FACULTY OF HUMANITIES, SOCIAL SCIENCES AND EDUCATION

2022 CALENDAR

CORRESPONDENCE

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VISION & MISSION STATEMENT

Vision
A university leading in engaged scholarship

Mission
The University of Venda produces graduates that are locally relevant and globally competitive

THE CALENDAR IS OBTAINABLE IN THE FOLLOWING SEPARATE PARTS:

FACULTY OF HUMANITIES, SOCIAL SCIENCES AND EDUCATION

Vision

• A Faculty leading, studying, and researching on education matters and human conditions and their social life in engaged scholarship.

Mission

• A Faculty that produces graduates through appropriate methodologies who critically analyze, exchange ideas and knowledge to address the challenges and the needs of the disciplines in Humanities, Social Sciences and Education. Student centeredness engaged and outstanding scholarship, linkages, partnership, and internationalization are the pillars of the faculty.

Values

• Faculty searches for quality learning and excellence in all its endeavors as majors of success.
• Faculty engages in reflective practice scholarly research.
• Faculty embraces diversity and inclusiveness of learning and workplace
• Faculty enhances openness and flexibility and social equity
• Faculty is accountable to its students and staff
• Faculty is committed to academic citizenship for its region

Faculty Departments

The faculty of Humanities, Social Sciences and Education consists of the following 10 departments:

- Department of Human Sciences
- Department of Educational Studies
- Department of Arts and Social Sciences
- Department of Early Childhood Education
- Department of African Languages
- Department of Youth in Development
- Department of English, Media Studies and Linguistics
- Department of Social Work
- Department of Indigenous Knowledge Systems and Heritage Studies
- Department of Professional and Curriculum Studies

OFFICERS IN THE OFFICE OF THE EXECUTIVE DEAN

Executive Dean - Professor	BD Bantwini, Ph.D, MSc in Education, (Illinois at Urbana-Champaign, USA). B. Ed Honours, Further Diploma in Education (NMU), Diploma in Education – Cicira College of Education
PA to Executive Dean	Vacant
Executive Secretary	E Chauke, BAdmin (Univen)
Faculty Manager	Vacant
Faculty Administrators	TA Mmbadi, BAdmin (Hons), MPM (Univen)
	GM Tshimange Nat. Dip. Pub. Mgt (Unisa)

OFFICERS IN THE SCHOOL OF EDUCATION

Dean (Ass. Professor) (acting)	T Runhare, Cert. in Personnel & Training Management (IPM Zimbabwe); C.E, B.ED, M.ED, (UZ); PhD (Pretoria)
Vice-Dean	Vacant
Dean's Secretary	B Mudau, Nat. Dip. Pub. Mgt (Unisa)
School Administrator	GM Tshimange Nat. Dip. Pub. Mgt (Unisa)
Senior Clerk	Vacant
Clerk	Vacant

ACADEMIC STAFF AND DEPARTMENTS:

Heads of Departments are indicated by means of an asterisk*

Early Childhood Education

Ass. Professor	*NP Mudzielwana, PhD (Pretoria), MEd (Australian Catholic. Univ), BA, BEd, UED (Univen), PGDip in HE (T&L) (Rhodes), FD in Sch. Read. (RAU), Cert in ABET, HD in ABET (Unisa), Cert. in Women Leadership (Wits).
Senior Lecturers	MG Sikhwari, PhD, MA; MEd; PGDIP (Research Methods) (Stellenbosch); BA, B.Ed (Hons) (General); BA (Hons) (UL) ACE (Tech) (Unisa); PGDIP(HE) (UKZN); FDE (Educational Management) (UJ); Certs. Moderator & Assessor (Competitive Edge); JPTD (Tshisimani College).
Senior Lecturers	SA Mulovhedzi, PhD (UP), MEd (Univen), BA, Postgraduate HED, BEd (ECD) (UNISA), DIP in ECD (Univen) N. Dip in PUMA (Techniven), Dip. in Archival Studies (Unisa), Cert, in Computer Literacy (Univen), Cert. in Curriculum Development (Rhodes), Cert. in Strengthening Doctoral Supervision Course (Rhodes).
Senior Lecturers	RM Makhwathana, DEd, MA (English), BA (Hons), BA(Hons) UED, ACE (School Management and Leadership) (Univen); MTech (Education Management) (TUT); Dip. in Ministry (Kingdom School of Ministry); Cert. in Outcomes Based Education Approaches through Technology (Ramaano Mbulaheni Training Centre); Cert. in Computer (Avuxeni Computer Academy); Cert. in Strengthening Doctoral Supervision Course (Rhodes).
Lecturers	HB Cassim, BA HED (UDW); M.Ed. (Northern Illinois University-USA). Certificate: Mathematics Education-Intermediate and Senior Phase (UNISA); Certificate: ABET (Unisa); Certificate: Promoting Inclusion with a Cognitive Approach in European Countries (PICA), Marmara University, Turkey.
Junior Lecturers	

(nGAP)	NC Nedambale. B.Ed-Hons(early childhood Education), B.Ed Hons(Edu. Management) (Unisa), B.Ed Foundation Phase (University of Venda)

Educational Studies

Senior Lecturer	* NP Mafenya, D. Ed (Unisa), M. Ed (Univen), B. Ed-(Hons) (UCT), BA (Univen), Advanced Diploma in ABET (Unisa), Certificate in ABET (Unisa), Diploma (Human Resource Management and Labour Relations (Univen), JSTC (Venda College of Education
Ass. Professor	T Runhare, PhD (Pretoria), M. ED, B. Ed, C.E, (UZ); Cert. in Personnel & Training Management (IPM Zimbabwe)
Ass. Professor	TS Mashau, DEd (Univen), MEd (NWU), BEd (Hons) (NWU), FDE (UJ), Cert in HR (UJ), Cert in CNB (BEIT BERL–ISRAEL), Cert in DM (UNISA), STD (Veco)
	NF Litshani, D.Ed, M.Ed (UJ) B.Ed (Unisa), B.A (Unisa), HED (Commerce) (UJ) PGDipHE (Rhodes), SPTC (Tshisimani), AMDP (UP), Cert. in Theo, Dip. In Theo, B. Theo (Faith Bible College).
	DA Sinthumule, D.Ed (Univen), MTech (TUT), ACE(SML), B.Ed (Univen), BA(Hons) (Univen), BA (Ed) (Univen), Cert.in Pastoral Ministry (LUMKO Institute), Cert. in Doctoral Supervision (Stellenbosch Univerversity), Cert. in Resources in Research Ethics Evaluation Clinical Trials Centre, (TRREE) (The Univeristy of Hong Kong)
	AT Nesengani, D. Ed (Univen), MEd (Univen), B.Ed (Hons) (Unisa), BA (Hons) HRD (UJ), BAEd (Univen), Sc.TD (Univen).
	MG Muremela, D.Ed (UniZulu), M.Ed (Univen), B.Ed , BA, FDE, Master Diploma (Education Management) (Unisa), STD (MCE), Diploma in Theology (Living Gospel World Mission)
	Vacant 1
Lecturers	EN Thenga, MEd, BA(Ed), BEDGC, (Univen) Vacant 1 Vacant 2 Vacant 3 Vacant 4
Postdoctoral Fellow	RN Mathebula, STD (TCE); ACE, BEd (Hons) (UP); MEd, DEd (Univen)
Teaching Assistants:	Vacant 1 Vacant 2

