychology programme is guided by the scientist-practitioner model and meets all professional requirements for registration with the HPCSA. It adopts an African-centred, integrative philosophy drawing on multiple psychological traditions (e.g., psychodynamic, cognitive-behavioural, systemic, existential, African healing systems) to support ethical, evidence-based interventions tailored to local realities.

Students are equipped to work in contexts marked by high trauma load, poverty, inequality, and stigma, including hospitals, rural clinics, community settings, prisons, and post-disaster environments. Training includes deep engagement with the biopsychosocial model, which values the complex interplay of biological, psychological, social, historical, and cultural factors in understanding human suffering and resilience.Beyond clinical practice, the programme develops critical thinkers and researchers who challenge psychiatric reductionism and work to decolonise mental health care in South Africa. Many go on to complete PhDs exploring topics such as gender-based violence, indigenous healing, youth mental health, transgenerational trauma, and mental health policy.

HUM-SCL1 Eligibility

Applicants will be eligible to register for the programme, in terms of General Academic Rules CR2(b) and MR2(b), if they have completed an appropriate Honours degree in a relevant discipline, or an approved equivalent qualification, with a minimum credit-weighted average of **60%**. The School may set additional requirements, which could include limiting the number of students admitted, prescribing a specific selection process, or requiring the submission of a portfolio of work in certain disciplines.

HUM-SCL2 Structure

In order to qualify for the award of a Masters of Social Sciences in Clinical Psychology degree, a student must complete all of the approved modules and obtain a total of 208 credits in the modules specified below: Students must complete a defined sequence of core modules, a dissertation, and a full-year internship.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
CORE MODULES					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PSYC814	Research Methods in Psychology	16	PSYC806	Psychological Interventions: African and Global Approaches	16
PSYC809	Assessment in Psychological Practice	16	PSYC808	Psychology of Personality & Abnormal Behaviour	16

			PSYC810	Community Interventions in Professional Psychology	16
YEAR ONE					
PSYC8CL	Short Dissertation: Clinical Psychology				96
PSYC807	Theory & Practice of Clinical Psychology				32
YEAR TWO					
PSYC8IL	Clinical Psychology Internship				0
TOTAL CREDITS FOR PROGRAMME					**208**

2. Master of Social Sciences in Counselling Psychology (MSS-CP)

NQF LEVEL 9

(Offered on Howard College)

UKZN's Counselling Psychology programme nurtures psychologists who walk with people through life's transitions, ruptures, and hopes. Grounded in a Community Psychology ethos, this programme fosters practitioners who are skilled clinicians, change-makers and companions in healing, particularly within historically oppressed and structurally excluded communities. At the Master's level, students are trained to offer culturally resonant, evidence-based psychological services that reflect the lived realities of people navigating grief, relationship trauma, career uncertainty, intergenerational struggle, addiction, and chronic stress. Emphasis is placed on brief interventions, resilience building, and trauma-informed care that uphold dignity, agency, and contextual sensitivity. Students work in university clinics, schools, community-based NGOs, public health settings, and private practice, offering services to individuals and groups. Training includes exploration of African worldviews, indigenous knowledge systems, and alternative therapeutic models that better reflect the needs of the populations they serve.

HUM-SCP1 Eligibility

Applicants will be eligible to register for the programme, in terms of General Academic Rules CR2(b) and MR2(b), if they have completed an appropriate Honours degree in a relevant discipline, or an approved equivalent qualification, with a minimum credit-weighted average of **60%**. The School may set additional requirements, which could include limiting the number of students admitted, prescribing a specific selection process, or requiring the submission of a portfolio of work in certain disciplines.

HUM-SCP2 Structure

In order to qualify for the award of a Master of Social Sciences in Counselling Psychology Degree, a student must complete all of the approved modules and obtain a total of 208 credits in the programme specified below. Students complete a defined sequence of core modules, a dissertation, and a full-year internship.

Graduates register with the HPCSA as Counselling Psychologists and are equipped to counsel and rethink counselling as a relational, justice-oriented, decolonial practice. Students can pursue a PhD after completing their master's degree

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
CORE MODULES					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PSYC814	Research Methods in Psychology	16	PSYC806	Psychological Interventions: African and Global Approaches	16
PSYC809	Assessment in Psychological Practice	16	PSYC808	Psychology of Personality & Abnormal Behaviour	16
			PSYC810	Community Interventions in Professional Psychology	16
YEAR ONE YEAR MODULE					
PSYC8CO	Short Dissertation: Counselling Psychology				96
PSYC818	Theory and Practice of Counselling Psychology				32
YEAR TWO YEAR MODULE					
PSYC8IC	Counselling Psychology Internship				0
				TOTAL CREDITS FOR PROGRAMME	208

3. Master of Social Sciences in Educational Psychology (MSS-ED)

NQF LEVEL 8

(Offered on Howard College)

UKZN's Educational Psychology programme is designed to transform how we understand learning, development, and psychosocial support in educational spaces. The Master's in Educational Psychology trains students to assess, diagnose, and intervene in learning and behavioural difficulties, while being sensitive to the multiple intersecting challenges that affect children and adolescents, such as domestic instability, hunger, loss, violence, or discrimination. Students are taught to view the learner not as a problem to be fixed, but as a developing human being embedded in a web of family, school, community, and cultural history. This programme draws heavily on the biopsychosocial model, allowing Educational Psychologists to work at the intersection of emotional, cognitive, environmental, and cultural factors. Students develop skills in psychometric assessment, systemic consultation, intervention planning, teacher support, and inclusive education strategies. Graduates are eligible for registration with the HPCSA and work in schools, education departments, child welfare settings, clinics, and private practice. They also lead research, training, and advocacy efforts to build just, affirming, and enabling educational environments, often pursuing PhDs in developmental psychology, psychoeducation, or child and adolescent wellbeing.

HUM-SED1 Eligibility
Applicants will be eligible to register for the programme, in terms of General Academic Rules CR2(b) and MR2(b), if they have completed an appropriate Honours degree in a relevant discipline, or an approved equivalent qualification, with a minimum credit-weighted average of **60%**. The School may set additional requirements, which could include limiting the number of students admitted, prescribing a specific selection process, or requiring the submission of a portfolio of work in certain disciplines.

HUM-SED2 Structure
In order to qualify for the award of a Master of Social Sciences in Educational Psychology degree, a student must complete all of the approved modules and obtain a total of 208 credits in the modules specified below.
Students complete a defined sequence of core modules, a dissertation, and a full-year internship.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
CORE MODULES					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PSYC814	Research Methods in Psychology	16	PSYC806	Psychological Interventions: African and Global Approaches	16
PSYC809	Assessment in Psychological Practice	16	PSYC808	Psychology of Personality & Abnormal Behaviour	16
			PSYC810	Community Interventions in Professional Psychology	16
YEAR MODULE					
PSYC8ED	Short Dissertation: Educational Psychology				96
PSYC819	Theory & Practice of Educational Psychology				32
YEAR MODULE					
PSYC8IE	Educational Psychology Internship				0
TOTAL CREDITS FOR PROGRAMME					208

4. Master of Social Sciences in Industrial and Organisational Psychology (MSSIOP)

NQF LEVEL 9
(Offered on Howard College)

At UKZN, the study of Industrial and Organisational Psychology begins with a fundamental question: How can workplaces become sites of transformation, dignity, and justice in South Africa and beyond?
The Master's programme in Industrial and Organisational Psychology (IOP) is one of UKZN's flagship offerings, grounded in a scientist-practitioner model and fully accredited by the Health Professions Council of South Africa (HPCSA). The programme equips students with the skills to design, implement, and evaluate interventions that enhance employee wellbeing, foster inclusive organisational cultures,

resolve conflict, transform leadership, and drive systemic change within the workplace. Key areas of focus include psychological assessment for selection, development, and retention; conflict mediation and trauma debriefing in organisational settings; coaching and professional development informed by Afrocentric perspectives; organisational transformation in response to historical patterns of exclusion; and data-informed human resource practices that address the future of work in the Global South.

HUM-SIOP1 Eligibility

Applicants will be eligible to register for the programme, in terms of General Academic Rules CR2(b) and MR2(b), if they have completed an appropriate Honours degree in a relevant discipline, or an approved equivalent qualification, with a minimum credit-weighted average of **60%**. The School may set additional requirements, which could include limiting the number of students admitted, prescribing a specific selection process, or requiring the submission of a portfolio of work in certain disciplines.

HUM-SIOP2 Structure

In order to qualify for the award of a Master of Social Sciences **in Industrial and Organisational Psychology** degree, a student must complete all of the approved modules and obtain a total of 208 credits in the modules specified below.

Students complete core modules, a supervised dissertation and an accredited 12-month internship. Graduates are prepared to work in public and private sectors, labour unions, consulting firms, NGOs, and global development agencies, often becoming change agents for ethical and inclusive leadership. Many pursue PhDs in leadership psychology, 4IR adaptation, sustainable work systems, or psychosocial approaches to transformation. What sets UKZN IOP apart is its fierce commitment to critically reimagining the workplace as a space for justice, wellbeing, and liberation, especially for historically marginalised workers

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
CORE MODULES					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
PSYC857	Workplace Well-being	16	PSYC863	Individual Counselling Intervention	**16**
PSYC861	Conflict Resolution	16	PSYC867	Human and Organisational Development	16
PSYC814	Research Methods in Psychology	16	PSYC870	Psychological Assessment (Industrial)	16
YEAR ONE					
PSYC8SD	Short Dissertation: Industrial Psychology				96
YEAR TWO					
PSYC8IO	Research Psychology Internship				0
TOTAL CREDITS FOR PROGRAMME					**208**

5. Master of Social Sciences in Policy and Development Studies (MSS-PD)

NQF LEVEL 9

(Offered on Howard College)

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.

HUM-SPDS1 Eligibility

Applicants will be eligible to register for the programme, in terms of General Academic Rules CR2(b) and MR2(b), if they have completed an appropriate Honours degree in a relevant discipline, or an approved equivalent qualification, with a minimum credit-weighted average of **60%**. The School may set additional requirements, which could include limiting the number of students admitted, prescribing a specific selection process, or requiring the submission of a portfolio of work in certain disciplines.

HUM-SPDS2 Structure

In order to qualify for the award of a Master of Social Sciences **in Policy and Development Studies** degree, a student must complete all of the approved modules and obtain a total of 192 credits in the modules specified below.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
CORE MODULES					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PODS801	Managing Public Policy	32	PODS802		32
PODS804	Civil Society and Public Policy	16	SOCY800	Social Research Design and Practice	16
PODS8SD	Short Dissertation: Policy and Development Studies	96			
				TOTAL CREDITS FOR PROGRAMME	192

6. Master of Social Science in Research Psychology (MSS-RP)

(Offered on Howard College and Pietermaritzburg)

Research Psychology at UKZN is not simply about gathering data but about co-producing knowledge that liberates, disrupts, and heals. At the Master's level, the Research Psychology programme prepares students to register as professional Research Psychologists with the HPCSA. The training equips them with the skills to lead research and evaluation in various sectors, including education, health, justice, governance, and development. Students undertake advanced coursework in statistics and qualitative analysis, monitoring and evaluation, participatory action research, and ethical practice, including instrument design and policy translation. The programme culminates in completing an independent research dissertation and a 12-month internship where students apply their skills in real-world settings such as NGOs, academic institutions, research councils, or think tanks.

Graduates of this programme are uniquely positioned to translate evidence into policy and programmes, lead high-impact evaluations, develop culturally resonant tools, and advise on national frameworks in areas such as public health, education, and social development. Many pursue doctoral studies in transformative methodologies, indigenous research ethics, systemic evaluation, or intersectional knowledge production, making Research Psychology at UKZN one of the contributors to the relevance and transformation of psychology in post-apartheid South Africa.

HUM-SRP1 Eligibility
Applicants will be eligible to register for the programme, in terms of General Academic Rules CR2(b) and MR2(b), if they have completed an appropriate Honours degree in a relevant discipline, or an approved equivalent qualification, with a minimum credit-weighted average of **60%**. The School may set additional requirements, which could include limiting the number of students admitted, prescribing a specific selection process, or requiring the submission of a portfolio of work in certain disciplines.

HUM-SRP2 Structure
In order to qualify for the award of a Master of Social Sciences **in Research Psychology** degree, a student must complete all of the approved modules and obtain a total of 192 credits in the modules specified below

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
CORE MODULES					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PSYC8CD	Coursework Dissertation: Psychology	128	PSYC821	Community Project	16
PSYC822	Quantitative Research for Research Psychology	16	PSYC823	Qualitative Research for Psychology	16
PSYC824	Applied Research: programme monitoring & evaluation	16			
YEAR TWO YEAR MODULE					
PSYC8IR	Research Psychology Internship				0
				TOTAL CREDITS FOR PROGRAMME	192

7. Master Social Science in Development Studies (MSS-DV)

(Offered on 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.

HUM-SDV1 Eligibility

Applicants are eligible to apply to be considered to register for the Masters qualification if they have an Honours degree in Development Studies, a Postgraduate Diploma or a relevant discipline at NQF 8.

HUM-SDV2 Structure

In order to qualify for the award of a Bachelor of Social Science **in Development Studies** degree, a student must complete all of the approved modules and obtain a total of 192 credits in the modules specified below

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
CORE MODULES					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
DEVS803	Comparative Development Problems and Policies	16	DEVS830	Advanced Economic Concepts for Development	16
DEVS833	Advanced Research Methods	16	DEVS835	Economics of Development	16
DEVS819	Poverty and Inequality	16	DEVS823	Social Policy	16
DEVS8SD	Short Dissertation: Development Studies	96			
ELECTIVES					
MODULE CODE	MODULE CODE	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
DEVS802	Civil Society and Development	16			
TOTAL CREDITS FOR PROGRAMME					192

8. Master of Information Studies (MIS)

NQF LEVEL 9

(Offered on Pietermaritzburg)

The Master's of Information Studies provides advanced training in the theory and practice of managing, organising, analysing, and disseminating information. Graduates develop skills in areas like information

organization, digital resource management, information ethics, research methods, and information systems, preparing them for careers as librarians, archivists, records managers, information analysts, and other information management roles across various sectors

HUM-SIS1 Eligibility
Applicants will be eligible to register for the programme, in terms of General Academic Rules CR2(b) and MR2(b), if they have completed an appropriate Honours degree in a relevant discipline, or an approved equivalent qualification, with a minimum credit-weighted average of **60%**. The School may set additional requirements, which could include limiting the number of students admitted, prescribing a specific selection process, or requiring the submission of a portfolio of work in certain disciplines.

HUM-SIS2 Structure
In order to qualify for the award of a Master of Social Science in Information Studies degree, a student must complete all of the approved modules and obtain a total of 192 credits in the modules specified below

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
CORE MODULES					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
LIIS830	Issues in Library and Information Science	32	LIIS833	Advanced Literature Searching & Evaluation	16
LIIS834	Data Analysis & Presentation	16	LIIS835	Information Ethics	16
SOCY800	Social Research Design and Practice	16	LIIS8SD	Short Coursework Dissertation: Library and Information Science	96
				TOTAL CREDITS FOR PROGRAMME	**192**

9. Master of Social Science in Population Studies (MSS-PO)

NQF LEVEL 9
(Offered on 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.

HUM-SPS1 Eligibility

a) Applicants will be eligible to register for the programme, in terms of General Academic Rules CR2(b) and MR2(b), if they have completed an appropriate Honours degree in a relevant discipline, or an approved equivalent qualification, with a minimum credit-weighted average of **60%.**

b) The School may set additional requirements, which could include limiting the number of students admitted, prescribing a selection process, or requiring a portfolio of work in certain disciplines.

c) The suitability of applicants for the one-year (two-semester) programme is determined by a selection committee from within the School, in line with College guidelines.

HUM-SPS2 Structure

In order to qualify for the award of a Master of Social Science **in Population Studies** degree, a student must complete all of the approved modules and obtain a total of 192 credits in the modules specified below

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
CORE MODULES					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DEVS809	Fertility and Nuptiality	16	DEVS831	Population Dynamics: Patterns and Processes	16
DEVS832	Advanced Demographic Methods	16	DEVS834	Models and Theories of Mortality	96
DEVS815	Migration and Urbanization	16			
DEVS8SD	Dissertations	96			
TOTAL CREDITS FOR PROGRAMME					**192**

10. Masters of Town and Regional Planning (MT-RP)

NQF LEVEL 9

(Offered on Howard College)

The Master's Degree in Town and Regional Planning aims to equip students with advanced knowledge, technical skills, and critical understanding necessary to address complex spatial, environmental, social, and economic challenges related to urban and regional development. It prepares graduates to develop sustainable, inclusive, and innovative planning solutions that promote improved quality of life and resilient communities.

The importance of this degree lies in its role in fostering professional expertise that supports effective land use management, urban regeneration, environmental protection, and infrastructure development.

As urbanization accelerates and climate change poses new challenges, trained planners with advanced qualifications are essential for guiding policy, ensuring sustainable growth, and facilitating collaborative efforts among government, private sector, and communities. Ultimately, this degree is vital for nurturing leaders capable of shaping equitable and sustainable urban and regional environments.

HUM-SMTRP1 Eligibility

Applicants will be eligible to register for the programme, since this qualification is jointly accredited with the Honours Degree in Town and Regional Planning, only students who have completed the Bachelor of Honours in Town and Regional Planning will be considered to be admitted to this programme. This requirement ensures that students meet all the necessary competencies for registration as professional planners.

HUM-SMTRP2 Structure

In order to qualify for the award of a Masters of Town and Regional Planning degree, a student must complete all of the approved modules and obtain a total of 192 credits in the modules specified below

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
CORE MODULES					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
TNPL830	Planning Law and Public Policy	16	TNPL8DP	Short dissertation: Planning	96
TNPL8RM	Advanced Research Methods	16	TNPL834	Transportation Planning and Systems	16
TNPL833	Integrated Development plan and Implementation	16	TNPL835	Urban Reconstruction	16
TNPL832	Environmental Planning	8			
TNPL831	Professional Practice	8			
				TOTAL CREDITS FOR PROGRAMME	192

RESEARCH MASTERS DEGREES OFFERED BY THE SCHOOL OF SOCIAL SCIENCES

Masters by Full Research (MSS)

NQF LEVEL 9

(Offered on Howard College and Pietermaritzburg)

The Master of Social Science by Research aims to prepare learners to undertake advanced independent research on complex academic and real-world problems of a social science nature within their respective disciplines and to generate new knowledge that addresses complex context-based issues, offer workable solutions to challenges, and report on such in a scientific, and comprehensive manner.

HUM-MSS1 Eligibility

A minimum credit weighted average of **60%** 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.

HUM-MSS2 Structure

In order to complete the qualification, and to qualify for the and to qualify for the award of a Master of Social Science in the Masters by full Research Degree in one of the following disciplines, a student must complete all of the approved modules and obtain a total of 192 credits in the modules specified below including the dissertation.

1. Anthropology

(Offered on Howard College and Pietermaritzburg)

The Master of Social Sciences Research Anthropology provides advanced training in the theory and practice of Anthropology.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
ANTH8FM	Dissertation: Anthropology	192	ANTH8FM	Dissertation: Anthropology	192
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
ANTH8CY	Dissertation: Anthropology Continuing Year	192	ANTH8CY	Dissertation: Anthropology Continuing Year	192

SUBSEQUENT YEAR					
ANTH8FR	Dissertation: Anthropology Subsequent year	192	ANTH8FR	Dissertation: Anthropology Subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	**192**

2. Community Development

(Offered on Howard College)

A specialisation in Community Development in the Master in Social Sciences is embedded in the South African context as it equips students with a critical awareness and understanding of the realities of South Africa's current and future developmental needs. At an advanced level the Master in Social Science with a specialisation in Community Development pulls together the ability to develop theory, lobby visible change-management, as well as application; backed by professional ethics. The ultimate intention of this programme is to impart skills associated with higher level abilities to generate knowledge and inform strategic interventions simultaneously.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CMDV8FM	Dissertation: Comm Dev	192	CMDV8FM	Dissertation: Comm Dev	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CMDV8CY	Dissertation: Comm Dev Continuing Year	192	CMDV8CY	Dissertation: Comm Dev Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CMDV8CY	Dissertation: Comm Dev Subsequent Year	192	CMDV8CY	Dissertation: Comm Dev Subsequent Year	192
				TOTAL CREDITS FOR PROGRAMME	**192**

3. Criminology and Forensic Studies

(Offered on 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 study in Criminology and Forensic Studies is offered as a research degree with the outcome of a substantive dissertation. The final product should consist of original research material and should be considered publishable.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
CFSD8FM	Dissertation: Criminology	192	CFSD8FM	Dissertation: Criminology	192
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
CFSD8CY	Dissertation: Criminology Continuing Year	192	CFSD8CY	Dissertation: Criminology Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
CFSD8MS	Dissertation: Criminology Subsequent Year	192	CFSD8MS	Dissertation: Criminology Subsequent Year	192
				TOTAL CREDITS FOR PROGRAMME	192

4. Gender Studies

(Offered on Howard College and Pietermaritzburg)

The Master of Social Sciences Research Gender Studies provides advanced training in the theory and practice of Gender Studies

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
GEST8FM	Dissertation: Gender Studies	192	GEST8FM	Dissertation: Gender Studies	192
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
GEST8CY	Dissertation: Gender Studies Continuing Year	192	GEST8CY	Dissertation: Gender Studies Continuing Year	192
SUBSEQUENT YEAR					

MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
GEST8FR	Dissertation: Gender Studies subsequent year	192	GEST8FR	Dissertation: Gender Studies subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	**192**

5. Industrial, Organisational Labour Studies

(Offered on Howard College)

The Master of Social Sciences Research Industrial, Organisational Labour Studies provides advanced training in the theory and practice of Industrial, Organisational Labour Studies

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
IOLS8FM	Dissertation: IOLS	192	IOLS8FM	Dissertation: IOLS	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
IOLS8CY	Dissertation: IOLS Continuing Year	192	IOLS8CY	Dissertation: IOLS Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
IOLSMS	Dissertation: IOLS subsequent year	192	IOLS8MS	Dissertation: IOLS subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	**192**

6. Political Science

(Offered on Howard College and Pietermaritzburg)

The Master of Social Sciences Research Political Science provides advanced training in the theory and practice of Political Science

Full Time

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
POLS8FM	Dissertation: Political Science	192	POLS8FM	Dissertation: Political Science	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
POLS8CY	Dissertation: Political Science Continuing Year	192	POLS8CY	Dissertation: Political Science Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
POLS8FR	Dissertation: Political Science subsequent year	192	POLS8FR	Dissertation: Political Science subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	**192**

Part Time

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
POLS8MD	Dissertation: Political Science	192	POLS8MD	Dissertation: Political Science	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
POLS8CY	Dissertation: Political Science Continuing Year	192	POLS8CY	Dissertation: Political Science Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
POLS8MS	Dissertation: Political Science subsequent year	192	POLS8MS	Dissertation: Political Science subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	**192**

7. Psychology

(Offered on Howard College and Pietermaritzburg)

The Master of Social Sciences Psychology by research is designed to develop technical competencies, reflective practice, ethical leadership, and socially engaged critical thinking in the area of study.

Full Time

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PSYC8FM	Dissertation: Psychology	192	PSYC8FM	Dissertation: Psychology	192
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PSYC8CY	Dissertation: Psychology Science Continuing Year	192	PSYC8CY	Dissertation: Psychology Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PSYC8CY	Dissertation: Psychology subsequent year	192	PSYC8CY	Dissertation: Psychology subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	192

Part Time

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PSYC8MD	Dissertation: Psychology	192	PSYC8MD	Dissertation: Psychology	192
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PSYC8CY	Dissertation: Psychology Science Continuing Year	192	PSYC8CY	Dissertation: Psychology Continuing Year	192

SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
PSYC8MS	Dissertation: Psychology subsequent year	192	PSYC8MS	Dissertation: Psychology subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	**192**

8. Public Policy

(Offered on Howard College)

The Master of Social Sciences Research Public Policy provides advanced training in the theory and practice of Public Policy

Full Time

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
PPOL8FM	Dissertation: Public Policy	192	PPOL8FM	Dissertation: Public Policy	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
PPOL8CY	Dissertation: Public Policy Science Continuing Year	192	PPOL8CY	Dissertation: Public Policy Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
PPOL8FR	Dissertation: Public Policy subsequent year	192	PPOL8FR	Dissertation: Public Policy subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	**192**

Part Time

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
PPOL8MD	Dissertation: Public Policy	192	PPOL8MD	Dissertation: Public Policy	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**

PPOL8CY	Dissertation: Public Policy Continuing Year	192	PPOL8CY	Dissertation: Public Policy Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
PPOL8MS	Dissertation: Public Policy subsequent year	192	PPOL8MS	Dissertation: Public Policy subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	**192**

9. Development Studies

(Offered on 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.

Full Time

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DEVS8FM	Dissertation: Development Studies	192	DEVS8FM	Dissertation: Development Studies	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DEVS8CY	Dissertation: Development Studies Continuing Year	192	DEVS8CY	Dissertation: Development Studies Continuing Year	192

SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DEVS8FR	Dissertation: Development Studies subsequent year	192	DEVS8FR	Dissertation: Development Studies subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	**192**

Part Time

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DEVS8MD	Dissertation: Development Studies	192	DEVS8MD	Dissertation: Development Studies	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DEVS8CY	Dissertation: Development Studies Continuing Year	192	DEVS8CY	Dissertation: Development Studies Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DEVS8MS	Dissertation: Development Studies subsequent year	192	DEVS8MS	Dissertation: Development Studies subsequent year	192
				TOTAL CREDITS FOR PROGRAMME	**192**

10. Population Studies

(Offered on 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.

Full Time

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
DEVS8FM	Dissertation	192	DEVS8FM	Dissertation	192
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
DEVS8CY	Dissertation- Continuing Year	192	DEVS8CY	Dissertation- Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
DEVS8FR	Dissertation- Subsequent Year	192	DEVS8FR	Dissertation- Subsequent Year	192
				TOTAL CREDITS FOR PROGRAMME	192

Part Time

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
DEVS8MD	Dissertation	192	DEVS8MD	Dissertation	192
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
DEVS8CY	Dissertation- Continuing Year	192	DEVS8CY	Dissertation- Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
DEVS8MS	Dissertation- Subsequent Year	192	DEVS8MS	Dissertation- Subsequent Year	192
				TOTAL CREDITS FOR PROGRAMME	192

11. Social Work

(Offered on Howard College)

A Master's in Social Work provides the learner with advanced research skills in a chosen field of social work, to engage in independent social work research, selecting from a range of appropriate research designs, technologies, methods, and techniques in their focus area of practice. Following completion, learners may advance in their careers, pursue a PhD and pursue professional development as social work practitioners, researchers, managers, and policymakers. This degree provides the learner with opportunities to facilitate networking and career development opportunities with multidisciplinary professionals, agencies, and communities.

HUM-MSW1: Eligibility

Admission to Masters Level is conditional upon the completion of a four-year Bachelor's degree in Social Work or a relevant Post graduate Diploma in Social Work. A learners must be registered as qualified social workers with the South African Council for Social Service Professions (SACSSP).

HUM-MSS2 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

HUM-MSS3 Structure

In order to complete the qualification, a student shall complete the modules as specified below

Full Time

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
SOWK8FM	Dissertation: Social Work	192	SOWK8FM	Dissertation: Social Work	192
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
SOWK8CY	Dissertation: Social Work Continuing Year	192	SOWK8CY	Dissertation: Social Work Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
SOWK8FR	Dissertation: Social Work Subsequent Years	192	SOWK8FR	Dissertation: Social Work Subsequent Years	192
				TOTAL CREDITS FOR PROGRAMME	192

Part Time

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
SOWK8MD	Dissertation: Social Work	192	SOWK8MD	Dissertation: Social Work	192
CONTINUING YEAR					
MODULE CODE	MODULE CODE	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
SOWK8CY	Dissertation: Social Work Continuing Year	192	SOWK8CY	Dissertation: Social Work Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	MODULE CODE	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
SOWK8MS	Dissertation: Social Work Subsequent Years	192	SOWK8MS	Dissertation: Social Work Subsequent Years	192
TOTAL CREDITS FOR PROGRAMME					192

RULES FOR DOCTORAL DEGREES IN THE SCHOOL OF SOCIAL SCIENCES

Doctor of Philosophy (Human Sciences) (PHHS)

NQF LEVEL 10

(Offered on Howard College and Pietermaritzburg)

The Doctor of Philosophy is the senior qualification in the College of Humanities. It is a critical qualification which contributes to the development of a knowledge-driven society. It has been developed to address national, regional and continental needs for advanced scholarship, intellectual leadership and relevant research in the humanities and social sciences. This is a terminal degree which is intended to provide an environment that develops independent scholars who can contribute substantively to research, teaching and societal transformation.

GENERAL DOCTORAL DEGREE RULES FOR THE SCHOOL

Rules, DR1 to DR13 inclusive, shall be applicable to every candidate for a degree of Doctor of Philosophy by research.

HUM-PHD1: Eligibility

A minimum weighted average of 60% 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.

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- PHD2: Structure of the programme
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 Masters of Social Sciences Honours the minimum period for the degree is six semesters.

---

1. Anthropology

(Offered on Howard College and Pietermaritzburg)

A Doctoral degree in Anthropology is a research-based postgraduate qualification that extends enquiry into new areas of expertise and understanding within Anthropology.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
ANTH9DO	Doctoral Thesis: Anthropology	384	ANTH9DO	Doctoral Thesis: Anthropology	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
ANTH9CY	Doctoral Thesis: Anthropology Continuing	384	ANTHCY	Doctoral Thesis: Anthropology Continuing	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CMDV9DS	Doctoral Thesis: Anthropology Subsequent Year	384	CMDV9DS	Doctoral Thesis: Anthropology Subsequent Year	384
				TOTAL CREDIT FOR PROGRAMME	**384**

2. Community Development

(Offered on Howard College)

A Doctoral degree in Community Development is a research-based postgraduate qualification that extends enquiry into new areas of expertise and understanding within Community Development.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
CMDV9DO	Doctoral Thesis: Community Development	384	CMDV9DO	Doctoral Thesis: Community Development	384
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
CMDV9CY	Doctoral Thesis: Community Development - Continuing year	384	CMDV9CY	Doctoral Thesis: Community Development - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
CMDV9DS	Doctoral Thesis: Community Development- Subsequent Year	384	CMDV9DS	Doctoral Thesis: Community Development- Subsequent Year	384
				TOTAL CREDIT FOR PROGRAMME	384

3. Criminology and Forensic Studies

(Offered on Howard College and Pietermaritzburg)

A Doctoral degree in Criminology and Forensic Studies is a research-based postgraduate qualification that extends enquiry into new areas of expertise and understanding within Criminology and Forensic Studies.

Full Time

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
CFSD9FD	Doctoral Thesis: Criminology	384	CFSD9FD	Doctoral Thesis: Criminology	384

CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CFSD9CY	Doctoral Thesis: Criminology - Continuing year	384	CFSD9CY	Doctoral Thesis: Criminology - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CFSD9SY	Doctoral Thesis: Criminology Continuing Yr.	384	CFSD9SY	Doctoral Thesis: Criminology Continuing Yr.	384
				TOTAL CREDIT FOR PROGRAMME	**384**

Part Time

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CFSD9DO	Doctoral Thesis: Criminology	384	CFSD9DO	Doctoral Thesis: Criminology	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CFSD9CY	Doctoral Thesis: Criminology - Continuing year	384	CFSD9CY	Doctoral Thesis: Criminology - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CFSD9DS	Doctoral Thesis: Criminology Subsequent Years	384	CFSD9DS	Doctoral Thesis: Criminology Subsequent Years	384
				TOTAL CREDIT FOR PROGRAMME	**384**

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**

CCMS9DO	Doctoral Thesis: CCMS	384	CCMS9DO	Doctoral Thesis: CCMS	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CCMS9CY	Doctoral Thesis: CCMS - Continuing year	384	CCMS9CY	Doctoral Thesis: CCMS - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CCMS9DS	Doctoral Thesis: CCMS Subsequent Years	384	CCMS9DS	Doctoral Thesis: CCMS Subsequent Years	384
				TOTAL CREDIT FOR PROGRAMME	**384**

4. Development Studies

(Offered on Howard College)

A Doctoral degree in Development Studies is a research-based postgraduate qualification that extends enquiry into new areas of expertise and understanding within Development Studies.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DEVS9DO	Doctoral Thesis: Development Studies	384	DEVS9DO	Doctoral Thesis: Development Studies	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
DEVS9CY	Doctoral Thesis: Development Studies - Continuing year	384	DEVS9CY	Doctoral Thesis: Development Studies - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
CMDV9DS	Doctoral Thesis: Development Studies - Subsequent Year	384	CMDV9DS	Doctoral Thesis: Development Studies - Subsequent Year	384
				TOTAL CREDIT FOR PROGRAMME	**384**

5. Geography & Environmental Management

(Offered on Howard College and Pietermaritzburg)

A Doctoral degree in Geography & Environmental Management is a research-based postgraduate qualification that extends enquiry into new areas of expertise and understanding within Geography & Environmental Management

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
GEOG9DO	Geography Thesis	384	GEOG9DO	Geography Thesis	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
GEOG9CY	Geography Thesis - Continuing year	384	GEOG9CY	Geography Thesis - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
GEOG9DS	Geography Thesis - Subsequent Year	384	GEOG9DS	Geography - Subsequent Year	384
				TOTAL CREDIT FOR PROGRAMME	**384**

6. Gender Studies

(Offered on Howard College and Pietermaritzburg)

A Doctoral degree in Gender Studies is a research-based postgraduate qualification that extends enquiry into new areas of expertise and understanding within Gender Studies.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
GEST9DO	Gender Studies Thesis	384	GEST9DO	Gender Studies Thesis	384
CONTINUING YEAR					

MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
GEST9CY	Gender Studies Thesis - Continuing year	384	GEST9CY	Gender Studies Thesis - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
GEST9DS	Gender Studies Thesis - Subsequent Year	384	GEST9DS	Gender Studies Thesis - Subsequent Year	384
				TOTAL CREDIT FOR PROGRAMME	**384**

7. Housing

(Offered on Howard College)

A Doctoral degree in Housing is a research-based postgraduate qualification that extends enquiry into new areas of expertise and understanding within Housing.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
HOUS9DO	Doctoral Thesis: Housing	384	HOUS9DO	Doctoral Thesis: Housing	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
HOUS9CY	Doctoral Thesis: Housing - Continuing year	384	HOUS9CY	Doctoral Thesis: Housing - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
HOUS9DS	Doctoral Thesis: - Housing Subsequent Year	384	HOUS9DS	Doctoral Thesis: Housing Subsequent Year	384
				TOTAL CREDIT FOR PROGRAMME	**384**

8. Information Studies

(Offered on Pietermaritzburg)

A Doctoral degree in Information Studies is a research-based postgraduate qualification that extends enquiry into new areas of expertise and understanding within Information Studies.

Full time

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
LIIS9FD	Information Studies Thesis	384	LIIS9FD	Information Studies Thesis	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
LIIS9CY	Doctoral Thesis: Library & Infor Science - Continuing year	384	LIIS9CY	Doctoral Thesis: Library & Infor Science - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
LIIS9FR	Information Studies Thesis - Subsequent Year	384	LIIS9FR	Information Studies Thesis - Subsequent Year	384
				TOTAL CREDITS FOR PROGRAMME	**384**

Part Time

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
LIIS9DO	Information Studies Thesis	384	LIIS9DO	Information Studies Thesis	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
LIIS9CY	Doctoral Thesis: Library & Infor Science - Continuing year	384	LIIS9CY	Doctoral Thesis: Library & Infor Science - Continuing year	384

SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
LIIS9DS	Information Studies Thesis - Subsequent Year	384	LIIS9DS	Information Studies Thesis - Subsequent Year	384
				TOTAL CREDITS FOR PROGRAMME	**384**

9. Town and Regional Planning

(Offered on Howard College)

A Doctoral degree in Town and Regional Planning is a research-based postgraduate qualification that extends enquiry into new areas of expertise and understanding within Town and Regional Planning.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
TNPL9DO	Doctoral Thesis: Planning	384	TNPL9DO	Doctoral Thesis: Housing	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
TNPL9DS	Doctoral Thesis: - Planning Subsequent Year	384	TNPL9DS	Doctoral Thesis: Planning Subsequent Year	384
				TOTAL CREDITS FOR PROGRAMME	**384**

10. Policy and Development Studies

(Offered on Howard College)

A Doctoral degree in Policy and Development Studies is a research-based postgraduate qualification that extends enquiry into new areas of expertise and understanding within Policy and Development Studies.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
PODS9FD	Policy and Development Studies Thesis	384	PODS9FD	Policy and Development Studies Thesis	384

CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
PODS9CY	Doctoral Thesis: Policy & Deve Studies - Continuing year	384	PODS9CY	Doctoral Thesis: Policy & Deve Studies - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
PODS9FR	Policy and Development Studies Thesis – Subsequent year	384	P0DS9FR	Policy and Development Studies Thesis – Subsequent year	384
				TOTAL CREDITS FOR PROGRAMME	**384**

Part Time

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
PODS9DO	Policy and Development Studies Thesis	384	PODS9DO	Policy and Development Studies Thesis	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
PODS9CY	Doctoral Thesis: Policy & Deve Studies - Continuing year	384	PODS9CY	Doctoral Thesis: Policy & Deve Studies - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
PODS9DS	Policy and Development Studies Thesis – Subsequent year	384	PODS9DS	Policy and Development Studies Thesis – Subsequent year	384
				TOTAL CREDITS FOR PROGRAMME	**384**

Full Time

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
POLS9FD	Political Science Thesis	384	PODS9FD	Political Science Thesis	384
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
POLS9CY	Doctoral Thesis: Political Science - Continuing year	384	PODS9CY	Doctoral Thesis: Political Science - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PODS9FR	Political Science Thesis – Subsequent year	384	P0DS9FR	Political Science Thesis – Subsequent year	384
				TOTAL CREDITS FOR PROGRAMME	384

Part Time

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PODS9DO	Policy and Development Studies Thesis	384	PODS9DO	Policy and Development Studies Thesis	384
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PODS9CY	Doctoral Thesis: Policy & Deve Studies - Continuing year	384	PODS9CY	Doctoral Thesis: Policy & Deve Studies - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PODS9DS	Policy and Development Studies Thesis – Subsequent year	384	PODS9DS	Policy and Development Studies Thesis – Subsequent year	384
				TOTAL CREDITS FOR PROGRAMME	384

11. Psychology

(Offered on Howard College and Pietermaritzburg)

A Doctoral degree in Psychology is a research-based postgraduate qualification that extends enquiry into new areas of expertise and understanding within Psychology.