Professional & Curriculum Studies

Senior Lecturers	*M Mpeta, BSc, PGCE (Lesotho), MSc (ETSD) (Twente, Netherlands) PhD (Pretoria), PGDipHE (UKZN), PGCert (Entrepreneurial Management & Leadership in Higher Education) (Univen)

SJM Kaheru, Dip Ed, BSc (Makerere), Dip in Sc Ed, MA (Sc Ed) (Kings College London) PGDIPHE (Rhodes), PhD (Unisa)

SL Tshikota, BA, UED (Univen), FDE (Pretoria), BA (Hons), MPhil (Stellenbosch), PhD (UL), MEP (Unisa), Subtitling (North West), Forensic Science (Nanyang), Computer Literacy (Pretoria), Curriculum Development (Rhodes)

LP Ramabulana, BSC, BSCHZO, MScEDU, DIPNRM, UED (Univen), Cert. ICT in Educ. For Policy Implementers (WITS) D.Ed (TUT)

MP Tshisikhawe, STD (RMTC), ACE, Educational Leadership (Unisa), BA, BED (Hons), MEDCS, D.Ed (Univen)

TE Tshiovhe, STD (Makhado), ABET (Unisa), Advanced Accounting College of Acountancy (SA), FDE, BEd (Hons) (RAU), MEd, D.Ed (Univen)

Lecturers	MA Nenzhelele, (STD) (Soweto College of Education), B.Com (Hons) (Univen), MBA (Mancosa)
	NM Nndwamato, STD (VECO), BA (Hons), MA (Univen) Phd (Univen)

OFFICERS IN THE SCHOOL OF HUMAN AND SOCIAL SCIENCES

Dean:	MA Makgopa, BA (Hons), (Unisa), MA (SUN), D.Litt et Phil (Unisa), J.S.T.C. (Setotolwane)
Vice Dean:	PE Matshidze, BA, (Hons), UED, Postgraduate Diploma in Higher education (Rhodes), PGDIP (HE), LLB (Univen), LLM (Unisa), MPhil (Stellenbosch), PhD (Unizulu)

School Administrator:	TA Mmbadi, BAdmin (Hons), MPM (Univen)
Executive Secretary:	E Chauke, BAdmin (Univen)

Research Professor (H):	MC Mashige, BEd (Hons), MA (UJ), PhD (RAU)
Research Professor (SS):	Vacant
Research Assistant (H):	Vacant
Research Assistant (SS):	Vacant

DEPARTMENTS AND ACADEMIC STAFF:
Heads of Departments and Directors of Centre(s) are indicated by means of an asterisk

YOUTH IN DEVELOPMENT

Associate Professor	TD Thobejane, Diploma Community Development (JHB, RSA), MSc (Southern New Hampshire) (Manchester, USA), DED (Massachusetts Amherst USA) PTC (Mokopane)
Senior Lecturers	*TJ Mudau BA, HONSGS, MGS, PGCE, DED (Univen)
	MH Mukwevho, BA (Hons), UED, MA, PhD (Univen)
Lecturers	KG Morwe, B.Soc. Sc (SW), MSoc.SC (SW) (North West)
	TP Mulaudzi, BA, HONSGS, MGS (Univen),

HUMAN SCIENCES

Professor	Vacant

Senior Lecturers	*LM Mudimeli BA in Bible-Theology (ICI), MA Theology (Univen), DTH (Unisa)
	EN Mathoho, BA, BA Hons (Archaeology)(Univen), MPhil (Archaeology) (UCT) D.Phil. (Archaeology) (UCT)
Lecturers	H Tshamano, BA, BA Hons (History), UED (Univen), MA (History) (UJ) Phd (Univen)
	NMD Mabale, BA (Hons) (Univen), Postgraduate Diploma in Arts (Heritage Studies) (Wits) MA (Anthropology) (Univen)
	NV Sibawu, HED, Hons BA (History) (UFH) MA (History) (UFS)
	FE Ramudzuli, BA(HONS) (UNIVEN), BA (HONS), Archival Science (UNISA), Postgraduate Diploma in Archival Science (UNISA), LLB (UNISA) MA(History) (UJ), MBA (MANCOSA)
	S Mabitsela, BA (Vista University) BA Hons (History), MA(History) (UP)
	ME Muthivhi, BTH (UNISA), B TH Hons (UNISA), MA (UNIVEN)

INDIGENOUS KNOWLEDGE SYSTEM AND HERITAGE

Senior Lecturers	**PE Matshidze, BA, (Hons), UED, Postgraduate Diploma in Higher education (Rhodes), PGDIP (HE), LLB (Univen), LLM (Unisa), MPhil (Stellenbosch), PhD (Unizulu)
nGAP Lecturer	TJ Makhanikhe, BA (Hons), MA (African Studies) (Univen)

ARTS AND SOCIAL SCIENCES

Professor	MG Mapaya, BMus, HDE (UCT), MMus (Wits) PhD (Univen)
Senior Lecturers	*R Tshifhumulo, BA, (Hons), PGDip in Education (Rhodes University) MA, PhD (Univen)
	P Dzimiri, Executive Certificate in Defence and Security Management, (Wits), BA, MSC- International Relations (UZ), PGDIP (HE) (SUNenbosch), PhD (UP)
	HA Khosa, BMus (Univen), MTech (TUT), Certificate in Arts Administration (North West), PhDAS (Univen)
Lecturers	EB Bvuma, BA. PAED (Unin), BA (Hons) (Unisa), M-Dev (UL)
	SF Mathagu, BAdmin (Hons) (Univen), MA (Unisa), Dip. Journalism (TF. Cardiff)
	Mr MJ Masipa, BA (Ed), B Ed, MDev (UL).
	TG Zulu, BMus, MAAS, PhDAS (Univen)
nGAP Lecturer	NE Yende, BA (Hons) Community and Development Studies, MA (Development studies (UKZN)
Junior Lecturers	R Mashamba, BA (Hons) (Univen)
	MS Mokgola, BAIR (Univen), Hons Pol. (UL)