Full Time

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PSYC9FD	Doctoral Thesis: Psychology	384	PSYC9FD	Doctoral Thesis: Psychology	384
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PSYC9CY	Dissertation: Psychology Continuing Year	384	PSYC9CY	Dissertation: Psychology Continuing Year	384
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PSYC9CY	Doctoral Thesis: Psychology Continuing Year	384	PSYC9CY	Doctoral Thesis: Psychology Continuing Year	384
				TOTAL CREDITS FOR PROGRAMME	384

Part Time

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PSYC9DO	Doctoral Thesis: Psychology	384	PSYC9DO	Doctoral Thesis: Psychology	384
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PSYC9CY	Dissertation: Psychology Continuing Year	384	PSYC9CY	Dissertation: Psychology Continuing Year	384

SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
PSYC9DS	Doctoral Thesis: Psychology Subsequent Years	384	PSYC9DS	Doctoral Thesis: Psychology Subsequent Years	384
				TOTAL CREDITS FOR PROGRAMME	**384**

12. Social Work

(Offered on Howard College)

A Doctoral degree in Social Work is a research-based postgraduate qualification that extends enquiry into new areas of expertise and understanding within Social Work.

Full Time

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
SOWK9FD	Doctoral Thesis: Social Work	384	SOWK9FD	Doctoral Thesis: Social Work	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
SOWK9CY	Doctoral Thesis: Social Work - Continuing year	384	SOWK9CY	Doctoral Thesis: Social Work - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
SOWK9SY	Doctoral Thesis: Social Work subsequent Year	384	SOWK9SY	Doctoral Thesis: Social Work - subsequent Year	384
				TOTAL CREDITS FOR PROGRAMME	**384**

Part Time

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
SOWK9DO	Doctoral Thesis: Social Work	384	SOWK9DO	Doctoral Thesis: Social Work	384

CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
SOWK9CY	Doctoral Thesis: Social Work - Continuing year	384	SOWK9CY	Doctoral Thesis: Social Work - Continuing year	384
				TOTAL CREDITS FOR PROGRAMME	**384**

13. Sociology

(Offered on Howard College and Pietermaritzburg)

A Doctoral degree in Sociology is a research-based postgraduate qualification that extends enquiry into new areas of expertise and understanding within Sociology.

Full Time

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
SOCY9FD	Sociology Thesis	384	SOCY9FD	Sociology Thesis	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
SOCY9CY	Sociology Thesis - Continuing year	384	SOCY9CY	Sociology Thesis - Continuing year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
SOCY9SY	Sociology Thesis Full Time – Subsequent Year	384	SOCY9SY	Sociology Thesis Full Time – Subsequent Year	384
				TOTAL CREDITS FOR PROGRAMME	**384**

Part Time

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
SOCY9FD	Sociology Thesis	384	SOCY9FD	Sociology Thesis	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
SOCY9CY	Sociology Thesis - Continuing year	384	SOCY9CY	Sociology Thesis - Continuing year	384

SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
SOCY9DS	Sociology Thesis Full Time – Subsequent Year	384	SOCY9DS	Sociology Thesis Full Time – Subsequent Year	384
				TOTAL CREDITS FOR PROGRAMME	**384**

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

SCHOOL OF EDUCATION

Drawing from cutting-edge scholarship from its active researchers, the School of Education continues to supervise postgraduate students and develop curricula, design learning experiences and assessment strategies for pre-service and in-practice educators from schooling to post-school education and training sector. It continues to thrive, with scholarly outputs commensurate with Research Intensive University ethos

The SoE offers the following academic programmes:
Advanced Diploma in Adult and Community Education and Training Teaching
Advanced Diploma Technical and Vocational Teaching,
Bachelor of Education,
Bachelor of Education Honours,
Postgraduate Certificate in Education (PGCE),
Post Graduate Diploma in Higher Education,
Masters in Education,
Doctor of Philosophy

The above programmes are located within the following six clusters:
Science and Technology Education
Mathematics and Computer Science Education
Social Sciences Education
Education Studies
Education, Development, Leadership and Management
Language, Arts and Media Education

Advanced Diploma in Adult and Community Education and Training Teaching (AD-AET)

NQF LEVEL 7
(Offered on Edgewood and Pietermaritzburg)

The Advanced Diploma in Adult and Community Education and Training Teaching (ACETT) is a two-year part-time qualification offered on PMB campus. The qualification targets candidates currently involved or who aspire to teach in adult and community education contexts, such as community learning centres, private colleges, training organisations, or government departments.

HUM-ADACETT1 Eligibility
Applicants are eligible to apply to register for the qualification of the Advanced Diploma in Adult and Community Education and Training Teaching (AdvDip ACETT) if they have previously been awarded:

a) a Bachelors degree at Level 7 that includes adequate disciplinary learning, at exist level, in a cognate field or
b) Undergraduate Diploma at Level 6, 360 credits or
c) an approved 360-credit point qualification at NQF Level 6 with 30 credits at Level 6, in the specialisation subject or,
d) National N Diploma at Level 6, 360 credits or
e) College N Diploma with 360-credit point.

HUM-ADACETT2 Structure

Candidates for the Advanced Diploma in Adult and Community Education and Training Teaching must complete the following curricula and must obtain at least 128 credits.

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDAE6AC	The ACET context	16	EDAE6S2	Studies in ACET 2	16
EDAE6S1	Studies in ACET 1	16	EDAE6PS	ACET Practice and Site-based Experience	16
EDAE6TP	Teaching Practice	16			
	TOTAL CREDITS	**48**		**TOTAL CREDITS**	**32**
Adult Literacy					
EDAE6LT	Teaching Adult Literacy in an ACET context	16	EDAE6LA	Assessing Adult Literacy in an ACET context	16
			EDAE6LW	Teaching Adult Literacy for the real world	16
Health Care					
EDAE6HT	Teaching Ancillary Healthcare in an ACET context	16	EDAE6HA	Assessing Ancillary Healthcare in an ACET context	16
			EDAE6HW	Teaching Ancillary Healthcare for the real world	16
Applied Agriculture					
EDAE6AT	Teaching Applied Agriculture in an ACET context	16	EDAE6AA	Assessing Applied Agriculture in an ACET context	16
			EDAE6AW	Teaching Applied Agriculture for the real world	16
Basic Engineering					
EDAE6BT	Teaching Basic Engineering in an ACET context	16	EDAE6BA	Assessing Basic Engineering in an ACET context	16

			EDAE6BW	Teaching Basic Engineering for the real world	16
Carpentry					
EDAE6RT	Teaching Carpentry in an ACET context	16	EDAE6RA	Assessing Carpentry in an ACET context	16
			EDAE6RW	Teaching Carpentry for the real world	16
Catering					
EDAE6TP	Teaching Catering in an ACET context	16	EDAE6CT	Assessing Catering in an ACET context	16
			EDAE6CW	Teaching Catering for the real world	16
English FAL					
EDAE6CT	Teaching English FAL in an ACET context	16	EDAE6ET	Assessing English FAL in an ACET context	16
			EDAE6EW	Teaching English FAL for the real world	16
ICT					
EDAE6IT	Teaching ICT in an ACET context	16	EDAE6IA	Assessing ICT in an ACET context	16
			EDAE6IW	Teaching ICT for the real world	16
IsiZulu					
EDAE6ZT	Teaching isiZulu in an ACET context	16	EDAE6ZA	Assessing isiZulu in an ACET context	16
			EDAE6ZW	Teaching isiZulu for the real world	16
Quantitative Lit					
EDAE6QT	Teaching Quantitative Lit in an ACET context	16	EDAE6QA	Assessing Quantitative Lit in an ACET context	16
			EDAE6QW	Teaching Quantitative Lit for the real world	16
Sewing					
EDAE6ST	Teaching Sewing in an ACET context	16	EDAE6SA	Assessing Sewing in an ACET context	16
			EDAE6SW	Teaching Sewing for the real world	16
SMME Development					
EDAE6DT	Teaching SMME Development in an ACET context	16	EDAE6DA	Assessing SMME Development in an ACET context	16
			EDAE6DW	Teaching SMME Development for the real world	16

TOTAL CREDITS	**16**	**TOTAL CREDITS**	**32**
		TOTAL CREDITS FOR PROGRAMME	**128**

HUM-ADACETT2 Progression
To maintain their good standing, and to avoid either warning of slow academic progress or academic exclusion from the University, students must maintain the following minimum rates of progress.

Number of Semesters completed	AD-AET, (AD-TVT Maximum credits	AD-AET, (AD-TVT Minimum credits
1	32	16
2	64	48
3	96	64
4	128	80
5		96
6		128

Advanced Diploma in Technical and Vocational Teaching (AD-TVT)

NQF LEVEL 7
(Offered on Edgewood and Pietermaritzburg)

The Advanced Diploma in Technical and Vocational Teaching (AdvDip TVT) is two-year part-time qualification offered at Edgewood and Pietermaritzburg campuses. AdvDip TVT serves as an initial teaching qualification to prospective TVET lecturers and an in-service professional teaching qualification to lecturers. The main purpose of the AdvDip TVT is to provide a professional teaching qualification for lecturers in TVET colleges and other TVET contexts to ensure their competence in 'teaching for work'.

HUM-EADV1 Eligibility
Applicants are eligible to apply to register for the qualification of Advanced Diploma in Technical and Vocational Teaching (AdvDip TVT) if they have previously been awarded:

a) an approved 360-credit point qualification at NQF Level 6, with at least 30 credits at Level 6, in the specialization subject; or
b) a N6 Technical Diploma; or a Bachelor's Degree at Level 7 that includes adequate disciplinary learning, at exit level, in a cognate academic field.

HUM-EADV2 Progression
To maintain their good standing, and to avoid either warning of slow academic progress or academic exclusion from the University, students must maintain the following minimum rates of progress.

Number of Semesters completed	AD-AET, (AD-TVT Maximum credits	AD-AET, (AD-TVT Minimum credits
1	32	16
2	64	48
3	96	64
4	128	80
5		96
6		128

HUM-EADVT3 Structure

For the award of the Advanced Diploma in Technical and Vocational Training, students are required to satisfactorily complete 250 Hours of Work Integrated Learning, consisting of:

(a) 8 weeks of Teaching Practice at an approved TVET College or in another pre-approved TVET context,

(b) 2 weeks of approved workplace / industry-based placement.

(c) And in order to complete the qualification students shall complete the modules as specified below:

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDAE601	Studies in TVET 1	16	EDAE602	Studies in TVET 2	16
EDAE605	The TVET Context	16	EDAE603	Teaching Practice and Industry Experience in Technical and Vocational Teaching	16
EDAE604	Teaching Practice in Technical and Vocational Teaching	16			
	TOTAL CREDITS	**48**		**TOTAL CREDITS**	**32**
Civil Engineering & Building Construction					
EDAE606	Teaching Civil Engineering & Building Construction in a TVET Context	16	EDAE607	Assessing Civil Engineering & Building Construction in a TVET Context	16
			EDAE608	Teaching for the Workplace in Civil Engineering & Building Construction	16

Electrical Infrastructure Construction					
EDAE609	Teaching Electrical Infrastructure Construction in a TVET Context	16	EDAE610	Assessing Electrical Infrastructure Construction in a TVET Context	16
			EDAE611	Teaching for the Workplace in Electrical Infrastructure Construction	16
Engineering & Related Design					
EDAE612	Teaching Engineering & Related Design in a TVET Context	16	EDAE613	Assessing Engineering & Related Design in a TVET Context	16
			EDAE614	Teaching for the Workplace in Engineering & Related Design	16
English as a First Additional Language					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDAE615	Teaching English as a First Additional Language in a TVET Context	16	EDAE616	Assessing English as a First Additional Language in a TVET Context	16
			EDAE617	Teaching for the Workplace in English as a First Additional Language	16
Finance, Economics and Accounting					
EDAE618	Teaching Finance, Economics and Accounting in a TVET Context	16	EDAE619	Assessing Finance, Economics and Accounting in a TVET Context	16
			EDAE620	Teaching for the Workplace in Finance, Economics and Accounting	16
Information Technology and Computer Science					
EDAE621	Teaching Information Technology and Computer Science in a TVET Context	16	EDAE622	Assessing Information Technology and Computer Science in a TVET Context	16

			EDAE623	Teaching for the Workplace in Information Technology and Computer Science	16
Life Orientation					
EDAE624	Teaching Life Orientation in a TVET Context	16	EDAE625	Assessing Life Orientation in a TVET Context	16
			EDAE626	Teaching for the Workplace in Life Orientation	
Marketing, Management and Administration					
EDAE627	Teaching Marketing, Management and Administration in a TVET Context	16	EDAE628	Assessing Marketing, Management and Administration in a TVET Context	16
			EDAE629	Teaching for the Workplace in Marketing, Management and Administration	16
Mathematics & Mathematical Literacy					
EDAE630	Teaching Mathematics & Mathematical Literacy in a TVET Context	16	EDAE631	Assessing Mathematics & Mathematical Literacy in a TVET Context	16
			EDAE632	Teaching for the Workplace in Mathematics & Mathematical Literacy	16
Mechatronics					
EDAE633	Teaching Mechatronics in a TVET Context	16	EDAE634	Assessing Mechatronics in a TVET Context	16
			EDAE635	Teaching for the Workplace in Mechatronics	16
Maritime					
EDME645	Teaching Maritime Economics in a TVET Context (16C)	16	EDME647	Teaching for the Workplace in Maritime Economics	16
			EDME646	EDME646 Assessing Maritime Economics in a TVET Context	16
Nautical Science					
EDNS648	Teaching Nautical Science in a TVET Context	16	EDNS649	Assessing Nautical Science in a TVET Context	16
			EDNS650	Teaching for the Workplace in Nautical	16
Physical Science					

EDAE636	Teaching Physical Science in a TVET Context	16	EDAE637	Assessing Physical Science in a TVET Context	16
			EDAE638	Teaching for the Workplace in Physical Science	16
Primary Agriculture					
EDAE639	Teaching Primary Agriculture in a TVET Context	16	EDAE640	Assessing Primary Agriculture in a TVET Context	16
			EDAE641	Teaching for the Workplace in Primary Agriculture	16
Tourism, Hospitality and Catering					
EDAE642	Teaching Tourism, Hospitality and Catering in a TVET Context	16	EDAE643	Assessing Tourism, Hospitality and Catering in a TVET Context	16
			EDAE644	Teaching for the Workplace in Tourism, Hospitality and Catering	16
	TOTAL CREDITS	**16**		**TOTAL CREDITS**	**32**
				TOTAL CREDITS FOR PROGRAMME	**128**

UNDERGRADUATE DEGREES OFFERED BY

THE SCHOOL OF SCHOOL OF EDUCATION

GENERAL UNDERGRADUATE DEGREE RULES FOR THE SCHOOL

HUM-UG1 Bachelor of Education Degree Requirements

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 Semester.

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).

HUM-UG2 Limitations

1. Except with the prior permission of the College,
    a) students may not register for more than 80 credit in any semester.

b) 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.

HUM-UG3 Change 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

HUM-UG4 Minimum Academic Performance Score (APS)

1. The minimum Academic Performance Score (APS) does not guarantee a space in the programme.

HUM-EUG5 Programmes

School of Education

1. The following programmes are offered in the School of Education

---

BACHELOR OF EDUCATION (BEd)

The Bachelor of Education is a four-year, contact based, initial teacher qualification which equips students with content knowledge and teaching skills needed to teach in both resourced and under resourced contexts.

The SoE offers three distinct BEd programmes:

1. Foundation Phase Teaching
2. Intermediate Phase Teaching
3. Senior Phase and Further Education and Training Teaching

HUM-BEd1 Eligibility

1. Applicants are eligible to apply for admission to the Bachelor of Arts qualifications:

a) If they have previously obtained a National Senior Certificate (NSC) Bachelors degree pass or (equivalent as defined for UKZN), requires a minimum of seven subjects, including English Home Language/First Additional Language (level 4) and Life Orientation at (Level 4), (or equivalent as defined for the College of Humanities, UKZN. Selection is based on these requirements and may include academic ranking and other criteria approved by the Senate and Council.

b) Applicants must achieve at least a minimum Academic Performance Score (APS) of 28 points with at least one of the following subjects 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: 2 NSC subjects, relevant to the phase and package maybe eligible for entry into the one of the three BEd programmes.

c) In addition, applicants shall be eligible to apply to register for under- graduate qualifications if they are in possession of a matriculation exemption pre-2008 with at least 32 points.

2. Bachelor of Education Degrees Alternative Selection

a) 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. Selection under Universities South Africa Matriculation (USAF) Board 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 Exemption (pre-2008) (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.

b) Applicants applying for admission from other Higher Education Institutions

i. Students who do not meet UKZN's entry requirements in terms of APS score but have successfully completed a year or more of study at a higher education institute may be considered for admission to programmes in a related field at UKZN provided they have demonstrated they can succeed at tertiary studies by passing all modules. In such cases they will not receive credits for any modules passed at the other institution as they are regarded as a form of RPL.

ii. Students who meet UKZN's entry requirements for the programme of study and commenced their studies at another University but now wish to transfer to UKZN to continue their studies may be considered for admission provided they are in good academic standing. Such students may transfer credits for comparable

3. Bachelor of Education Degrees Admission of Applicants with Non-South African School-Leaving Qualifications

a) Applicants holding school-leaving qualifications other than the National Senior Certificate (for degree study) will be considered for admission in accordance with the regulations in effect at the time of application. International applicants are also required to provide proof of English language proficiency.

HUM – BEd2 School rules

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.

HUM-BEd3 Award of BEd cum laude and summa cum laude

1) During teaching practice, it is mandatory for student to place at a resourced and under resourced school context over the four year.
2) 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
3) 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 EDTP321 and EDTP430

HUM-BEd4 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.

HUM-BEd5 Progression

To maintain their good standing, and to avoid either warning of slow academic progress or academic exclusion from the University, students must maintain the following minimum rates of progress.

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.

Number of Semesters Completed	BEd maximum credits	BEd minimum credits
1	64	16
2	128	48
3	192	80
4	256	112
5	320	144
6	384	192 (at least 32 at Level 2)
7	448	224 (at least 64 at Level 2)
8	512	256 (at least 96 at Level 2 or 3)
		288 (at least 96 at Level 2
10		320 (at least 64 at Level 3)
11		352 (at least 96 at Level 3)
12		384 (3-year qualification complete)
13		448 (4-year qualification: at least 64 at Level 7)
14		512 (4-year qualification complete)

HUM-BEd6 Change 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.

Students shall obtain not less than the required credits and shall complete the modules as specified under the Rules of Combination.

HUM-BEd7 Structure

Students for the degree shall complete the following curricula and shall obtain the following minimum credits per specialisation:

Specialisation	CREDITS
Foundation Phase Teaching	512
Intermediate Phase Teaching	512
Senior Phase and Further Education and Training (FET)	512

1. Bachelor of Education in Foundation Phase Teaching (BED-FP)

NQF LEVEL 7

(Offered on Edgewood)

The Foundation Phase (FP) programme students must be proficient in the use of two 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). When a student has to the select between the IsiZulu home language and the English home language foundation phase packages the home language of the NSC should guide the decision. If the student has isiZulu as home language in their NSC then they ought to select the isiZulu Home Language FP package.

Package 1a: English Home Language and IsiZulu First Additional Language (3C+2M & IsiZulu = 2C+1M)

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDES113	Education Studies 1: An Introduction into the Study of Education	16	**EDES130**	Education Studies 2:	16
EDEN111	English: Language, Learning & Teaching in Education	16	**EDCE101**	Computer Literacy: (non-credit bearing. Student who are competent to submit Proof of competence for exemption)	

EDZU135	IsiZulu First Additional Language Education 1: Integrated isiZulu and Literacy Studies	16	**EDPY110**	Numeracy in the Early Years:	16
EDCE101	Computer Literacy: (non-credit bearing. Student who are competent to submit Proof of competence for exemption)		**EDEN114**	English Education2: Introduction to Theory & Practice	16
			EDZU136	isiZulu First Additional language Education 2: IsiZulu Prose and Intro. to LT in Education	16
			EDTP121	Teaching Practice 1:	16
			EDSJ1CS	Critical Social Justice	
	TOTAL CREDITS	48		**TOTAL CREDITS**	80
				TOTAL CREDITS FOR LEVEL ONE	128

LEVEL 2

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDPY203	English Literacy Method 1	16	**EDES211**	**Education Studies 3:** Curriculum	16
EDPY205	isiZulu Literacy Method 1 HL**)**	16	**EDMA227**	Mathematics for Foundation &Intermediate Phase 2:	16
EDMA226	Mathematics for Foundation &Intermediate Phase 1	16	**EDPY204**	English Literacy Method 2/ Literacies in FP	16
EDPY202	Understating Child Development and Learning in the foundation Phase	16			
EDPY201	Life Skills 1	16	**EDTP221**	Teaching Practice 2	8
	TOTAL CREDITS	80		**TOTAL CREDITS**	56
				TOTAL CREDITS FOR LEVEL TWO	136

LEVEL 3

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES311	Education Studies 4: Psychology	16	**EDPY325**	Contextual Realities, Education Frameworks and Processes in the Foundation Phase	16
EDPY323	Life Skills Method 1	16	**EDEN318**	South African Sign Language	16
			EDCM111	Introduction to the computers and data presentation	16

EDPY324	Mathematics for Foundation Phase Method 1	16	**EDPY321**	Life Skills 2	16
			EDPY410	Mathematics Education for Foundation Phase Method 2	16
			EDTP321	Teaching practice 3	8
	TOTAL CREDITS	64		**TOTAL CREDITS**	88
				TOTAL CREDITS FOR LEVEL THREE	152

LEVEL 4

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTP430	**Block session for TP4**	16	**EDES411**	Education Studies 6: Philosophy & Sociology	16
EDES412	**Education Studies 5: Researching Education**	16	**EDPY411**	Life Skills 3	16
			EDPY412	Life Skills Method 2:	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	48
				TOTAL CREDITS FOR LEVEL FOUR	80
				TOTAL FOR DEGREE	512

Package 1b: isiZulu Home Language and English First Additional Language (3C +2M & ENGLISH = 2C +1M)

LEVEL 1

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES113	Education Studies 1: An Introduction into the Study of Education	16	**EDES130**	Education Studies 2:	16
EDEN111	English: Language, Learning & Teaching in Education	16	**EDPY110**	Numeracy in the Early Years:	16
EDEN113	**English Education:** Foundations	16	**EDZU131**	**isiZulu Education 2:** IsiZulu Prose and Intro. to LT in Education	16
EDZU130	**isiZulu Education 1:** Integrated isiZulu and Literacy Studies	16	**EDTP121**	Teaching Practice 1:	16
EDCE101	Computer Literacy: (non-credit bearing. Student who are competent to submit Proof of competence for exemption)		**EDCE101**	Computer Literacy: (non-credit bearing. Student who are competent to submit Proof of competence for exemption)	
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128

LEVEL 2

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDPY203	English Literacy Method 1	16	**EDES211**	**Education Studies 3:** Curriculum	16
EDPY205	isiZulu Literacy Method 1 HL **(translated to English)**	16	**EDMA227**	Mathematics for Foundation &Intermediate Phase 2:	16
EDPY202	Understanding Child Development & Learning in the Foundation Phase	16	**EDPY206**	isiZulu Literacy Method 2 HL	16
EDMA226	Mathematics for Foundation & Intermediate Phase 1	16	**EDTP221**	Teaching Practice 2	8
EDPY201	Life Skills 1	16			
	TOTAL CREDITS	80		**TOTAL CREDITS**	56
				TOTAL CREDITS FOR LEVEL TWO	136

LEVEL 3

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES311	Education Studies 4: Psychology	16	**EDPY325**	Contextual Realities, Education Frameworks and Processes in the Foundation Phase	16
EDPY323	Life Skills Method 1	16	**EDEN318**	South African Sign Language	16
EDEN211	English Education 3: Teaching Theory & Practice using Contemporary Education	16	**EDPY321**	Life Skills 2	16
EDZU240	isiZulu Education 3: isiZulu Film, Poetry & Drama in Education	16	**EDPY410**	Mathematics Education for Foundation Phase Method 2	16
EDPY324	Mathematics for Foundation Phase Method 1	16	**EDCM111**	Introduction to the Computer System and Data Representation	16
			EDTP321	Teaching practice 3	8
	TOTAL CREDITS	80		**TOTAL CREDITS**	88
				TOTAL CREDITS FOR LEVEL THREE	168

LEVEL 4					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDTP430	**Block session for TP4**	16	**EDES411**	Education Studies 6: Philosophy & Sociology	16
EDES412	**Education Studies 5: Researching Education**	16	**EDPY411**	Life Skills 3	16
			EDPY412	Life Skills Method 2:	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	48
				TOTAL CREDITS FOR LEVEL FOUR	80
				TOTAL CREDITS FOR DEGREE	512

2. Bachelor of Education in Intermediate Phase Teaching (BED-IP)

NQF LEVEL 7

(Offered on Edgewood)

The Intermediate phase programme ensures that students must be proficient in the use of two 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). When a student has to the select between the IsiZulu home language and the English home language intermediate phase packages the home language of the NSC should guide the decision. If the student has isiZulu as home language in their NSC then they ought to select the isiZulu home language IP package. The students NSC subject sets guide the student in selecting between the Mathematic or Natural Science-technology specialisation.

Package 1: Mathematics specialisitation: English Home Language and isiZulu First Additional Language

Level 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDES113	Education Studies 1: An Introduction into the Study of Education	16	EDES130	Education Studies 2:	16
EDEN111	English: Language, Learning & Teaching in Education	16	**EDZU136**	**isiZulu first additional language Education2:**	16
EDEN113	**English Education:** Foundations	16	**EDEN114**	**English Education2:** Introduction to Theory & Practice	16
EDGO114 OR EDHS111	Geography Education 1 (Development Studies) **OR** History 4 Themes from SA history		**EDTP121**	Teaching Practice 1:	8

EDZU135	**isiZulu First Additional Language Education 1:**	16	**EDCE101**	Computer Literacy: (non-credit bearing. Student who are competent to submit Proof of competence for exemption)	
EDSJ1CS	Critical Social Justice		**EDSJ1CS**	Critical Social Justice	
EDCE101	Computer Literacy: (non-credit bearing. Student who are competent to submit Proof of competence for exemption)				
	TOTAL CREDITS	80		**TOTAL CREDITS**	64
				TOTAL CREDIT FOR LEVEL ONE	144

LEVEL 2

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDMA226	Mathematics for Foundation and Intermediate Phase	16	**EDES211**	**Education Studies 3:** Curriculum	16
EDEN214	English Education Method 1 (Introducing Concepts) (HL)	16	**EDGO214 OR EDHS113**	**Geography Education 4**: Map work and Geographic Information Systems **OR** **History 1** (History, philosophy theory & methods	16
EDZU216	IsiZulu Education Method 1 (IsiZulu Language Acquisition, Learning and Teaching) **FAL**	16	**EDMA227**	Mathematics for Foundation &Intermediate Phase 2:	16
EDSS202	Social Science Education Method 1 for Intermediate Phase (Hist & Geog)	16	**EDTP221**	Teaching Practice 2	8
	TOTAL CREDITS	64		**TOTAL CREDITS**	56
				TOTAL CREDITS FOR LEVEL TWO	120

LEVEL 3

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES311	Education Studies 4: Psychology	16	**EDMA326**	Mathematics Education Method 1 for Intermediate Phase	16
EDEN211	English Education 3:	16	**EDCM111**	Introduction to the	16

	Teaching Theory & Practice using Contemporary Education			Computer System and Data Representation	
			EDNS313	English Education: Literacies in the English Classroom Method 2:	16
EDGO114 OR EDHS111	Geography Education 1 (Development Studies) **OR** History 4 Themes from SA history	16	**EDEN319**	South African Sign Language	16
EDAC111	Economic Management Sciences 1	16	**EDTP321**	Teaching practice 3	8
	TOTAL CREDITS	64		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL THREE	136

LEVEL 4

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTP430	**Block session for TP4**	16	**EDES411**	Education Studies 6: Philosophy & Sociology	16
EDES412	**Education Studies 5: Researching Education**	16	**EDSS301 OR EDSS411**	Social Science Education for Intermediate Phase Method 2 (History) **OR** Social Science Education for IP Method 3 (Geography)	16
	***** For Social Sciences*** ***(a) History specialization…. Do both History 4 and 1* and Geography 1*** ***(b)Geography specialization… Do both Geography 1 & 4**, and History 4***		**EDPY411**	Life Skills 3	16
			EDMA413	Mathematics Education Method 2 for Intermediate Phase:	16
			EDAC112	Economic Management Sciences 2	
	TOTAL CREDITS	32		**TOTAL CREDITS**	80
				TOTAL CREDITS FOR LEVEL FOUR	112
				TOTAL CREDITS FOR DEGREE	512

Package 2: Mathematics specialisation: isiZulu Home Language and English First Additional Language

LEVEL 1					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES113	Education Studies 1: An Introduction into the Study of Education	16	**EDES130**	Education Studies 2:	16
EDEN111	English: Language, Learning & Teaching in Education	16	**EDZU131**	**isiZulu Education 2** IsiZulu Prose and Intro. to LT in Education	16
EDEN113	**English Education:** Foundations	16	**EDTP121**	Teaching Practice 1:	16
EDGO114 OR EDHS111	Geography Education 1 (Development Studies) **OR** History 4 Themes from SA history	16	**EDCE101**	Computer Literacy: (non-credit bearing. Student who are competent to submit Proof of competence for exemption)	
EDSJ1CS	Critical Social Justice		**EDSJ1CS**	Critical Social Justice	
EDZU130	**isiZulu Education 1:** Integrated isiZulu and Literacy Studies	16			
EDCE101	Computer Literacy: (non-credit bearing. Student who are competent to submit Proof of competence for exemption)				
	TOTAL CREDITS	80		**TOTAL CREDITS**	48
				TOTAL CREDITS FOR LEVEL ONE	144

LEVEL 2					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDMA226	Mathematics for Foundation and Intermediate Phase 1	16	**EDES211**	**Education Studies 3:** Curriculum	16
EDEN215	English Education Method 1 (Introducing Concepts) (FAL)	16	**EDGO214 OR EDHS113**	**Geography Education 4**: Map work and Geographic Information Systems **OR** **History 1** (History, philosophy theory & methods	16
EDZU215	IsiZulu Education Method 1 **HL:**	16	**EDMA227**	Mathematics for Foundation &Intermediate Phase 2:	16
EDSS202	Social Science Education Method 1 for Intermediate Phase (Hist & Geog)	16	**EDTP221**	Teaching Practice 2	8
	TOTAL CREDITS	64		**TOTAL CREDITS**	56
				TOTAL CREDITS FOR LEVEL TWO	120

LEVEL 3					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES311	Education Studies 4: Psychology	16	**EDMA326**	Mathematics Education Method 1 for Intermediate Phase	16
EDEN211	English Education 3: Teaching Theory & Practice using Contemporary Education	16	**EDCM111**	Introduction to the Computer System and Data Representation	16
EDZU240	isiZulu Education 3 (isiZulu Film, Poetry & Drama in Education		**EDZU315**	IsiZulu Prose, Language Skills, Structure & Conventions Method 2 **HL**	16
EDGO114 OR EDHS111	Geography Education 1 (Development Studies) OR History 4 Themes from SA history	16	**EDEN319**	South African Sign Language	16
EDAC111	Economic Management Sciences 1	16	**EDTP321**	Teaching practice 3	8
	TOTAL CREDITS	64		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL THREE	136

LEVEL 4					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTP430	**Block session for TP4**	16	**EDES411**	Education Studies 6: Philosophy & Sociology	16
EDES412	**Education Studies 5: Researching Education**	16	**EDSS301 OR EDSS411**	Social Science Education for Intermediate Phase Method 2 (History) **OR** Social Science Education for IP Method 3 (Geography)	16
	** ***For Social Sciences*** ***(a) History specialization…. Do both History 4 and 1* and Geography 1*** ***(b)Geography specialization… Do both Geography 1 & 4**, and History 4***		**EDPY411**	Life Skills 3	16
			EDMA413	Mathematics Education Method 2 for Intermediate Phase:	16
			EDAC112	Economic Management Sciences 2	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	80

TOTAL CREDITS FOR LEVEL FOUR	112
TOTAL CREDITS FOR DEGREE	512

Intermediate Phase: Natural Science - Technology Specialisation

Package 3. Natural Science -Technology specialisation: English Home Language and IsiZulu First Additional Language

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES113	Education Studies 1: An Introduction into the Study of Education	16	**EDES130**	Education Studies 2:	16
EDEN111	English: Language, Learning & Teaching in Education	16	**EDZU136**	isiZulu first additional language Education2:	16
EDEN113	**English Education:** Foundations	16	**EDEN114**	English Education2: Introduction to Theory & Practice	16
EDGO114 OR EDHS111	Geography Education 1 (Development Studies) **OR** History 4 themes from SA history	16	**EDTP212**	**Teaching Practice 1:**	8
EDSJ1CS	Critical Social Justice		**EDSJ1CS**	Critical Social Justice	
EDZU135	isiZulu First Additional language Education 1**:**	16	**EDCE101**	Computer Literacy: (non-credit bearing. Student who are competent to submit Proof of competence for exemption)	
EDCE101	Computer Literacy: (non-credit bearing. Student who are competent to submit Proof of competence for exemption)				
	TOTAL CREDITS	80		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	144

LEVEL 2					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTE212	**S & T 1:** Introduction to Science and Technology (content**)**	16	**EDES211**	**Education Studies 3:** Curriculum	16
EDEN214	English Education Method 1 (Introducing Concepts) (HL)	16	**EDGO214 OR EDHS113**	Geography Education 4: Map work and Geographic Information Systems **OR**	16

				SS content –History 1 (History, philosophy, theory & methods	
EDZU216	IsiZulu Education Method 1 (IsiZulu Language Acquisition, Learning and Teaching) FAL	16	**EDMA221**	Mathematics Foundations for Intermediate Phase Teachers. (Only for NS and Tech Students)	16
EDSS202	Social Science Education Method 1 for Intermediate Phase (Hist & Geog)	16	**EDTE211**	S & T 2: Earth and its Resources (content)	16
			EDTP221	Teaching Practice 2	8
	TOTAL CREDITS	64		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL TWO	136

LEVEL 3

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES311	Education Studies 4: Psychology	16	**EDTE313**	S & T 3: Matter and Materials (content)	16
EDEN211	English Education 3: Teaching Theory & Practice using Contemporary Education	16	**EDTE312**	S & T Method 2: Issues in teaching and learning Science & Technology	16
EDTE314	**S & T Method 1: Teaching and Learning Science and Technology**	16	**EDEN313**	English Education: Literacies in the English Classroom Method 2 (HL	16
EDGO114 OR EDHS111	Geography Education 1 (Development Studies) **OR** History 4 themes from SA history	16	**EDEN319**	South African Sign Language	16
			EDTP321	Teaching practice 3	8
			EDCM111	Introduction to the Computer System and Data Representation	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	88
				TOTAL CREDITS FOR LEVEL THREE	152

LEVEL 4

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTP430	**Block session for TP4**	16	**EDES411**	Education Studies 6: Philosophy & Sociology	16
EDES412	**Education Studies 5: Researching Education**	16	**EDTE411**	S & T 4: Structures and Processes	16

	** ***For Social Sciences*** ***(a) History specialization…. Do both History 4 and 1* and Geography 1*** ***(b)Geography specialization… Do both Geography 1 & 4**, and History 4***		**EDSS301 OR EDSS411**	Social Science Education for Intermediate Phase Method 2 (History) **OR** Social Science Education for IP Method 3 (Geography)	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	48
				TOTAL CREDITS FOR LEVEL FOUR	80
				TOTAL FOR DEGREE	512

Package 4 Natural Science- Technology Specialisation: IsiZulu Home Language and English First Additional Language

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES113	Education Studies 1: An Introduction into the Study of Education	16	**EDES130**	Education Studies 2:	16
EDEN111	English: Language, Learning & Teaching in Education	16	**EDZU131**	**isiZulu Education2** IsiZulu Prose and Intro. to LT in Education	16
EDEN113	**English Education:** Foundations	16	**EDTP121**	Teaching Practice 1:	8
EDGO114 OR EDHS111	Geography Education 1 (Development Studies) **OR** History 4 themes from SA history	16	**EDCE101**	Computer Literacy: (non-credit bearing. Student who are competent to submit Proof of competence for exemption)	
EDSJ1CS	Critical Social Justice		**EDSJ1CS**	Critical Social Justice	
EDZU130	**isiZulu Education 1:** Integrated isiZulu and Literacy Studies	16			
EDCE101	Computer Literacy: (non-credit bearing. Student who are competent to submit Proof of competence for exemption)				
	TOTAL CREDITS	80		**TOTAL CREDITS**	48
				TOTAL CREDITS FOR LEVEL ONE	128

LEVEL 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTE212	**S & T 1:** Introduction to Science and Technology (content)	16	**EDES211**	**Education Studies 3:** Curriculum	16
EDEN215	English Education Method 1 (Introducing Concepts) (FAL)	16	**EDGO214 OR EDHS113**	Geography Education 4: Map work and Geographic Information Systems **OR** SS content –History 1 (History, philosophy, theory & methods	16
EDZU215	**IsiZulu Education Method** 1 (IsiZulu Language Acquisition, Learning and Teaching)	16	**EDMA221**	Mathematics Foundations for Intermediate Phase Teachers. (Only for NS and Tech Students)	16
EDSS202	Social Science Education Method 1 for Intermediate Phase (Hist & Geog)	16	**EDTE211**	S & T 2: Earth and its Resources (content)	16
			EDTP221	Teaching Practice 2	8
	TOTAL CREDITS	64		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL TWO	136

LEVEL 3					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES311	Education Studies 4: Psychology	16	**EDTE313**	S & T 3: Matter and Materials (content)	16
EDEN211	English Education 3: Teaching Theory & Practice using Contemporary Education	16	**EDTE312**	S & T Method 2: Issues in teaching and learning Science & Technology	16
EDZU240	isiZulu Education 3 (isiZulu Film, Poetry & Drama in Education	16	**EDEN319**	South African Sign Language	16
EDGO114 OR EDHS111	Geography Education 1 (Development Studies) **OR** History 4 themes from SA history	16	**EDCM111**	Introduction to the Computer System and Data Representation	
EDTE314	S & T Method 1: Teaching and Learning Science and Technology	16	**EDZU315**	**IsiZulu Prose, Language Skills, Structure & Conventions Method** 2 HL	16
			EDTP321	Teaching practice 3	8
	TOTAL CREDITS	80		**TOTAL CREDITS**	88
				TOTAL CREDITS FOR LEVEL THREE	168

LEVEL 4					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTP430	**Block session for TP4**	16	**EDES411**	Education Studies 6: Philosophy & Sociology	16
EDES412	**Education Studies 5: Researching Education** ***** For Social Sciences*** ***(a) History specialization…. Do both History 4 and 1* and Geography 1*** ***(b)Geography specialization… Do both Geography 1 & 4**, and History 4***	16	**EDTE411**	S & T 4: Structures and Processes	16
			EDSS301 OR EDSS411	Social Science Education for Intermediate Phase Method 2 (History) **OR** Social Science Education for IP Method 3 (Geography)	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	48
				TOTAL CREDITS FOR LEVEL FOUR	80
				TOTAL CREDITS FOR DEGREE	512

3. Bachelor of Education in Senior and Further Education and Training Teaching (BED-SF)

NQF LEVEL 7

(Offered on Edgewood)

Specialisation Packages

The BED-SF programme offers the packages listed below. Each package comprises of one Further Education and Training (FET) subject, which allows you to teach from grade 10 to 12 and two senior phase subjects, which allows you to teach from Grades 7 to 9. These packages are fixed and are aligned with the Minimum Requirement for Teacher Education Qualification policy.

Package 1: FET English with Senior Phase English & EMS

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT**
EDES113	Education Studies 1: An Introduction into the Study of Education	16	**EDES130**	Education Studies 2:	16
EDEN111	English: Language, Learning & Teaching in Education	16	**EDEN114**	FET & LA: English Education 2: Intro. to Theory & Practice	16

EDEN113	FET & LA - English Education 1: Foundations	16	**EDAC112**	LA – EMS 2	16
EDAC111	LA – EMS 1	16	**EDTP121**	**Teaching Practice 1:**	8
EDSJ1CS	Critical Social Justice		**EDSJ1CS**	Critical Social Justice	
EDCE101	**Computer literacy:** (non-S bearing, Students who display competence to submit Proof of competence for exemption)		**EDCE101**	**Computer literacy:** (non-credit bearing. Students who display competence to submit Proof of competence for exemption)	
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128

LEVEL 2

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDAC212	LA – EMS 3	16	**EDES211**	**Education Studies 3:** Curriculum	16
EDAC211	LA – EMS Method 1	16	**EDEN213**	English Education Method 1 for FET: Introducing Concepts (HL)	16
EDEN212	English Education Method 1 for SP: Introducing Concepts (HL)	16	**EDAC213**	LA – EMS 4	16
EDEN211	FET & LA - English Education 3: Introducing Theory & Practice using Contemporary Education	16	**EDAR212**	Elective – Creative Arts Education 2	16
EDAR213	Elective – Creative Arts Education 1**:**	16	**EDTP221**	Teaching Practice 2	8
	TOTAL CREDITS	80		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL TWO	152

LEVEL 3

MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES311	Education Studies 4: Psychology	16	**EDAC311**	LA – EMS Method 2	16
EDAR312	LA – Creative Arts Education 3	16	**EDAR313**	Elective – Creative Arts Education 4	16
EDEN312	English Education Method 2 for FET: Literacies in the English Classroom (HL)	16	**EDEN316**	FET & LA - English Education 4: Theory & Practice using period literature	16
EDEN317	FET - English Education 5: Theoretical & Critical Engagement with literary genres	16	**EDEN315**	English Education Method 2 for SP: Literacies in the English Classroom (HL)	16

			EDTP321	Teaching practice 3	8
				Students who do not have IsiZulu in their NSC are required to do EDZU134	
	TOTAL CREDITS	64		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL THREE	136

LEVEL 4

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTP430	**Block session for TP4**	16	**EDES411**	Education Studies 6: Philosophy & Sociology	16
EDES412	**Education Studies 5: Researching Education**	16	**EDAC411**	LA – EMS Method 3	16
			EDEN411	English Education Method 3 for FET: Language awareness, approaches & policy English (HL)	16
			EDEN412	Method 3 for SP: Language awareness, approaches & policy	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL FOUR	96
				TOTAL CREDITS FOR DEGREE	512

Package 2: FET English with Senior Phase English and Social Sciences

LEVEL 1

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES113	Education Studies 1: An Introduction into the Study of Education	16	**EDES130**	Education Studies 2:	16
EDEN111	English: Language, Learning & Teaching in Education	16	**EDEN114**	FET & LA: English Education 2: Intro. to Theory & Practice	16
EDEN113	FET & LA - English Education 1: Foundations	16	**EDGO116**	SS - Geography 2: Biogeography & Geomorphology	16
EDGO114	SS - Geography 1: Development Studies	16	**EDTP121**	**Teaching Practice 1:**	16
EDSJ1CS	Critical Social Justice		**EDSJ1CS**	Critical Social Justice	

EDCE101	**Computer literacy:** (non-credit bearing, Students who display competence to submit Proof of competence for exemption)		**EDCE101**	**Computer literacy:** (non-credit bearing. Students who display competence to submit Proof of competence for exemption)	
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128

LEVEL 2

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDEN211	FET & LA - English Education 3: Introducing Theory & Practice using Contemporary Education	16	**EDES211**	**Education Studies 3:** Curriculum	16
EDEN212	English Education Method 1 for SP: Introducing Concepts (HL)	16	**EDEN213**	English Education Method 1 for FET: Introducing Concepts (HL)	16
EDHS111	SS - History 4: Themes in SA History	16	**EDGO214**	SS - Geography 4: Map work & GIS	16
EDSS201	Social Science Education Method 1 for SP (Geog & Hist)	16	**EDHS113**	SS - History 1: History Philosophy, Theory & Methods	16
EDHS112	SS - History 2: Industrialisation, Development & Modernity	16	**EDTP221**	Teaching Practice 2	8
	TOTAL CREDITS	80		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL TWO	152

LEVEL 3

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES311	Education Studies 4: Psychology	16	**EDSS301**	Social Science Education Method 2 for SP (History)	16
EDEN312	English Education Method 2 for FET: Literacies in the English Classroom (HL)	16	**EDEN316**	FET & LA - English Education 4: Theory & Practice using period literature	16
EDHS212 OR EDGO311	SS - **History 3: Prejudices & War **OR** *Geography 3:	16	**EDHS312**	SS - History 5: African History	16

	Climatology				
EDEN317	FET - English Education 5: Theoretical & Critical Engagement with literary genres	16	**EDEN315**	English Education Method 2 for SP: Literacies in the English Classroom (HL)	16
			EDTP321	Teaching practice 3	8
				Students who do not have IsiZulu in their NSC are required to do EDZU134	
	TOTAL CREDITS	64		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL THREE	136
LEVEL 4					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT**
EDTP430	**Block session for TP4**	16	**EDES411**	Education Studies 6: Philosophy & Sociology	16
EDES412	**Education Studies 5: Researching Education** ***For Social Science, students do 8 content modules i.e. Geography 1, 2, 4 and History 1, 2, 4, 5 and either Geography 3** or History 3**	16	**EDSS411**	Social Science Education Method 3 for SP (Geog)	16
			EDEN411	English Education Method 3 for FET: Language awareness, approaches & policy English (HL)	16
			EDEN412	Method 3 for SP: Language awareness, approaches & policy	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL FOUR	96
				TOTAL CREDITS FOR DEGREE	512

Package 3: FET History with Senior Phase Social Science (Geography) and Life Orientation

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES113	Education Studies 1: An Introduction into the Study of Education	16	**EDES130**	Education Studies 2:	16
EDEN111	English: Language, Learning & Teaching in Education	16	**EDHS113**	SS - History 1: History, Philosophy, Theory & Methods	16

EDLF111	Life Orientation1:	16	**EDLF112**	LA – Life Orientation 2	16
EDHS112	SS - History 2: Industrialisation, Development & Modernity	16	**EDTP121**	**Teaching Practice 1:**	8
EDSJ1CS	Critical Social Justice		**EDSJ1CS**	Critical Social Justice	
EDCE101	**Computer literacy:** (non-credit bearing, Students who display competence to submit Proof of competence for exemption)		**EDCE101**	**Computer literacy:** (non-credit bearing. Students who display competence to submit Proof of competence for exemption)	
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128

LEVEL 2

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT**
EDLF213	LA – Life Orientation Method 1	16	**EDES211**	**Education Studies 3:** Curriculum	16
EDHS212	FET – History 3: Prejudices & War	16	**EDHS215**	FET – History Method 1 for FET	16
EDLF211	LA – Life Orientation 3	16	**EDLF300**	LA – Life Orientation 4	16
EDSS201	Social Science Education Method 1 for SP (Geog & Hist)	16	**EDGO116**	SS - Geography 2: Biogeography & Geomorphology	16
EDGO114	SS - Geography 1: Development Studies	16	**EDTP221**	Teaching Practice 2	8
	TOTAL CREDITS	80		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVELE TWO	152

LEVEL 3

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES311	Education Studies 4: Psychology	16	**EDSS301**	Social Science Education Method 2 for SP (History)	16
EDGO311	*Geography 3: Climatology	16	**EDGO214**	SS - Geography 4: Mapwork & GIS	16
EDHS311	FET - History Method 2 for FET	16	**EDLF322**	LA – Life Orientation Method 2	16
EDHS111	FET - History 4: Themes in SA History	16	**EDHS312**	FET – History 5: African History	16

			EDTP321	Teaching practice 3	8
				Students who do not have IsiZulu in their NSC are required to do EDZU134	
	TOTAL CREDITS	64		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL THREE	136

LEVEL 4

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTP430	**Block session for TP4**	16	**EDES411**	Education Studies 6: Philosophy & Sociology	16
EDES412	**Education Studies 5: Researching Education** ***Social science - students do all 4 Geography content modules*	16	**EDSS411**	Social Science Education Method 3 for SP (Geog)	16
			EDHS411	FET - History Method 3 for FET	16
			EDLF412	LA – Life Orientation Method 3	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL FOUR	96
				TOTAL CREDITS FOR DEGREE	512

Package 4: FET History with Senior Phase Social Science (Geography) & English

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES113	Education Studies 1: An Introduction into the Study of Education	16	**EDES130**	Education Studies 2:	16
EDEN111	English: Language, Learning & Teaching in Education	16	**EDEN114**	English Education 2: Introduction to Theory & Practice	16
EDEN113	English Education 1: Foundations	16	**EDHS113**	SS - History 1: History, Philosophy, Theory & Methods	16
EDSJCS	Critical Social Justice		**EDSJCS**	Critical Social Justice	
EDHS112	SS - History 2: Industrialisation, Development & Modernity	16	**EDTP121**	**Teaching Practice 1:**	16
EDCE101	**Computer literacy:** (non-credit bearing, Students who display competence to submit Proof of competence for exemption)		**EDCE101**	**Computer literacy:** (non-credit bearing. Students who display competence to submit Proof of competence for exemption)	

	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128
			LEVEL 2		
	SEMESTER ONE			**SEMESTER TWO**	
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDEN211	English Education 3: Introducing Theory & Practice using Contemporary Education (Snr &FET)	16	**EDES211**	**Education Studies 3:** Curriculum	16
EDEN212	English Education Method 1 for SP: Introducing Concepts (HL)	16	**EDHS215**	FET – History Method 1 for FET	16
EDHS212	FET – History 3: Prejudices & War	16	**EDGO116**	SS - Geography 2: Biogeography & Geomorphology	16
EDSS201	Social Science Education Method 1 for SP (Geog & Hist)	16	**EDEN316**	English Education 4: Theory & Practice using period literature	16
EDGO114	SS - Geography 1: Development Studies		**EDTP221**	Teaching Practice 2	8
	TOTAL CREDITS	80		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL TWO	152
			LEVEL 3		
	SEMESTER ONE			**SEMESTER TWO**	
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES311	Education Studies 4: Psychology	16	**EDSS301**	Social Science Education Method 2 for SP (History)	16
EDGO311	*Geography 3: Climatology	16	**EDGO214**	SS - Geography 4: Mapwork & GIS	16
EDHS311	FET - History Method 2 for FET	16	**EDHS312**	FET – History 5: African History	16
EDHS213	History 4: Themes in SA History	16	EDEN315	English Education Method 2 for SP: Literacies in the English Classroom (HL)	16
			EDTP321	Teaching practice 3	8
				Students who do not have IsiZulu in their NSC are required to do EDZU134	
	TOTAL CREDITS	64		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL THREE	136
			LEVEL 4		
	SEMESTER ONE			**SEMESTER TWO**	
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTP430	**Block session for TP4**	16	**EDES411**	Education Studies 6: Philosophy &	16

				Sociology	
EDES412	**Education Studies 5: Researching Education** ***Social science - students do all 4 Geography content modules*	16	**EDSS411**	Social Science Education Method 3 for SP (Geog)	16
			EDHS411	FET - History Method 3 for FET	16
			EDEN412	English (HL) Method 3 for SP: Language awareness, approaches & policy	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL FOUR	96
				TOTAL FOR DEGREE	512

Package 5: FET History with Senior Phase Social Sciences (Geography) & isiZulu

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES113	Education Studies 1: An Introduction into the Study of Education	16	**EDES130**	Education Studies 2:	16
EDEN111	English: Language, Learning & Teaching in Education	16	**EDZU131**	isiZulu Education 2: isiZulu Prose &	16
EDSJ1CS	Critical Social Justice		**EDSJ1CS**	Critical Social Justice	
EDZU130	isiZulu Education 1: Integrated isiZulu Language & Literacy Studies	16	**EDHS113**	SS - History 1: History, Philosophy, Theory & Methods	16
EDHS112	SS - History 2: Industrialisation, Development & Modernity	16	**EDTP121**	**Teaching Practice 1:**	8
EDCE101	**Computer literacy:** (non-credit bearing, Students who display competence to submit Proof of competence for exemption)		**EDCE101**	**Computer literacy:** (non-credit bearing. Students who display competence to submit Proof of competence for exemption)	
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128
Level 2					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**

EDZU213	isiZulu Education Method 1 for SP: IsiZulu Language Acquisition, Learning & Teaching (HL)	16	**EDES211**	**Education Studies 3:** Curriculum	16
EDHS212	FET – History 3: Prejudices & War	16	**EDHS215**	FET – History Method 1 for FET	16
EDSS201	Social Science Education Method 1 for SP (Geog & Hist)	16	**EDZU314**	isiZulu Education 4: Children's isiZulu Literature & Media in Education	16
EDGO114	SS - Geography 1: Development Studies	16	**EDGO116**	SS - Geography 2: Biogeography & Geomorphology	16
			EDTP221	Teaching Practice 2	8
	TOTAL CREDITS	80		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL TWO	152

LEVEL 3

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES311	Education Studies 4: Psychology	16	**EDSS301**	Social Science Education Method 2 for SP (History)	16
EDGO311	*Geography 3: Climatology	16	**EDGO214**	SS - Geography 4: Mapwork & GIS	16
EDHS311	FET - History Method 2 for FET	16	**EDZU318**	isiZulu Education Method 2 for SP: isiZulu Prose, Language Skills, Structure & Conventions	16
EDHS111	History 4: Themes in SA History	16	**EDHS312**	FET – History 5: African History	16
			EDTP321	Teaching practice 3	8
				Students who do not have IsiZulu in their NSC are required to do EDZU134	
	TOTAL CREDITS	64		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL THREE	136

LEVEL 4

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTP430	**Block session for TP4**	16	**EDES411**	Education Studies 6: Philosophy & Sociology	16
EDES412	**Education Studies 5: Researching Education** *SS LA - students do all 4*	16	**EDSS411**	Social Science Education Method 3 for SP (Geog)	16

	Geography content modules		**EDHS411**	FET - History Method 3 for FET	16
			EDZU413	isiZulu Education Method 3 for SP: Teaching isiZulu Poetry, Film, Drama & Language Skills	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL FOUR	96
				TOTAL FOR DEGREE	512

Package 6: FET Information System with Senior Phase Technology & EMS

LEVEL 1

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES113	Education Studies 1: An Introduction into the Study of Education	16	**EDES130**	Education Studies 2:	16
EDEN111	English: Language, Learning & Teaching in Education	16	**EDSE131**	Technology Education 2	16
EDSJ1CS	Critical Social Justice		**EDSJ1CS**	Critical Social Justice	
EDIS111	Information Systems 1	16	**EDIS112**	**Information's Systems 2**	16
EDSE130	Technology Education 1	16	**EDTP121**	**Teaching Practice 1:**	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128

LEVEL 2

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDSE211	Technology Education Method 1	16	**EDES211**	**Education Studies 3:** Curriculum	16
EDAC111	EMS 1	16	**EDIS212**	**Information Systems Method 1**	16
EDAC211	EMS Method 1	16	**EDSE213**	Technology Education 4	16
EDIS211	**Information Systems 3**	16	**EDAC112**	**EMS 2**	16
EDSE212	Technology Education 3	16	**EDTP221**	Teaching Practice 2	16
	TOTAL CREDITS	80		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL TWO	152

LEVEL 3					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES311	Education Studies 4: Psychology	16	**EDAC311**	EMS Method 2	16
EDAC212	EMS 3	16	**EDAC213**	EMS 4	16
EDIS312	Information Systems Method 2	16	**EDIS313**	Information System 5	16
EDES311	Education 4	16	**EDSE311**	Technology Education 2	16
EDIS311	Information Systems 4	16	**EDTP321**	Teaching practice 3	8
				Students who do not have IsiZulu in their NSC are required to do EDZU134	
	TOTAL CREDITS	64		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL THREE	136

LEVEL 4					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTP430	**Block session for TP4**	16	**EDES411**	Education Studies 6: Philosophy & Sociology	16
EDES412	**Education Studies 5: Researching Education**	16	**EDIS411**	Information System Method 3	16
			EDSE411	Technology Education Method 3	16
			EDAC411	EMS Method 3	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL FOUR	96
				TOTAL CREDITS FOR DEGREE	512

Package 7: FET isiZulu with Senior Phase isiZulu & Social Sciences

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES113	Education Studies 1: An Introduction into the Study of Education	16	**EDES130**	Education Studies 2:	16
EDEN111	English: Language, Learning & Teaching in Education	16	**EDZU131**	isiZulu Education 2: isiZulu Prose &	16

EDZU130	isiZulu Education 1: Integrated isiZulu Language & Literacy Studies	16	**EDHS113**	SS - History 1: History, Philosophy, Theory & Methods	16
EDHS112	SS - History 2: Industrialisation, Development & Modernity	16	**EDTP121**	**Teaching Practice 1:**	16
EDSJ1CS	Critical Social Justice		**EDSJ1CS**	Critical Social Justice	
EDCE101	**Computer literacy:** (non-credit bearing, Students who display competence to submit Proof of competence for exemption)		**EDCE101**	**Computer literacy:** (non-credit bearing. Students who display competence to submit Proof of competence for exemption)	
	TOTAL CREDITS	64		**TOTAL CREDITS**	**64**
				TOTAL CREDITS FOR LEVEL ONE	**128**

LEVEL 2

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDZU213	isiZulu Education Method 1 for SP: IsiZulu Language Acquisition, Learning & Teaching (HL)	16	**EDES211**	**Education Studies 3:** Curriculum	16
EDHS212 **OR** **EDGO311**	FET – History 3: Prejudices & War **OR** *SS – Geography 3: Climatology	16	**EDZU217**	isiZulu Education Method 1 for FET: IsiZulu Language Acquisition, Learning & Teaching (HL)	16
EDSS201	Social Science Education Method 1 for SP (Geog & Hist)	16	**EDGO214**	SS - Geography 4 (Mapwork & GIS)	16
EDZU240	isiZulu Education 3: isiZulu Film, Poetry & Drama in Education (Snr & FET)	16	**EDGO116**	SS - Geography 2: Biogeography & Geomorphology	16
EDGO114	SS - Geography 1: Development Studies	16	**EDTP221**	Teaching Practice 2	8
	TOTAL CREDITS	80		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL TWO	152

LEVEL 3

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES311	Education Studies 4: Psychology	16	**EDSS301**	Social Science Education Method 2 for SP (History)	16
EDZU311	isiZulu Education 5: Sociolinguistics & Language Usage in	16	**EDZU318**	isiZulu Education Method 2 for SP: isiZulu Prose, Language Skills, Structure & Conventions	16

	Education				
EDZU313	isiZulu Education Method 2 for FET: isiZulu Prose, Language Skills, Structure & Conventions (HL)	16	**EDHS312**	SS - History 5: African History	16
EDHS111	History 4: Themes in SA History	16	**EDZU314**	isiZulu Education 4: Children's isiZulu Literature & Media in Education	16
				Students who do not have isiZulu in their NSC are required to do EDZU134	
	TOTAL CREDITS	64		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL THREE	136

LEVEL 4

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTP430	**Block session for TP4**	16	**EDES411**	Education Studies 6: Philosophy & Sociology	16
EDES412	**Education Studies 5: Researching Education** *For SS, 8 modules are taken for the LA and as 'electives'* *i.e. Geography 1, 2, 4 and History 1, 2, 4, 5 and either Geography 3* **or** History 3***	16	**EDSS411**	Social Science Education Method 3 for SP (Geog)	16
			EDZU411	isiZulu Education Method 3 for FET: Teaching isiZulu Poetry, Film, Drama & Language Skills	16
			EDZU413	isiZulu Education Method 3 for SP: Teaching isiZulu Poetry, Film, Drama & Language Skills	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL FOUR	96
				TOTAL CREDITS FOR DEGREE	512

Package 8: FET Accounting Education Specialisation with Senior Phase EMS and Creative Arts

LEVEL 1

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES113	Education Studies 1: An Introduction into the Study of Education	16	EDES130	Education 2 - Teaching, Learning & Classroom Practices	16
EDEN111	English: Language, Learning & Teaching in Education	16	**EDAC112**	LA – Economics and Management Sciences	16

EDAC113	FET – Accounting Education 1	16	**EDAC114**	FET – Accounting Education 1	16
EDAC111	LA – Economics and Management Sciences 1	16	**EDTP121**	**Teaching Practice 1:**	8
EDCE101	**Computer literacy:** (non-credit bearing, Students who display competence to submit Proof of competence for exemption)		**EDCE101**	**Computer literacy:** (non-credit bearing. Students who display competence to submit Proof of competence for exemption)	
EDSJ1CS	Critical Social Justice and Citizenship		**EDSJ1CS**	Critical Social Justice and Citizenship	
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128

LEVEL 2

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDAR211	LA – Creative Arts Education Method 1	16	**EDES211**	Education 3 - Curriculum	16
EDAC212	LA – Economics and Management Sciences 3	16	**EDAC215**	FET – Accounting Education Method 1	16
EDSE211	LA - Technology Education Method 1: Introduction to Teaching & Learning Technology	16	**EDAC213**	LA – Economics and Management Sciences 4	16
EDAC214	Accounting Education 3	16	**EDAR212**	LA – Creative Arts Education 2	16
EDAR213	LA Content – Creative Arts Education 1	16	**EDTP221**	Teaching Practice 2	8
	TOTAL CREDITS	80		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL TWO	152

LEVEL 3

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES311	Education 4 – Psychology	16	**EDAC311**	LA – Economic and Management Sciences Method 2	16
EDAR312	LA – Creative Arts Education 3	16	**EDAR313**	LA – Creative Arts Education 4	16
EDAC313	FET – Accounting Education 4	16	**EDAC314**	FET – Accounting Education 5	16
			EDAR311	LA – Creative Arts Education Method 2	16
			EDTP321	Teaching practice 3	8
			EDZU134		

				Students who do not have isiZulu in their NSC are required to do EDZU134	
	TOTAL CREDITS	64		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL THREE	136

LEVEL 4					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTP430	**Block session for TP4**	16	**EDES411**	Education Studies 6: Philosophy & Sociology	16
EDES412	**Education Studies 5: Researching Education**	16	**EDAR411**	LA – Creative arts Method 3	16
			EDAC411	LA – Economic and Management Sciences Method 3	16
			EDAC413	FET – Accounting Education Method 3	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL FOUR	96
				TOTAL FOR DEGREE	512

Package 9: FET isiZulu with Senior Phase isiZulu and EMS

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES113	Education Studies 1: An Introduction into the Study of Education	16	**EDES130**	Education 2 - Teaching, Learning & Classroom Practices	16
EDEN111	English: Language, Learning & Teaching in Education	16	**EDAC112**	isiZulu Education 2: isiZulu Prose & Introduction to Literary Theories in Education	16
EDZU130	isiZulu Education 1: Integrated isiZulu Language & Literacy Studies	16	**EDZU131**	isiZulu Education 2: isiZulu Prose & Introduction to Literary Theories in Education	16
EDAC111	LA – Economics and Management Sciences 1	16	**EDTP121**	**Teaching Practice 1**	16

EDCE101	**Computer literacy:** (non-credit bearing, Students who display competence to submit Proof of competence for exemption)		**EDCE101**	**Computer literacy:** (non-credit bearing. Students who display competence to submit Proof of competence for exemption)	
EDSJ1CS	Critical Social Justice and Citizenship		**EDSJ1CS**	Critical Social Justice and Citizenship	
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128

LEVEL 2

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDZU213	isiZulu Education Method 1 for SP: IsiZulu Language Acquisition, Learning & Teaching (HL)	16	**EDES211**	Education 3 - Curriculum	16
EDAC212	LA – Economics and Management Sciences 3	16	**EDZU217**	isiZulu Education Method 1 for FET: IsiZulu Language Acquisition, Learning & Teaching (HL)	16
EDZU240	isiZulu Education 3: isiZulu Film, Poetry & Drama in Education	16	**EDAC213**	LA – Economics and Management Sciences 4	16
EDAR213	'Elective' - Creative Arts Education 1:	16	**EDAR212**	Elective' - Creative Arts Education 2 :	16
EDAR211	LA – Economic & Management Sciences Method 1	16	**EDTP221**	Teaching Practice 2	8
	TOTAL CREDITS	80		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL TWO	152

LEVEL 3

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES311	Education 4 – Psychology	16	**EDAC311**	LA – EMS Method 2	16
EDAR312	LA – Creative Arts Education 3	16	**EDZU311**	isiZulu Education 5: Sociolinguistics & Language Usage in Education	16
EDAC313	FET – Accounting Education 4	16	**EDAR313**	'Elective' - Creative Arts Education 3	16
EDZU313	isiZulu Education Method 2: isiZulu Prose, Language Skills, Structure & Conventions (HL)	16	**EDZU318**	isiZulu Education Method 2 for FET: isiZulu Prose, Language Skills, Structure & Conventions (HL)	16
			EDTP321	Teaching practice 3	8

TOTAL CREDITS		64	**TOTAL CREDITS**		72
				TOTAL CREDITS FOR LEVEL THREE	136
LEVEL 4					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTP430	**Block session for TP4**	16	**EDES411**	Education Studies 6: Philosophy & Sociology	16
EDES412	**Education Studies 5: Researching Education** *****For students taking EMS as a specialisation, Creative Arts 1, 2, 3 & 4 are taken as compulsory 'electives*	16	**EDAC411**	LA – Economic and Management Sciences Method 3	16
			EDZU411	isiZulu Education Method 3 for FET: Teaching isiZulu Poetry, Film, Drama & Language Skills (EDZU411)	16
			EDZU413	isiZulu Education Method 3 for Senior Phase: Teaching isiZulu Poetry, Film, Drama & Language Skills	16
TOTAL CREDITS		32	**TOTAL CREDITS**		64
				TOTAL CREDITS FOR LEVEL FOUR	96
				TOTAL CREDITS FOR DEGREE	512

Package 10: Information System with Senior Phase Technology & Mathematics

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES113	Education Studies 1: An Introduction into the Study of Education	16	EDES130	Education 2 - Teaching, Learning & Classroom Practices	16
EDEN111	English: Language, Learning & Teaching in Education	16	**EDIS112**	FET – Information Systems 2: E-communication & Computer Application	16
EDIS111	FET – Information Systems 1: Computer systems, Operating & Application Software	16	**EDSE131**	LA – Technology Education 2: Electronics & Electricity	16
EDSE130	LA – Technology Education 1: Introduction to Design Process	16	**EDTP121**	**Teaching Practice 1:**	16
EDSJ1CS	Critical Social Justice and Citizenship		**EDSJ1CS**	Critical Social Justice and Citizenship	0

	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	**128**
			LEVEL 2		
	SEMESTER ONE			**SEMESTER TWO**	
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDMA225	LA – Mathematics Method 1 for SP: Geometry	16	**EDIS212**	**FET – Information Systems Method 1**	16
EDMA150	LA – Mathematics for SP 1: Geometry	16	**EDSE213**	LA – Technology Education 4: Project Based Learning in Technology	16
EDSE211	LA - Technology Education Method 1: Introduction to Teaching & Learning Technology	16	**EDES211**	Education 3 - Curriculum	16
EDIS211	FET– Information Systems 3: Ethical & Social Issues of Computer Systems	16	**EDMA151**	LA – Mathematics for SP 2: Trigonometry & Measurement	16
EDSE212	LA – Technology Education 3: Renewable Energy Technologies	16	**EDTP221**	Teaching Practice 2	8
	TOTAL CREDITS	80		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL TWO	152
			LEVEL 3		
	SEMESTER ONE			**SEMESTER TWO**	
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDIS311	FET – Information Systems 4: Database theory & Implementation	16	**EDMA323**	LA – Mathematics for SP 4: Statistics & Probability	16
EDMA322	LA – Mathematics for SP 3: Algebra & Functions	16	**EDIS313**	FET – Information Systems 5: Data Communication & Website Development	16
EDIS312	FET – Information Systems Method 2	16	**EDMA324**	LA – Mathematics Method 2 for SP: Algebra & Functions	16
EDES311	Education 4 – Psychology	16	**EDSE311**	LA – Technology Education Method 2: Teaching & Learning Technology	16
			EDTP321	Teaching practice 3	8
			EDZU134	**Students who do not have isiZulu in their NSC are required to do EDZU134**	
	TOTAL CREDITS	64		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL THREE	136

LEVEL 4					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDTP430	**Block session for TP4**	16	**EDES411**	Education Studies 6: Philosophy & Sociology	16
EDES412	**Education Studies 5: Researching Education**	16	**EDMA412**	LA – Mathematics Method 3 for SP: Statistics & Probability	16
			EDSE411	LA – Technology Education Method 3: Professional Practice in Technology	16
			EDIS411	FET - Information Systems Method 3	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL FOUR	96
				TOTAL CREDITS FOR DEGREE	512

Package 11: FET Life Sciences with Senior Phase Natural Science and Technology

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDES113	Education Studies 1: An Introduction into the Study of Education	16	**EDES130**	Education Studies 2:	16
EDEN111	English: Language, Learning & Teaching in Education	16	**EDNS112**	LA – Natural Science: Foundational Concepts in Physical Sciences	16
EDNS111	LA – Natural Science 1: Science Toolbox	16	**EDSE131**	LA – Technology Education 2: Electronics & Electricity	16
EDSE130	LA – Technology Education 1: Introduction to Design Process	16	**EDTP121**	**Teaching Practice 1:**	16
EDCE101	**Computer literacy:** (non-credit bearing, Students who display competence to submit Proof of competence for exemption)		**EDCE101**	**Computer literacy:** (non-credit bearing. Students who display competence to submit Proof of competence for exemption)	
EDSJ1CS	**Critical Social Justice and Citizen**		**EDSJ1CS**	**Critical Social Justice and Citizen**	
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128

LEVEL 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDSE211	LA – Technology Education Method 1: Introduction to Teaching & Learning Technology	16	**EDSE213**	LA – Technology Education 4: Project Based Learning in Technology	16
EDNS211	LA – Natural Science Method 1: Introduction to Teaching & Learning in Natural Science	16	**EDBS211**	FET - Life Sciences Method 1: Introduction to the Teaching & Learning Life sciences	16
EDNS212	LA – Natural Science 3: Life & Living	16	**EDES211**	Education 3: Curriculum	16
EDBS130	FET – Life Sciences 1: Diversity of Life	16	**EDNS213**	LA – Natural Science 4: Energy & Change	16
EDSE212	LA – Technology Education 3: Renewable Energy Technologies	16	**EDTP221**	Teaching Practice 2	8
	TOTAL CREDITS	80		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL TWO	152

LEVEL 3					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES311	Education 4: Psychology	16	**EDNS311**	LA – Natural Science Method 2: Teaching & Learning in Natural Science	16
EDBS340	FET – Life Sciences 2: Biological Systems 1	16	**EDBS330**	FET – Life Sciences 4: Ecological Studies	16
EDBS312	FET – Life Sciences 3: Biological Systems 2	16	**EDBS332**	FET – Life Sciences 5: Genetics & Mechanisms of Evolution	16
EDBS311	FET – Life Sciences Method 2: Teaching & Learning in Life sciences	16	**EDSE311**	LA – Technology Education Method 2: Teaching & Learning Technology	16
			EDTP321	Teaching practice 3	8
			EDZU134	**Students who do not have isiZulu in their NSC are required to do EDZU134**	
	TOTAL CREDITS	64		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL THREE	136

LEVEL 4					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDTP430	**Block session for TP4**	16	**EDES411**	Education Studies 6: Philosophy & Sociology	16
EDES412	**Education Studies 5: Researching Education**	16	**EDSE411**	LA – Technology Education Method 3: Professional Practice in Technology	16
			EDNS411	LA – Natural Science Method 3: Issues in Teaching & Learning Natural sciences	16
			EDBS430	FET - Life Sciences Method 3: Issues in Teaching & Learning Life sciences	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL FOUR	96
				TOTAL CREDITS FOR DEGREE	512

Package 12: FET Physical Science with Senior Phase Natural Science and Mathematics

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDES113	Education Studies 1: An Introduction into the Study of Education	16	EDES130	Education Studies 2:	16
EDEN111	English: Language, Learning & Teaching in Education	16	**EDNS112**	LA – Natural Science: Foundational Concepts in Physical Sciences	16
EDNS111	LA – Natural Science 1: Science Toolbox	16	**EDMA151**	LA – Mathematics 2 for SP: Trig & Measurement	16
EDMA150	LA – Mathematics 1 for SP: Geometry	16	**EDTP121**	**Teaching Practice 1:**	16
EDCE101	**Computer literacy:** (non-credit bearing, Students who display competence to submit Proof of competence for exemption)		**EDCE101**	**Computer literacy:** (non-credit bearing. Students who display competence to submit Proof of competence for exemption)	
EDSJ1CS	**Critical Social Justice and Citizen**		**EDSJ1CS**	**Critical Social Justice and Citizen**	
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128

LEVEL 2

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDMA225	LA – Mathematics Method 1 for SP: Geometry	16	**EDMA323**	LA – Mathematics 4 for SP: Statistics & Probability	16
EDMA322	LA – Mathematics 3 for SP: Algebra & Functions	16	**EDPS211**	FET– Physical Sciences Method 1: Introduction to Teaching & Learning Physical Sciences	16
EDPS110	FET – Physical Sciences 1 - Foundational Chemistry	16	**EDES211**	Education 3: Curriculum	16
EDNS211	LA – Natural Science Method 1: Introduction to Teaching & Learning in Natural Science	16	**EDNS213**	LA – Natural Science 4: Energy & Change	16
EDNS212	LA – Natural Science 3: Life & Living	16	**EDTP221**	Teaching Practice 2	8
	TOTAL CREDITS	80		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL TWO	152