ENGLISH, MEDIA STUDIES AND LINGUISTICS

Associate Professor	EK Klu, BA (Hons) (Ling) (Ibadan) MEd, DEd (Edu Ling) (RAU)
Senior Lecturers	*MN Lambani, BA (Hons) (Unisa), MA (PU for CHE), DTech (TUT), J.S.T.C. (VECO)
	LMP Mulaudzi, BA, B.Ed, UED (Univen), MA (Wits), PhD (Univen) Diploma in Higher Education (Rhodes) PGDIP
	I Ndlovu, BA (Hons) (UZ), MA, PhD (SUN), DipED. (HillSide Teachers' College) (Zim)
	MJ Maluleke, BA (Hons), MA (UL), PhD (Univen)
	M Mabika, Cert. DTP (UFH), Cert. Web-designing (UZ), Cert. Comm. & Journalism (CCOSA), Dip Comm. & Journalism (CCOSA), Commonwealth CYP Dip, BA, Media Studies (ZOU), MSSc. Comm. (UFH), DSS (Fort Hare)
	TJ Chari, BA, Post Dip-Media & Comm. MA (UZ), PhD (Wits)

	MF Sadiki, Diploma in Special Education (DoE), UED, Diploma in Educational Management, BA (Univen), BA (Hons)(Unin), MA (SUN), Cert. Comm. in Journalism (Cum Laude), (Unisa) PTC, (Rehlahlilwe), DPhil (SUN)
	FO Makananise, BA (Univen), BA (Hons), MA, PG (dip) HE (Rhodes), PhD (UL).
Lecturers	VT Bvuma, BAEd (Unin), MEd (Tesl) (Notre Dame, USA).
	TE Sikitime, BA, (Unisa), BAED, BA (Hons), (Univen), PGD, MA (SUN), PGD (Unisa), PhD (Univen)
	F Mahori, BA (Hons), MA (Univen)
	NV Demana, BA (Hons), MA (Univen)
	FT Nephawe, BA, BA Hons (Univen), Mphil (SUN), PhD (Univen),
nGap Lecturer	KE Mabokela, BA (Hons), MA (Media Studies) (UL)

AFRICAN LANGUAGES, ARTS AND CULTURE

Senior Lecturers	*KJ Nkuna, BA, UED, BA (Hons), MA, (Unizulu) PhD (Univen)
	MT Chauke, BA(ED), BA (Hons) (Unin), MA (RAU), PhD (UL).
	MT Babane, BA(Ed), BA (Hons), M.Ed (Unin), D.Ed (Unisa)
	MJ Baloyi STD (Science and Maths) Tivumbeni College, FDE (science and Maths) RAU, FDE (Education Management) RAU, AMDP (UP), Certificate in Project Management, Certificate in Strategic Management (Unisa) BA (Hons) (Univen), BA (Hons) (Unisa), MA (Univen), DLitt et Phil (Unisa)
	NC Netshisaulu BA (Hons) (Univen), MA, PhD (SUN) UED (Univen)
	MC Hlungwani, BA(Ed), BA (Hons) (Unin), MA, PhD (SUN)L
	LE Mphasha, BA (Hons) (Unin), MA, D.Litt et Phil (SUN), STD (Setotolwane)
	M Mathabi, BA, BA (Hons), MA, UED (Univen), PhD,(UL)
	MR Raphalalani, STD (VECO), Dipl. Ed Management, BA (Hons) (Univen), HED (Unin), MA (SUN), D.Litt et Phil (UNISA)
	TD Raphalalani, BA (Hons), MA (SUN), PhD (Univen)
Lecturers	SL Baker, J.S.T.C.(Transvaal Teachers Training College), BA (Unisa), BA (Hons), (UP), FDE, MA (UP)
	OI Tshovhewaho, BA (Paed) (Univen) BA (Hons), BTech (Unisa), MA (UFS), FDE (Wits)
	NM Malele, Diploma in Education, HEDP, Diploma in Translation (Unisa) BA (Vista), BA (Hons), MA (Pretoria)
	MG Maluleke, PTC, PTD (Mokopane), BA (Unisa), BA (Hons) (UP), BA (Hons in Gender Studies), MA (Univen)
	Makhado AJ STD (Veco), BA (Univen), BA (Hons), BEd (North West) MA (SUN)

SOCIAL WORK

Senior Lecturers	*LD Mogorosi, BA(SW) (Unin), BA(SW) (Hons) (Unizul), MS, DSW (Columbia)
	GM Lekganyane, BA(SW) (Unin), BA (SW IV, Arts Special) (UP), MA(SocSc)(RAU), DSC (Ljubljani)
	MA Mabasa, BA(SW), MA(SW) (UL), PGDIP (HE) (UKZN), DPhil(SW) (UL)
	TC Matsea, BA(SW), MA(SW) (U Stell.), Dip. ECD (Univen), HC Man. (FPD), PGDIP (HE) (UStell.), PhD(SW) (NWU)
	MM Mamaleka, BA(SW) (Unin), MA(SW) (UFS), PGDIP (HE) (UKZN), HRM Cert. (Unisa), PhD(SW) (UWC)
	TV Baloyi, BA(SW) (Univen), H.Cert.(FPD),VEP cert.(UNISA), MA(SW) (UP), PGDIP(HE) (UKZN), DPhil (SW) (UL)

Lecturers	NJ Budeli, BA(SW) (Univen), BA(Hons) HIV/AIDS (Unisa), Adv. Cert. Labour Law (UFS), PGDIP (HE) (Rhodes), MA(SW) (UL)
	PS Manganyi, BA(SW) (UL), MA(SW) (UP), PGDIP (HE) (UStell.), Dip Proj. Mng. (Damelin), HC. Mng. (FPD)
	V Nemutandani, BA(SW) (Univen), PGDIP(HE) (Rhodes), MA(SW) (UL)
	N Phiri, BA(SW) (Fort Hare), MA(SW) (Unisa)
Administrative Officer	A Makuya, N. Diploma (Office Admin), BAdmin (TUT)

RULES FOR THE SCHOOL OF EDUCATION

E1.   GENERAL RULES

E1.1   ACCEPTANCE OF A STUDENT

1.1.1.   Acceptance by the University as a registered student does not automatically qualify a student for enrolment in the School or in a particular Department.

1.1.2   Students wishing to follow service courses in the School will be admitted only in accordance with pre-determined numbers for every Department.

1.1.3   **PLEASE NOTE**: The University of Venda reserves the right to cancel the registration of any student in any particular year should it become apparent that the student does not meet the School specific admission requirements.

E1.2   ADMISSION REQUIREMENTS

1.2.1 ADVANCE DIPLOMA IN SCHOOL LEADERSHIP AND MANAGEMENT (ADSLM)

A four-year Bachelor of Education degree, or a general first degree or diploma, plus a Postgraduate Certificate in Education, or a former Higher Diploma in Education (Postgraduate) may be presented for admission. A former Advanced Certificate in Education (Level 6 on the former 8-level NQF) or a former Further Diploma in Education which follows a former professional teaching qualification, or a former four-year Higher Diploma in Education, may also be presented for admission into an Advanced Diploma. In addition, a new Advanced Certificate (Level 6 on the current 10 level NQF) which followed a former Diploma in Education (including a National Professional Diploma in Education) may also be presented for admission into an Advanced Diploma. Further specialization in a teaching subject, offered through an Advanced Diploma at Level 7, requires cognate studies in that subject at Level 6 in the entry qualification.

1.2.2.   DEGREE
Admission Requirements
*   In order to be admitted a candidate should meet any of the following requirements:
a) A National Senior Certificate (NSC) with a Bachelor and an average of 36%, with a minimum percentage of 50 in English.

b) Old Senior Certificate (Matric) with exemption and an average symbol D (Standard Grade) or E (High Grade) in English.

E1.3   ADMISSION REQUIREMENTS for BEDFET/BEDTEF

A student must have achieved an E in English Higher Grade or a D in English Standard Grade to be registered for enrolment in the School of Education. Further requirements may be stipulated by specific Departments.

1.3.1   ADMISSION REQUIREMENTS FOR BACHELOR OF EDUCATION FURTHER EDUCATION AND TRAINING (BEDFET)

a) National Senior Certificate (NSC) with a Bachelor and an average of 36%, with a minimum percentage of 50 in English.

b) Old Senior Certificate (Matric) with exemption and an average symbol D (Standard Grade) or E (High Grade) in English.

1.3.2 ADMISSION REQUIREMENTS FOR BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING (BED FP TEACHING)

a) National Senior Certificate (NSC) with a Bachelor and an average of 36%, with a minimum percentage of 50 in English. Or, Candidates must have Matric/Grade 12 with Early Childhood Development experience either certificate or work experience with a minimum percentage of 50 in English.

b) Old Senior Certificate (Matric) with exemption and an average symbol D (Standard Grade) or E (High Grade) in English. Or, Candidates must have Matric/Grade 12 with Early Childhood Development experience either certificate or work experience with a minimum percentage of 50 in English.

2.3.2 DURATION OF THE BEDFET/BEDTEF PROGRAMMES
a) The duration of the programme is a minimum of four years.
b) In the fourth year, students must satisfactorily undertake teaching practice in schools within reasonable distance from the University.

E1.4 ACADEMIC PROGRESS

1.3.3. A student shall not repeat a module at first or second year level more than once. Cancellation of a course after the commencement of the second semester for year courses and after the closing date for cancellation of semester courses or modules shall be deemed a failure, except if Senate decides otherwise on the basis of special circumstances.

1.3.4. No second-year modules shall be taken unless two year modules (or four semester modules) have been passed at first year level; in order to register for third year modules, a student shall have passed six year modules (twelve semester modules) at first and second year level.

1.3.5. Students registered for the B Ed FET and B Ed TEF degree are required to pass all modules at third year level before they proceed to fourth year. Due to credit values, students who failed modules at previous levels of study may not proceed to the fourth year until they have passed these modules.

1.4 POST GRADUATE CERTIFICATE IN EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING (SEPGCE) NEW DEGREE

1.4.1 Description
The (PGCE SP & FET) is a post graduate certificate in education. The programme prepares students who have completed bachelor's degrees or equivalent. Students are restricted to a choice of two methodologies on the teaching subjects that they studied in the bachelor's degree. These are subjects taught at senior phase and Further Education and Training (FET) band. Students with SOE2521, PHE2521, ECT2621, HDC2621 are exempted from EPH4141 & EPS4141

The qualification carries 120 credits.

1.4.2 Duration of the Programme
The PGCE SP & FET Programme is offered for a minimum of one year full-time.

1.4.3 Admission Requirements
Students should be in possession of a recognized university degree. For the FET subject the Bachelor's Degree with two teaching subjects whereby at least one attained at second year, for the SP Phase, the student must have level 6 credits which could be equivalent to having the subject

/ module done for both semesters at Level 5; completed at least 24 credit points in one teaching subject and 36 credit points in another teaching subject at undergraduate level. The department of Professional and Curriculum studies offers the following modules for the PGCE/ Post Graduate Certificate in Education

E2. RULES FOR POST-GRADUATE DEGREES IN THE SCHOOL OF EDUCATION

The following rules are to be read with the general "Rules for Post-Graduate Degrees" (G16 to G19) and any Senate approved Departmental rules in the Calendar.

E2.1   BACHELOR OF EDUCATION HONOURS (B.ED. (HONS) DEGREE PROGRAMMES

2.1.1   Admission Requirements:
The minimum admission requirements for the Bachelor of Education Honours Degree is a four-year professional teaching degree OR an appropriate Bachelor's degree and a recognised professional teaching qualification, or (a) four-year professional teaching qualification(s) as well as an Advanced Diploma in a cognate sub-field of Education.

(a) An applicant for an Honours degree programme must have obtained a Bachelor's degree with Education as one of the major subjects/modules at 3rd year level and obtained at least an average percentage of 60/65 OR equivalent in the area of specialization.

(b) An applicant who obtained a Bachelor's degree at another institution must apply for status recognition subject to the prescribed conditions.

(c) A student shall not register for an Honours degree unless s/he has passed all the modules, and fulfilled all requirements, for the awarding of a Bachelor's degree.
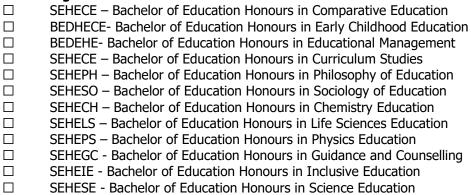
2.1.2   Duration of Programmes
(a) The duration of an Honours degree programme is at least one year full-time and two years part-time.

2.1.3   Requirements
(a) For part-time students, the difference between the number of module(s) taken in the first and second years of study shall not be more than three modules.