LEVEL 3

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES311	Education 4: Psychology	16	**EDNS311**	LA – Natural Science Method 2: Teaching & Learning in Natural Science	16
EDPS331	FET – Physical Sciences 3: Mechanics & Waves	16	**EDPS332**	FET – Physical Sciences 4: Electricity and Atomic structure	16
EDPS334	FET – Physical Sciences Method 2: Teaching & Learning Physical sciences	16	**EDPS333**	FET – Physical Sciences 5: Further Topics in Physical Sciences	16
EDPS330	FET – Physical Sciences 2: Chemical Reactions	16	**EDMA324**	LA – Mathematics Method 2: Algebra & Functions	16
			EDTP321	Teaching practice 3	8
			EDZU134	**Students who do not have isiZulu in their NSC are required to do EDZU134**	
	TOTAL CREDITS	64		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL THREE	136

LEVEL 4					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDTP430	**Block session for TP4**	16	**EDES411**	Education Studies 6: Philosophy & Sociology	16
EDES412	**Education Studies 5: Researching Education**	16	**EDMA412**	LA – Mathematics Method 3 for SP: Statistics & Probability	16
			EDNS411	LA – Natural Science Method 3: Issues in Teaching & Learning Natural sciences	**16**
			EDPS411	FET– Physical Sciences Method 3: Issues in Teaching & Learning Physical sciences	**16**
	TOTAL CREDITS	32		**TOTAL CREDITS**	**64**
				TOTAL CREDITS FOR LEVEL FOUR	**96**
				TOTAL FOR DEGREE	**512**

Package 13: FET Accounting with Senior Phase EMS and Mathematics

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDES113	Education Studies 1: An Introduction into the Study of Education	16	**EDES130**	Education 2 - Teaching, Learning & Classroom Practices	16
EDEN111	English: Language, Learning & Teaching in Education	16	**EDAC114**	FET – Accounting Education 2	16
EDAC113	FET – Accounting Education 1	16	**EDAC112**	LA – EMS 2	16
EDAC111	LA – EMS 1	16	**EDTP121**	**Teaching Practice 1:**	16
EDCE101	**Computer literacy:** (non-credit bearing, Students who display competence to submit Proof of competence for exemption)		**EDCE101**	**Computer literacy:** (non-credit bearing. Students who display competence to submit Proof of competence for exemption)	
EDSJ1CS	**Critical Social Justice and Citizen**		**EDSJ1CS**	**Critical Social Justice and Citizen**	
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128

LEVEL 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDMA225	LA – Mathematics Method 1 for SP: Geometry	16	**EDES211**	Education 3: Curriculum	16
EDAC212	LA – EMS 3:	16	**EDAC 215**	FET – Accounting Education Method 1	16
EDAC214	FET – Accounting Education 3:	16	**EDAC213**	LA – EMS 4	16
EDAC211	LA – EMS Method 1	16	**EDMA151**	LA – Mathematics 2 for SP: Trigonometry & Measurement	16
EDMA150	LA – Mathematics 1 for SP: Geometry	16	**EDTP221**	Teaching Practice 2	8
	TOTAL CREDITS	80		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL TWO	152

LEVEL 3					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES311	Education 4: Psychology	16	**EDAC311**	LA – EMS Method 2	16
EDMA332	LA – Mathematics 3 for SP: Algebra & Functions	16	**EDMA323**	LA – Mathematics 4 for SP: Statistics & Probability	16
EDAC312	FET – Accounting Education Method 2	16	**EDAC314**	FET – Accounting Education 5	16
EDAC313	FET – Accounting Education 4	16	**EDMA324**	LA – Mathematics Method 2 for SP: Algebra & Functions	16
			EDTP321	Teaching practice 3	8
			EDZU134	**Students who do not have isiZulu in their NSC are required to do EDZU134**	
	TOTAL CREDITS	64		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL THREE	136

LEVEL 4					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTP430	**Block session for TP4**	16	**EDES411**	Education Studies 6: Philosophy & Sociology	16

EDES412	**Education Studies 5: Researching Education**	16	**EDMA412**	LA – Mathematics Method 3 for SP: Statistics & Probability	16
			EDAC411	LA – EMS Method **3**	16
			EDAC412	FET– Accounting Education Method 3	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL FOUR	96
				TOTAL FOR DEGREE	512

Package 14: FET Mathematics with Senior Phase Mathematics and Technology

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES113	Education Studies 1: An Introduction into the Study of Education	16	**EDES130**	Education 2 - Teaching, Learning & Classroom Practices	16
EDEN111	English: Language, Learning & Teaching in Education	16	**EDMA160**	ME for FET Teachers 1: Geometry & Trigonometry	16
EDMA161	Math for FET Teachers 2: Precalculus	16	**EDMA151**	LA – Maths Ed for SP1 Trigonometry and Measurement	16
EDMA150	LA – Maths Ed for SP1: Geometry	16	**EDTP121**	**Teaching Practice 1:**	16
EDCE101	**Computer literacy:** (non-credit bearing, Students who display competence to submit Proof of competence for exemption)		**EDCE101**	**Computer literacy:** (non-credit bearing. Students who display competence to submit Proof of competence for exemption)	
EDSJ1CS	**Critical Social Justice and Citizen**		**EDSJ1CS**	**Critical Social Justice and Citizen**	
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL TWO	128
LEVEL 2					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDMA225	LA – Mathematics Method 1 for SP: Geometry	16	**EDES211**	Education 3: Curriculum	16
EDMA322	LA – Maths Ed for SP3: Algebra & Functions	16	**EDMA323**	LA – Maths Education for SP4: Stats & Probability	16

EDSE211	LA – Technology Education Method 1 Introduction to Teaching & Learning	16	**EDMA324**	LA– Maths Ed Method 2 SP Algebra & Functions	16
EDMA231	Maths Educ for FET Teachers: Diff Calc	16	**EDSE131**	LA – Technology Education 2: Electronics & Electricity	16
EDSE130	LA – Technology Education 1: Introduction to Design Process	16	**EDTP221**	Teaching Practice 2	8
	TOTAL CREDITS	80		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL TWO	152
LEVEL 3					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES311	Education 4: Psychology	16	**EDSE213**	LA - Tech Education 4: Project Based Learning	16
EDSE212	LA – Technology Education 3: Renewable Energy Tech	16	**EDMA321**	Maths for FET Teachers 4: Integral Calculus	16
EDMA322	Maths Education SP 3 Algebra and Functions	16	**EDMA412**	Mathematics Method 3 for SP Statics probability	16
			EDSE 311	LA – Technology Education Method 2: Teaching & Learning Technology	16
EDMA329	Maths Ed for FET Teachers 5 Stats and Prob	16	**EDTP321**	Teaching practice 3	8
EDMA328	Maths Ed Method 2 for FET Alg and Calculus	16	**EDZU134**	**Students who do not have isiZulu in their NSC are required to do EDZU134**	
	TOTAL CREDITS	64		**TOTAL CREDITS**	72
				TOTAL CREDITS LEVEL THREE	136
LEVEL 4					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTP430	**Block session for TP4**	16	**EDES411**	Education Studies 6: Philosophy & Sociology	16
EDES412	**Education Studies 5: Researching Education**	16	**EDSE411**	LA – Technology Education Method 3: Professional Practice in Technology	16
			EDMA411	Mathematics Education Method 3 for FET	16
			EDMA414	Mathematics Education Method 1 for FET**:** Geometry	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	64
					96

TOTAL CREDITS FOR LEVEL FOUR	
TOTAL FOR DEGREE	512

Package 15: FET Mathematics with Senior Phase Mathematics and Technology

LEVEL 1					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES113	Education Studies 1: An Introduction into the Study of Education	16	**EDES130**	Education 2 - Teaching, Learning & Classroom Practices	16
EDEN111	English: Language, Learning & Teaching in Education	16	**EDMA160**	ME for FET Teachers 1: Geometry & Trigonometry	16
EDMA161	Math for FET Teachers 2: Precalculus	16	**EDMA151**	LA – Maths Ed for SP1 Trigonometry and Measurement	16
EDMA150	LA – Maths Ed for SP1: Geometry	16	**EDTP121**	**Teaching Practice 1:**	16
EDCE101	**Computer literacy:** (non-credit bearing, Students who display competence to submit Proof of competence for exemption)		**EDCE101**	**Computer literacy:** (non-credit bearing. Students who display competence to submit Proof of competence for exemption)	
EDSJ1CS	**Critical Social Justice and Citizen**		**EDSJ1CS**	**Critical Social Justice and Citizen**	
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR LEVEL ONE	128

LEVEL 2					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDMA225	LA – Mathematics Method 1 for SP: Geometry	16	**EDES211**	Education 3: Curriculum	16
EDMA322	LA – Maths Ed for SP3: Algebra & Functions	16	**EDMA323**	LA – Maths Education for SP4: Stats & Probability	16
EDSE211	LA – Technology Education Method 1 Introduction to Teaching & Learning	16	**EDMA324**	LA– Maths Ed Method 2 SP Algebra & Functions	16
EDMA231	Maths Educ for FET Teachers: Diff Calc	16	**EDSE131**	LA – Technology Education 2: Electronics & Electricity	16
EDSE130	LA – Technology Education 1: Introduction to Design Process	16	**EDTP221**	Teaching Practice 2	8

	TOTAL CREDITS	80		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL TWO	152
LEVEL 3					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES311	Education 4: Psychology	16	**EDSE213**	LA - Tech Education 4: Project Based Learning	16
EDSE212	LA – Technology Education 3: Renewable Energy Tech	16	**EDMA323**	LA – Mathematics 4 for SP: Statistics & Probability	16
EDMA322	LA – Maths Ed for SP3: Algebra & Functions	16	**EDMA321**	Maths for FET Teachers 4: Integral Calculus	16
EDMA329	Maths Ed for FET Teachers 5 Stats and Prob	16	**EDSE 311**	LA – Technology Education Method 2: Teaching & Learning Technology	16
EDMA 328	Maths Ed Method 2 for FET Alg and Calculus	16	**EDTP321**	Teaching practice 3	8
	TOTAL CREDITS	80		**TOTAL CREDITS**	72
				TOTAL CREDITS FOR LEVEL THREE	136
LEVEL 4					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTP430	**Block session for TP4**	16	**EDES411**	Education Studies 6: Philosophy & Sociology	16
EDES412	**Education Studies 5: Researching Education**	16	**EDMA412**	LA – Mathematics Method 3 for SP: Statistics & Probability	16
			EDSE411	LA – Technology Education Method 3: Professional Practice in Technology	16
			EDMA411	Mathematics Education Method 3 for FET	16
			EDMA 414	Mathematics Education Method 1 for FET**:** Geometry	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	80
				TOTAL CREDITS FOR LEVEL FOUR	112
				TOTAL FOR DEGREE	512

POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

NQF LEVEL 7

The School of Education offers two Postgraduation certificate in Education qualifications. This is a one-year full-time programme.

HUM-PGC 1 Eligibility

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 Structure

Students may only register for modules as indicated in the 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. Students who register for the Further Education and Training (FET)Teaching specialisation need to qualify for TWO FET Teaching specialisations from the list of approved FET teaching specialisations in **Table 2**.

Table 1 Core modules within the PGCE

1. Postgraduate Certificate in Education in Further Education and Training Teaching (PGFET)

NQF LEVEL 7

(Offered on Edgewood and Pietermaritzburg)

This is the second Initial Teacher Education (ITE) programme is designed to provide an articulation path for individuals with a relevant bachelor's degree. It prepares students to teach from Grade 7 to 12

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES612	**Education Studies: Compulsory Core Module** Teaching, Learning and Contexts	16	**EDES613**	**Education Studies: Compulsory Core Module** Curriculum and Policy	16

EDTP611	**Compulsory Module:** School Experience 601 (Consists of campus-based component AND school-based component – teaching practice)	16	**EDTP612**	**Compulsory Module:** School Experience 602 (consists of campus-based component AND school-based component – teaching practice)	16
EDEN600	**Language Proficiency** (0 CREDIT) *		**EDCM600**	**Competency in the use of Computers:** (0 CREDIT) *	
	TOTAL CREDITS	32		**TOTAL CREDITS**	32

Table 2 TEACHING SPECIALISATION FET

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDAC601	Accounting Teaching 601	16	**EDAC602**	Accounting Teaching 602	16
EDBU601	Business Studies Teaching 601	16	**EDBU602**	Business Studies Teaching 602	16
EDCM602	Computer Application Technology Teaching 601	16	**EDCM603**	Computer Application Technology Teaching 602	16
EDDR601	Dramatic Arts Teaching 601	16	**EDDR602**	Dramatic Arts Teaching 602	16
EDAC605	Economics Teaching 601	16	**EDAC606**	Economics Teaching 602	16
EDEN606	English Home Language Teaching 601	16	**EDEN608**	English Home Language Teaching 602	16
EDEN610	English First Additional Language Teaching 601	16	**EDEN612**	English First Additional Language Teaching 602	16
EDGG601	Geography Teaching 601	16	**EDGG602**	Geography Teaching 602	16
EDHS601	History Teaching 601	16	**EDHS602**	History Teaching 602	16
EDCM610	Information Technology Teaching 601	16	**EDCM611**	Information Technology Teaching 602	16
EDZU601	IsiZulu Home Language Teaching 601	16	**EDZU603**	IsiZulu Home Language Teaching 602	16
EDZU609	IsiZulu First Additional Language Teaching 601	16	**EDZU613**	IsiZulu First Additional Language Teaching 602	16
EDBS601	Life Sciences Teaching 601	16	**EDBS602**	Life Sciences Teaching 602	16
EDLF601	Life Orientation Teaching 601	16	**EDLF603**	Life Orientation Teaching 602	16
EDMA601	Mathematics Literacy Teaching 601	16	**EDMA602**	Mathematics Literacy Teaching 602	16
EDPD601	Music Teaching 601	16	**EDPD602**	Music Teaching 602	16

EDAE650	Teaching Maritime Economics 601	16	**EDAE653**	Teaching Maritime Economics 602	16
EDNS601	Nautical Science Teaching 601	16	**EDNS602**	Nautical Science Teaching 602	16
EDPS601	Physical Science Teaching 601	16	**EDPS602**	Physical Science Teaching 602	16
EDTT601	Tourism Teaching 601	16	**EDTT602**	Tourism Teaching 602	16
	TOTAL CREDITS	32		**TOTAL CREDITS**	32
				TOTAL CREDITS FOR THE PROGRAMME	128

3. 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 2** and ONE SP Teaching specialisation from the list of approved SP Teaching specialisations in **Table 3**.

2. Postgraduate Certificate in Education in Senior Phase and FET Teaching (PGSFET)

NQF LEVEL 7

(Offered on Edgewood and Pietermaritzburg)

This is the second Initial Teacher Education (ITE) programme is designed to provide an articulation path for individuals with a relevant bachelor's degree. It prepares students to teach from Grade 10 to 12.

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDES612	**Education Studies: Compulsory Core Module** Teaching, Learning and Contexts	16	**EDES613**	**Education Studies: Compulsory Core Module** Curriculum and Policy	16
EDTP611	**Compulsory Module:** School Experience 601 (consists of campus-based component AND school-based component – teaching practice)	16	**EDTP612**	**Compulsory Module:** School Experience 602 (consists of campus-based component AND school-based component – teaching practice)	16
EDEN600	**Language Proficiency** (0 CREDIT)*		**EDCM600**	**Competency in the use of Computers:** (0 CREDIT) *	
	TOTAL CREDITS	32		**TOTAL CREDITS**	32

Table 3: SENIOR PHASE TEACHING SPECIALISATION options

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDAR610	Creative Arts Teaching 601	16	**EDAR611**	Creative Arts Teaching 602:	16

EDBU607	Economic & Management Sciences Teaching 601:	16	**EDBU608**	Economic & Management Sciences Teaching 602	16
EDMA607	Mathematics Teaching SP 601	16	**EDMA608**	Mathematics Teaching SP 602	16
EDNS601	Natural Science Teaching 601	16	**EDNS602**	Natural Science Teaching 602	16
EDSS601	Social Sciences Teaching 601:	16	**EDSS602**	Social Sciences Teaching 602	16
EDTE601	Technology Teaching 601	16	**EDTE602**	Technology Teaching 602	16
	TOTAL CREDITS	16		**TOTAL CREDITS**	16
				TOTAL CREDITS FOR FET MODULES	32
				TOTAL CREDITS FOR PROGRAMME	128

HUM-PGC3 School Rule

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.

POSTGRADUATE DIPLOMAS

The School of Education offers a Postgraduate Diploma in Higher Education.

POSTGRADUATE DIPLOMA IN HIGHER EDUCATION (PGDIHE)

NQF LEVEL 7
(Offered on Edgewood)

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.

HUM-EPDG1: Eligibility

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.

HUM-EPDG2: Structure

In order to complete the qualification, a student shall complete the modules as specified below.

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDHE610	Higher Education Context and Policy (Core)	16	**EDHE630**	Designing and Evaluating Curricula in Higher Education (Elective)	16
EDHE611	Researching in Higher Education (Core)	16	**EDHE620**	Practice, Reflection and Portfolio Development	16
			EDHE621	Diversity and the Student in Higher Education (Elective)	16
EDHE612	Supervising Research in Higher Education (Elective)	16	**EDHE641**	Technology in Higher Education (Elective)	16
EDHE631	Teaching and Learning in Higher Education (Elective)	16	**EDHE640**	(Elective) Assessing Learning in Higher Education	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	64
				TOTAL CREDITS FOR PROGRAMME	128

Electives:

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 Academic Leader Teaching and Learning and to the maximum value of 16 credits.

HONOURS DEGREES OFFERED BY THE SCHOOL OF EDUCATION

Bachelor of Education Honours (BEdHons)

NQF LEVEL 8

The Bachelor of Education Honours is offered in 11 specialisations. Students have the option to registered as full or part time. Full time is over one years and part over two years.

HUM-BEH1 Eligibility

A minimum weighted average of **60%** 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.

HUM-BEH2 Structure
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:

Except where otherwise indicated, each curriculum shall include the following modules:
EDRS732 Independent Research Project (32C)
EDRS701 Understanding Research (16C)
EDLE700 Understanding Academic Literacy (16C)

1. Bachelor of Education Honours (Social Sciences in Education) (BEDHSE)

NQF LEVEL 8
(Offered on Edgewood)

The Social Science Education specialisation aims to address this gap in teacher education and develop students' understanding of Social Science issues within Education and to clarify relations of oppression within such spaces. It aims to enable students to develop self-reflective capacity and practices that will aid in acting against social injustices both within their individual educational spaces and collectively in broader society.

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
Three of the following modules are compulsory					
EDLF701	**Contemporary Issues in Life Orientation Education**	16	**EDTT702**	**Contemporary Issues in Travel and Tourism**	16
EDBU701	**Economics and Business Sciences Education**	16	**EDGG701**	**Critical Discourse in Georg in SA**	16
EDSS701	Perspective in Social Science Education ***(Compulsory)***	16	**EDLF702**	Current Debates in Physical Education	16
EDLE700	Understanding Academic Literacy ***(Compulsory)*`**	16			
EDRS701	Understanding Research ***(Compulsory)***	16			
	TOTAL CREDITS	48 or 64		**TOTAL CREDITS**	48 or 64
				TOTAL CREDITS	96
YEAR MODULE					
MODULE CODE	**MODULE CODE**				**CREDIT POINTS**
EDRS732	Independent Research Project				
				TOTAL CREDITS	32
				TOTAL CREDITS FOR PROGRAMME	128

BACHELOR OF EDUCATION HONOURS STRUCTURED DEGREES

NQF LEVEL 8

1. Bachelor of Education Honours in Adult Education (BEH-AE)

NQF LEVEL 8

(Offered on Pietermaritzburg)

The specialisation focuses on adult learning (both formally and informally), community development, peace education and continuing education. The programme is aimed at people who do community development work, teach adults in formal or informal settings, work at a TVET College or Community Learning Centre.

Both of the following modules are compulsory:

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDITS POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDITS POINTS**
EDLE700	Understanding Academic Literacy	16	EDAE702	Adult Learning	16
EDRS701	Understanding Research	16	EDAE704	**Choose two of the following modules:** Curriculum in Adult Learning	16
EDAE705	Foundations of Adult Education	16	EDAE703	Adult Literacy and Adult Basic Education and Training	16
			EDAE712	Skills Development	16
	TOTAL CREDITS	48		**TOTAL CREDITS**	48
				TOTAL CREDITS	96
YEAR MODULE					
MODULE CODE	**MODULE CODE**				**CREDITS POINTS**
EDRS732	Independent Research Project				32
				TOTAL CREDITS	32
				TOTAL CREDITS FOR PROGRAMME	128

2. Bachelor of Education Honours in Curriculum Studies (BEH-CS)

NQF LEVEL 8

(Offered on Edgewood and Pietermaritzburg)

Curriculum Studies specialisation aims to provide educators with an understanding of the nature of curriculum, factors which influence its development and the determinants of transformation and change.

All of the following modules are compulsory:

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDLE700	Understanding Academic Literacy	16	**EDCS704**	Curriculum as Practice	16
EDRS701	Understanding Research	16	**EDCS703**	Curriculum Change and Development	16
EDCS702	Curriculum Context and Change	16	**EDCS701**	Assessment in Education	16
	TOTAL CREDITS	48		**TOTAL CREDITS**	48
				TOTAL CREDITS	96
YEAR MODULE					
MODULE CODE	**MODULE CODE**				**CREDIT POINTS**
EDRS732	Independent Research Project				32
				TOTAL CREDITS	32
				TOTAL CREDITS FOR PROGRAMME	128

3. Bachelor of Education Honours in Education Leadership and Management and Policy (BEH-EM)

NQF LEVEL 8

(Offered on Edgewood and Pietermaritzburg)

The ELM specialization focuses on essential aspects related to educational leadership, management, and policy. The curriculum integrates disciplinary knowledge and incorporates diverse perspectives, including African, Western, and· Eurocentric notions of leadership, management, and policy issues.

All of the following modules are compulsory:

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDLE700	Understanding Academic Literacy	16	**EDMN717**	Leading and Managing People in Education	16
EDRS701	Understanding Research	16	**EDMN715**	Intro to Education Law & Policy Planning	16
EDMN712	Introduction to Educational Leadership	16	**EDMN716**	Leading and Managing Educational Change	16
	TOTAL CREDITS	48		**TOTAL CREDITS**	48
				TOTAL CREDITS	96

MODULE CODE	MODULE CODE	CREDIT POINTS
EDRS732	Independent Research Project	32
	TOTAL CREDITS	32
	TOTAL CREDITS FOR PROGRAMME	128

4. Bachelor of Education Honours in Gender Education (BEH-GE)

NQF LEVEL 8

(Offered on Edgewood)

Gender Education focuses on how gender is produced and reproduced in educational settings and how these constructions limit the potential of all genders. The programme provides students with access to theoretical and methodological tools to enhance research capacity in the field to build the evidence base through which gender equality in South African education may be realised.

All of the following modules are compulsory:

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDLE700	Understanding Academic Literacy	16	EDGE703	Gender Regimes and Justice	16
EDRS701	Understanding Research	16	EDGE702	Gender Curriculum and Identity	16
EDGE701	Gender and Education	16	EDMN701	Gender and Education Management	16
	TOTAL CREDITS	48		TOTAL CREDITS	48
				TOTAL CREDITS	96

YEAR MODULE		
MODULE CODE	MODULE CODE	CREDIT POINTS
EDRS732	Independent Research Project	32
	TOTAL CREDITS	32
	TOTAL CREDITS FOR PROGRAMME	128

5. Bachelor of Education Honours in History Education (BEH-HS)

NQF LEVEL 8

(Offered on Edgewood)

History Education is particularly important at a time when the discourses in South African politics are getting more and more centred around the nature of history that can be used to build collective memory and consciousness. Within such a context, this programme offers professional history teachers empowerment, not only for them to improve their practice but also to contribute to the National, and ultimately international, debates on the nature and fate of school history.

All of the following modules are compulsory:

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDLE700	Understanding Academic Literacy	16	**EDHS702**	History Education through film and ICT	16
EDRS701	Understanding Research	16	**EDHS703**	Teaching for Historical Literacy	16
EDHS701	Issues in Teaching African History	16	**EDHS704**	Problems in Historical Understanding	16
	TOTAL CREDITS	48		**TOTAL CREDITS**	48
				TOTAL CREDITS	96

YEAR MODULE		
MODULE CODE	**MODULE CODE**	**CREDIT POINTS**
EDRS732	Independent Research Project	32
	TOTAL CREDITS	32
	TOTAL CREDITS FOR PROGRAMME	128

6. Bachelor of Education Honours in Language and Media Studies (BEH-LM)

NQF LEVEL 8

(Offered on Edgewood)

Language and Media Education is driven by the evolving landscape of education globally and particularly in the African context. Education systems are increasingly interconnected, and there is a growing demand for professionals who can navigate, analyse, and innovate within this complex environment. This programme addresses the critical need for skilled individuals who can contribute to educational policy, development, and practice with a deep understanding of both global trends and local realities.

All of the following modules are compulsory:

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDLE700	Understanding Academic Literacy	16	**EDLE701**	Language Learning & Teaching in Multicultural Societies	16
EDRS701	Understanding Research	16	**EDLE705**	Critical Awareness of Language and Media	16
EDLE703	Narratives in Education	16	**EDLE702**	Language in Education	16
	TOTAL CREDITS	64		**TOTAL CREDITS**	32
				TOTAL CREDITS	96

YEAR MODULE		
MODULE CODE	**MODULE CODE**	**CREDIT POINTS**
EDRS732	Independent Research Project	32
	TOTAL CREDITS	32
	TOTAL CREDITS FOR PROGRAMME	128

7. Bachelor of Education Honours in Science, Mathematics and Computing Education (BEHSMC)

NQF LEVEL 8

(Offered on Edgewood and Pietermaritzburg)

The aim of this specialisation is to raise awareness of current issues in the teaching and learning of science/ mathematics/computer 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

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDLE700	Understanding Academic Literacy	16	**EDSM710**	Issues in Sc, Maths & Comp Ed	16
EDRS701	Understanding Research	16	**EDSM708**	Assessment in Sc, Maths & Comp Ed	16
EDSM709	Curriculum Development in Sc, Maths & Comp Ed	16			
EDSM711 **EDSM712**	Teaching and Learning: Sc, Maths & Comp Ed I **OR** Teaching and Learning: Sc, Maths & Comp Ed II	16			
	TOTAL CREDITS	64		**TOTAL CREDITS**	32
				TOTAL CREDITS	96

YEAR MODULE		
MODULE CODE	**MODULE CODE**	**CREDIT POINTS**
EDRS732	Independent Research Project	32
	TOTAL CREDITS	32
	TOTAL CREDITS FOR PROGRAMME	128

8. Bachelor of Education Honours in Social Justice Education (BEH-SJ)

NQF LEVEL 8

(Offered on Edgewood and Pietermaritzburg)

The Social Justice specialisation focuses on understanding the causes of inequality in education and the impact that this has on the life-chances of learners. The programme aims to develop an understanding of theories of oppression and ways of challenging oppression; to develop students' self-reflexive capacity and ability to use the curriculum to foster social justice in their schools.

All of the following modules are compulsory:

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDLE700	Understanding Academic Literacy	16	**EDSJ702**	Race, Racism, and Education	16
EDRS701	Understanding Research	16	**EDSJ704**	Education and Social Inequality	16
EDSJ701	Introduction to Social Justice Education	16	**EDSJ706**	Diversity and Education	16
	TOTAL CREDITS	48		**TOTAL CREDITS**	48
				TOTAL CREDITS	96

YEAR MODULE		
MODULE CODE	**MODULE CODE**	**CREDIT POINTS**
EDRS732	Independent Research Project	32
	TOTAL CREDITS	32
	TOTAL CREDITS FOR PROGRAMME	128

9. Bachelor of Education in Teacher Development Studies (BEH-TD)

NQF LEVEL 8

(Offered on Edgewood and Pietermaritzburg)

Teacher Development Studies focuses on theorising and researching informal and formal practices and processes of professional learning at all sites of education. It engages with concepts like professional identities, teacher learning, teacher knowledge, teacher wellbeing. The programme is worthwhile for educators who wish to reflect critically on their own professional learning and who are responsible for the mentoring and professional development of their colleagues

Four of the following modules are compulsory:

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**

EDLE700	Understanding Academic Literacy	16	**EDPD712**	**Teacher identity and Teacher Change** *(1st year part-time students and all full-time students)*	16
EDRS701	Understanding Research	16	**EDPD711**	**Teachers and the Curriculum** *(1st year part-time students and all full-time students)*	16
EDPD704	**Mentoring in Schools** *(2nd year part-time students and full-time students)*	16	**EDPD704**	**Mentoring in Schools** *(2nd year part-time students and full-time students)*	
EDPD713	**Teacher Agency in Professional Learning** *(1st year part-time students and full-time students)*	16			
	TOTAL CREDITS	64		**TOTAL CREDITS**	32
				TOTAL CREDITS	96
YEAR MODULE					
MODULE CODE	**MODULE CODE**				**CREDIT POINTS**
EDRS732	Independent Research Project				32
				TOTAL CREDITS	32
				TOTAL CREDITS FOR PROGRAMME	128

10. Bachelor of Education Honours in Technology Education (BEH-TE)

NQF LEVEL 8

(Offered on Edgewood)

The technology education specialisation focuses on. developing important discourses relating to technology education, philosophy of technology education, and promote advancement in the technological literacy of the learners by focusing on national and international trends. This will enable learners to deepen their skills, knowledge, and practice for teaching, learning, and community development.

All of the following modules are compulsory:

SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDLE700	Understanding Academic Literacy	16	**EDTE702**	Design for Technology Education	16
EDRS701	Understanding Research	16	**EDTE703**	Indigenous Science and technology	16
EDTE704	Research in Technology Education	16	**EDTE701**	Curriculum Development in Technology Education	16
	TOTAL CREDITS	48		**TOTAL CREDITS**	48

	TOTAL CREDITS	96
YEAR MODULE		
MODULE CODE	**MODULE CODE**	**CREDIT POINTS**
EDRS732	Independent Research Project	32
	TOTAL CREDITS	32
	TOTAL CREDITS FOR PROGRAMME	128

COURSEWORK MASTERS DEGREES OFFERED BY THE SCHOOL OF EDUCATION

NQF LEVEL 9

The programme is intended to develop researchers and contribute to the development of knowledge at an advanced level, or prepare graduates for advanced and specialised professional employment, and comprises a significant research component.

HUM- MEd1 Eligibility

Applicants will be eligible to register for the Master of Education programme, in terms of General Academic Rules CR2(b) and MR2(b), if they have completed an appropriate Honours degree in a relevant discipline, or an approved equivalent qualification, with a minimum credit-weighted average of 60%. The School may set additional requirements, which could include limiting the number of students admitted, prescribing a specific selection process, or requiring the submission of a portfolio of work in certain disciplines.

HUM-MEd2 Structure

Candidates for the degree by coursework and dissertation shall register for one of the following specialised curricula.

HUM-MEd3 Structure 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:
   a) EDRS821 Research Discourses and Methodology (16)
   b) EDRS820 Research Proposal Development and Skills Training (16C)

2. 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:

1. Masters of Education in Curriculum Studies (MAE-CS)

NQF LEVEL 9

(Offered on Edgewood and Pietermaritzburg)

This is a coursework masters with discipline specific training in Curriculum Studies

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDRS821	Research Discourses and Methodology	32	EDCS816	Curriculum Development and Evaluation	32
EDCS817	Theorising Curriculum	16	EDRS820	Research Proposal Development	16
	TOTAL CREDITS	48		TOTAL CREDITS	48
				TOTAL CREDITS FOR YEAR ONE	96
YEAR TWO					
MODULE CODE	MODULE CODE	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDCS861	Diss: Curriculum Studies	96	EDCS8SY	Diss: Curriculum Studies	96
				TOTAL CREDIT	96
				TOTAL CREDIT FOR PROGRAMME	192

2. Masters of Education in Educational Leadership, Management and Policy (ME-EMP)

NQF LEVEL 9

(Offered on Edgewood and Pietermaritzburg)

This is a coursework masters with discipline-specific training in Educational Leadership, Management and Policy

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDMN815	Theoretical and Methodological Approaches to Educational Leadership	32	EDMN814	Leading Professionals in Learning Communities	32
EDRS821	Research Discourses and Methodology	16	EDRS820	Research Proposal Development	16
	TOTAL CREDITS	48		TOTAL CREDITS	48
				TOTAL CREDITS FOR YEAR ONE	96
YEAR TWO					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS

EDMN861	Diss.: Educ Mngt, Leadership & Policy	96	EDMN8SY	Diss: Educ Mngt, Leadership & Policy Sub Yr.	96
				TOTAL CREDIT	**96**
				TOTAL CREDIT FOR PROGRAMME	**192**

3. Masters of Education in Higher Education Teaching and Learning (ME-HT)

NQF LEVEL 9

(Offered on Edgewood and Pietermaritzburg)

The Master of Education (MEd) in Higher Education Teaching and Learning is a **coursework-based programme** designed to advance knowledge, skills, and research capacity in higher education. The programme provides educators, academic developers, and higher education practitioners with critical insights into contemporary theories, policies, and practices shaping teaching and learning in higher education contexts. Through a combination of coursework and a supervised research project, students engage with issues such as curriculum design, assessment, quality assurance, diversity, and the integration of technology in higher education. The qualification equips graduates to contribute meaningfully to scholarship and practice in higher education, preparing them for leadership roles in academic and professional contexts.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDRS821	Research Discourses and Methodology (Core)	16	EDHE855	Discourse in Higher Education (Core)	16
EDHE849	African Higher Education in a Global Context (Core)	16	EDRS820	Research Proposal Development (Core)	16
EDHE857 EDHE852	Pedagogies in Higher Education (Elective) or Student Development & Learning: Theories & Practices (Elective)	16	EDHE842	Curriculum Development & Evaluation in Higher Education (Elective) or A module from another Masters in Education programme (Elective)	16
	TOTAL CREDITS	48		**TOTAL CREDITS**	48
				TOTAL CREDITS FOR YEAR ONE	96
YEAR TWO					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDHE 861:	Diss: Higher Education	96	EDHE 861	Diss: Higher Education	96

TOTAL CREDIT	96
TOTAL CREDIT FOR PROGRAMME	192

4. Masters of Education in Higher Education Student and Professional Services (ME-HSP)

NQF LEVEL 9
(Offered on Edgewood)

The Master of Education (MEd) in Higher Education Student and Professional Services is a **coursework-based programme** that develops advanced knowledge and practical expertise in student affairs and support services within the higher education sector. The programme critically explores areas such as student development, professional practice, policy implementation, leadership, and the provision of inclusive and responsive services. Through coursework and a supervised research project, graduates are equipped to contribute to the enhancement of student experiences and institutional effectiveness in diverse higher education contexts.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDRS821	Research Discourses and Methodology (Core)	16	EDHE855	Discourses in Higher Education (Core)	16
EDHE849	African Higher Education in a Global Context (Core)		EDRS820	Research Proposal Development (Core)	
EDHE856	Diversity in Higher Education (Elective)	16	EDHE852 OR EDHE859	Student Development & Learning: Theories & Practices (Elective) Governance, Leadership & Institutional Development in Higher Education (Elective)	16
	TOTAL CREDITS	48		**TOTAL CREDITS**	48
				TOTAL CREDITS FOR YEAR ONE	96
YEAR TWO					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDHE861	Diss: Higher Education	96	EDHE861	Diss:Higher Education	96
				TOTAL CREDIT	96
				TOTAL CREDIT FOR PROGRAMME	192

5. Masters of Education in Social Justice Education (ME-SJE)

NQF LEVEL 9

(Offered on Edgewood and Pietermaritzburg)

This is a coursework masters with discipline specific training in Social Justice Education

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDRS821	Research Discourses and Methodology	16	EDSJ832	Social Identities and Education	16
EDSJ834	Theoretical & Methodological Foundations in SJE	32	EDSJ833	Peace Education and Conflict Resolution	16
	TOTAL CREDITS	48		**TOTAL CREDITS**	32
				TOTAL CREDITS FOR YEAR ONE	80
YEAR TWO					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDRS820	Research Proposal Development	16	EDSJ8SY	Diss: Social Justice Dissertation Sub Yr.	96
EDSJ861	Diss: Social Justice Dissertation	96			
				TOTAL CREDITS	112
				TOTAL CREDITS FOR PROGRAMME	192

6. Masters of Education in Teacher Development Studies (ME-TDS)

NQF LEVEL 9

(Offered on Edgewood and Pietermaritzburg)

This is a coursework masters with discipline specific training in Teacher Development Studies

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDRS821	Research Discourses and Methodology	16	**EDRS820**	Research Proposal Development	16
EDPD807	Conceptualizing Teacher Development	32	**EDPD808**	Researching Teacher Development	32
	TOTAL CREDITS	48		**TOTAL CREDITS**	48

				TOTAL CREDITS FOR YEAR ONE	96
YEAR TWO					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDPD861	Diss.: Teacher Development	96	EDPD8SY	Diss.: Teacher Development Sub Yr.	96
				TOTAL CREDITS	96
				TOTAL CREDITS FOR PROGRAMME	192

RESEARCH MASTERS OFFERED BY THE SCHOOL OF EDUCATION

Master of Education (METH)

NQF LEVEL 9

(Offered on Edgewood and Pietermaritzburg)

The programme is intended to develop researchers and contribute to the development of knowledge at an advanced level, or prepare graduates for advanced and specialised professional employment, and comprises a significant research component. The 192-credit programme could be offered by full research or coursework.

HUM-MEd1 Eligibility

Applicants will be eligible to register for the Master of Education-programme, in terms of General Academic Rules CR2(b) and MR2(b), if they have completed an appropriate Honours degree in a relevant discipline, or an approved equivalent qualification, with a minimum credit-weighted average of **60%**. Postgraduate Diploma may also be recognised, as long as it meets the HEQSF research requirement of at least 30 credits. The School may set additional requirements, which could include limiting the number of students admitted, prescribing a specific selection process, or requiring the submission of a portfolio of work in certain disciplines.