(b) A student shall only be admitted to a final examination if he obtains a minimum continuous assessment mark of 50%.

(c) For every module, a Final Mark (the average of the continuous assessment, project and examination mark) of

     i)   50% shall be a PASS mark
     ii)   75% shall be a DISTINCTION mark

2. There is no supplementary examination at an Honours level.

3. The Mini-Dissertation shall be internally examined by one chosen or identified examiner who is not supervisor within the School or University –who is an academic in a similar area of specialization – and it is examined externally by one examiner. External examiners are appointed by the Council on the recommendation of the relevant School Board of Studies through the Senate. An external examiner is drawn from another University or from an appropriate professional organisation and is competent in the area of study with a relevant qualification at least at higher level as the qualification being examined.

4. A candidate who obtains less than 50% but not less than 45% in *only one* module may write the examination in that module only when the module is offered again. No module shall be written more than twice (i.e. one more opportunity after the first attempt). Such a candidate should ensure that s/he properly registers and pays the appropriate fees for the module.

5. A candidate is allowed to write an Aegrotat examination in case such candidate could not sit for the main examination due to illness or death of immediate family member. A medical proof

from a registered medical practitioner death certificate must be provided within 14 days after the main examination date. In addition, the candidate must pay an application fee for the Aegrotat examination as determined by the Council.

6. In addition to a theoretical/course work, a candidate is required to write a mini dissertation in the area of his/her specialization. The Dissertation shall be internally supervised by the supervisor before it is externally examined.

7. An Honours degree may be awarded *cum laude* if the average marks for all the modules and the Dissertation is 75% or more.

2.1.4 Programmes:

☐ SEHECE – Bachelor of Education Honours in Comparative Education
☐ BEDHECE- Bachelor of Education Honours in Early Childhood Education
☐ BEDEHE- Bachelor of Education Honours in Educational Management
☐ SEHECE – Bachelor of Education Honours in Curriculum Studies
☐ SEHEPH – Bachelor of Education Honours in Philosophy of Education
☐ SEHESO – Bachelor of Education Honours in Sociology of Education
☐ SEHECH – Bachelor of Education Honours in Chemistry Education
☐ SEHELS – Bachelor of Education Honours in Life Sciences Education
☐ SEHEPS – Bachelor of Education Honours in Physics Education
☐ SEHEGC - Bachelor of Education Honours in Guidance and Counselling
☐ SEHEIE - Bachelor of Education Honours in Inclusive Education
☐ SEHESE - Bachelor of Education Honours in Science Education

E2.2. MASTER OF EDUCATION DEGREE PROGRAMMES

2.2.1 Admission Requirements

The minimum entry requirement to a Master of Education degree is a Bachelor of Education Honours degree or an appropriate 480 credit Level 8 professional Bachelor's degree (for example a Bachelor of Psychology degree), or a relevant Honours degree. A Postgraduate Diploma may also be recognised as meeting the minimum entry requirement for a cognate Master of Education degree programme, as long as it meets the HEQSF research requirement of at least 30 credits.

(a) An applicant for a Master of Education degree programme shall have obtained an Bachelor of Education Honours degree in the same, or a similar (related), field.

(b) A candidate must at least have an average percentage of 60/65 OR equivalent in the area of specialization.

(c) An applicant with a qualification obtained from another institution must apply for status recognition subject to the prescribed conditions.

(d) The applicant shall submit his application on a prescribed form (obtained from the Registrar (Academic), together with a proposed topic for his study and thesis and an outline of his proposed study.

(e) The Registrar (Academic) shall then refer the application, together with the topic and research outline, to the relevant Department, which will study these, and make recommendations to Senate for considerations and (dis)approval.

(f) The recommendation of the Department, if positive, shall include the name(s) of the supervisor, and shall be submitted through the Academic Board of the School.

(g) The applicant can only register as a student when Senate approves his application and study proposal.

2.2.2 Duration of Programmes

(a) The duration of a Master of Education degree programme shall be a minimum of one year (full-time) and a maximum of two years (part-time). Beyond the maximum duration, the candidate has to reapply for the programme, for a further one year.

(b) The student has to register for every academic year s/he is on the programme. The supervisors shall submit a yearly progress report to Senate.

2.2.3 Requirements for Awarding the Degree
a) Unless otherwise specified by Departmental rules, a Master of Education degree is awarded on the basis of a Dissertation.
b) The length of a Dissertation shall be determined by individual Departments. If the candidate's Bachelor of Education Honours programme did not include a module in Research Methods, s/he shall be required to follow such a module and pass a written examination (at least 50%) in it as a partial fulfillment for the awarding of a Master of Education degree.
c) The title of a Master of Education degree, when approved, shall be valid for a maximum of five (5) years.

Programmes:

☐ SEMECE – Master of Education in Comparative Education
☐ SEMEEC – Master of Education in Early Childhood Education
☐ SEMEEM – Master of Education in Educational Management
☐ SEMECS – Master of Education in Curriculum Studies
☐ SEMEPH – Master of Education in Philosophy of Education
☐ SEMESO – Master of Education in Sociology of Education
☐ SEMECH – Master of Education in Chemistry Education
☐ SEMELS - Master of Education in Life Sciences Education
☐ SEMEPS – Master of Education in Physics Education
☐ SEMEPE – Master of Education in Psychology of Education
☐ SEMEGC – Master of Education in Guidance and Counselling
☐ SEMEIE – Master of Education in Inclusive Education
☐ SEMESE – Master of Education in Science Education
☐ SEMEME - Master of Education in Mathematics Education

2.2.4 Examination of Dissertation
a) On the recommendation of the supervisor(s), the Faculty Board shall appoint two (2) external examiners. An academic who is not supervisor and the external examiners shall form the Examiners' Committee for the candidate.
b) On submission of the dissertation, the candidate shall provide a summary (about 500 words) to the supervisor(s). The summary, when approved by the supervisor(s), shall immediately follow the title page in the bound Dissertation.
c) The supervisor(s) shall sign a written statement certifying the completion and submission of the Dissertation, thus:

I/We certify that the dissertation

(title of dissertation)……………………………………………………….……………………………………….

by (name of candidate)……………………………………………………………………………………………
has been completed under my/our supervision and is hereby submitted for examination.
………

……………………………………………   …………………………………………
Signature (Supervisor)   Signature (Supervisor)

Date ……………………………….   Date ……………………………………

(The above declaration does not, in any way mean or implies that the dissertation is passable or even acceptable).

d) Other General Rules for Graduate Studies (G.18), including the format and declarations, apply.
e) The PASS mark for a Master of Education degree is 50%. A mark of 75% or above is a PASS *cum laude.*
f) A Master of Education degree shall be awarded after at least one academic year has passed since the candidate obtained an Honours degree.
g) At least one (1) bound copy and either disk or memory stick of the Dissertation must be submitted to the Chief Examinations Officer through the Head of the Department and the Dean

E2.3. DOCTOR OF EDUCATION DEGREE PROGRAMMES

2.3.1 Admission Requirements
The minimum admission requirement for a doctoral degree in the field of education is a Master of Education degree or another appropriate Master's degree.
   a) An applicant for a Doctoral of Education degree programme shall have obtained a Masters degree in the same, or a similar (related), field.
   b) Regulations 2.1.2 to 2.1.6 under Master of Education Degree (above) apply to Doctoral degrees.

2.3.2 Duration of Programme
   (a) The duration of a Doctoral of Education degree programme shall be a minimum of two (2) years (full-time) or a maximum of three (3) years (part-time). Beyond the maximum duration, the candidate shall reapply for the programme for a further one year.

2.3.3 Requirements for Awarding the Degree:
   Regulations under 2.3. (for Master of Education degrees) apply to Doctoral of Education degrees, provided that the word "Doctoral" shall be read wherever "Masters" appears.

2.3.4 Programmes

   ☐   SEDECH- Doctor of Education in Chemistry Education
   ☐   SEDECS – Doctor of Education in Curriculum Studies
   ☐   SEDEEC – Doctor of Education in Early Childhood Education
   ☐   SEDEIE – Doctor of Education in Inclusive Education
   ☐   SEDEME – Doctor of Education in Mathematics Education
   ☐   SEDEPH – Doctor of Education in Philosophy Education
   ☐   SEDEPS – Doctor of Education in Physics Education
   ☐   SEDEPE – Doctor of Education in Psychology of Education
   ☐   SEDEGC – Doctor of Education in Guidance and Counselling
   ☐   SEDESE-   Doctor of Education in Sociology of Education
   ☐   SEDESC- Doctor of Education in Science Education

2.3.4. Examination of Thesis
   (a) The thesis shall be examined by the internal examiners by one academic who is not promoter in a similar area of scholarship), and two external examiners, it is recommended that one should be international (examiner).
   (b) Each of the examiners - internal and external - shall comment on the work in writing, and give a clear breakdown on how s/he arrived at the final result.
   (c) The candidate shall then be required to present herself/himself for a viva voce examination on the subject of the thesis and on the general field of scholarship to which the subject belongs.

(d) After both the examination and the viva voce the Examination Committee shall meet to arrive at the agreed Final Result, which may indicate one of the following categories:

A. PASS;
B. PASS, subject to minor typographical errors (which should be corrected and submitted to only the internal examiners);
C. PASS, subject to major changes required (which should be re-submitted to the Examination Committee after a given period).
D. FAIL

2.3.5 Graduation

A person who intends to graduate for a post-graduate degree shall have fulfilled all the requirements for such a degree - passed all prescribed examinations, passed the Dissertation/Thesis, and paid all prescribed fees, etc. - at least 28 days before the relevant graduation ceremony.

E3   PROGRAMMES IN THE SCHOOL OF EDUCATION

The following certificates , diplomas ,degrees, Post graduatev are offered:

E3.1   DIPLOMA
Advanced Diploma in School Leadership and Management   ADSLM

ADVANCED DIPLOMA IN SCHOOL LEADERSHIP AND MANAGEMENT

Semester 1	Semester 2
ELC4121-Leading and Managing Extra Curricula Activity ELM4121-Leading and Managing Learning EPC4121- Leading and Managing people and change EPP4121-Professional Portfolio	EPP 4221- Professional Portfolio EWC4221- Working with and for Community ESO 4221- Leading and Managing the school as an Organisation ESS 4221- Working within and for the school system

3.1.1 Description:
This is an undergraduate qualification which aims at empowering serving teachers in the field of educational management and leadership, re-skilling them to be more marketable in the changing world. The qualification will open up opportunities for advanced studies in education for teachers, HoD, deputy principal, principals and (other) senior managers in education.

Each ADSLM programme carries 120 credits

3.1.2 Duration
The programme is offered for the duration of one year full-time or two years part-time.

3.1.3 Admission requirements:

Any of the following:
1. Three year teaching diploma
2. National Professional Diploma in Education (NPDE).

3. Any degree in education

E3.2. BACHELOR OF EDUCATION: (FOUNDATION PHASE) BEBTEF: Composition of the Curriculum/Modules Outline: The curriculum will continue until 2024

Description
This is a comprehensive four year undergraduate degree, which carries 480 credits. The programme prepares teachers who will teach in the Foundation Phase (Grade R – 3).

Duration
The BEDTEF is a four year degree programme on full time basis.

Admission Requirements
In order to be admitted a candidate should meet any of the following requirements:
a) National Senior Certificate (NSC) with a Bachelor and an average of 36 points with a minimum percentage of 50 in English.

b) Old Senior Certificate (Matric) with exemption and an average symbol D (Standard Grade) or E (High Grade) in English.

FIRST YEAR

Semester 1
IEH 1521	History of Education
EHD 1521	Psychology of Education
ECS 1541	English Communication Skills
EDH 1521	The Reception Year
ELF 1521	Life Skills Learning Programme

Semester 2
SFE 1621	Sociology of Education
EPH 1621	Philosophy of Education
ELL 1621	Literacy Learning Programme
EML 1621	Numeracy Learning Programme
ECS 1642	English Communication Skills

SECOND YEAR
Semester 1
SOE 2521	Sociology of Education
Prerequisites	*SFE 1621*
PHE 2521	Philosophy of Education
Prerequisites	*EPH 1621*
ELF 2521	Life Skills Learning Programme
Prerequisites	*ELF 1521*
ENM 2521	Numeracy Learning Programme
Prerequisites	*EML 1621*
ETL 2521	Preparation for Teaching Practice- Observation

Semester 2
ECT 2621	Psychology of Education
Prerequisites	*EHD1521*

HDC 2621   History of Education
Prerequisites   *IEH1521*
ELL 2621   Literacy learning Programme
EDA 2621   Administration and Management
ETL 2621   Preparation for Teaching Practice- Observation

THIRD YEAR
Semester 1
EHC 3521   History of Education
Prerequisites   *HDC 2621*
ESP 3521   Sociology of Education
Prerequisites   *SOE 2521*
ELF 3521   Life Skills Learning Programme
Prerequisites   *ELF2521*
ENB 3521   Numeracy Learning Programme
Prerequisites   *ENM 2521*
ELB 3521   Children with Learning Barriers
ETL 3521   Preparation for Teaching Practice- Observation