HUM-MEd2 Structure

In order to qualify for the award of a Master of Education by Full Research degree, a student must complete one of the approved programmes and obtain a total of 192 credits in the modules specified below.

Master of Education

a)	Accounting Education	j)	Social Justice Education
b)	Adult Education	k)	Language & Media Studies
c)	Computer Science Education	l)	Mathematics Education
d)	Curriculum Studies	m)	Science Education
e)	Early Childhood Development	n)	Social Justice Education

f)	Education Management, Leadership and Policy	o)	Social Science Education
g)	Gender Education	p)	Teacher Development Studies
h)	Higher Education	q)	Technology Education
i)	History Education		

1. Accounting Education

(Offered on Edgewood)

The Master of Education Research Accounting Education provides advanced training in the theory and practice of Accounting Education.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDAC811	M Thesis Accounting	192	**EDAC811**	M Thesis Accounting	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDAC8CY	M Thesis- Continuing Year Accounting	192	**EDAC8CY**	M Thesis- Continuing Year Accounting	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDAC812	M Thesis Subsequent Year Accounting	192	**EDAC812**	M Thesis Subsequent Year Accounting	192
				TOTAL CREDITS FOR PROGRAMME	192

2. Adult Education

(Offered on Pietermaritzburg)

The Master of Education Research Adult Education provides advanced training in the theory and practice of Adult Education.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDITS POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDITS POINTS**
EDAE830	M Thesis Adult Education	192	**EDAE830**	M Thesis Adult Education	192

CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDITS POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDITS POINTS**
EDAE8CY	M Thesis- Continuing Year Adult Education	192	**EDAE8CY**	M Thesis- Continuing Year Adult Education	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDITS POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDITS POINTS**
EDAE831	M Thesis Subsequent Year Adult Education	192	**EDAE831**	M Thesis Subsequent Year Adult Education	192
				TOTAL CREDITS FOR PROGRAMME	192

3. Computer Science Education

(Offered on Edgewood)

The Master of Education Research Computer Science Education provides advanced training in the theory and practice of Computer Science Education.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDCE830	Computer Science Education Thesis	192	**EDCE830**	Computer Science Education Thesis	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDCE8C1	M Thesis- Continuing Year Computer Science Education Thesis	192	**EDCE8C1**	M Thesis- Continuing Year Computer Science Education Thesis	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDCE831	Computer Science Education Thesis - Subsequent Year	192	**EDCE831**	Computer Science Education Thesis - Subsequent Year	192
				TOTAL CREDITS FOR PROGRAMME	192

4. Curriculum Studies

(Offered on Edgewood and Pietermaritzburg)

The Master of Education Research Curriculum Studies provides advanced training in the theory and practice of Curriculum Studies.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDCS830	M Thesis Curriculum Studies	192	EDCS830	M Thesis Curriculum Studies	192
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDCS8C1	M Thesis Curriculum Studies-Continuing Year	192	EDCS8C1	M Thesis Curriculum Studies-Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDCS831	M Thesis Curriculum Studies- Subsequent Year	192	EDCS831	M Thesis Curriculum Studies-Subsequent Year	192
				TOTAL CREDITS FOR PROGRAMME	192

5. Early Childhood Development

(Offered on Edgewood)

The Master of Education Research Early Childhood Development provides advanced training in the theory and practice of Early Childhood development.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDEC830	Early Childhood Development Thesis	192	EDEC830	Early Childhood Development Thesis	192
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS

EDEC8CY	M Thesis Early Childhood Development-Continuing Year	192	**EDEC8CY**	M Thesis Early Childhood Development-Continuing Year	192
			SUBSEQUENT YEAR		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDEC831	Thesis Early Childhood Development Thesis - Subsequent Year	192	**EDEC831**	Thesis Early Childhood Development Thesis - Subsequent Year	192
				TOTAL CREDITS FOR PROGRAMME	192

6. Education Management, Leadership and Policy

(Offered on Edgewood and Pietermaritzburg)

The Master of Education Research Education Management, Leadership and Policy provides advanced training in the theory and practice of Education Management, Leadership and Policy.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDMN830	M Thesis Education Management, Leadership & Policy	192	**EDMN830**	M Thesis Education Management, Leadership & Policy	192
			CONTINUING YEAR		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDMN8CY	M Thesis Education Management, Leadership & Policy-Continuing Year	192	**EDMN8CY**	M Thesis Education Management, Leadership & Policy-Continuing Year	192
			SUBSEQUENT YEAR		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDMN831	M Thesis Subsequent Year Education Management, Leadership & Policy	192	**EDMN831**	M Thesis Subsequent Year Education Management, Leadership & Policy	192
				TOTAL CREDITS FOR PROGRAMME	192

7. Gender Education

(Offered on Edgewood)

The Master of Education Research Gender Education provides advanced training in the theory and practice of Gender Education.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDGE830	M Thesis Gender Education	192	EDGE830	M Thesis Gender Education	192
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDGE8CY	M Thesis Gender Education-Continuing Year-Continuing Year	192	EDGE8CY	M Thesis Gender Education-Continuing Year-Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDGE831	M Thesis Subsequent Year Gender Education	192	EDGE831	M Thesis Subsequent Year Gender Education	192
				TOTAL CREDITS FOR PROGRAMME	192

8. Higher Education

(Offered on Edgewood)

The Master of Education Research Higher Education provides advanced training in the theory and practice of Higher Education.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDHE830	M Thesis Higher Education	192	EDHE830	M Thesis Higher Education	192
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDHE8CY	M Thesis Higher Education-Continuing Year	192	EDHE8CY	M Thesis Higher Education-Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS

EDHE831	M Thesis Subsequent Year Higher Education	192	**EDHE831**	M Thesis Subsequent Year Higher Education	192
				TOTAL CREDITS FOR PROGRAMME	192

9. History Education

(Offered on Edgewood)

The Master of Education Research History Education provides advanced training in the theory and practice of History Education.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDHS811	M Thesis History Education	192	**EDHS811**	M Thesis History Education	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDHS8CY	M Thesis History Education-Continuing Year	192	**EDHS8CY**	M Thesis History Education-Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDHS812	M Thesis Subsequent Year Higher Education	192	**EDHS812**	M Thesis Subsequent Year Higher Education	192
				TOTAL CREDITS FOR PROGRAMME	192

10. Language and Media Studies

(Offered on Edgewood and Pietermaritzburg)

The Master of Education Research Language and Media Studies provides advanced training in the theory and practice of Language and Media Studies.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDEN830	M Thesis Language & Media Studies	192	**EDEN830**	M Thesis Language & Media Studies	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**

EDEN8CY	M Thesis Language & Media Studies-Continuing Year	192	**EDEN8CY**	M Thesis Language & Media Studies-Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE CODE**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDEN831	M Thesis Subsequent Year Language & Media Studies	192	**EDEN831**	M Thesis Subsequent Year Language & Media Studies	192
				TOTAL CREDITS FOR PROGRAMME	192

11. Mathematics Education

(Offered on Edgewood and Pietermaritzburg)

The Master of Education Research Mathematics Education provides advanced training in the theory and practice of Mathematics Education.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDMA830	M Thesis Mathematics Education	192	**EDMA830**	M Thesis Mathematics Education	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDMA8CY	M Thesis Mathematics Education-Continuing Year	192	**EDMA8CY**	M Thesis Mathematics Education-Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDMA831	M Thesis Subsequent Year Mathematics Education	192	**EDMA831**	M Thesis Subsequent Year Mathematics Education	192
				TOTAL CREDITS FOR PROGRAMME	192

12. Professional Development

(Offered on Edgewood and Pietermaritzburg)

The Master of Education Research Professional Development provides advanced training in the theory and practice of Professional Development.

YEAR					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**POINTS CREDIT**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**

EDPD830	M Thesis Professional Development	192	**EDPD830**	M Thesis Professional Development	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDPD8CY	M Thesis Subsequent Year Professional Development	192	**EDPD8CY**	M Thesis Subsequent Year Professional Development	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDPD831	M Thesis Professional Development- Continuing Year	192	**EDPD831**	M Thesis Professional Development- Continuing Year	192
				TOTAL CREDITS FOR PROGRAMME	192

13. Science Education

(Offered on Edgewood)

The Master of Education Research Science Education provides advanced training in the theory and practice of Science Education.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDSE830	M Thesis Science Education	192	**EDSE830**	M Thesis Science Education	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDSE8CY	M Thesis Science Education-Continuing Year	192	**EDSE8CY**	M Thesis Science Education-Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDSE831	M Thesis Subsequent Year Science Education	192	**EDSE831**	M Thesis Subsequent Year Science Education	192
				TOTAL CREDITS FOR PROGRAMME	192

14. Social Justice Education

(Offered on Edgewood and Pietermaritzburg)

The Master of Education Research Social Justice Education provides advanced training in the theory and practice of Social Justice Education.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDSJ830	M Thesis Social Justice Education	192	EDSJ830	M Thesis Social Justice Education	192
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDSJ8CY	M Thesis Social Justice Education-Continuing Year	192	EDSJ8CY	M Thesis Social Justice Education-Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDSJ831	M Thesis Subsequent Year Social Justice Education	192	EDSJ831	M Thesis Subsequent Year Social Justice Education	192
				TOTAL CREDITS FOR PROGRAMME	192

15. Social Science Education

(Offered on Edgewood)

The Master of Education Research Social Science Education provides advanced training in the theory and practice of Social Science Education.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDSS830	M Thesis Social Science	192	EDSS830	M Thesis Social Science	192
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDSS8CY	M Thesis Social Science-Continuing Year	192	EDSS8CY	M Thesis Social Science-Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDSS831	M Thesis Subsequent Year Social Science	192	EDSS831	M Thesis Subsequent Year Social Science	192
				TOTAL CREDITS FOR PROGRAMME	192

16. Technology Education

(Offered on Edgewood)

The Master of Education Research Technology Education provides advanced training in the theory and practice of Technology Education.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTE811	M Thesis Technology Education	192	**EDTE811**	M Thesis Technology Education	192
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTE8CY	M Thesis Social Science-Continuing Year	192	**EDTE8CY**	M Thesis Social Science-Continuing Year	192
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTE812	M Thesis Subsequent Year Technology Education	192	**EDTE812**	M Thesis Subsequent Year Technology Education	192
				TOTAL CREDITS FOR PROGRAMME	192

RULES FOR DOCTORAL DEGREES IN THE SCHOOL OF EDUCATION

RULES FOR DOCTORAL DEGREES

Doctor of Philosophy (Human Sciences) (PHHS)

Doctor of Philosophy (PHED)
NQF LEVEL 10
(Offered on Edgewood and Pietermaritzburg)

The Doctor of Philosophy is the senior qualification in the College of Humanities. It is a critical qualification which contributes to the development of a knowledge-driven society.The programme is intended to develop researchers who can demonstrate high-level research competence and make a significant and original academic contribution at the frontiers of education or in a sub-field of education. The research, which may be purely discipline-based, or multi-disciplinary, or applied research, must be undertaken at the most advanced academic level, culminating in the production, and acceptance of a thesis. It also aims to prepare graduates to supervise the research of others in his/her area of specialisation. The 360-credit programme is offered by full research.

GENERAL DOCTORAL DEGREE RULES FOR THE SCHOOL

Rules, DR1 to DR13 inclusive, shall be applicable to every candidate for a degree of Doctor of Philosophy by research.

HUM-PHD1 Eligibility
An applicant is eligible to apply for selection to register for the doctoral qualifications in this College under General Academic Rule DS2. A minimum weighted average **of 60%** across all modules of a relevant Masters degree or an equivalent at NQF 9. Some disciplines may require a portfolio of work as a prerequisite for selection. The minimum requirements do not guarantee a space in the programme.These qualifications require a minimum of 384 credits.

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- PHD2 Structure
In order to qualify for the award of Doctor of Philosophy degree, candidates 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.

1. Arts and Culture Education

(Offered on Edgewood)

A Doctoral degree in Art and Culture Education is an advanced research degree focused on cultivating in-depth knowledge of Art and Culture Education.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDAR911	Arts & Culture Education Thesis	384	EDAR911	Arts & Culture Education Thesis	384
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDAR9CY	Arts & Culture Education Thesis-Continuing Year	384	EDAR9CY	Arts & Culture Education Thesis-Continuing Year	384
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDAR912	Arts & Culture Education Thesis - Subsequent Year	384	EDAR912	Arts & Culture Education Thesis - Subsequent Year	384
				TOTAL CREDITS FOR PROGRAMME	384

2. Adult Education

(Offered on Pietermaritzburg)

A Doctoral degree in Adult Education is an advanced research degree focused on cultivating in-depth knowledge of Adult Education.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDAE911	Adult Education Thesis	384	EDAR911	Adult Education Thesis	384

CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDAE9CY	Adult Education Thesis-Continuing Year	384	**EDAE9CY**	Adult Education Thesis-Continuing Year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDAE912	Adult Education Thesis – Subsequent Year	384	**EDAR912**	Adult Education Thesis – Subsequent Year	384
				TOTAL CREDITS FOR PROGRAMME	384

3. Business Studies

(Offered on Edgewood)

A Doctoral degree in Business Studies is an advanced research degree focused on cultivating in-depth knowledge of Business Studies.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDBU911	Business Studies Thesis	384	**EDBU911**	Business Studies Thesis-	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDBU9CY	Business Studies Thesis-Continuing Year	384	**EDBU9CY**	Business Studies Thesis-Continuing Year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDBU912	Business Studies Thesis – Subsequent Year	384	**EDBU912**	Business Studies Thesis – Subsequent Year	384
				TOTAL CREDITS FOR PROGRAMME	384

4. Computer Science Education

(Offered on Edgewood)

A Doctoral degree in Computer Science Education is an advanced research degree focused on cultivating in-depth knowledge of Computer Science Education.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDCE911	Computer Science Education Thesis	384	EDCE911	Computer Science Education Thesis	384
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDCE9CY	Computer Science Education Thesis-Continuing Year	384	EDCE9CY	Computer Science Education Thesis-Continuing Year	384
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDCE912	Computer Science Education Thesis - Subsequent Year	384	EDCE912	Computer Science Education Thesis - Subsequent Year	384
				TOTAL CREDITS FOR PROGRAMME	384

5. Curriculum Studies

(Offered on Edgewood and Pietermaritzburg)

A Doctoral degree in Curriculum Studies is an advanced research degree focused on cultivating in-depth knowledge Curriculum Studies.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDCS911	Curriculum Studies Thesis	384	EDCS911	Curriculum Studies Thesis	384
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDCS9CY	Curriculum Studies Thesis-Continuing Year	384	EDCS9CY	Curriculum Studies Thesis-Continuing Year	384
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDCS912	Curriculum Studies Thesis – Subsequent Year	384	EDCS912	Curriculum Studies Thesis – Subsequent Year	384
				TOTAL CREDITS FOR PROGRAMME	384

6. Drama Education

(Offered on Edgewood

A Doctoral degree in Drama Education is an advanced research degree focused on cultivating in-depth knowledge of Drama Education.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDDR911	Drama Education Thesis	384	**EDDR911**	Drama Education Thesis	384
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDDR9CY	Drama Education Thesis-Continuing Year	384	**EDDR9CY**	Drama Education Thesis-Continuing Year	384
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDDR912	Drama Education Thesis – Subsequent Year	384	**EDDR912**	Drama Education Thesis – Subsequent Year	384
				TOTAL CREDITS FOR PROGRAMME	384

7. Education and Development

(Offered on Pietermaritzburg)

A Doctoral degree in Educationand Development is an advanced research degree focused on cultivating in-depth knowledge of Education Development.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDDE911	Education and Development Thesis	384	**EDDE911**	Education and Development Thesis	384
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDDE9SY	Education and Development Thesis-Continuing Year	384	**EDDE9SY**	Education and Development Thesis-Continuing Year	384

SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDDE912	Education and Development Thesis – Subsequent Year	384	**EDDE912**	Education and Development Thesis – Subsequent Year	384
				TOTAL CREDITS FOR PROGRAMME	384

8. Education Management, Leadership and Policy

(Offered on Edgewood and Pietermaritzburg)

A Doctoral degree in Education Management, Leadeship and Policy is an advanced research degree focused on cultivating in-depth knowledge of Education Management, Leadeship and Policy.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDMN911	Education Management, Leadership and Policy Thesis	384	**EDMN911**	Education Management, Leadership and Policy Thesis	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDMN912	Education Management, Leadership and Policy Thesis – Subs Year	384	**EDMN912**	Education Management, Leadership and Policy Thesis – Subs Year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDMN9CY	Education Management, Leadership and Policy Thesis-Continuing Year	384	**EDMN9CY**	Education Management, Leadership and Policy Thesis-Continuing Year	384
				TOTAL CREDITS FOR PROGRAMME	384

9. Gender Educatio

(Offered on Edgewood)

A Doctoral degree in Gender Education is an advanced research degree focused on cultivating in-depth knowledge of Gender Education.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDGE911	Gender Education Thesis	384	EDGE911	Gender Education Thesis	384
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDGE9CY	Gender Education Thesis-Continuing Year	384	EDGE9CY	Gender Education Thesis-Continuing Year	384
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDGE912	Gender Education Thesis – Subsequent Year	384	EDGE912	Gender Education Thesis – Subsequent Year	384
				TOTAL CREDITS FOR PROGRAMME	384

10. Higher Education

(Offered on Edgewood)

A Doctoral degree in Higher Education is an advanced research degree focused on cultivating in-depth knowledge of Higher Education.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDHE911	Higher Education Thesis	384	EDHE911	Higher Education Thesis	384
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDHE9CY	Higher Education Thesis-Continuing Year	384	EDHE9CY	Higher Education Thesis-Continuing Year	384
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDHE912	Higher Education Thesis – Subsequent Year	384	EDHE912	Higher Education Thesis – Subsequent Year	384
				TOTAL CREDITS FOR PROGRAMME	384

11. History Education

(Offered on Edgewood)

A Doctoral degree in History Education is an advanced research degree focused on cultivating in-depth knowledge of History Education.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDHS911	History Education Thesis	384	**EDHS911**	History Education Thesis	384
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDHS9CY	History Education Thesis-Continuing Year	384	**EDHS9CY**	History Education Thesis-Continuing Year	384
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDHS912	History Education Thesis – Subsequent Year	384	**EDHS912**	History Education Thesis – Subsequent Year	384
				TOTAL CREDITS FOR PROGRAMME	384

12. Language and Media Studies

(Offered on Edgewood)

A Doctoral degree in Language and Media is an advanced research degree focused on cultivating in-depth knowledge of Language and Media.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDEN911	Language and Media Studies Thesis	384	**EDEN 911**	Language and Media Studies Thesis	384
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
	Language and Media Studies Thesis-Continuing			Language and Media Studies Thesis-Continuing Year	

EDEN9CY	Year	384	**EDEN9CY**		384
			SUBSEQUENT YEAR		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDEN912	Language and Media Studies Thesis – Subsequent Year	384	**EDEN912**	Language and Media Studies Thesis – Subsequent Year	384
				TOTAL CREDITS FOR PROGRAMME	384

13. Mathematics Education

(Offered on Edgewood and Pietermaritzburg)

A Doctoral degree in Mathematics Education is an advanced research degree focused on cultivating in-depth knowledge of Mathematics Education.

			YEAR ONE		
	SEMESTER ONE			**SEMESTER TWO**	
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDMA911	Mathematics Education Thesis	384	**EDMA911**	Mathematics Education Thesis	384
			CONTINUING YEAR		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDMA9CY	Mathematics Education Thesis-Continuing Year	384	**EDMA9CY**	Mathematics Education Thesis-Continuing Year	384
			SUBSEQUENT YEAR		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDMA912	Mathematics Education Thesis – Subsequent Year	384	**EDMA912**	Mathematics Education Thesis – Subsequent Year	384
				TOTAL CREDITS FOR PROGRAMME	384

14. Professional Development

(Offered on Edgewood and Pietermaritzburg)

A Doctoral degree in Professional Development is an advanced research degree focused on cultivating in-depth knowledge of Professional Education.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDPD911	Professional Development Thesis	384	EDPD911	Professional Development Thesis	384
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDPD9CY	Professional Development Thesis -Continuing Year	384	EDPD9CY	Professional Development Thesis -Continuing Year	384
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDPD912	Professional Development Thesis – Subsequent Year	384	EDPD912	Professional Development Thesis – Subsequent Year	384
TOTAL CREDITS FOR PROGRAMME					384

15. Science Education

(Offered on Edgewood)

A Doctoral degree in Science Education is an advanced research degree focused on cultivating in-depth knowledge of Science Education.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDSE911	Science Education Thesis	384	EDSE911	Science Education Thesis	384
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDSE9CY	Science Education Thesis-Continuing Year	384	EDSE9CY	Science Education Thesis-Continuing Year	384
SUBSEQUENT YEAR					
MODULE CODE	MODULE CODE	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDSE912	Science Education Thesis – Subsequent Year	384	EDSE912	Science Education Thesis – Subsequent Year	384
TOTAL CREDITS FOR PROGRAMME					384

16. Social Justice Education

(Offered on Edgewood and Pietermaritzburg)

A Doctoral degree in Social Justice Education is an advanced research degree focused on cultivating in-depth knowledge of Social Justice Education.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDSJ911	Social Justice Education Thesis	384	EDSJ911	Social Justice Education Thesis	384
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDSJ9CY	Social Justice Education Thesis-Continuing Year	384	EDSJ9CY	Social Justice Education Thesis-Continuing Year	384
SUBSEQUENT YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDSJ912	Social Justice Education Thesis – Subsequent Year	384	EDSJ912	Social Justice Education Thesis – Subsequent Year	384
				TOTAL CREDITS FOR PROGRAMME	384

17. Social Science

(Offered on Edgewood)

A Doctoral degree in Social Science Education is an advanced research degree focused on cultivating in-depth knowledge of Social Science Education.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDSS911	Social Science Thesis	384	EDSS911	Social Science Thesis	384
CONTINUING YEAR					
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDSS9CY	Social Science Thesis-Continuing Year	384	EDSS9CY	Social Science Thesis-Continuing Year	384

SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDSS912	Social Science Thesis – Subsequent Year	384	**EDSS912**	Social Science Thesis – Subsequent Year	384
				TOTAL CREDITS FOR PROGRAMME	**384**

18. Technology Education

(Offered on Edgewood)

A Doctoral degree in Technology Education is an advanced research degree focused on cultivating in-depth knowledge of Technology Education.

YEAR ONE					
SEMESTER ONE			**SEMESTER TWO**		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTE911	Technology Education Thesis	384	**EDTE911**	Technology Education Thesis	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTE9CY	Technology Education Thesis-Continuing Year	384	**EDTE9CY**	Technology Education Thesis-Continuing Year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTE912	Technology Education Thesis – Subsequent Year	384	**EDTE912**	Technology Education Thesis – Subsequent Year	384
				TOTAL CREDITS FOR PROGRAMME	384

19. Travel and Tourism

(Offered on Edgewood)

A Doctoral degree in Travel and Tourism Education is an advanced research degree focused on cultivating in-depth knowledge of Travel and Tourism Education.

YEAR ONE					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTT911	Travel and Tourism Thesis	384	**EDTT911**	Travel and Tourism Thesis	384
CONTINUING YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTT9CY	Travel and Tourism Thesis-Continuing Year	384	**EDTT9CY**	Travel and Tourism Thesis-Continuing Year	384
SUBSEQUENT YEAR					
MODULE CODE	**MODULE DESCRIPTION**	**CREDIT POINTS**	**MODULE CODE**	**MODULE DESCRIPTION**	**CREDIT POINTS**
EDTT912	Travel and Tourism Thesis – Subsequent Year	384	**EDTT912**	Travel and Tourism Thesis – Subsequent Year	384
				TOTAL CREDITS FOR PROGRAMME	384

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

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.

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.

Special Topics in Art History
AHIS370 P2 (24L-11T-0P-0S-88H-30R-3F-0G-4A-13W-16C)
Aim: From time to time the School of Literary Studies, Media and Creative Arts is able to offer one or more special modules at the 300 level, 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.
Content: Consult the School Office.
Assessment: Dependent on topic offered.
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: 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.

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

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

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 Languages

Offered in the School of Arts

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.

Biblical Studies

Offered in the School of Arts

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 P2 (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.

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.

Old Testament Texts
BIST330 P2 (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.

New Testament Exegesis in English
BIST340 P1 (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.

Classical Civilisation

Offered in the School Arts

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.

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 work on time and at least 40% sub-minimum in the Class Mark.

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

Additional Classics Module A
CCCV303 H1 (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: Class Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% subminimum in the Class Mark
No research project option is offered now. Only the language option is offered

Additional Classics Module B
CCCV304 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: 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: Class Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% subminimum in the Class Mark
No research project option is offered now. Only the language option is offered.

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 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 class mark.

Greek

Offered in the School of Arts

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 of language.

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

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

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

---

Latin

Offered in the School of Arts

Latin 1A

CCLT101 H1 (52L-13T-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 (52L-13T-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

Classics Honours

Offered in the School of Ats

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.

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.
Ancient History

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.

Culture and Heritage Tourism

Offered in the School of Arts

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 entertainment 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: Continuous 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.

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 H1 (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 Social Sciences)

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 analyse 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 practicals 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 practicals 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.

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.

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.

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 assignments on 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.

Criminology and Forensic Studies

Offered in the School of Social 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: Min DP requirements 40% accumulative 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: Min DP requirements 40% accumulative for all pre-exam, formative and summative assessments.

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: Cumulative assessment (50%): 3-hour examination: (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 frameworks 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: Min DP requirements 40% accumulative for all pre-exam, formative and summative assessments

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: Cumulative assessment (50%): 3-hour examination: (50%).
DP Requirement: Min DP requirements 40% accumulative for all pre-exam, formative and summative assessments

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: Cumulative assessment (50%): 3-hour examination: (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: Cumulative assessment (50%): 3-hour examination: (50%).
DP Requirement: Min DP requirements 40% accumulative for all pre-exam, formative and summative assessments

Theoretical Perspectives in Criminology & Criminal Justice

CFSD701 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: 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%). Written Essay: (25%). Examinations of 3 hours: (50%).
DP Requirement: Min DP requirements 40% accumulative for all pre-exam, formative and summative assessments

Victim Studies
CFSD703 H2 (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: 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: One seminar presentation (25%). Written Essay: (25%). Examinations of 3 hours: (50%).
DP Requirement: Min DP requirements 40% accumulative for all pre-exam, formative and summative assessments

Applied Forensic Criminology
CFSD704 H2 (0L-0T-0P-0S--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 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: One seminar presentation (25%). Written Essay: (25%). Examinations of 3 hours: (50%).
DP Requirement: Min DP requirements 40% accumulative for all pre-exam, formative and summative assessments

Research Paper: Criminology and Forensic Studies
CFSD7RP H0 (0L-0T-0P-23S-320H-0R-0F-0G-0A-26W-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%

Development Studies and Population Studies

Offered in the School of Social Sciences

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 endeavour 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 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 college 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 college 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; financialisaton; 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

---

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 art and image making including digital illustration and digital design.
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 theoretical, conceptual and historical contexts of the digital arts.
Content: The aim of this module is to introduce key principles and ideas in art practice and theory, with particular emphasis on the longstanding. relationship between art and technology. The module further explores how the digital revolution has transformed contemporary art-making processes and theoretical approaches.
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.

Introduction to Graphic and Motion Design
DIGA120 P1 (0L-0T-114P-0S-20H-0R-0F-0G-26A-13W-16C)
Aim: This module introduces students to the fundamental principles and tools of graphic design and motion graphics.
Content: Foundational skills in graphic design and motion graphics, covering composition, typography, and time-based media.
Assessment: Class work and final portfolio: 100%.
DP Requirement: Class work and final portfolio: 100%.

Applied Digital Media A
DIGA220 P1 (0L-0T-114P-0S-20H-0R-0F-0G-26A-13W-16C)
Aim: To introduce students to the principles and practices of 2D animated digital imaging, with a focus on moving image techniques and sequential visual narrative.
Content: The module covers foundational concepts in 2D sequential imagery and narrative, including both traditional and experimental approaches to 2D moving image practices.
Assessment: Class work and final portfolio: 100%.

DP Requirement: Class work and final portfolio: 100%.

Applied Digital Media B
DIGA221 P2 (0L-0T-114P-0S-20H-0R-0F-0G-26A-13W-16C)
Aim: To introduce students to the core principles of 3D digital art processes and pipeline through asset creation, basic animation techniques, and experimental applications.
Content: An introduction to 3D modelling, texturing, and animation using Maya or similar software. Students will also be introduced to aspects of the animation pipeline through elements such as storyboarding.
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 a foundational understanding of the moving image, including its theoretical frameworks and historical significance.
Content: An introduction to the history of animation and the moving image, tracing developments from pre-cinema technologies to contemporary moving image practices. The module explores key historical milestones, aesthetic developments, and technological innovations that have shaped animation and the moving image.
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.

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 2D digital and traditional moving image and sequential image practices.
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 3D digital animation and 3D graphics.
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 the moving image as a medium within cinema production, contemporary digital art practice, and the broader cultural and creative industries.
Content: Selected key developments in the history of moving image practices, and their theorization through categories such as experimental film and animation. The module also examines the expansion of moving image practices in the digital era and situates these developments within the emerging discourse of new media art theory and its historical context.
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: The module covers key areas of digital media theory, including code, networks, and software studies; Net Art; advanced animation; digital activism; and digital media practices in Africa. Students will also engage in a culturally informed, digital practice-based project to apply theoretical concepts in a practical context.

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; 3D 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 contemporary digital media production.
Content: Engagement with key texts and discussions in digital media theory, including concepts of code, software, and networks; contemporary art theory, including Net Art; and advanced film and animation theory. The module also includes an introduction to critical research methodologies and the preparation of a research proposal to develop and apply critical and theoretical understanding.
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.

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 contemporary 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

Introduction to Drama and Performance Studies 1A
DRAM103 (30L-30T-6P-0S-40H-10R-0F-0G-40A-15W-16C)
Aim: Students will be introduced to the definitions and debates of the discipline as well as the basic elements of the voice and body in performance/ storytelling. Students will engage with Drama and Performance via both theoretical and practical modalities as well as through the analysis of texts.
Content: This is a foundational module that 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. Students will present a group performance
No pre-requisites
No co-requisites
DP Requirements: 80% attendance of tutorials; submission of all assignments; participation in all practical programmes. Medical certificates are required if you are in breach of these requirements.
Prac and Field Trip: The students participate in practical projects. These are an acting and movement/dance performance. A fieldtrip will form part of this module.
Assessment: Formative 50%: Tests and Assignments 25%; Practical assessment 25%.
Summative 50%: Written 3 hr Examination 25%; Practical examination 25%.

Introduction to Drama and Performance Studies 1B
DRAM104 (30L-30T-6P-0S-40H-10R-0F-0G-40A-15W-16C)
Aim: Learners will be introduced to the global and local debates around 'origins' in/ of theatrical performance. 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 explores debates on the global and local origins of performance and the analysis of relevant dramatic texts and performance genres. Students will present a dance performance piece
No pre-requisites
No co-requisites
DP Requirements: 80% attendance of tutorials; submission of all assignments; participation in all practical programmes. Medical certificates are required if you are in breach of these requirements.
Prac and Field Trip: The students participate in practical projects. These are an acting and movement/dance performance. Additionally, the students make a set design model. Students are taken on a field trip to see a performance.
Assessment: Formative 50%: Tests and Assignments 25%; Practical assessment 25%.
Summative 50%: Written 3 hr Examination 25%; Practical examination 25%.

Introduction to Applied Theatre
DRAM206 (30L-30T-6P-0S-40H-10R-0F-0G-40A-15W-16C)
Aim: This module introduces learners to the theory and practice of Applied Theatre (AT) as it evolved historically in Southern Africa and the Global North. It familiarises learners with some of the many forms of AT used in a variety of settings for educational and developmental purposes. It introduces learners to the theatrical skills necessary for these awareness-raising interventions
Content: The module has seven thematic areas which guide the content: Definitions and Debates of Applied Theatre; Theatre for Social Change/Development; Education for Critical consciousness; Epic Theatre; Theatre of the Oppressed and Locations of Applied Theatre. Theoretical content runs alongside practical classes that teach skills related to specific forms of Applied Theatre, such as African popular performance, playmaking and facilitation/ engaging the audience.
No pre-requisites

No co-requisites
DP Requirements: 80% attendance of tutorials; submission of all assignments; participation in all practical programmes. Medical certificates are required if you are in breach of these requirements.
Prac and Field Trip: Students participate in 2 practical projects. Both culminate in a performance. The first practical is a Theatre for Development project, which culminates in a participatory performance on campus open to the public. The second option is either a Brecht project, a community theatre project, or a Theatre in Education project.
Assessment: Formative 50%: Tests and Assignments (Journal/Essay) 25%; Practical assessment 25%.
Summative 50%: Written 3 hr Examination 25%; Practical examination 25%.

Physical Theatre and Dance in Africa
DRAM207 (30L-30T-10P-0S-50H-10R-0F-0G-30A-15W-16C)
Aim: This module aims to introduce learners to the history and social-political emergence of Physical Theatre as a 'new' and radical contemporary performance form within the African diaspora. Practitioners in the fields of performance, directing, dance and design will be engaged. The intention is to equip learners with an understanding of 20th and 21st century performance theory and practice, focussing on postcolonialism and decolonial debates.
Content: This module examines the influence of 'post' theorists, directors, choreographers and designers in contemporary theatre practice with a focus on Africa and as this relates to theories of post-coloniality and decoloniality, and the practical creation of appropriate performance pieces.
No pre-requisites
No co-requisites
DP Requirements: 80% attendance of tutorials; submission of all assignments; participation in all practical programmes. Medical certificates are required if you are in breach of these requirements.
Prac and Field Trip: Two tutorial programmes. Both culminate in a performance. The first practical is a small group text-based physical theatre project. The second is a small group dance performance project that is open to the public.
Assessment: Formative 50%: Tests and Assignments (Journal/Essay) 25%; Practical assessment 25%.
Summative 50%: Written 3 hr Examination 25%; Practical examination 25%.

Realism and Beyond
DRAM312 (30L-30T-10P-0S-46H-10R-0F-0G-14A-15W-16C)
Aim: This module aims to examine realism as a formative influence on performance, film and media in the 20th and 21st centuries. Students engage with realism as a genre from a historical and critical perspective. Alongside, students explore Constantin Stanislavski's system of actor training in relation to their performance work. The impact and relevance of realism on South African performance and theatre practice is studied.
Content: This module investigates the origin and development of theories of realism. It analyses the politics of realism and its origins and places these within a socio-political context. Students are introduced to Constantin Stanislavski and the development of the Stanislavski system of actor training in theory and practice. Contemporary Realism is investigated through textual study with emphasis placed upon South African drama and performance. Realism in film and the media is investigated and the Stanislavskian system is applied in group projects alongside other stylistic genres in practical group projects
Pre-requisites: 64 credits in Drama and Performance Studies at level 1 and 2 for majors, or at the discretion of the Academic Coordinator.
Co-requisites: Drama and Performance Studies Elective A (DRAM314) for those majoring in Drama and Performance Studies.
DP Requirements: 80% attendance of tutorials; submission of all assignments; participation in all practical programmes. Medical certificates are required if you are in breach of these requirements.
Prac and Field Trip: Work with a realist play text toward the performance of short scenes and the demonstration of Stanislavski's method of acting. This is examined externally. View a piece of live Realist theatre
Assessment: Formative 50%: Tests and Assignments (Journal/Essay) 25%; Practical assessment 25%.
Summative 50%: Written 3 hr Examination 25%; Practical examination 25%.

Politics Aesthetics and Performance
DRAM313 (30L-30T-5P-0S-50H-15R-0F-0G-10A-15W-16C)
Aim: Learners will demonstrate 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 and postcolonial in theatre, media, film, live art, dance and textual studies including production viewing and reviewing. It includes a practical group performance project engaging these theoretical concepts.
Pre-requisite: 64 credits in Drama and Performance Studies at level 1 and 2 for majors, or at the discretion of the Academic Coordinator.
Co-requisites: Drama and Performance Studies Elective B (DRAM316) for those majoring in Drama and Performance Studies.
DP Requirements: 80% attendance of tutorials; submission of all assignments; participation in all practical programmes. Medical certificates are required if you are in breach of these requirements.
Prac and Field Trip: Develop a group performance that is examined externally; complete a portfolio of tasks related to the group performance; view a live professional production.
Method of assessment
Formative: Essay, Review 25%; Practical assignment 25%.
Summative: Written 3 hr Examination 25%; Practical examination 25%.

Drama and Performance Studies Elective A
DRAM314 (120L-30T-10P-0S-50H-10R-0F-0G-40A-15W-16C)
Aim: To offer a Cross-Section of Specialisation Areas for students to choose from. Learners will develop critical awareness of theories pertaining to particular specialisations and demonstrate practical skills within the specialisations of Acting OR Design OR Drama in Education (DIE).
Content: Theoretical and practical engagement in one of the following areas of specialisation: Acting OR Design OR Drama in Education. This will include understanding key theory and an application of the specialised theory in practice.
Pre-requisite: 64 credits in Drama and Performance Studies at level 1 and 2 for majors, or at the discretion of the Academic Coordinator.
Co-requisites: DRAM312 (for majors).
DP Requirements: 80% attendance of tutorials; submission of all assignments; participation in all practical programmes. Medical certificates are required if you are in breach of these requirements.
The offering of specialisations is at the discretion of the Academic Coordinator and depends on staff availability and the number of registered learners.
Prac and Field Trip: Application of creative skills in performance work. Depending on the elective specialisation chosen, students may be taken off campus for teaching and learning.
Assessment: Formative: Tests and/or Written Assignments (Essay, Portfolio) 25%; Practical assignment 25%.
Summative: Written 3 hr Examination 25%; Practical examination 25%.