Semester 2
ETE 3621   Psychology of Education
Prerequisites   *ECT 2621*
EMT 3621   Philosophy of Education
Prerequisites   *PHE 2521*
ELL 3621   Literacy Learning Programme
ELD 3621   Children with Learning Barriers
ETL 3621   Preparation for Teaching Practice-Observation
PSC 3621   Computer Literacy

FOURTH YEAR
Semester 1
HIV 4521   HIV/ AIDS Education
EAT 4521   Art for Young Children
EDL 4521   Curriculum Development
PSG 4521   School Management
ETP 4521   Teaching Practice

Semester 2
All second semester modules are completed through portfolios
EDL 4621   Curriculum Development
EMU 4621   Music for Young Children
ETP 4621   Teaching Practice

BEDTEF =BACHELOR OF EDUCATION FOUNDATION PHASE

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills EDH1521 The Reception Year ELF1521 Life Skills Learning Programme	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills ELL 1621 Literacy Learning Programme EML 1621 Numeracy Learning Programme	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation ELF 2521 Life Skills Learning Programme *Prerequisites ELF 1521* ENM 2521Numeracy Learning Programme *Prerequisites:* *EML 1621*	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation ELL 2621 Literacy learning Programme EDA2621Administration and Management	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies PSC 3521Computer Literacy ELF 3521 Life Skills Learning Programme *Prerequisites ELF2521* ENB3521 Numeracy Learning Programme *Prerequisites ENM 2521* ELB3521 Children with Learning Barriers	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy ELL 3621 Literacy Learning Programme ELD 3621 Children with Learning Barriers	HIV 4521 HIV/ AIDS Education EAT 4521 Art for Young Children EDL 4521Curriculum Development PSG 4521 School Management ETP 4521 Teaching Practice	EDL 4621 Curriculum Development EMU 4621Music for Young Children ETP 4621 Teaching Practice
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

E3.3. BACHELOR OF EDUCATION: FURTHER EDUCATION AND TRAINING (BEDFET)

6.1   Description
This is a comprehensive four years undergraduate degree. The degree prepares teachers who qualify to teach at both Senior Phases, and Further Education and Training (FET) band.
The degree carries 480 credits.

6.2   Duration
The BED FET is a four years degree programme on full time basis.

6.3   Admission Requirements
- In order to be admitted a candidate should meet any of the following requirements:

- National Senior Certificate (NSC) with a Bachelor and an average of 36 points with a minimum percentage of 50% in English.

- Old Senior Certificate (Matric) with exemption and an average symbol D (Standard Grade) or E (High Grade) in English.

6.4   Composition of the Curriculum

FIRST YEAR:
Semester 1
EHD 1521   Psychology of Education
IEH 1521   History of Education
ECS 1541   English Communication Skills
FIRST YEAR:
Semester 2
SFE 1621   Sociology of Education
EPH 1621   Philosophy of Education
ECS 1642   English Communication Skills
SECOND YEAR
Semester 1
SOE 2521   Sociology of Education
Prerequisite   SFE 1621
PHE 2521   Philosophy of Education
Prerequisite   EPH 1621
ETL 2521   Preparation of Teaching Practice-Observation
Semester 2
HDC 2621   History of Education
Prerequisite   IEH 1521
ECT 2621   Psychology of Education
Prerequisite   EHD 1521
ETL 2621   Preparation of Teaching Practice-Observation
THIRD YEAR
Semester 1
ESP 3521   Sociology of Education
Prerequisite   SOE 2521
EHC 3521   History of Education
Prerequisite   HDC 2621
ETL 3521   Preparation of Teaching Strategies
Prerequisite   ETL 2521
ETL 3511   Preparation of Teaching Practice-Observation
PSC 3521   Computer Literacy
Semester 2
ETE 3621   Psychology of Education
Prerequisite   ECT 2621

EMT 3621   Philosophy of Education
Prerequisite   *PHE 2521*
ETL 3621   Preparation of Teaching Practice-Observation
Prerequisite   *ETL 2621*
PSC 3621   computer literacy

FOURTH YEAR
Semester 1
ECT 4521   English Competence for Teachers
    NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521
PSG 4521   School Management
HIV 4521   HIV/AIDS Education for Teachers
ETP 4521   Teaching Practice
Semester 2
All second semester modules are completed through portfolios
ETP 4621   Teaching Practice
CTP 4621   Curriculum Theory and Practice
One optional module from:
SPE 4621   Sports Education
MCE 4621   Music Education
DME 4621   Drama in Education
SCL 4621   School Librarianship
RED 4621   Religious Education

Choose two teaching majors from
ACCOUNTANCY
First Year
First Semester
ACC 1541   Introduction to Financial Accounting
Second Semester
ACC 1641   Financial Accounting
Second year
First Semester
ACC 2541   ACC: Company Financial Statement
Second Semester
ACC 2641   Introduction to Cost and Management Accounting
Third year
First Semester
ACC 3541   ACC: External Financial Acc.
Second Semester
ACC 3641   ACC: Managerial Acc and Finance
Fourth Year
ACM 4541   Methodology of Management Sciences: Accounting
ACM 4641   Methodology of Management Sciences: Accounting

AGRICULTURE
First Year
First Semester
ANS 1541   Anatomy, Histology and Physiology of Farm Animal
Second Semester
GEN 1641   Genetic Basis of Plant & Animal Breeding
Second year
First Semester
AGR 2531   Introduction to Plant Production **or**
Prerequisite   GEN 1641 & AGR 1631
ANS 2541   Basic Principles of Nutrition
Prerequisite   ANS 1541

Second Semester
AGR 2631   Dry land Farming Technology
Third year
First Semester
AGR 3541   Principles & Application of Plant Physiology in Plant Production
Prerequisite   BIO 1643 and AGR 2631
Second Semester
AGR 3641   Introductory Plant Breeding and Seed Production
             Prerequisite   GEN 1641 and AGR 3541
AGR 3643   Agro. of Selec. Oil Seed, Fibre and Cereals
Fourth Year
ASM 4541   Methodology of Life Sciences: Agriculture
ASM 4641   Methodology of Life Sciences: Agriculture

FIRST YEAR		**SECOND YEAR**	
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**
	GEN 1641 AGR 1631	AGR 2541 OR PPR 2541	ANS 2641 AGR 2631

THIRD YEAR		**FOURTH YEAR**	
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**
AGR 3541 ANS 3542	PPR 3641	ASM 4541	ASM 4641