Production
DRAM315 (10L-88T-5P-0S-28H-5R-0F-5G-24A-15W-16C)
Aim: This module is a praxis-led module that aims to give learners direct practical experience of the research into, and staging of, a professional production. Learners should be able to identify and carry out tasks in a theatrical production 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 Coordinator.
Pre-requisite: 64 credits in Drama and Performance Studies at level 1 and 2 for majors, or at the discretion of the Academic Coordinator.
Co-requisites: DRAM312 (if offered in semester 1) and DRAM313 (if offered in semester 2) for majors

DP Requirements: 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 Coordinator and depends on staff availability and the number of registered learners.
Prac and Field Trip: As a practice-led module, this course offers practical production experience in the making, rehearsing and delivery of a production that is open for public viewing. This module includes viewing a production off campus to understand the end-point of the learning. It therefore involves a field trip.
Assessment: Assignment 50% (Portfolio).
Practical Exam 50%.

Drama and Performance Studies Electives B
DRAM316 (20L-30T-10P-0S-50H-10R-0F-0G-40A-15W-16C)
Aim: To offer a Cross-Section of Specialisation Areas for students to choose from. Learners will develop critical awareness of theories pertaining to specialisations and demonstrate practical skills within the specialisations of Dance and choreography OR Popular Participatory Performance OR Scriptwriting OR Directing OR Acting for the Camera
Content: Theoretical and practical engagement in one of the following areas of specialisation: Dance and choreography OR Popular Participatory Performance OR Scriptwriting OR Directing OR Acting for the Camera. This will include understanding key theory and an application of the specialised theory in practice.
Pre-requisite: 64 credits in Drama and Performance Studies at level 1 and 2 for majors, or at the discretion of the Academic Coordinator.
Co-requisites: DRAM313 for Drama and Performance Studies majors.
DP Requirements: 80% attendance of tutorials; submission of all assignments; participation in all practical programmes. Medical certificates are required if you are in breach of these requirements.
The offering of specialisations is at the discretion of the Academic Coordinator and depends on staff availability and the number of registered learners.
Prac and Field Trip: Application of creative skills in performance work. Depending on the elective specialisation chosen, students may be taken off campus for teaching and learning.
Assessment: Formative: Tests and/or Written Assignments (Essay, Portfolio) 25%; Practical assignment 25%.
Summative: Written 3 hr Examination 25%; Practical examination 25%.

Directing and the Actor
DRAM703 H1 P1 (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.
This **course is taught as a 100% contact course**

Contemporary Dance - History and Aesthetics
DRAM708 H2 P1 (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.
This course is taught as a 100% contact course

Theatre of Debate: Creating Community Dialogue
DRAM714 H2 P2 (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.
This course is taught as a 100% contact course

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
This course is taught as a 100% contact course.

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 analysing 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 college progression 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.

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 E2 (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.
Content: •The integration of business calculations and Accounting Education • Basic principles and policies of accounting with special reference to GAAP/IFRS • Accounting procedures in relation to bookkeeping (All journals including Salaries and Wages Journal) • Accounting equation • Reconciliations (Bank,Debtors and Creditors) • Yearend Adjustments, closingentries and final accounts • Financial Statements for a Sole Trader • Analysis and interpretation of Financial Statements • 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 and Property, Plant and Equipment (PPE)
Content: • Manufacturing Entities • Non-Profit Entities • Inventories and Property, Plant and Equipment (PPE)
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.
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. • 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

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 and Value Added Tax (VAT).
Content: • Cash Budgets (for Sole Trader and Companies) • Projected Income Statement (For Sole Trader and Companies) • Centralised and decentralised Branches and Value Added Tax (VAT)
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%

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 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: None

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.

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 faculty 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.

Studies in TVET 1
EDAE601 E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Aim: The module aims to provide students with a thorough grounding in the Philosophy, Psychology, Politics, Economics, and Sociology of TVET within an international, African and South African context; an understanding of their (potential) TVET students as well as a broad understanding of curriculum, general instructional and assessment theory and strategies; and with the necessary understanding needed to be a TVET professional.
Content: The current and historical TVET context globally and within Africa and South Africa; different philosophical approaches to TVET; the sociology of TVET; issues related to diversity and social justice; being a TVET educator; South African TVET student demographic statistics; introduction to curriculum concepts and design; introduction to instructional and assessment theory and strategy.
Assessment: Written task and classroom discussion I 0% ; Online assessment activities 20%; Lesson plan to show how diversity is being integrated, and accompanying assessment tool/instrument 20%; Exam 50%
DP Requirement: 40% class mark; 75% attendance of contact sessions; completion of all online tasks.

Studies in TVET 2
EDAE602 E2 P2 (39L-0T-0P-0S-88H-8R-0F-0G-25A-15W-16C)
Prerequisite Requirement: None
Aim: The module aims to provide students with the necessary understanding needed for ethical professional practice as a TVET professional within an African context. It also aims to enable students to work in teams, organisations and groups.
Content: Being a TVET professional; professional ethics; working in groups; community of practice theory.
Assessment: Online assessment activities 10%; Written case study assignment 20%; Group written proposal and class presentation 20%; Major written assignment 50%
DP Requirement: None

Teaching Practice and Industry Experience in TVT
EDAE603 E2 P2 (6L-0T-0P-0S-0H-0R-150F-0G-4A-15W-16C)
Prerequisite Requirement: None
Aim: The module aims to further develop students TVET professionals in training and to encourage those already teaching in the TVET field to reflect on their teaching practice; and on the role of a TVET educator as a 'bridge' between learning and work. During the module, students learn the skills, techniques and practices - related to the subject they are teaching - that are applied in the workplace or industry, and how to teach these.
Content: The module includes campus-based sessions preparing students for industry/workplace placement {researching the workplace, how to integrate workplace trends and practices into teaching, ethics, reflecting on workplace experience) and further teaching practice! ethics); two weeks' placement in a workplace related to the student's specialisation; and four weeks' teaching practice in a TVET context.
Assessment: Assessment of Industry Experience and Teaching Practice (and integration of these): Portfolio of evidence including Reflective Journal on Industry Experience 50%, Written report (Industry-based) 20%, Tutor Report (UKZN) 30%.
DP Requirement: 75% attendance of campus-based contact sessions; attendance during the workplace/industry placement in accordance with conditions of service of the workplace/industry; attendance during the context-based component in accordance with conditions of service for institution-based educators.

Teaching Practice in TVT
EDAE604 E1 P1 (12L-0T-6P-0S-36H-0R-100F-0G-6A-15W-16C)
Prerequisite Requirement: None
Aim: The module aims to introduce students who are new to the field (professionals in training) to teaching in a diverse range of technical and vocational education and training contexts; and to encourage those already teaching in TVET to reflect on their teaching practice. It provides opportunities for development of teacher competence through integrative learning that links theoretical knowledge with workplace practice.
Content: This module consists of a campus-based component, covering teaching and learning technologies, philosophies and principles, and principles of good teaching practice, including lesson plan design, assessment design and implementation; a field trip to different TVET contexts; and four weeks teaching practice in a TVET context.
Assessment: Portfolio of Evidence: 50% TVET College Mentor report: 50%
DP Requirement: 75% attendance of campus-based contact sessions; attendance during the context-based component in accordance with conditions of service for institution-based educators.

The TVET Context
EDAE605 E1 P1 (39L-0T-0P-0S-88H-8R-0F-0G-25A-15W-16C)
Prerequisite Requirement: None
Aim: The module aims to provide students with the necessary understanding of the context within which TVET internationally, and in Africa and South Africa takes place, including the policy, political, organisational and socio-economic environment that influences teaching and learning.
Content: Education and training, including Higher Education, and economic and social policies, procedures and systems impacting on institutions and lecture rooms, and on education and training and the economy (e.g.

Education and training policy, Industrial policy, Labour Relations Acts, Work-based learning, Learnership and workplace-based agreements); Diverse challenges facing TVET students.
Assessment: Online assessment activities l 0%; Written assignment 25%; Posters 15%; Portfolio of relevant policy and legislation, and reflection on these 50%
DP Requirement: None

Teach Civ. Eng. & Bldg. Const. in TVET Ctxt
EDAE606 E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Aim: The module aims to prepare students to teach diverse learners across different TVET programmes and levels, the concepts, methods, rules and practices of the Civil Engineering & Building Construction subject field in the TVET context.
Content: How to teach underpinning concepts, methods, rules and practices within the subject field of Civil Engineering & Building Construction at different levels across NCV, NATED and Occupational Qualifications, drawing on broad teaching philosophies, principles and practices. Dealing with student diversity and barriers to learning.
Assessment: Online assessment activities 15% Written assignment on different case studies 35% Portfolio task [a portfolio for which students are required to develop lesson plans in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Assess Civ. Eng. & Bldg. Const. in TVET Ctxt
EDAE607 E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to help TVET college lecturers and educators in other TVET contexts to understand how assessment within the Civil Engineering & Building Construction subject field might differ across different NQF Levels and TVET programmes and the implications of this; and how to apply appropriate assessment methods in their subject field.
Content: Tools (for example "Bloom's Taxonomy" and "Leong's Levels of Difficulty") for understanding how assessment within the Civil Engineering & Building Construction subject field might differ across different NQF Levels and TVET programmes and the implications of these differences on assessment; how to apply assessment methods within the subject field
Assessment: Online assessment activities 10% Written assignment 40% Portfolio task (a portfolio for which students are required to develop assessment tasks in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Teach for Wrkplc. in Civ. Eng. & Bldg. Const.
EDAE608 E2 P2 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Prerequisite Requirement: Students must complete the Teaching Practice and Industry Experience in TVT module before attempting this module.
Aim: The module aims to help TVET college lecturers, and educators in other TVET contexts, to apply the technical and workplace knowledge and skills associated with the Civil Engineering & Building Construction subject to enhance teaching and learning; and to prepare students for learning and work in the workplace.
Content: Methods for applying the technical and workplace knowledge and skills related to the Civil Engineering & Building Construction subject field to enhance teaching and learning. Workplace & Industry exposure for preparing students for the workplace in the subject area of Civil Engineering & Building Construction.
Assessment: Written case study assignment 15% Oral presentation 35% Major written assignment 50%
DP Requirement: None

Teach Electrc Infrstrtr. Const. in TVET Ctxt
EDAE609 E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)

Aim: The module aims to prepare students to teach diverse learners across different TVET programmes and levels, the concepts, methods, rules and practices of the Electrical Infrastructure Construction subject field in the TVET context.
Content: How to teach underpinning concepts, methods, rules and practices within the subject field of Electrical Infrastructure Construction at different levels across NCV, NATED and Occupational Qualifications, drawing on broad teaching philosophies, principles and practices. Dealing with student diversity and barriers to learning.
Assessment: Online assessment activities 15% Written assignment on different case studies 35% Portfolio task I a portfolio for which students are required to develop lesson plans in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Assess Electrc infrstrtr. Const. in TVET Ctxt
EDAE610 E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-0W-16C)
Aim: The module aims to help TVET college lecturers and educators in other TVET contexts to understand how assessment within the Electrical Infrastructure Construction subject field might differ across different NQF Levels and TVET programmes and the implications of this; and how to apply appropriate assessment methods in their subject field.
Content: Tools (for example "Bloom's Taxonomy" and "Leong's Levels of Difficulty") for understanding how assessment within the Electrical Infrastructure Construction subject field might differ across different NQF Levels and TVET programmes and the implications of these differences on assessment; how to apply assessment methods within the subject field.
Assessment: Online assessment activities I 0% Written assignment 40% Portfolio task (a portfolio for which students are required to develop assessment tasks in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Teach for Wrkpl in Electrc Infrstrtr Const
EDAE611 E2 P2 (33L-0T-0P-0S-88H-10R-0F-0G-29A-15W-16C)
Prerequisite Requirement: Students must complete the Teaching Practice and Industry Experience in TVT module before attempting this module.
Aim: The module aims to help TVET college lecturers, and educators in other TVET contexts, to apply the technical and workplace knowledge and skills associated with the Electrical Infrastructure Construction subject to enhance teaching and learning; and to prepare students for learning and work in the workplace.
Content: Methods for applying the technical and workplace knowledge and skills related to the Electrical Infrastructure Construction subject field to enhance teaching and learning. Workplace & Industry exposure for preparing students for the workplace in the subject area of Electrical Infrastructure Construction.
Assessment: Written case study assignment 15% Oral presentation 35% Major written assignment 50%
DP Requirement: None

Teach Eng & Related Design in a TVET Ctxt
EDAE612 E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to prepare students to teach diverse learners across different TVET programmes and levels, the concepts, methods, rules and practices of the Engineering & Related Design subject field in the TVET context.
Content: How to teach underpinning concepts, methods, rules and practices within the subject field of Engineering & Related Design at different levels across NCV, NATED and Occupational Qualifications, drawing on broad teaching philosophies, principles and practices. Dealing with student diversity and barriers to learning.
Assessment: Online assessment activities 15% Written assignment on different case studies 35% Portfolio task [a portfolio for which students are required to develop lesson plans in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Assess Eng & Related Design in a TVET Ctxt
EDAE613 E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to help TVET college lecturers and educators in other TVET contexts to understand how assessment within the Engineering & Related Design subject field might differ across different NQF Levels and TVET programmes and the implications of this; and how to apply appropriate assessment methods in their subject field.
Content: Tools (for example "Bloom's Taxonomy" and "Leong's Levels of Difficulty") for understanding how assessment within the Engineering & Related Design subject field might differ across different NQF Levels and TVET programmes and the implications of these differences on assessment; how to apply assessment methods within the subject field.
Assessment: Online assessment activities l 0% Written assignment 40% Portfolio task (a portfolio for which students are required to develop assessment tasks in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Teach for Workplace in Eng & Related Design
EDAE614 E2 P2 (33L-0T-0P-0S-88H-10R-0F-0G-29A-15W-16C)
Prerequisite Requirement: Students must complete the Teaching Practice and Industry Experience in TVT module before attempting this module.
Aim: The module aims to help TVET college lecturers, and educators in other TVET contexts, to apply the technical and workplace knowledge and skills associated with the Engineering & Related Design subject to enhance teaching and learning; and to prepare students for learning and work in the workplace.
Content: Methods for applying the technical and workplace knowledge and skills related to the Engineering & Related Design subject field to enhance teaching and learning. Workplace & Industry exposure for preparing students for the workplace in the subject area of Engineering & Related Design.
Assessment: Written case study assignment 15% Oral presentation 35% Major written assignment 50%
DP Requirement: None

Teaching English FAL in TVET Context
EDAE615 E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to prepare students to teach diverse learners across different TVET programmes and levels, the concepts, methods, rules and practices of the English FAL subject field in the TVET context.
Content: How to teach underpinning concepts, methods, rules and practices within the subject field of English FAL at different levels across NCV, NATED and Occupational Qualifications, drawing on broad teaching philosophies, principles and practices. Dealing with student diversity and barriers to learning.
Assessment: Online assessment activities 15% Written assignment on different case studies 35% Portfolio task (a portfolio for which students are required to develop lesson plans in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Assessing English FAL in a TVET Context
EDAE616 E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to help TVET college lecturers and educators in other TVET contexts to understand how assessment within the English FAL subject field might differ across different NQF Levels and TVET programmes and the implications of this; and how to apply appropriate assessment methods in their subject field.
Content: Tools (for example "Bloom's Taxonomy" and "Leong's Levels of Difficulty") for understanding how assessment within the English FAL subject field might differ across different NQF Levels and TVET programmes and the implications of these differences on assessment; how to apply assessment methods within the subject field.
Assessment: Online assessment activities 10% Written assignment 40% Portfolio task (a portfolio for which students are required to develop assessment tasks in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Teaching for the workplace in English FAL
EDAE617 E2 P2 (33L-0T-0P-0S-88H-10R-0F-0G-29A-15W-16C)
Prerequisite Requirement: Students must complete the Teaching Practice and Industry Experience in TVT module before attempting this module.
Aim: The module aims to help TVET college lecturers, and educators in other TVET contexts, to apply the technical and workplace knowledge and skills associated with the English FAL subject to enhance teaching and learning; and to prepare students for learning and work in the workplace.
Content: Methods for applying the technical and workplace knowledge and skills related to the English FAL subject field to enhance teaching and learning. Workplace & Industry exposure for preparing students for the workplace in the subject area of English FAL.
Assessment: Written case study assignment 15% Oral presentation 35% Major written assignment 50%
DP Requirement: None

Teach Finance Economics & Acc in TVET Ctxt
EDAE618 E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to prepare students to teach diverse learners across different TVET programmes and levels, the concepts, methods, rules and practices of the Finance, Economics & Accounting subject field in the TVET context.
Content: How to teach underpinning concepts, methods, rules and practices within the subject field of Finance, Economics & Accounting at different levels across NCV, NATED and Occupational Qualifications, drawing on broad teaching philosophies, principles and practices. Dealing with student diversity and barriers to learning.
Assessment: Online assessment activities 15% Written assignment on different case studies 35% Portfolio task (a portfolio for which students are required to develop lesson plans in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Assess Finance Economics & Acc in TVET Ctxt
EDAE619 E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to help TVET college lecturers and educators in other TVET contexts to understand how assessment within the Finance, Economics & Accounting subject field might differ across different NQF Levels and TVET programmes and the implications of this; and how to apply appropriate assessment methods in their subject field.
Content: Tools (for example "Bloom's Taxonomy" and "Leong's Levels of Difficulty") for understanding how assessment within the Finance, Economics & Accounting subject field might differ across different NQF Levels and TVET programmes and the implications of these differences on assessment; how to apply assessment methods within the subject field.
Assessment: Online assessment activities 10% Written assignment 40% Portfolio task (a portfolio for which students are required to develop assessment tasks in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Teach for Wrkpl in Finance Economics & Acc
EDAE620 E2 P2 (33L-0T-0P-0S-88H-10R-0F-0G-29A-15W-16C)
Prerequisite Requirement: Students must complete the Teaching Practice and Industry Experience in TVT module before attempting this module.
Aim: The module aims to help TVET college lecturers, and educators in other TVET contexts, to apply the technical and workplace knowledge and skills associated with the Finance, Economics & Accounting subject to enhance teaching and learning; and to prepare students for learning and work in the workplace.
Content: Methods for applying the technical and workplace knowledge and skills related to the Finance, Economics & Accounting subject field to enhance teaching and learning. Workplace & Industry exposure for preparing students for the workplace in the subject area of Finance, Economics & Accounting.
Assessment: Written case study assignment 15% Oral presentation 35% Major written assignment 50%

DP Requirement: None

Teach IT & Computer Science in a TVET Context
EDAE621 E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to prepare students to teach diverse learners across different TVET programmes and levels, the concepts, methods, rules and practices of the Information Technology & Computer Science subject field in the TVET context.
Content: How to teach underpinning concepts, methods, rules and practices within the subject field of Information Technology & Computer Science at different levels across NCV, NATED and Occupational Qualifications, drawing on broad teaching philosophies, principles and practices. Dealing with student diversity and barriers to learning.
Assessment: Online assessment activities 15% Written assignment on different case studies 35% Portfolio task (a portfolio for which students are required to develop lesson plans in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Assess IT & Computer Science in a TVET Context
EDAE622 E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to help TVET college lecturers and educators in other TVET contexts to understand how assessment within the Information Technology & Computer Science subject field might differ across different NQF Levels and TVET programmes and the implications of this; and how to apply appropriate assessment methods in their subject field.
Content: Tools {for example "Bloom's Taxonomy" and "Leong's Levels of Difficulty") for understanding how assessment within the Information Technology & Computer Science subject field might differ across different NQF Levels and TVET programmes and the implications of these differences on assessment; how to apply assessment methods within the subject field.
Assessment: Online assessment activities 10% Written assignment 40% Portfolio task (a portfolio for which students are required to develop assessment tasks in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Teach for Workplace in IT & Computer Science
EDAE623 E2 P2 (33L-0T-0P-0S-88H-10R-0F-0G-29A-15W-16C)
Prerequisite Requirement: Students must complete the Teaching Practice and Industry Experience in TVT module before attempting this module.
Aim: The module aims to help TVET college lecturers, and educators in other TVET contexts, to apply the technical and workplace knowledge and skills associated with the Information Technology & Computer Science subject to enhance teaching and learning; and to prepare students for learning and work in the workplace.
Content: Methods for applying the technical and workplace knowledge and skills related to the Information Technology & Computer Science subject field to enhance teaching and learning. Workplace & Industry exposure for preparing students for the workplace in the subject area of Information Technology & Computer Science.
Assessment: Written case study assignment 15% Oral presentation 35% Major written assignment 50%
DP Requirement: None

Teaching Life Orientation in a TVET Context
EDAE624 E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to prepare students to teach diverse learners across different TVET programmes and levels, the concepts, methods, rules and practices of the Life Orientation subject field in the TVET context.
Content: How to teach underpinning concepts, methods, rules and practices within the subject field of Life Orientation at different levels across NCV, NATED and Occupational Qualifications, drawing on broad teaching philosophies, principles and practices. Dealing with student diversity and barriers to learning.
Assessment: Online assessment activities 15%, Written assignment on different case studies 35%, Portfolio task (a portfolio for which students are required to develop lesson plans in their different subject areas, across different NQF levels and reflect on and justify these) 50%.

DP Requirement: None

Assessing Life Orientation in a TVET Context
EDAE625 E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to help TVET college lecturers and educators in other TVET contexts to understand how assessment within Life Orientation subject field might differ across different NQF Levels and TVET programmes and the implications of this; and how to apply appropriate assessment methods in their subject field.
Content: Tools [for example "Bloom's Taxonomy" and "Leong's Levels of Difficulty") for understanding how assessment within the Life Orientation subject field might differ across different NQF Levels and TVET programmes and the implications of these differences on assessment; how to apply assessment methods within the subject field.
Assessment: Online assessment activities l 0% Written assignment 40% Portfolio task (a portfolio for which students are required to develop assessment tasks in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Teaching for the workplace in LO
EDAE626 E2 P2 (33L-0T-0P-0S-88H-10R-0F-0G-29A-15W-16C)
Prerequisite Requirement: Students must complete the Teaching Practice and Industry Experience in TVT module before attempting this module.
Aim: The module aims to help TVET college lecturers, and educators in other TVET contexts, to apply the technical and workplace knowledge and skills associated with the Life Orientation subject to enhance teaching and learning; and to prepare students for learning and work in the workplace.
Content: Methods for applying the technical and workplace knowledge and skills related to the Life Orientation subject field to enhance teaching and learning. Workplace & Industry exposure for preparing students for the workplace in the subject area of Life Orientation.
Assessment: Written case study assignment 15% Oral presentation 35% Major written assignment 50%
DP Requirement: None

Teach Mrktng Mgmt & Off Admin in TVET Ctxt
EDAE627 E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to prepare students to teach diverse learners across different TVET programmes and levels, the concepts, methods, rules and practices of the Marketing, Management & Office Administration subject field in the TVET context.
Content: How to teach underpinning concepts, methods, rules and practices within the subject field of Marketing, Management & Office Administration at different levels across NCV, NATED and Occupational Qualifications, drawing on broad teaching philosophies, principles and practices. Dealing with student diversity and barriers to learning.
Assessment: Online assessment activities 15% Written assignment on different case studies 35% Portfolio task (a portfolio for which students are required to develop lesson plans in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Assess Mrktng Mgmt & Off Admin in TVET Ctxt
EDAE628 E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to help TVET college lecturers and educators in other TVET contexts to understand how assessment within Marketing, Management & Office Administration subject field might differ across different NQF Levels and TVET programmes and the implications of this; and how to apply appropriate assessment methods in their subject FIELD
Content: Tools (for example "Bloom's Taxonomy" and "Leong's Levels of Difficulty") for understanding how assessment within the Marketing, Management & Office Administration subject field might differ across different NQF Levels and TVET programmes and the implications of these differences on assessment; how to apply assessment methods within the subject field.

Assessment: Online assessment activities l 0% Written assignment 40% Portfolio task (a portfolio for which students are required to develop assessment tasks in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Teach for Wrkpl in Mrktng Mgmt & Off Admin
EDAE629 E2 P2 (33L-0T-0P-0S-88H-10R-0F-0G-29A-15W-16C)
Prerequisite Requirement: Students must complete the Teaching Practice and Industry Experience in TVT module before attempting this module.
Aim: The module aims to help TVET college lecturers, and educators in other TVET contexts, to apply the technical and workplace knowledge and skills associated with the Marketing, Management & Office Administration subject to enhance teaching and learning; and to prepare students for learning and work in the workplace.
Content: Methods for applying the technical and workplace knowledge and skills related to the Marketing, Management & Office Administration subject field to enhance teaching and learning. Workplace & Industry exposure for preparing students for the workplace in the subject area of Marketing, Management & Office Administration.
Assessment: Written case study assignment 15% Oral presentation 35% Major written assignment 50%
DP Requirement: None

Teaching Maths & Maths Lit in a TVET Context
EDAE630 E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to prepare students to teach diverse learners across different TVET programmes and levels, the concepts, methods, rules and practices of the Mathematics & Mathematical Literacy subject field in the TVET context.
Content: How to teach underpinning concepts, methods, rules and practices within the subject field of Mathematics & Mathematical Literacy at different levels across NCV, NA TED and Occupational Qualifications, drawing on broad teaching philosophies, principles and practices. Dealing with student diversity and barriers to learning.
Assessment: Online assessment activities 15% Written assignment on different case studies 35% Portfolio task (a portfolio for which students are required to develop lesson plans in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Assess Maths & Maths Lit in a TVET Context
EDAE631 E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to help TVET college lecturers and educators in other TVET contexts to understand how assessment within Mathematics & Mathematical Literacy subject field might differ across different NQF Levels and TVET programmes and the implications of this; and how to apply appropriate assessment methods in their subject field.
Content: Tools (for example "Bloom's Taxonomy" and "Leong's Levels of Difficulty") for understanding how assessment within the Mathematics & Mathematical Literacy subject field might differ across different NQF Levels and TVET programmes and the implications of these differences on assessment; how to apply assessment methods within the subject field.
Assessment: Online assessment activities 10% Written assignment 40% Portfolio task (a portfolio for which students are required to develop assessment tasks in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Teaching for Workplace in Maths & Maths Lit
EDAE632 E2 P2 (33L-0T-0P-0S-88H-10R-0F-0G-29A-15W-16C)
Prerequisite Requirement: Students must complete the Teaching Practice and Industry Experience in TVT module before attempting this module.

Aim: The module aims to help TVET college lecturers, and educators in other TVET contexts, to apply the technical and workplace knowledge and skills associated with the Mathematics & Mathematical Literacy to enhance teaching and learning; and to prepare students for learning and work in the workplace.
Content: Methods for applying the technical and workplace knowledge and skills related to the Mathematics & Mathematical Literacy subject field to enhance teaching and learning. Workplace & Industry exposure for preparing students for the workplace in the subject area of Mathematics & Mathematical Literacy.
Assessment: Written case study assignment 15% Oral presentation 35% Major written assignment 50%
DP Requirement: None

Teaching Mechatronics in a TVET Context
EDAE633 E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to prepare students to teach diverse learners across different TVET programmes and levels, the concepts, methods, rules and practices of the Mechatronics subject field in the TVET context.
Content: How to teach underpinning concepts, methods, rules and practices within the subject field of Mechatronics at different levels across NCV, NATED and Occupational Qualifications, drawing on broad teaching philosophies, principles and practices. Dealing with student diversity and barriers to learning.
Assessment: Online assessment activities 15% Written assignment on different case studies 35% Portfolio task (a portfolio for which students are required to develop lesson plans in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Assessing Mechatronics in a TVET Context
EDAE634 E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to help TVET college lecturers and educators in other TVET contexts to understand how assessment within the Mechatronics subject field might differ across different NQF Levels and TVET programmes and the implications of this; and how to apply appropriate assessment methods in their subject field.
Content: Tools (for example "Bloom's Taxonomy" and "Leong's Levels of Difficulty") for understanding how assessment within the Mechatronics subject field might differ across different NQF Levels and TVET programmes and the implications of these differences on assessment; how to apply assessment methods within the subject field.
Assessment: Online assessment activities 10% Written assignment 40% Portfolio task (a portfolio for which students are required to develop assessment tasks in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Teaching for the workplace in Mechatronics
EDAE635 E2 P2 (33L-0T-0P-0S-88H-10R-0F-0G-29A-15W-16C)
Prerequisite Requirement: Students must complete the Teaching Practice and Industry Experience in TVT module before attempting this module.
Aim: The module aims to help TVET college lecturers, and educators in other TVET contexts, to apply the technical and workplace knowledge and skills associated with the Mechatronics subject to enhance teaching and learning; and to prepare students for learning and work in the workplace.
Content: Methods for applying the technical and workplace knowledge and skills related to the Mechatronics subject field to enhance teaching and learning. Workplace & Industry exposure for preparing students for the workplace in the subject area of Mechatronics.
Assessment: Written case study assignment 15% Oral presentation 35% Major written assignment 50%
DP Requirement: None

Teaching Physical Science in a TVET Context
EDAE636 E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to prepare students to teach diverse learners across different TVET programmes and levels, the concepts, methods, rules and practices of the Physical Science subject field in the TVET context.

Content: How to teach underpinning concepts, methods, rules and practices within the subject field of Physical Science at different levels across NCV, NATED and Occupational Qualifications, drawing on broad teaching philosophies, principles and practices. Dealing with student diversity and barriers to learning.
Assessment: Online assessment activities 15% Written assignment on different case studies 35% Portfolio task (a portfolio for which students are required to develop lesson plans in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Assessing Physical Science in a TVET Context
EDAE637 E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to help TVET college lecturers and educators in other TVET contexts to understand how assessment within Physical Science subject field might differ across different NQF Levels and TVET programmes and the implications of this; and how to apply appropriate assessment methods in their subject field.
Content: Tools (for example "Bloom's Taxonomy" and "Leong's Levels of Difficulty") for understanding how assessment within the Physical Science subject field might differ across different NQF Levels and TVET programmes and the implications of these differences on assessment; how to apply assessment methods within the subject field.
Assessment: Online assessment activities I 0% Written assignment 40% Portfolio task (a portfolio for which students are required to develop assessment tasks in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Teaching for Workplace in Physical Science
EDAE638 E2 P2 (33L-0T-0P-0S-88H-10R-0F-0G-29A-15W-16C)
Prerequisite Requirement: Students must complete the Teaching Practice and Industry Experience in TVT module before attempting this module.
Aim: The module aims to help TVET college lecturers, and educators in other TVET contexts, to apply the technical and workplace knowledge and skills associated with the Physical Science to enhance teaching and learning; and to prepare students for learning and work in the workplace.
Content: Methods for applying the technical and workplace knowledge and skills related to the Physical Science subject field to enhance teaching and learning. Workplace & Industry exposure for preparing students for the workplace in the subject area of Physical Science.
Assessment: Written case study assignment 15% Oral presentation 35% Major written assignment 50%
DP Requirement: None

Teaching Primary Agriculture in TVET Context
EDAE639 E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to prepare students to teach diverse learners across different TVET programmes and levels, the concepts, methods, rules and practices of the Primary Agriculture subject field in the TVET context.
Content: How to teach underpinning concepts, methods, rules and practices within the subject field of Primary Agriculture at different levels across NCV, NATED and Occupational Qualifications, drawing on broad teaching philosophies, principles and practices. Dealing with student diversity and barriers to learning.
Assessment: Online assessment activities 15% Written assignment on different case studies 35% Portfolio task (a portfolio for which students are required to develop lesson plans in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Assessing Primary Agric in a TVET Context
EDAE640 E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to help TYET college lecturers and educators in other TYET contexts to understand how assessment within Primary Agriculture subject field might differ across different NQF Levels and TYET programmes and the implications of this; and how to apply appropriate assessment methods in their subject field.

Content: Tools (for example "Bloom's Taxonomy" and "Leong's Levels of Difficulty") for understanding how assessment within the Primary Agriculture subject field might differ across different NQF Levels and TVET programmes and the implications of these differences on assessment; how to apply assessment methods within the subject field.
Assessment: Online assessment activities l 0% Written assignment 40% Portfolio task (a portfolio for which students are required to develop assessment tasks in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Teaching for Workplace in Primary Agriculture
EDAE641 E2 P2 (33L-0T-0P-0S-88H-10R-0F-0G-29A-15W-16C)
Prerequisite Requirement: Students must complete the Teaching Practice and Industry Experience in TVT module before attempting this module.
Aim: The module aims to help TVET college lecturers, and educators in other TVET contexts, to apply the technical and workplace knowledge and skills associated with the Primary Agriculture to enhance teaching and learning; and to prepare students for learning and work in the workplace.
Content: Methods for applying the technical and workplace knowledge and skills related to the Primary Agriculture subject field to enhance teaching and learning. Workplace & Industry exposure for preparing students for the workplace in the subject area of Primary Agriculture.
Assessment: Written case study assignment 15% Oral presentation 35% Major written assignment 50%
DP Requirement: None

Teach Tourism Hosp & Catering in TVET Context
EDAE642 E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to prepare students to teach diverse learners across different TVET programmes and levels, the concepts, methods, rules and practices of the Tourism, Hospitality & Catering subject field in the TVET context.
Content: How to teach underpinning concepts, methods, rules and practices within the subject field of Tourism, Hospitality & Catering at different levels across NCV, NATED and Occupational Qualifications, drawing on broad teaching philosophies, principles and practices. Dealing with student diversity and barriers to learning.
Assessment: Online assessment activities 15% Written assignment on different case studies 35% Portfolio task (a portfolio for which students are required to develop lesson plans in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Assess Tourism Hosp & Catering in TVET Context
EDAE643 E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Aim: The module aims to help TVET college lecturers and educators in other TVET contexts to understand how assessment within Tourism, Hospitality & Catering subject field might differ across different NQF Levels and TVET programmes and the implications of this; and how to apply appropriate assessment methods in their subject field.
Content: Tools (for example "Bloom's Taxonomy" and "Leong's Levels of Difficulty") for understanding how assessment within the Tourism, Hospitality & Catering subject field might differ across different NQF Levels and TVET programmes and the implications of these differences on assessment; how to apply assessment methods within the subject field.
Assessment: Online assessment activities l 0% Written assignment 40% Portfolio task (a portfolio for which students are required to develop assessment tasks in their different subject areas, across different NQF levels and reflect on and justify these) 50%
DP Requirement: None

Teach for Workplace in Tourism Hosp & Catering
EDAE644 E2 P2 (33L-0T-0P-0S-88H-10R-0F-0G-29A-15W-16C)
Prerequisite Requirement: Students must complete the Teaching Practice and Industry Experience in TVT module before attempting this module.

Aim: The module aims to help TVET college lecturers, and educators in other TVET contexts, to apply the technical and workplace knowledge and skills associated with the Tourism, Hospitality & Catering to enhance teaching and learning; and to prepare students for learning and work in the workplace.
Content: Methods for applying the technical and workplace knowledge and skills related to the Tourism, Hospitality & Catering subject field to enhance teaching and learning. Workplace & Industry exposure for preparing students for the workplace in the subject area of Tourism, Hospitality & Catering.
Assessment: Written case study assignment 15% Oral presentation 35% Major written assignment 50%
DP Requirement: None

Assessing Applied Agric in an ACET Context
EDAE6AA E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare ACET educators teaching applied agriculture in different contexts to select, adapt and/or design assessment tasks; provide appropriate feedback; and use a range of assessment strategies to accommodate learning style, pace and context.
Content: Selecting, adapting and/or designing tasks to assess applied agriculture at different levels in different contexts; providing appropriate feedback to learners; strategies to accommodate differences in learning style, pace and context.
Practicals: None
Assessment: Online assessment tasks (10%); Written feedback assignment (40%); Portfolio of Evidence) (50%)
DP Requirement: None

The ACET Context
EDAE6AC E1 P1 (39L-0T-0P-0S-88H-15R-0F-0G-18A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To provide students with a thorough grounding in the history, philosophy, psychology, politics, economics, and sociology of ACET within an International, African and South African context; an understanding of current ACET policy and the ability to engage critically with policies, procedures and systems impacting on the field.
Content: History of ACET in South Africa, Africa and Internationally; philosophical and sociological debates regarding ACET; ACET policy developments; the intersection between contextual issues and ACET.
Assessment: Online assessment tasks (15%); Written (group) assignment (10%); Portfolio of Evidence (25%); Examination (50%)
DP Requirement: 40% class mark; 75% attendance of contact sessions; completion of all online tasks.

Teaching Applied Agric in an ACET Context
EDAE6AT E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare students to teach diverse learners across different ACET context and levels, in the concepts, methods, rules and teaching practices related to applied agriculture.
Content: Underpinning concepts, methods, rules and practices related to applied agriculture at different levels, drawing on broad teaching philosophies, and principles to enhance knowledge and skills required in teaching and learning across diverse socio-economic and cultural contexts.
Practicals: None
Assessment: Online assessment tasks (10%); Lesson demonstration (25%); Written feedback on lesson demonstration (15%); Portfolio of Evidence (lesson plans and reflections) (50%)
DP Requirement: None

Teaching Applied Agric for the real world
EDAE6AW E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None

Corequisite: None
Aim: To prepare ACET educators across different ACET contexts to integrate the applied agriculture knowledge and skills required by their learners in the real world into their teaching, so that they can better prepare their learners for formal or informal work or participation in community development or social justice/citizenship activities. It aims to prepare educators to teach learners how to work in, and learn from, teams, organisations and groups.
Content: How to apply applied agriculture knowledge and skills as required in the real world to the teaching of applied agriculture at different levels in different contexts, in order to prepare adult learners for formal or informal work or participation in community development or social justice/citizenship activities related to applied agriculture; working in and learning from teams, organisations and groups.
Practicals: None
Assessment: Oral presentation (25%); Group task (25%); Portfolio of Evidence (case study analysis and learning activities) (50%)
DP Requirement: As per faculty rules.

Assessing Basic Engineering in a ACET Context
EDAE6BA E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare ACET educators teaching basic engineering in different contexts to select, adapt and/or design assessment tasks; provide appropriate feedback; and use a range of assessment strategies to accommodate learning style, pace and context.
Content: Selecting, adapting and/or designing tasks to assess basic engineering at different levels in different contexts; providing appropriate feedback to learners; strategies to accommodate differences in learning style, pace and context.
Practicals: None
Assessment: Online assessment tasks (10%); Written feedback assignment (40%); Portfolio of Evidence (50%)
DP Requirement: None

Teaching Basic Engineering in an ACET Context
EDAE6BT (39L-0T-0P-0S-88H-0R-0F-0G-23A-0W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare students to teach diverse learners across different ACET context and levels, in the concepts, methods, rules and teaching practices related to basic engineering.
Content: Underpinning concepts, methods, rules and practices related to basic engineering at different levels, drawing on broad teaching philosophies, and principles to enhance knowledge and skills required in teaching and learning across diverse socio-economic and cultural contexts
Practicals: None
Assessment: Online assessment tasks (10%); Lesson demonstration (25%); Written feedback on lesson demonstration (15%); Portfolio of Evidence (lesson plans and reflections) (50%)
DP Requirement: None

Teaching Basic Engineering for the real World
EDAE6BW E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare ACET educators across different ACET contexts to integrate the basic engineering knowledge and skills required by their learners in the real world into their teaching, so that they can better prepare their learners for formal or informal work or participation in community development or social justice/citizenship activities. It aims to prepare educators to teach learners how to work in, and learn from, teams, organisations and groups.
Content: How to apply basic engineering knowledge and skills as required in the real world to the teaching of basis engineering at different levels in different contexts, in order to prepare adult learners for formal or informal work or

participation in community development or social justice/citizenship activities related to basic engineering; working in and learning from teams, organisations and groups.
Practicals: None
Assessment: Oral presentation (25%); Group task (25%); Portfolio of Evidence (case study analysis and learning activities) (50%).
DP Requirement: None

Assessing Catering in an ACET Context
EDAE6CA E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare ACET educators teaching catering in different contexts to select, adapt and/or design assessment tasks; provide appropriate feedback; and use a range of assessment strategies to accommodate learning style, pace and context.
Content: Selecting, adapting and/or designing tasks to assess catering at different levels in different contexts; providing appropriate feedback to learners; strategies to accommodate differences in learning style, pace and context.
Practicals: None
Assessment: Online assessment tasks (10%); Written feedback assignment (40%); Portfolio of Evidence (50%)
DP Requirement: None

Teaching Catering in ACET Context
EDAE6CT P1 E1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare students to teach diverse learners across different ACET context and levels, in the concepts, methods, rules and teaching practices related to catering.
Content: Underpinning concepts, methods, rules and practices related to catering at different levels, drawing on broad teaching philosophies, and principles to enhance knowledge and skills required in teaching and learning across diverse socio-economic and cultural contexts.
Practicals: None
Assessment: Online assessment tasks (10%); Lesson demonstration (25%); Written feedback on lesson demonstration (15%); Portfolio of Evidence (lesson plans and reflections) (50%)
DP Requirement: None

Teaching Catering in ACET Context
EDAE6CW E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare ACET educators across different ACET contexts to integrate the catering knowledge and skills required by their learners in the real world into their teaching, so that they can better prepare their learners for formal or informal work or participation in community development or social justice/citizenship activities related to catering. It aims to prepare educators to teach learners how to work in, and learn from, teams, organisations and groups.
Content: How to apply catering knowledge and skills as required in the real world to the teaching of catering at different levels in different contexts, in order to prepare adult learners for formal or informal work or participation in community development or social justice/citizenship activities related to catering; working in and learning from teams, organisations and groups.
Practicals: None
Assessment: Oral presentation (25%); Group task (25%); Portfolio of Evidence (case study analysis and learning activities) (50%)
DP Requirement: None

Assessing SMME Development in an ACET Context
EDAE6DA E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Practicals: None
Assessment: Online assessment tasks (10%); Written feedback assignment (40%); Portfolio of Evidence (50%)
DP Requirement: None

Teaching SMME Development in an ACET Context
EDAE6DT E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare students to teach diverse learners across different ACET context and levels, in the concepts, methods, rules and teaching practices related to SMME development.
Content: Underpinning concepts, methods, rules and practices related to SMME development at different levels, drawing on broad teaching philosophies, and principles to enhance knowledge and skills required in teaching and learning across diverse socio-economic and cultural contexts.
Practicals: None
Assessment: Online assessment tasks (10%); Lesson demonstration (25%); Written feedback on lesson demonstration (15%); Portfolio of Evidence (lesson plans and reflections) (50%)
DP Requirement: None

Teaching SMME Development for the real World
EDAE6DW E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare ACET educators across different ACET contexts to integrate the SMME development knowledge and skills required by their learners in the real world into their teaching, so that they can better prepare their learners for formal or informal work or participation in community development or social justice/citizenship activities related to SMME development (including small, medium and micro businesses). It aims to prepare educators to teach learners how to work in, and learn from, teams, organisations and groups.
Content: How to apply SMME development knowledge and skills as required in the real world to the teaching of SMME development at different levels in different contexts, in order to prepare adult learners for formal or informal work or participation in community development or social justice/citizenship activities related to SMME development (including small, medium and micro businesses); working in and learning from teams, organisations and groups.
Practicals: None
Assessment: Oral presentation (25%); Group task (25%); Portfolio of Evidence (case study analysis and learning activities) (50%)
DP Requirement: None

Assessing English FAL in an ACET Context
EDAE6EA E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The module aims to prepare ACET educators teaching English FAL in different contexts to select, adapt and/or design assessment tasks; provide appropriate feedback; and use a range of assessment strategies to accommodate learning style, pace and context.
Content: Selecting, adapting and/or designing tasks to assess English FAL at different levels in different contexts; providing appropriate feedback to learners; strategies to accommodate differences in learning style, pace and context.
Practicals: None
Assessment: Online assessment tasks (10%); Written feedback assignment (40%); Portfolio of Evidence (50%)

DP Requirement: None

Teaching English FAL in an ACET Context
EDAE6ET E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare students to teach diverse learners across different ACET context and levels, in the concepts, methods, rules and teaching practices of English as a First Additional Language
Content: Underpinning concepts, methods, rules and practices of English as a First Additional Language at different levels, drawing on broad teaching philosophies, and principles to enhance knowledge and skills required in teaching and learning across diverse socio-economic and cultural contexts.
Practicals: None
Assessment: Online assessment tasks (10%); Lesson demonstration (25%); Written feedback on lesson demonstration (15%); Portfolio of Evidence (lesson plans and reflections) (50%)
DP Requirement: None

Teaching English FAL for the real World
EDAE6EW E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare ACET educators across different ACET contexts to integrate the English FAL knowledge and skills required by their learners in the real world into their teaching, so that they can better prepare their learners for formal or informal work or participation in community development or social justice/citizenship activities requiring English FAL skills. It aims to prepare educators to teach learners how to work in, and learn from, teams, organisations and groups.
Content: How to apply English FAL knowledge and skills as required in the real world to the teaching of English FAL at different levels in different contexts, in order to prepare adult learners for formal or informal work or participation in community development or social justice/citizenship activities requiring English FAL skills; working in and learning from teams, organisations and groups.
Practicals: None
Assessment: Oral presentation (25%); Group task (25%); Portfolio of Evidence (case study analysis and learning activities) (50%)
DP Requirement: None

Assessing Ancillary HC in an ACET Context
EDAE6HA E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare ACET educators teaching ancillary healthcare in different contexts to select, adapt and/or design assessment tasks; provide appropriate feedback; and use a range of assessment strategies to accommodate learning style, pace and context.
Content: Selecting, adapting and/or designing tasks to assess ancillary healthcare at different levels in different contexts; providing appropriate feedback to learners; strategies to accommodate differences in learning style, pace and context.
Assessment: Online assessment tasks (10%); Written feedback assignment (40%); Portfolio of Evidence (50%)
DP Requirement: As per faculty rules.

Teaching Ancillary HC in an ACET Context
EDAE6HT E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: to prepare students to teach diverse learners across different ACET context and levels, in the concepts, methods, rules and teaching practices related to ancillary healthcare.

Content: Underpinning concepts, methods, rules and practices related to ancillary healthcare at different levels, drawing on broad teaching philosophies, and principles to enhance knowledge and skills required in teaching and learning across diverse socio-economic and cultural contexts.
Assessment: Online assessment tasks (10%); Lesson demonstration (25%); Written feedback on lesson demonstration (15%); Portfolio of Evidence (lesson plans and reflections) (50%)
DP Requirement: None

Teaching Ancillary HC for the real World
EDAE6HW E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare ACET educators across different ACET contexts to integrate the ancillary healthcare knowledge and skills required by their learners in the real world into their teaching, so that they can better prepare their learners for formal or informal work or participation in community development or social justice/citizenship activities. It aims to prepare educators to teach learners how to work in, and learn from, teams, organisations and groups.
Content: How to apply ancillary healthcare knowledge and skills as required in the real world to the teaching of ancillary healthcare at different levels in different contexts, in order to prepare adult learners for formal or informal work or participation in community development or social justice/citizenship activities related to ancillary healthcare; working in and learning from teams, organisations and groups.
Practicals: None
Assessment: Oral presentation (25%); Group task (25%); Portfolio of Evidence (case study analysis and learning activities) (50%)
DP Requirement: None

Assessing ICT in an ACET Context
EDAE6IA E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-100W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare ACET educators teaching ICT in different contexts to select, adapt and/or design assessment tasks; provide appropriate feedback; and use a range of assessment strategies to accommodate learning style, pace and context.
Content: Selecting, adapting and/or designing tasks to assess ICT at different levels in different contexts; providing appropriate feedback to learners; strategies to accommodate differences in learning style, pace and context.
Practicals: None
Assessment: Online assessment tasks (10%); Written feedback assignment (40%); Portfolio of Evidence (50%).
DP Requirement: None

Teaching ICT in an ACET Context
EDAE6IT E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare students to teach diverse learners across different ACET context and levels, in the concepts, methods, rules and teaching practices related to ICT.
Content: Underpinning concepts, methods, rules and practices related to ICT at different levels, drawing on broad teaching philosophies, and principles to enhance knowledge and skills required in teaching and learning across diverse socio-economic and cultural contexts.
Practicals: None
Assessment: Online assessment tasks (10%); Lesson demonstration (25%); Written feedback on lesson demonstration (15%); Portfolio of Evidence (lesson plans and reflections) (50%)
DP Requirement: None

Teaching ICT for the real World
EDAE6IW E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare ACET educators across different ACET contexts to integrate the ICT knowledge and skills required by their learners in the real world into their teaching, so that they can better prepare their learners for formal or informal work or participation in community development or social justice/citizenship activities requiring ICT skills. It aims to prepare educators to teach learners how to work in, and learn from, teams, organisations and groups.
Content: How to apply ICT knowledge and skills as required in the real world to the teaching of ICT at different levels in different contexts, in order to prepare adult learners for formal or informal work or participation in community development or social justice/citizenship activities requiring ICT skills; working in and learning from teams, organisations and groups.
Practicals: None
Assessment: Oral presentation (25%); Group task (25%); Portfolio of Evidence (case study analysis and learning activities) (50%)
DP Requirement: None

Assessing Adult Literacy in an ACET Context
EDAE6LA E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare ACET educators teaching adult literacy in different contexts to select, adapt and/or design assessment tasks; provide appropriate feedback; and use a range of assessment strategies to accommodate learning style, pace and context.
Content: Selecting, adapting and/or designing tasks to assess adult literacy at different levels in different contexts; providing appropriate feedback to learners; strategies to accommodate differences in learning style, pace and context.
Practicals: None
Assessment: Online assessment tasks (10%); Written feedback assignment (40%); Portfolio of Evidence (50%)
DP Requirement: None

Teaching Adult Literacy in an ACET Context
EDAE6LT E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: to prepare students to teach diverse learners across different ACET context and levels, in the concepts, methods, rules and teaching practices of adult literacy.
Content: Underpinning concepts, methods, rules and practices within adult literacy at different Adult Basic Education and Training (ABET) levels within NQF1, drawing on broad teaching philosophies, and principles to enhance knowledge and skills required in teaching and learning across diverse socio-economic and cultural contexts.
Practicals: None
Assessment: Online assessment tasks (10%); Lesson demonstration (25%); Written feedback on lesson demonstration (15%); Portfolio of Evidence (lesson plans and reflections) (50%)
DP Requirement: None

Teaching Adult Literacy for the real World
EDAE6LW (39L-0T-0P-0S-88H-0R-0F-0G-23A-0W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare ACET educators across different ACET contexts to integrate the adult literacy knowledge and skills required by their learners in the real world into their teaching, so that they can better prepare their learners for

formal or informal work or participation in community development or social justice/citizenship activities requiring literacy skills. It aims to prepare educators to teach learners how to work in, and learn from, teams, organisations and groups.
Content: How to apply adult literacy knowledge and skills as required in the real world to the teaching of adult literacy at different levels in different contexts, in order to prepare adult learners for formal or informal work or participation in community development or social justice/citizenship activities requiring literacy skills; working in and learning from teams, organisations and groups.
Practicals: None
Assessment: Oral presentation (25%); Group task (25%); Portfolio of Evidence (case study analysis and learning activities) (50%)
DP Requirement: None

ACET Practice and Site Based Experience
EDAE6PS P2 E2 (6L-0T-0P-0S-0H-0R-150F-0G-4A-0W-16C)
Aim: The module aims to develop students who are new to ACET teaching, and to encourage those already teaching in ACET, to reflect on their teaching practice, and to consciously integrate into their teaching the practical application of their subject in the real world. It provides opportunities for development of teacher competence through integrative learning that links theoretical knowledge with workplace practice3.
Content: The module includes campus-based sessions preparing students for work/community organisation/site4 placement (researching the site, how to integrate site trends and practices into teaching, working in a community of practice, reflecting on site-based experience) and further teaching practice; two weeks' placement in a site related to the student's subject specialisation; and four weeks' practice teaching in an ACET context.
Assessment: There are two components of assessment in the module, viz. 1) teaching practice and 2) site-based experience. Each counts 50% towards the final module mark.
DP Requirement: 75% attendance of campus-based contact sessions; attendance during the workplace/community organisation/site placement in accordance with conditions of service of the workplace/community organisation/site; attendance during the teaching practice component in accordance with conditions of service for institution-based educators.

Assessing Quantitative Lit in an ACET Context
EDAE6QA E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare ACET educators teaching carpentry in different contexts to select, adapt and/or design assessment tasks; provide appropriate feedback; and use a range of assessment strategies to accommodate learning style, pace and context.
Content: Selecting, adapting and/or designing tasks to assess carpentry at different levels in different contexts; providing appropriate feedback to learners; strategies to accommodate differences in learning style, pace and context.
Practicals: None
Assessment: Online assessment tasks (10%); Written feedback assignment (40%); Portfolio of Evidence (50%)
DP Requirement: None

Teaching Quantitative Lit in an ACET Context
EDAE6QT E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare students to teach diverse learners across different ACET context and levels, in the concepts, methods, rules and teaching practices of quantitative literacy.
Content: Underpinning concepts, methods, rules and practices of quantitative literacy at different levels, drawing on broad teaching philosophies, and principles to enhance knowledge and skills required in teaching and learning across diverse socio-economic and cultural contexts.

Practicals: None
Assessment: Online assessment tasks (10%); Lesson demonstration (25%); Written feedback on lesson demonstration (15%); Portfolio of Evidence (lesson plans and reflections) (50%)
DP Requirement: None

Teaching Quantitative Lit for the real World
EDAE6QW E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The module aims to prepare ACET educators across different ACET contexts to integrate the quantitative literacy knowledge and skills required by their learners in the real world into their teaching, so that they can better prepare their learners for formal or informal work or participation in community development or social justice/citizenship activities requiring quantitative literacy skills. It aims to prepare educators to teach learners how to work in, and learn from, teams, organisations and groups.
Content: How to apply quantitative literacy knowledge and skills as required in the real world to the teaching of quantitative literacy at different levels in different contexts, in order to prepare adult learners for formal or informal work or participation in community development or social justice/citizenship activities requiring quantitative literacy skills; working in and learning from teams, organisations and groups.
Practicals: None
DP Requirement: None

Assessing Carpentry in an ACET Context
EDAE6RA E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare ACET educators teaching carpentry in different contexts to select, adapt and/or design assessment tasks; provide appropriate feedback; and use a range of assessment strategies to accommodate learning style, pace and context.
Content: Selecting, adapting and/or designing tasks to assess carpentry at different levels in different contexts; providing appropriate feedback to learners; strategies to accommodate differences in learning style, pace and context.
Practicals: None
Assessment: Online assessment tasks (10%); Written feedback assignment (40%); Portfolio of Evidence (50%)
DP Requirement: None

Teaching Carpentry in an ACET Context
EDAE6RT E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare students to teach diverse learners across different ACET context and levels, in the concepts, methods, rules and teaching practices related to carpentry.
Content: Underpinning concepts, methods, rules and practices related to carpentry at different levels, drawing on broad teaching philosophies, and principles to enhance knowledge and skills required in teaching and learning across diverse socio-economic and cultural contexts.
Practicals: None
Assessment: Online assessment tasks (10%); Lesson demonstration (25%); Written feedback on lesson demonstration (15%); Portfolio of Evidence (lesson plans and reflections) (50%)
DP Requirement: None

Teaching Carpentry for the real World
EDAE6RW E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None

Aim: To prepare ACET educators across different ACET contexts to integrate the carpentry knowledge and skills required by their learners in the real world into their teaching, so that they can better prepare their learners for formal or informal work or participation in community development or social justice/citizenship activities related to carpentry. It aims to prepare educators to teach learners how to work in, and learn from, teams, organisations and groups.
Content: How to apply carpentry knowledge and skills as required in the real world to the teaching of carpentry at different levels in different contexts, in order to prepare adult learners for formal or informal work or participation in community development or social justice/citizenship activities related to carpentry; working in and learning from teams, organisations and groups.
Practicals: None
Assessment: Oral presentation (25%); Group task (25%); Portfolio of Evidence (case study analysis and learning activities) (50%)
DP Requirement: None

Studies in ACET 1
EDAE6S1 E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Aim: The module aims to provide students with a thorough understanding of general and ACET learning theories, principles, practices and methods of teaching adults. It provides opportunities for development through integrative learning that links theoretical knowledge with practical learning.
Content: Prevailing theories, principles, practices and methods of teaching adults, including commonalities and differences between how adults and children learn); selecting and adapting learning approaches and materials appropriate for diverse ACET learning spaces and settings.
Assessment: Online assessment tasks (20%); Written assignment (20%); Group roleplay (10%); Portfolio of Evidence (50%). Peer and self-assessments will be used as informal formative assessment.
DP Requirement: None

Studies in ACET 2
EDAE6S2 E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Aim: To provide students with a thorough understanding of the diverse socio-economic contexts and backgrounds of ACET learners as well as a broad understanding of curriculum, general instructional and assessment theory and strategies.
Content: Socio-economic context and background of ACET learners and inclusive education strategies to overcome barriers to learning. Applying teaching strategies to match the profile of the student and their individual needs, age, language, competencies, culture, gender etc. Planning or adapting a curriculum as necessary.
Assessment: Written assignment 1 (15%); Written assignment 2 (10%); Online assessment tasks (15%); Group roleplay (10%); Portfolio of Evidence (50%).
DP Requirement: None

Assessing Sewing in an ACET Context
EDAE6SA E2 P2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare ACET educators teaching sewing in different contexts to select, adapt and/or design assessment tasks; provide appropriate feedback; and use a range of assessment strategies to accommodate learning style, pace and context.
Content: Selecting, adapting and/or designing tasks to assess sewing at different levels in different contexts; providing appropriate feedback to learners; strategies to accommodate differences in learning style, pace and context.
Practicals: None
Assessment: Online assessment tasks (10%); Written feedback assignment (40%); Portfolio of Evidence (50%)

DP Requirement: None

Teaching Sewing in an ACET Context
EDAE6ST E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare students to teach diverse learners across different ACET context and levels, in the concepts, methods, rules and teaching practices related to sewing.
Content: Underpinning concepts, methods, rules and practices related to sewing at different levels, drawing on broad teaching philosophies, and principles to enhance knowledge and skills required in teaching and learning across diverse socio-economic and cultural contexts.
Practicals: None
Assessment: Online assessment tasks (10%); Lesson demonstration (25%); Written feedback on lesson demonstration (15%); Portfolio of Evidence (lesson plans and reflections) (50%)
DP Requirement: None

Teaching Sewing for the Real World
EDAE6SW P2 E2 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: Students must complete the ACET Practice and Site-based Experience module before attempting this module, in order for the outcomes of this module to be achieved.
Corequisite: None
Aim: To prepare ACET educators across different ACET contexts to integrate the sewing knowledge and skills required by their learners in the real world into their teaching, so that they can better prepare their learners for formal or informal work or participation in community development or social justice/citizenship activities. It aims to prepare educators to teach learners how to work in, and learn from, teams, organisations and groups
Content: How to apply sewing knowledge and skills as required in the real world to the teaching of sewing at different levels in different contexts, in order to prepare adult learners for formal or informal work or participation in community development or social justice/citizenship activities related to sewing; working in and learning from teams, organisations and groups.
Assessment: Oral presentation (25%); Group task (25%); Portfolio of Evidence (case study analysis and learning activities) (50%)
DP Requirement: None

Teaching Practice in ACET
EDAE6TP E1 P1 (12L-0T-6P-0S-24H-0R-100F-0G-18A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To introduce students who are new to the field (professionals in training) to teaching in a diverse range of ACET contexts; and to encourage those already teaching in ACET to reflect on their teaching practice. It provides opportunities for development of educator competence through integrative learning that links theoretical knowledge with workplace practice 1.
Content: This module consists of a campus-based component; an online component; a field trip to diverse ACET contexts; and a 100-hour ACET context teaching practice component. It covers lesson plan and assessment design and implementation; research and reflection to enhance teaching; professional ethics; and management and administrative procedures**.**
Practicals: A field trip in the form of a one-day visit to diverse ACET contexts**.**
Assessment: Portfolio of Evidence (50%); Teaching practice (TP) Mentor report (50%)
DP Requirement: 75% attendance of campus-based contact sessions as per attendance register; attendance during the teaching practice as agreed with relevant ACET context mentor as per attendance register.

Assessing isiZulu in an ACET Context
EDAE6ZA E2 P2 (39L-0T-0P-0S-88H-0R-0F-0G-23A-0W-16C)
Prerequisite Requirement: None

Corequisite: None
Aim: To prepare ACET educators teaching isiZulu in different contexts to select, adapt and/or design assessment tasks; provide appropriate feedback; and use a range of assessment strategies to accommodate learning style, pace and context.
Content: Selecting, adapting and/or designing tasks to assess isiZulu at different levels in different contexts; providing appropriate feedback to learners; strategies to accommodate differences in learning style, pace and context.
Practicals: None
Assessment: Online assessment tasks (10%); Written feedback assignment (40%); Portfolio of Evidence (50%)
DP Requirement: None

Teaching isiZulu in an ACET Context
EDAE6ZT E1 P1 (39L-0T-0P-0S-88H-10R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To prepare students to teach diverse learners across different ACET context and levels, in the concepts, methods, rules and teaching practices of the isiZulu language.
Content: Underpinning concepts, methods, rules and practices of the isiZulu language at different levels, drawing on broad teaching philosophies, and principles to enhance knowledge and skills required in teaching and learning across diverse socio-economic and cultural contexts.
Practicals: None
Assessment: Online assessment tasks (10%); Lesson demonstration (25%); Written feedback on lesson demonstration (15%); Portfolio of Evidence (lesson plans and reflections) (50%)
DP Requirement: None

Teaching isiZulu for the real World
EDAE6ZW (39L-0T-0P-0S-88H-0R-0F-0G-23A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: The module aims to prepare ACET educators across different ACET contexts to integrate the isiZulu language knowledge and skills required by their learners in the real world into their teaching, so that they can better prepare their learners for formal or informal work or participation in community development or social justice/citizenship activities requiring isiZulu language skills. It aims to prepare educators to teach learners how to work in, and learn from, teams, organisations and groups.
Content: How to apply isiZulu language knowledge and skills as required in the real world to the teaching of isiZulu at different levels in different contexts, in order to prepare adult learners for formal or informal work or participation in community development or social justice/citizenship activities requiring isiZulu language skills; working in and learning from teams, organisations and groups.
Practicals: None
Assessment: Oral presentation (25%); Group task (25%); Portfolio of Evidence (case study analysis and learning activities) (50%)
DP Requirement: None

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.

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.

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 participatory 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

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%, (Continuous Assessment)
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% (Continuous Assessment)
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% (Continuous Assessment)
DP Requirement: A minimum of 75% class attendance and a minimum of 40% practical work.

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% (Continuous Assessment)
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% (Continuous Assessment)
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 faculty rules.

Diversity of Life
EDBS130 E1 (59L-0T-33P-0S-30H-20R-0F-0G-18A-15W-16C)
Aim: To introduce students who wish to specialise in Biological Sciences Education to cells and their organelles as the basic unit of life, as well as diversity of life within the framework of evolution. To provide students with the necessary cognitive and conceptual tools, and practical competences for studying the discipline. To enable students to develop the competence to apply concepts and principles in relevant contexts.
Content: • Cytology • The origin of life • History of life on earth-Geologic time scale • Body plans, classification and cladograms within the framework of diversity of life • Diversity of life-an overview of the evolutionary relationships of all the main plant and animals' groups
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: A minimum attendance of 75% for all practical activities and a minimum of 40% course mark.

Life Science Education Method 1
EDBS211 EC (23L-10T-0P-0S-60H-20R-0F-0G-47A-15W-16C)
Prerequisite Requirement: Science Toolbox – This module provides experience of and skills in practical work, and experience of Biological Sciences learning needed to understand issues related to the pedagogy developed here.
Prerequisite Modules: EDNS111

Corequisite: Any one of the discipline content modules
Aim: The aim of this module is to familiarise students with learning theories relevant to the discipline, as well as the school life sciences curriculum with special reference to the specific aims of the CAPS curriculum. Furthermore, the module will focus on the development of skills, including the use of ICT, related to teaching the content topics covered in Biological Science Education content modules of the CAPS curriculum.
Content: • Learning theories in science • The life sciences curriculum-specific aims • The role of diagrams in biology teaching • The use of models in biology teaching • The use of laboratory equipment in biology teaching • Reflection on professional practice
Practicals: None
Assessment: Test (25%) Assignments/Practicals (25%) Examination (50%)
DP Requirement: At least 75% attendance and 40% course mark.

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 3 Biol Systems 2
EDBS312 E (59L-0T-33P-0S-30H-20R-0F-0G-18A-15W-16C)
Prerequisite Requirement: Science Toolbox - This is a skills-based module that prepares students for the natural sciences in general and biological sciences in particular.
Aim: To further 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 concepts and principles in relevant contexts
Content: • Support systems in animals-skeleton types; human skeleton; functions of skeletons • Nervous control in the animal kingdom • Sense organs • Endocrine systems • Excretion and osmoregulation in the animal kingdom • Thermoregulation • Plant responses to the environment
Assessment: Test (25%) Assignments/Practicals (25%) Examination (50%)
DP Requirement: Students must complete 75% of practical work and/or fieldwork to relevant centres/sites as appropriate

Life Science Education 4 Ecological Studies
EDBS330 E1 (59L-0T-6P-0S-27H-12R-35F-0G-21A-15W-16C)
Aim: To develop appropriate knowledge, theories, skills, attitudes and values with regard to the environment in students who wish to specialise in Biological Science Education.
Content: • Biodiversity • Ecosystem ecology • Southern African biomes • Energy flow (detail) • Environmental issues – global & local (includes the human impact-climate change, water, food security loss of biodiversity) • Biogeological cycles • Population ecology and population dynamics • Community ecology (includes Interactions in the environment; succession) • Behavioural ecology (includes social organization in animals)
Practicals: This module has a large fieldwork component. Selected practicals are conducted in the laboratory. Further practical work is conducted during excursions. Students must complete 75% of practical work and/or fieldwork.
Assessment: Course work (50%) Examination (50%)

DP Requirement: At least 75% attendance at all lectures, practical activities, 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.

Genetics and Mechanisms of Evolution
EDBS332 E2 (59L-0T-33P-0S-30H-20R-0F-0G-18A-15W-16C)
Prerequisite Requirement: Science Toolbox - This is a skills-based module that prepares students for the natural sciences in general and biological sciences in particular.
Aim: To introduce students who wish to specialise in Biological Sciences Education to sub-cellular structures and their role in cell division; evolution, reproduction and inheritance as well as the application of Biology to industry and daily life. The module develops in students the knowledge base, theories and methodologies of the specialisation.
Content: • Reproduction • Structure and function of nucleic acids • Cell division • Genetics • Human evolution • Evolution- mechanisms and processes, including speciation • Fossil formation and radiometric dating • Biotechnology
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: A minimum course- mark of 40% and a minimum attendance of 75% of the practical activities.

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.

Life Sciences Teaching 601
EDBS601 E1 P1 (22L-10T-10P-0S-70H-10R-0F-0G-35A-15W-16C)
Aim: The aim of this module is to introduce students who wish to specialise in Life Sciences teaching in the FET phase (grades 10 – 12) to the knowledge, skills, values and attitudes required to teach Life Sciences and their use of the curriculum documents. To develop competence in teaching Life Sciences in the FET phase.

Content: •Teaching and Learning Life Sciences •Principles of curriculum – Life Sciences National Curriculum documents •Using an inquiry and issues-based approach to teach Life Sciences •Basic Planning and instruction strategies for Life Sciences •The Nature of Science and Life Sciences Education •Practical work and investigations for Life Sciences •Problem solving and scientific reasoning in Life Sciences •Basic communication, language and models in Life Sciences classrooms •Basic assessment aspects in Life Sciences •Basic Management and safety in the Life Sciences Laboratory •Professional development and ethics for Life Sciences teachers •Campus based peer teaching, peer observation and reflection. •Learning about aspects of diverse school and Life Sciences classroom contexts
Practicals: A number of practical investigations based on the school curriculum are required for this module.
Assessment: Continuous assessment with: Tests (20%); Group Assignments (10%); Individual Assignment (40%); and Individual Projects (30%) (Continuous assessment).
DP Requirement: A minimum attendance of 75% at lectures, tutorials and practicals.

Life Sciences Teaching 602
EDBS602 E2 P2 (22L-10T-10P-0S-73H-10R-0F-0G-35A-15W-16C)
Aim: The aim of this module is to introduce students who wish to specialise in Life Sciences teaching in the FET phase (grades 10 – 12) to the knowledge, skills, values and attitudes required to teach Life Sciences and their use of the curriculum documents. To develop competence in teaching Life Sciences in the FET phase.
Content: •Principles of curriculum - Life Sciences National Curriculum Documents •Advanced planning and instruction strategies for Life Sciences •Communication, language and models in Life Sciences classrooms •Assessment in Life Sciences •Advanced management and safety in the Life Sciences Laboratory •Professional ethics for Life Science teachers •Practical Learning through micro teaching, lesson observations and lesson transcripts •Learning about diverse school and Life Science classroom contexts
Practicals: A number of practical investigations based on the school curriculum are required for this module.
Assessment: Continuous assessment with: 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 practicals

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%, (Continuous Assessment)
DP Requirement: As per faculty 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)

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-0H-0R-0F-0G-0A-15W-0C)
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.

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 4
EDCM311 E1 (60L-10T-22P-0S-30H-10R-0F-0G-28A-15W-16C)
Prerequisite Requirement: EDCM 211: 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 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 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 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 written assignment of 4000 words (55%). Presentation (15%).
DP Requirement: 75% attendance and submission of all assessment tasks.

Drama Education 3
EDDR211 E2 (30L-0T-20P-0S-60H-10R-5F-0G-5A-15W-13C)
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-14C)
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 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 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

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.

Eng Ed:Language, Learning & Teaching in Edu
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 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 • Introduction to grammar: Dictionary use; Punctuation; Abbreviations and acronyms; Roots, prefixes and suffixes
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 E2 (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 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 module 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 • Grammar: Borrowed and inherited words; Synonyms, antonyms, homonyms, homophones; Idiomatic expressions; Proverbs
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 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 module 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 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 Senior 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 Senior Phase English HL classroom; Exploring the theoretical assumptions underlying the teaching, learning and assessment of critical literacy, visual literacy and media literacy in the Senior Phase English HL classroom; Reflecting on and assessing various classroom practices of teaching critical literacy, visual literacy and media literacy in the Senior Phase English HL classroom and Developing insight into the theories and practices associated with multilingualism and multiliteracies and their impact on the Senior 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 Senior Phase English HL classroom; Reading and writing skills for the Senior Phase English HL classroom; Critical literacy for the Senior Phase English HL classroom; Viewing skills/ Visual literacy/ Media literacy for the Senior Phase English HL classroom and Multilingualism/ multiliteracies in the classroom and implications for the Senior 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 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 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 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 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%) (Continuous assessment).
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%) (Continuous assessment).
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.

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.

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 (Assignment, Test) (50%), Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time. Submission of all work as required and submitted by the stipulated due date.

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 tool 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 • Conceptions of curriculum • Introduction to classical and contemporary curriculum theories • Conceptual and theoretical constructs related to curriculum, curriculum policy and the field of Curriculum Studies • Curriculum development and reform, with particular reference to the CAPS curriculum informing school education in South Africa, but also drawing on examples from abroad • Conceptions of the explicit and hidden curriculum of schooling • Critical reflection of students' own experience of the curriculum. • ASSESSMENT • Conceptions of Assessment • Purposes of assessment • Forms of assessments • Assessment techniques and processes • 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 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 6
EDES411 E2 (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: To introduce students to a theoretical, conceptual and methodological frameworks to facilitate critical engagement with philosophy and sociology of education, specifically the application of philosophical and sociological theories in teaching and learning.
Content: • Academic literacy development • Thinking philosophically and sociologically about education • Aims and conceptions of education • Ethics and values in education • Knowledge and education • African philosophy and sociology of education • Key concepts/ definitions in sociology of education • Theories in sociology of education •

Diversity and Culture in Education • Citizenship, human rights, school governance • Role of the school in society and ecology of the school
Practicals: None
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 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: 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 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 assessment tasks.

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 •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 FET phase (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 Discourse 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: Some practical work will be incorporated into the lectures.
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 (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 (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 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 (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 (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 (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 (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.

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-70H-10R-0F-0G-41A-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 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 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 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: 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 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 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 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 aim 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 faculty 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 aim 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 faculty 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 Education through Film & 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.

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 faculty 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 analysis 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 faculty rules.

IS Education 3: Ethical and Social Issues
EDIS211 E2 (60L-10T-22P-0S-30H-10R-0F-0G-28A-15W-16C)
Prerequisite Requirement: EDIS111 (Computer Systems, Operating and Application Software)
Prerequisite Modules: EDIS111 (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 4 Database Theory
EDIS311 E1 (60L-10T-0P-22S-30H-10R-0F-0G-28A-15W-16C)

Prerequisite Requirement: EDIS211(IS Education 3: Ethical and Social Issues)
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 Method 3
EDIS411 E1 (46L-10T-10P-23S-35H-5R-0F-0G-26A-15W-16C)
Prerequisite Requirement: EDIS312 (Information Systems Education 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.

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.

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 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 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 E2 (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 Method 3 Senior Phase
EDLF412 E2 (33L-0T-17P-0S-44H-0R-0F-19G-47A-15W-16C)
Prerequisite Requirement: Life Orientation Education Content 1, Content 2, Content 3, Content 4, Method 4, Method 1, and Method 2
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 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 Senior Phase 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, behaviour 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 (100%) •Oral presentations (50%) •Written assignments (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 (50%) • Oral presentations (25%) •Written assignments (25%) Summative assessment (50%) Written examination (50%)
DP Requirement: 100% attendance at oral presentations.

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.

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-80H-10R-0F-11G-0A-15W-16C)
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 & Trigometry
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. 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 • 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 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
Practicals: None
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 EM1 for SP Geometry
EDMA225 E2 (39L-20T-0P-0S-60H-10R-0F-0G-31A-23W-16C)
Prerequisite Requirement: Mathematics for Senior Phase Teaching I (Geometry}
Corequisite: None
Aim: To prepare student teachers to facilitate the teaching and teaming of Geometry in the Senior Phase.
Content: A study of learning theories, including visualisation theories, • The use of diagrams, manipulatives, and technology in teaching and learning • The designing of Lesson Plans and marking techniques. • An exploration of misconceptions in Geometry • The teaching and learning of proof and proving in Euclidean and Transformation geometry

Assessment: Assessment: A class mark made up from a combination of: Projects. assignments and other tasks: (20%) Class tests (30%) Examination (50%)
DP Requirement: A minimum class mark of 40% and a minimum attendance of 75% of the module contact time as per attendance register

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.
Content: Introduction to theoretical basis of mathematics education: • Views on the nature of mathematics • Views on how children learn mathematics • Mathematical proficiency • Development of algebraic thinking Study of important and foundational mathematics education ideas applicable to Foundation and Intermediate Phase teaching of • Number • Operations • Patterns • Early algebra • Proportional reasoning
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 • Development of statistical literacy • Proportional reasoning • 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

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' Hospital'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: • Data analysis & Presentation: Graphical (e.g., picture graphs, line plots, stem-and leaf plots, bar graphs & histograms, pie charts, line graphs). • Interpretation of results • Probability of an event & Sample spaces. • Randomness (Mutually exclusive & Independent events) Statistical 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%): 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. manipulatives 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%) Examination (50%)
DP Requirement: A minimum class mark of 40% and a minimum attendance of 75% of the module contact time as per attendance register

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 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, centre, 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, oral presentations; research projects 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: • 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. •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 (30%) 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 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% •research projects (10%), •class tests (10%), •assignments (20%), •group work (10%) Summative assessment: (50%) in the form of an 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% 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 601
EDMA603 EC PC (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 SP 601
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 SP 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)

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 Communities
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 assignment 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 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.

Natural Science Education 3: Life and Living
EDNS212 E1 (59L-0T-33P-0S-27H-20R-0F-0G-21A-15W-16C)
Prerequisite Requirement: Science Toolbox – This module develops the process and mathematical skills required for all other science content modules.
Prerequisite Modules: EDNS111
Aim: The aim of this module is to familiarise students with the systems of the human body so that they are better able to link ill health and diseases to these systems and understand the causes of these diseases. Furthermore, the module aims to introduce students to the basic principles in Ecology and the impact of humans on ecosystems and enable students to develop the competence to apply concepts and principles in relevant contexts. This will enable them to teach competently in the Senior Phase
Content: The Human Body (Digestive Circulatory, Musculo-skeletal, Respiratory and Excretory Systems, and the Related Diseases) • Ecosystems (biosphere components, Biotic & abiotic factors, Nutrient cycling, Energy flow in food chains & webs, Human influence in ecosystems, and Ecological pyramids) • Diversity (Overview of vertebrates and selected invertebrates, Overview of protists, mosses, ferns and spermatophytes, Morphology of monocotyledons and dicotyledons, Basic structure of flowers, Photosynthesis and respiration - energy flow in biological systems, Useful and harmful micro-organisms, and Human origins and fossils).
Practicals: At least 75% of the course will consist of practical work and/or fieldwork.
Assessment: Tests = 25% • Practical reports, tasks & assignments = 25% • Examination = 50%.
DP Requirement: At least 75% attendance of practical activities and a minimum of 40% course mark.

Natural Science Education4: Energy and Change
EDNS213 E2 (39L-20T-33P-0S-32H-20R-0F-0G-16A-15W-16C)

Aim: To teach relevant physical sciences content, concepts and processes within Natural Science in the Senior Phase.
Content: The module introduces students to forces & fields, energy & energy transfer, heat and thermodynamics, thermochemistry, electrical circuits
Practicals: Practical sessions as required
Assessment: Tests (25%), Assignments, quizzes, practical reports (25%), Examination (50%)
DP Requirement: A minimum attendance of 75%

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 (e.g. 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 assessment 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.

Assessment in Education
EDPD701 E2 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Aim: To introduce educators to types of assessment, theoretical debates and critiques on assessment issues. We further aim to develop students to reflect on their own practice, assessment in general and develop alternate/new forms of assessment appropriate to the context as well as the curriculum.
Content: Different types of assessment that are used in education, particularly in the South African basic education curriculum. Introduce students to the local and international cutting-edge debates, critiques and diversity issues within assessment. Students engage with assessment and curriculum policy documents to reflect and improve on their practice.
Assessment: Continuous assessment 100% e.g.: Seminar presentations 15%, First assignment 25% and Major assignment 60%
DP Requirement: 75% attendance of planned lectures as per the attendance register and submission of all assessment tasks.

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.

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 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 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.

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

Phys Sc Ed Math1: Intro to 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 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 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 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: Continuous 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

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. • Analyse 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 • Developmentally 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 (39L-8T-0P-0S-67H-0R-0F-0G-46A-15W-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 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: - • Beginning knowledge • Personal and social wellbeing • Creative arts • 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
Assessment: Assignments 25% Projects 25% Examination 50%
DP Requirement: Students must attend 75% of the lectures A minimum of 50% from coursework

Life Skills Method 1
EDPY323 E1 (39L-8T-0P-0S-67H-0R-0F-0G-46A-15W-16C)
Aim: • To equip students with comprehensive knowledge of debates around Life Skills teaching in Foundation Phase in different context • To equip students with knowledge of Life Skills teaching strategies in Foundation Phase diverse contexts • To expose students to a variety of planning and assessment strategies for effective teaching skills in an inclusive Foundation Phase • To prepare students to be able to develop a variety of teaching and learning resources for effective Life Skills teaching using waste material in Foundation Phase years of schooling • To equip students with knowledge of critiquing, observed Life skills lessons through theoretical lenses.
Content: • Introduction to comprehensive knowledge of debates around Life Skills teaching in Foundation Phase in different context • Knowledge of Life Skills teaching strategies in Foundation Phase diverse contexts • Variety of planning and assessment strategies for effective teaching skills in an inclusive Foundation Phase • Developing a variety of teaching and learning resources for effective Life Skills teaching using waste material in Foundation Phase years of schooling • Knowledge of critiquing observed Life skills lessons through theoretical lenses.
Assessment: Assignments 30% Presentations 20% Examination 50%
DP Requirement: Students must attend 75% of the lectures. A minimum of 50% pass from coursework.

Mathematics for Foundation Phase Method 1
EDPY324 E1 (39L-0T-8P-0S-77H-10R-0F-0G-26A-15W-16C)
Prerequisite Requirement: Numeracy in the Early Years module
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: Assignments (25%) Portfolios (25%) Examination (50%)
DP Requirement: Students must attend 75% of the lectures A minimum of 50% from coursework

Contextual Realities Frameworks and Processes
EDPY325 EC (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

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, questionnaires, 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.

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 approach - 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: • Curriculum development • Historical developments of Technology in the South African curriculum • Aims of Technology Education • Enabling students to understand the unique features of Technology and its inclusion in the curriculum • Critical Analysis of National Curriculum Statement in Technology • Explore the key content and specific aims of Technology Curriculum • Assessment • Demonstrate types of assessment and rubrics that can be used in Technology • Laboratory planning in Technology • 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 • Teaching methods, strategies • Learning and learning styles • Teaching and Learning Technology • Creative ways to use children's books and movies in the teaching of Technology • Using ICT in teaching technology • Philosophy and Methodology of Technology Education teaching • Problem based • Case Study, • Enabling Tasks, • 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 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 faculty rules.

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.

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 faculty rules.

Social Foundations, Social Justice & Education
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.

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.

Assessment in Sc Maths and Comp Ed
EDSM708 E2 P2 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To introduce educators to assessment models and issues in science, mathematics and computer 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/mathematics/computer 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.
Practicals: None
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.

Curriculum Development in Sc Maths & Comp Ed
EDSM709 E1 P1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: 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, mathematics and computer science 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.
Practicals: None
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 Sc Maths and Comp Ed
EDSM710 E2 P2 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)
Prerequisite Requirement: None
Aim: To raise awareness of current issues in the teaching and learning of science/mathematics/computer 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/mathematics/computer teaching and learning contexts. Students engage with nature of science, indigenous knowledge, race and gender in science/mathematics/computers while dealing with issues of diversity and promoting inclusivity in order to cater for the needs of the differentiated nature of South African society.
Practicals: None
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 and Learning in Sc Maths and Comp Ed
EDSM711 E1 P1 (30L-0T-0P-0S-85H-0R-0F-0G-45A-15W-16C)

Prerequisite Requirement: None
Corequisite: None
Aim: To introduce educators to current thinking about particular areas or activities used in teaching and learning in science, mathematics and computer 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/computing education and pragmatism.
Practicals: None
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 and Learning Sc Maths and Comp Ed II
EDSM712 E1 P1 (30L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: To introduce educators to current thinking about particular areas or activities used in teaching and learning in science/mathematics/computer 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, science and computer education, higher order thinking and problem solving, language and communication strategies in science, mathematics and computer education, an understanding of metacognition and self-regulated learning in mathematics, science and computers.
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.

Social Science Education Method 1 SP
EDSS201 E1 (39L-0T-0P-0S-85H-10R-0F-0G-45A-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.

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.

Science and Technology Education 2
EDTE211 E2 (39L-0T-20P-0S-40H-20R-0F-0G-41A-15W-16C)
Prerequisite Requirement: Introduction to Science and Technology Education – This module establishes the nature of the Natural Sciences and Technology Education disciplines that are further elaborated here.
Corequisite: None
Aim: To further extend students' knowledge of the content and processes with regard to Natural Science and Technology related to Energy and Change and Earth and Beyond 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: Earth, Moon and Sun systems (day and night; eclipses; seasons) • Surface of the earth- rocks and soils • Fossils, with special reference to South African fossils • Energy: heat and sound • Electricity-illegal connection (STS) • Systems and control – electrical systems, electronic components • Food processing • Clay processing • Sedimentary rock processing
Practicals: Students must complete 75% of practical work and/or fieldwork to relevant industries or science centres as appropriate
Assessment: •Tests = 25% •Assignments, tasks, practical work and presentations = 25% •Examination = 50%
DP Requirement: At least 75% attendance of integrated/practical sessions and 40% course mark.

Science and Technology Education 1
EDTE212 E1 (39L-0T-20P-0S-40H-20R-0F-0G-41A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To introduce students to the content, processes and nature of both Natural Science and Technology, and provide students with the necessary cognitive and conceptual tools, and practical competences for studying these disciplines. Furthermore, this module will focus on the content covered in the knowledge strands Energy and Change and Systems and Control, and enable students to develop the competence to apply concepts and principles from these areas in relevant contexts.
Content: • The Nature of Science- investigations in Science • The Nature of Technology- both modern and indigenous technologies; the design process • Energy and Change: energy types, sources, transfers and transformations, • Energy and movement- elastics, springs- catapult (Input-process-output and systems diagram) • Systems and control:

mechanisms (levers, gears, pulleys, inclined plane, wheel and axle), types of motion (rotary motion, linear motion, oscillating, reciprocating)
Practicals: Students must complete 75% of practical work.
Assessment: Tests = 25% • Assignments, tasks, practical work and presentations = 25% • Examination = 50%
DP Requirement: At least 75% attendance of integrated/practical sessions and 40% course mark

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: •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.
DP Requirement: At least 75% attendance.

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: •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, Resources-based learning, Assessment, Reflection on professional practice.
Assessment: •Test, = 25%, Assignment, Tasks, and Presentation = 25% Examination 50%
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, practical's and tutorials.

Curriculum Development 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%.

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%.

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: Introduction to different contextual teaching of different schools via case studies – through and exploratory framework focusing on learning context. Technologies in teaching and the preparing and presenting in small groups through Classroom technologies and Micro teaching.
Practicals: Preparing and teaching for different contexts.
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 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 modules 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 continues period of 4 weeks in school following by alternative teaching practice to be delivered in online or contact
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 3
EDTP321 E2 (0L-0T-25P-0S-20H-0R-0F-10G-25A-4W-8C)
Prerequisite Requirement: Teaching Practice 1 and Teaching Practice 2
Corequisite: At least one of the respective teaching specialisation method modules 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 4 weeks in school. Practical assessments through presentations and submissions. (equivalent to approximately 4 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 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 modules 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 15 weeks).
DP Requirement: A minimum attendance of 80% of school-based teaching and the submission of a portfolio.

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 six 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.

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: No DP Requirement - Continuous Assessment

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
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 faculty rules.

Contemporary Issues in Travel and Tourism
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.

Integrated 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 E2 (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, historic-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 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 First Additional Language Education 1
EDZU135 E (26L-26T-20P-10S-40H-10R-0F-0G-28A-0W-16C)
Aim: To introduce non-isiZulu students to basic language knowledge of integrated isiZulu language and literacy. On completion of this module, students should be able to engage in basic conversations, such as providing and obtaining personal information, expressing feelings, and exchange opinions while demonstrating an understanding of culture of the target language for better communication purposes.
Content: Simple and basic conversations in isiZulu. Listening, pronunciation, reading, and writing skills development. Basic grammatical components. Cultural components to deepen the understanding of isiZulu as a social practice. Critical role of isiZulu vocabulary, tone and spelling development.
Assessment: Formative assessment: •Oral presentation (10%) •Assignments (10%), •Group work (20%) •Project portfolio (20%) Summative assessment: Examination at the end of the semester (40%)
DP Requirement: A minimum attendance of 75% is required at lectures and tutorials as per register and a mark of 40% to gain entry to the examination.

IsiZulu First Additional Language Education 2
EDZU136 E2 (39L-0T-0P-0S-22H-10R-0F-0G-18A-15W-9C)
Prerequisite Requirement: isiZulu First Additional Language Education 1
Aim: To introduce non-isiZulu students to intermediate language knowledge of integrated isiZulu language and literacy. On completion of this module, students should be able to engage in more complex conversations and communication styles, demonstrate an understanding of more complex language structures and the culture of the target language.
Content: The module introduces students to pragmatic language use through engaging in complex isiZulu conversations and communication styles, advanced listening, pronunciation, grammatical components, reading, and writing skills development and the isiZulu culture through engaging with simple isiZulu literature (novels, short stories, essays, etc.).

Assessment: Formative assessment: • Oral presentation (10%) • Assignments (10%), • Group work (20%) • Project portfolio (20%) Summative assessment: Examination at the end of the semester (40%)
DP Requirement: A minimum attendance of 75% is required at lectures and tutorials as per register and a mark of 40% to gain entry to the examination.

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 Education 3
EDZU240 E2 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
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 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-10R-0F-0G-28A-15W-16C)
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 Senior Phase
EDZU318 (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; drama and poetry. Teaching visual literacy skills (reading and creating visual texts). Assessment strategies for isiZulu prose, reading skills and visual literacy.
Assessment: Continuous assessment 100%. This will comprise: Individual Project portfolio assignment (30%) Assignment (25%) Class Presentations / Micro teaching (30%) Class Quiz (15%) Total: 100
DP Requirement: As per college rules

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 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

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 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

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

ENGL202 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: Literature and Journalism
ENGL303 H1 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 H2 P2 (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.

South African Literature and Landscape 1
ENGL706 H2 P2 (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.

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.

Writing across Worlds
ENGL716 H1 P1 (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.

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 Arts

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 contemporary 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 analysing 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 P1 (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.
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.

Fine Arts

Offered in the School of Arts

Introduction to Art Practice and Theory A
FIAR105 P1 (19.5L-19.5T-32.5P-0S-26H-0R-6.5F-0G-56A-15W-16C)
Prerequisite Requirement: Previous study in art is not a requirement.
Aim: To introduce students to the fundamental principles and practice of artmaking, design and presentation of work as they apply across various visual media.
Content: Artmaking primarily from observation; experimentation with a variety of drawing materials; composition, design and presentation considerations. The intended outcome is technical proficiency in foundational artmaking skills that can be applied across visual media and disciplines, by students who possess the foundational theoretical knowledge of the field. Students will learn relevant theory and history contextualising their set practical projects. They will produce written work to be assessed alongside their practical submissions.
Assessment: Continuous assessment - Assignments 40%, final portfolio 60%
DP Requirement: Students are required to attend a minimum of 80% of class sessions according to class registers, and must complete and submit all assignments.

Introduction to Art Practice and Theory B
FIAR106P2 (19.5L-19.5T-32.5P-0S-26H-0R-6.5F-0G-56A-15W-16C)
Prerequisite Requirement: Completion of Introduction to Visual Arts Practice A.
Aim: To consolidate students' knowledge and skills in the fundamental principles and practice of artmaking, design and presentation of work as they apply across various visual media.
Content: Artmaking primarily from observation; experimentation with a variety of materials; with composition, design, documentation and presentation considerations. Alongside this, students will learn relevant theory and history contextualising their set practical projects. They will produce written work to be assessed alongside their practical submissions. The intended outcome is technical proficiency in foundational artmaking skills, by students who possess the foundational theoretical knowledge of the field.
Assessment: Continuous assessment - Assignments 40%, final portfolio 60%.
DP Requirement: Students are required to attend a minimum of 80% of class sessions according to class registers, and must complete and submit all assignments.

Visual Art theory and practice A
FIAR205 P2 (19.5L-19.5T-32.5P-0S-26H-0R-6.5F-0G-56A-15W-16C)
Prerequisite Requirement: Level 1 modules: Introduction to Art Practice and Theory A; Introduction to Art Practice and Theory B.
Aim: To extend students' practical skills and theoretical knowledge, building on the fundamental principles and artmaking skills acquired at Level 1, to demonstrate increased conceptual engagement in the design and presentation of work, applied across various visual media and set projects at an intermediate level.
Content: Art practical and theory, based on artmaking from observation; and experimentation, but with the expectation of a

more advanced skills and conceptual engagement than previous modules at Level 1. This includes being more able to integrate the technical skills and given subject matter with more personal interpretations, and to contextualise the work with the relevant theory and history components to projects. Written work is assessed alongside practical submissions. The intended outcome is intermediate technical proficiency that can be applied across visual media and disciplines.
Assessment: Continuous assessment - Assignments 40%, final portfolio 60%.
DP Requirement: Students are required to attend a minimum of 80% of class sessions according to class registers, and must complete and submit all assignments and the term's work in a portfolio at the end.

Visual Art theory and practice B
FIAR206 P2 (19.5L-19.5T-32.5P-0S-26H-0R-6.5F-0G-56A-15W-16C)
Prerequisite Requirement: Level 1 modules: Introduction to Art Practice and Theory A; Introduction to Art Practice and Theory B
Level 2 module: Visual Art Theory and Practice A.
Aim: To further extend students' practical skills and theoretical knowledge, building on the fundamental principles and artmaking skills acquired at Level 1, and on the work completed in the Level 2 module Visual Art Theory and Practice A. The aim is for them to demonstrate increased conceptual engagement in the design and presentation of work, applied across various visual media and set projects.
Content: The module builds on Visual Art Theory and Practice A according to different media/artmaking disciplines, with the expectation of more advanced skills and conceptual engagement. This includes being more able to integrate the technical skills and given subject matter with more personal interpretations, and to contextualise the work with the relevant theory and history components of projects. Students will produce written work to be assessed alongside their practical submissions. The intended outcome is intermediate technical proficiency that can be applied across visual media and disciplines.
Assessment: Continuous assessment - Assignments 40%, final portfolio 60%.
DP Requirement: Students are required to attend a minimum of 80% of class sessions according to class registers, and must complete and submit all assignments and the term's work in a portfolio at the end.

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 2.
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.
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.

HIST
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 P1 (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 P2 (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 P1 (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.

French

Offered in the School of Arts
French 101, 102, MA and PHD are also 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 H1 P1 (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 H1 P1 (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 H2 P2 (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 task based 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 H2 P2 (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

Teaching Internship
FREN710 (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

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

Research Paper: French
FREN7RP H 2 P 2 (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

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 H1H2 P1P2 (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 H1H2 P1P2 (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.

Geography and Environmental Management

Offered in the School of Social Sciences

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 intoGeographic 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.

.

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 conflict sensitive 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 and 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 Arts

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 H1 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 analysing 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.

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.

Housing

Offered in the School of Social Sciences

Housing Technology 1B
HOUS102 H2 (20L-20T-18P-0S-102H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: HOUS101 - 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 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: HOUS102 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: HOUS201- 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: HOUS104 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: HOUS203 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: HOUS202 Housing Technology 2B, HOUSE204 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 Housing Theory and Policy
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: Continuous evaluation, summative assessment in the final portfolio review
DP Requirement: 50% class marks (attendance at practicals and tutorials), 50% Portfolio Exam.

Advanced Housing Theory and Practice
HOUS701 H1 (28L-0T-4P-28S-50H-0R-0F-0G-54A-15W-16C)
Prerequisite Requirement: None
Aim: To develop a critical understanding of theories and approaches to shelter and sustainable housing delivery, as well as the impact of culture on housing and the fundamentals of construction. Content: Theory and approaches (both African and international) to shelter and sustainable housing delivery, poverty and housing and construction fundamentals
Content: Theory and approaches (both African and international) to shelter and sustainable housing delivery, poverty and housing and construction fundamentals
Practicals: One field trip to a housing project
Assessment: Two assignments (essays): 30%Four seminar presentations: 40% One project paper: 30%
DP Requirement: None

Advanced Housing Implementation
HOUS702 H1 (30L-0T-4P-18S-55H-0R-0F-0G-53A-15W-16C)
Prerequisite Requirement: None
Aim: The main aim of this module is to equip students with advanced skills in housing delivery methods, processes and the legislative framework that guides the delivery of housing in the country and to problem solve typical challenges in the delivery of housing.
Content: Planning and Housing law, housing minimum norms and standards, procurement, housing availability, affordability and maintenance, township establishment, transitional housing, emergency housing and the role of the professional team in the implementation of housing projects.
Assessment: Four assignments: 50% Seminar presentations: 20% One project paper: 30%
DP Requirement: None

Advanced Housing Policy and Finance
HOUS703 H1 (28L-0T-4P-28S-50H-0R-0F-0G-54A-15W-16C)
Prerequisite Requirement: None
Aim: To develop a critical understanding of housing policy issues and financing, and the ability to formulate policy
Content: Housing and the macro-economy in various contexts, housing systems, rural housing policy, housing policy in relation to broader urban planning and development objectives, systems of housing finance.
Practicals: One field trip.
Assessment: Two assignments (essays): 30% Four seminar presentations: 40% One project paper: 30%,
DP Requirement: None

Advanced Project Management and Evaluation
HOUS704 H2 (30L-0T-4P-12S-54H-0R-0F-0G-60A-15W-16C)

Prerequisite Requirement: None
Aim: To equip students with knowledge and skills in project management and evaluation and the ability to identify and manage social, financial, political, environmental, technical and economic risks associated with the housing industry.
Content: Conceptualisation, planning, setting of objectives, feasibility studies, implementation, community participation, stakeholders, development finance, organizational structure, scheduling, resources cash flow schedules, accounting, communication strategy and evaluation and close-out.
Practicals: One field trip.
Assessment: Four individual assignments: 40% Four seminar presentations: 40% Field trip report: 20 %
DP Requirement: None

Residential Layout and Sub-division
HOUS705 H2 (26L-0T-8P-28S-40H-0R-8F-8G-42A-15W-16C)
Prerequisite Requirement: None
Aim: The aim of this module is to expose students to the concepts and principles of layout and subdivision, to introduce them to the debates of delivery systems, housing patterns and infrastructure provision and to apply this knowledge in the layout design
Content: Built Form theories and Urban Design; Layout Planning and Practice; Layout Planning and Design process.
Practicals: Two field trips.
Assessment: Two field trips
DP Requirement: None

Research Methods in Housing
HOUS7RM H1 (39L-0T-0P-0S-71H-0R-0F-0G-50A-15W-16C)
Prerequisite Requirement: None
Aim: To develop knowledge and skills of research approaches and methods that are relevant for research in housing. Qualitative and quantitative research approaches, sampling, data collection methods, data analysis, research ethics.
Content: Qualitative and quantitative research approaches, sampling, data collection methods, data analysis, research ethics
Assessment: Two presentations: 25% each: 50%; One assignment (a research proposal): 50%
DP Requirement: None

Housing Research Project
HOUS7RP H1 (0L-0T-0P-20S-260H-20R-0F-20G-0A-0W-32C)
Prerequisite Requirement: None
Aim: To enable students to conduct an independent research project and produce a research report related to housing
Content: Data collection, data analysis, and research report.
Practicals: None
Assessment: Research report: 100%
DP Requirement: None

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.

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: Minimum 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: Minimum 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.

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%), seminar 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 globalisation which is expressed in the increasing transnational organisation of production and integrated global financial markets affects labour and unions in general.
Content: Globalisation, flexible work, income security and labour unions.
Assessment: Presentation (10%), participation (10%), seminar 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.

International Relations

Offered in the School of Social Sciences

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.

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.

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

Offered in the School of Arts

Elementary Kiswahili Language - A

KISW101 H1 P1 (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 emphasis 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.

Library and Information Studies

Offered in the School of Social Sciences

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 demonstrate 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.

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; integration 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 assignment; 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.

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 assignment, 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

Language, Contact and Diversity
LING708 H2 (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 H2 (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 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 H1 (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.

Topics in Psycholinguistics
LING711 H1 (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
Prerequisite Requirement: Appropriate Bachelors 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

---

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 (30L-10T-0P-0S-113H-0R-4F-0G-3A-13W-16C)
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 (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.

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.

Media in South Africa
MECS222 H2 P2 (26L-26T-0P-0S-105H-0R-0F-0G-3A-13W-16C)
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.

Advanced Cultural Studies
MECS301 H2 P2 (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 (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

Writing for the Media
MECS311 P1 (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.

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.

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.

Journalism & Media Theory
MECS707 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.

Strategic Corporate Communication
MECS708 H2 P2 (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.

Video Production
MECS709 H1 (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 H2 (0L-0T-106P-30S-120H-30R-30F-0G-4A-13W-32C)
Prerequisite Requirement: Video Production (MECS709) 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.

Research Paper: Media & Cultural Studies
MECS7RP H2 P2 (0L-0T-0P-3S-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. Students are required to present aspects of their research project over three seminars.
Assessment: Examination of a formal research project.
DP Requirement: Completion by due date of all work designated as required by the supervisor.

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.

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 achieving a mark of at least 40% for the formative class assessment

Music

Offered in the School of Arts

Foundational Practical Studies A
MUSC101 H1 (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 H1 (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 H2 (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 H1 (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 H2 (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 H1 (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 H2 (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 H2 (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.

Music Fundamentals A
MUSC113 H1 **(**39L-0T-0P-0S-54H-10R-0F-0G-57A-15W-16C)
Aim: 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).
Prerequisites: None.
DP requirements: Attendance at 80% of contact lectures, 100% of examinations and tests.
Assessment: Two class tests comprising written and practical components (50%), one final examination (50%).

Performance Skills 1
MUSC114 H2 (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.

Music Fundamentals B
MUSC115 H2 **(**39L-0T-0P-0S-54H-10R-0F-0G-57A-15W-16C)
Aim: Music Fundamentals A equips students with the core theoretical and practical basics of the staff notation system.
Content: Scales/modes; complex intervals; triads/quartads; conventions of harmonisation; mixed metres; complex rhythmic patterns and syncopation; performance directions.
Prerequisites: Music Fundamentals A (MUSC113).
DP requirements: Attendance at 80% of contact lectures, 100% of examinations and tests.
Assessment: Two class tests comprising written and practical components (50%), one final examination (50%).

Practical Studies 1A
MUSC116 H1 (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 H2 (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 H1 (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 H2 (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 H1 (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 H2 (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 college rules.

Performance Skills 2A
MUSC218 H1 (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 H2 (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 H1 (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 H2 (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 H1 (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.

Instrumental/vocal Teaching Method A
MUSC311 H1 **(**26L-0T-0P-0S-131H-0R-0F-0G-2A-15W-16C)
Aim: Instrumental/Vocal Teaching Method A aims to prepare students for their teaching role as practicing musicians.
Content: Historical development of instruments; philosophies and schools of pedagogy; teaching of beginners; suitable teaching materials for grades 3 to 5; the intermediate level- grades 6 to 8; psychology of music teaching; teaching of adult beginners; principles of ornamentation; sight reading and memorization; examining hypothetical teaching situations.
Prerequisites: Practical Studies 2B or Performance Skills 2B.
DP requirements: Attendance at 80% of contact lectures, 100% of ensemble rehearsals, 100% of examinations and tests.
Assessment: Semester work (assignment and presentation) 60%; Written exam 40%.

African Music Outreach B Community Dev
MUSC312 H2 (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.

Instrumental/vocal Teaching Method B
MUSC313 H2 (26L-0T-0P-0S-131H-0R-0F-0G-2A-15W-16C)
Aim: Two aims: familiarize the learner with the range of compositions written for the selected instrument/voice, and the context in which these works originated; 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, from the earliest times until the present day; Practical Teaching Beginner to Intermediate level.
Prerequisites: Instrumental/vocal Teaching Method A.
DP requirements: Attendance at 80% practicals, workshops and master classes, 100% of examinations and tests.
Assessment: Semester work (Presentation and assignments) 60%; Written examination 40%.

Composition A
MUSC318 H1 (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 H2 (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 H1 (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 college rules

Music and Society 3B
MUSC324 H2 (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 H1 (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 H2 (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 H1 (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 college rules.

Music Theory and Perception 3B
MUSC332 H2 (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 H1 (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 H2 (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 H1 (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 college rules.

Performance Skills 3B
MUSC340 H2 (0L-0T-26P-0S-127H-0R-13F-4G-3A-15W-16C)
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.
Prerequisites: Performance Skills 3A.
DP requirement: Attendance at 80% of contact lectures as per register.
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%).

Practical Studies 3A
MUSC342 H1 (0L-0T-39P-12S-107H-0R-0F-0G-2A-15W-16C)
Aims: Practical Studies 3A provides advanced training for instrumental and vocal performers. The module helps students to develop advanced instrumental/vocal fluency; to understand the full capabilities of the instrument/voice; to read musical notation fluently; to further develop a specialist knowledge of local and international instrumental/vocal repertoire; to develop advanced skills in performing in and leading musical groups.
Content: Professional instrumental/vocal technique (dance technique for the study of African music), advanced strategies for effective practice, advanced exercises in notational reading fluency, specialist professional instrumental/vocal repertoire, advanced ensemble technique and practice.
Prerequisites: Practical Studies 2B.
DP requirements: Attendance at 80% of contact lectures and 100% of ensemble rehearsals as per register.
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.

Practical Studies 3B
MUSC344 H2 (0L-0T-39P-12S-107H-0R-0F-0G-2A-15W-16C)
Aims: Practical Studies 3B provides advanced training for instrumental and vocal performers. The module helps students to develop advanced instrumental/vocal fluency; to understand the full capabilities of the instrument/voice; to read musical notation fluently; to further develop a specialist knowledge of local and international instrumental/vocal repertoire; to develop advanced skills in performing in and leading musical groups.
Content: Professional instrumental/vocal technique (dance technique for the study of African music), advanced strategies for effective practice, advanced exercises in notational reading fluency, specialist professional instrumental/vocal repertoire, advanced ensemble technique and practice.
Prerequisites: Practical Studies 3A.
DP requirements: Attendance at 80% of contact lectures and 100% of ensemble rehearsals as per register.
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.

Public Sector Ethnomusicology & Comm Dev
MUSC7EC H1 (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.

Ethnographic and Video Documentation
MUSC7EV H2 (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).

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.

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.

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: 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.

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.

Performance 2A
MUSC7XA H1 (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%.

Performance Skills 3B
MUSC7XB H2 (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%.

Philosophy

Offered in the School of Arts

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 H2 (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.

Metaphysics
PHIL704 P2 (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 H1 P1 (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 H1 P1 (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 H2 P2 (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 ject 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 students to 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

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.

Selected Readings 1: Political Science
POLS710 H2 P2 (0L-0T-0P-10S-147H-0R-0F-0G-3A-0W-16C)
Aim: This module is intended to expose students intensively to methods of analysis and current research findings and approaches from any one or more of the sub-fields of political science. Independent work is encouraged. Significant or topical issues within the sub-fields may be examined using an explicit theoretical focus and/or a research proposal may be required.
Content: Variable
Assessment: Weekly meetings and reports; research paper/research proposal.
DP Requirement: Submission of all written work on time and 100% attendance at seminars

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 **Theoretical** (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: 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 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.

Psychology

Offered in the School of Social 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%.

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%.

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 Africa, 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: Introduction 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 Psychotherapy

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%.

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 (e.g. 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 Examination 50%.
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%.

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%.

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 Behaviour 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.

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.

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%.

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%.

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: Psychology Subsequent Yr
PSYC8RD P1 P2 (0L-0T-0P-0S-640H-0R-0F-0G-0A-0W-64C)

Short Dissertation: Psychology
PSYC8RS P1 P2 (0L-0T-0P-0S-640H-0R-0F-0G-0A-0W-64C)

Religion

Offered in the School of Arts

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.

History of Hindu Thought (39L-0T-0P-0S107H-6R-0F-0G-8A-13W-16C)
RELG201 H1
Aim: The module aims to provide a coherent understanding of the historical development in Hindu philosophical thinking.
Content: This module deals with the different genres of Hindu texts (e.g., the Vedas, the Upanishads, and the Bhagavad-Gita) and looks at continuities and discontinuities in the philosophical ideas of the Hindus.
Assessment: Cumulative Assessment (50%); Examination (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments and at least 40% sub-minimum mark 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

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 P2 (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.

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.

Religion and Social Transformation

Offered in the School of Arts

Core Modules in Areas of Specialisation

Introduction to African Religion & History
RSTR704 H2 P2 (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.

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.

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.

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.

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. 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. Nuanced 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. This 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 Social 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%.

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.

Theology

Offered in the School of Arts

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.

Theology in African Context
THEO705 P1 (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.

Exegesis of Selected Biblical Texts
THEO709 P2 (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 P1 (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.

Clinical Pastoral Education
THEO727 P1 (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 P1 (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.

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.

Biblical Hermeneutics: Women & gender

THEO735 P2 (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 P2 (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.

Key Themes in Christian Faith

THEO738 P2 (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.

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.

Advanced Theology in the African Context
THEO805 P1 (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.

Exegesis of Selected Biblical Texts
THEO809 P2 (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 P1 (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.

Clinical Pastoral Education
THEO827 P2 (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 P2 (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.

Biblical Hermeneutics: Women & Gender
THEO835 P2 (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 P2 (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 P2 (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 P2 (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 P1 (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.

Research Article: Theology
THEO8RA P (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 Social Sciences

Theory for Planners
TNPL701 H1 (20L-0T-0P-20S-70H-0R-0F-0G-50A-15W-16C)
Aim: To provide students with a critical understanding of the assumptions and concepts underpinning a variety of planning theories and social theories related to planning, the impact of theories on practice, and the ability to apply this knowledge to planning practice
Content: Current debates and relevance of planning theories and social theories related to planning.
Assessment: None
DP Requirement: None

Development and Planning of Cities
TNPL702 H1 (20L-0T-0P-20S-62H-0R-8F-0G-50A-11W-16C)
Aim: To enable learners 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 and SA contexts of metropolitan development, major trends and forces affecting large urban agglomerations, agendas for urban development planning, sustainability, metropolitan planning, spatial planning and urban reconstructing, cities and economic development and the management of large cities
Assessment: None
DP Requirement: None

Urban Spatial Analysis and Planning
TNPL703 H1 (39L-0T-0P-10S-47H-0R-4F-0G-60A-0W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To develop knowledge and skills in urban spatial analysis and planning.
Content: Key economic concepts related to land and access to land, analysis of land/space use, local area analysis and planning, spatial planning
Practicals: field trip
DP Requirement: None

Regional Development and Planning
TNPL704 H1 (20L-0T-0P-20S-66H-0R-4F-0G-50A-15W-16C)
Prerequisite Requirement: None
Corequisite: None
Aim: To develop an understanding of regional development theory, policy and practice, land use analysis and infrastructure planning
Content: Concepts and theories of regional planning, regional planning policies, principles and processes, land uses, infrastructure requirements, planning and management.
Practicals: Filed trip
DP Requirement: None
Layout and Sub Division for Planners
TNPL705 H2 (104L-0T-0P-0S-80H-0R-16F-0G-120A-15W-32C)
Prerequisite Requirement: None
Corequisite: None
Aim: To develop knowledge layout and subdivision in respect of housing development, and commercial and industrial zoning and to apply this knowledge in the layout design

Content: Layout planning and practice, the layout planning and design process, developing site plans n relation to housing development, and commercial and industrial zoning.
Practicals: Two field visits
DP Requirement: None

Planning Research Project
TNPL7RP H2 (20L-0T-0P-20S-210H-0R-0F-0G-70A-15W-32C)
Prerequisite Requirement: Research methods for planners.
Corequisite: None
Aim: To enable students to conduct an independent research project and produce a research report of 7000 words (approx. 24 pages}
Content: Community entry, selection of research methods, data collection, data analysis and research report
Practicals: None
Assessment: None
DP Requirement: As per college rules.

Planning Research Project Subsequent Year
TNPL7RS H2 (20L-0T-0P-20S-210H-0R-0F-0G-70A-15W-32C)
Prerequisite Requirement: Research methods for planners.
Corequisite: None.
Aim: To enable students to conduct an independent research project and produce a research report of 7000 words (approx. 24 pages}
Content: Community entry, selection of research methods, data collection, data analysis and research report
Assessment: 100% assessment of research report
DP Requirement: As per college rules.

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.

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.

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.

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.

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 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 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)

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 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)

Advanced IsiZulu B
ZULM202 H2 P2 (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 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.

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 (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 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

Introduction to Lexicography in IsiZulu
ZULU711 H2 P2 (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 H1 P1 (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.

Contemporary IsiZulu Literature

ZULU717 H1 P1 (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.

Research Paper: IsiZulu

ZULU7RP H2 P2 (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.

MODULES FROM OTHER COLLEGES

In the College of Agriculture Engineering and Science

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

---

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 Studies

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; it 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
DP Requirement: Students must obtain a class mark of at least 40%.

Human Resource Management

Offered in the SCHOOL OF MAN, INFO TECH &GOV

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%.

Consumer Behaviour
MARK301 W1 H1 P1 (39L-0T-0P-0S-87H-30R-0F-0G-4A-15W-16C)
Prerequisite Requirement: MARK2IM
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
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: Test (13%); group assignment (20%), 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
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: Tests, Assignments and/or Projects (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