BIOLOGY
First Year
First Semester
BIO 1541   Diversity of Life
BIO 1542   Cell Biology
Second Semester
BIO 1643   Ecology, Adaption and Evolution
BIO 1644   Introductory Human Anatomy and Physiology
Second year
First Semester
BOT 2544   Plant Anatomy and Morphology
Pre-requisites   : BIO 1541, BIO 1542
Second Semester
BOT 2645   Plant Taxonomy & Reproductive Biology
Pre-requisites   : BIO 1541, BIO 1643
ZOO 2648   Animal Phylogeny
Pre-requisites   : BIO1541, BIO1643

Third year
First Semester
BOT 3543   Disturbance and Plant Ecology
Pre-requisites   : BIO 2542 or BOT 2544
Second Semester
BOT 3646   Plant Physiology
BOT 3647   Plant Ecophysiology
Pre-requisites   : BOT 2544 and BOT 2645

Fourth Year
MLS 4541   Methodology of Life Sciences: Biology
MLS 4641   Methodology of Life Sciences: Biology

BUSINESS MANAGEMENT
First Year
First Semester
BMA 1541   Intro to Business Management
Second Semester
BMA 1641   Functional Areas of Business Management

Second year
First Semester
BMA 2541   Purchasing Management
Pre-requisites   BMA 1541 & BMA 1641
Second Semester
BMA 2641   Human Resource Management
Pre-requisites   BMA 1541, BMA 1641 & BMA 2541

Third year
First Semester
BMA 3541   Marketing Management
Pre-requisites   BMA 2541 & BMA 2641
Second Semester
BMA 3641   General Management
Pre-requisites   BMA 2541 & BMA 2641

Fourth Year
BEM 4541   Business Studies Methodology
BEM 4641   Business Studies Methodology

CHEMISTRY
First Year
First Semester
CHE 1540   General Chemistry for Applied Sciences
Second Semester
CHE 1621   Introductory Inorganic Chemistry
CHE 1622   Introductory Organic Chemistry

Second year
First Semester
CHE 2521   Inorganic Chemistry
 Pre-requisites   : CHE 1621
CHE 2522   Organic Chemistry
                 Pre-requisites   : CHE 1622
Second Semester
CHE 2620   Analytical Chemistry
Pre-requisite   : CHE 1540

CHE 2623   Physical Chemistry
Pre-requisite   : CHE 1540

Third year
First Semester
CHE 3520   Analytical Chemistry Instrumental Techniques
Pre-requisites   : CHE 2620
CHE 3523   Advanced Physical Chemistry
Pre-requisites   : CHE2623.
Second Semester
CHE 3621   Advanced Inorganic Chemistry

Pre-requisites   : CHE 2521

CHE 3622   Advanced Organic Chemistry
Pre-requisites   : CHE 2522

Fourth Year
MCS 4541   Methodology of Natural Sciences: Chemistry
MCS 4641   Methodology of Natural Sciences: Chemistry

ECONOMICS
First Year
First Semester
ECO 1541   Basic Microeconomics
Second Semester
ECO 1641   Basic Macroeconomics

Second year
First Semester
ECO 2541   Intermediate Microeconomics
Pre-requisites   ECO 1541 & ECO 1641
Second Semester
ECO 2641   Intermediate Macroeconomics
Pre-requisites   ECO 1541 , ECO 1641 & ECO2541

Third year
First Semester
ECO 3541   ECO: International Trade and Finance
Pre-requisites   ECO 2541 & ECO 2641
Second Semester
ECO 3641   ECO: The SA Economy
Pre-requisites   ECO 2541 & ECO 2641

Fourth Year
ECM 4541   Methodology of Management Sciences: Economics
ECM 4641   Methodology of Management Sciences: Economics

ENGLISH
First Year
First Semester
ENG 1561   English First Semester

Second Semester
ENG 1661   Introduction to Literature Studies
Pre-requisites   ENG 1561

Second year
First Semester
ENG 2561   English Structure and Usage: Intermediate Level
Pre-requisites   ENG 1561 & ENG 1661
Second Semester
ENG 2661   Post Coloniality and The African World in Lite
Pre-requisites   ENG 1561, ENG 1661 & ENG2541

Third year
First Semester

ENG 3541   Advanced English Structure
ENG 3542   Advanced English Usage
Pre-requisites   *ENG 2541 & ENG 2661*
Second Semester
ENG 3641   Post Coloniality and the Novel
ENG 3642   The Poetry of Love, Protest and Resistance **OR**
ENG 3643;   Drama of Class, Race & Cultural Differences

Fourth Year
ENM 4541   Methodology of First Additional Language: English
ENM 4641   Methodology of First Additional Language: English

GEOGRAPHY
First Year
First Semester
GEO 1520   Geography: Cartography, Map Analysis, Air Photo
GEO 1541   Integrated Study of Major World Environments
Second Semester
GEO 1620   Geography: Elements of Remote Sensing
GEO 1641   Geography: Major World Environments

Second year
First Semester
GEO 2541   Spatial Organization of Society
GEO 2542   Quant. & Qualit. Research Methods
Second Semester
GEO 2641   Patterns and Processer in Physical Geography
GEO 2642   Themes in the Geography of Africa

Third year
First Semester
GEO 3542   Geomorphology
GEO 3543   Biogeography
GEO 3544   Population and Demography
GEO 3545   Settlement and Industrial Development
GEO 3541   Geography of South Africa
Second Semester
GEO 3642   Climatology
GEO 3643   Geography of Tourism
GEO 3644   Rural Geography and Development
GEO 3641   Remote Sensing and Geographic Information Systems

Fourth Year
GEM 4541   Methodology of Social Sciences: Geography
GEM 4641   Methodology of Social Sciences: Geography

HISTORY
First Year
First Semester
HIS 1543   Twentieth Century Africa
Second Semester
HIS 1644   Contemporary Middle East

Second year
First Semester

HIS 2541   The making of Modern South Africa
Second Semester
HIS 2642   Europe Since 1945

Third year
First Semester
HIS 3542   Inter African Relations
Second Semester
HIS 3644   Africa and the World

Fourth Year
HSM 4541   Methodology of Social Sciences: History
HSM 4641   Methodology of Social Sciences: History

ISINDEBELE
First year
First Semester
ISN 1541   Introduction to Isindebele Grammar
Semester 2
ISN 1641   Introduction to Isindebele Grammar

Second year
Semester 1
ISN 2541   Meaning, Sound, Word and sentence structure in Isindebele
ISN 2542   Orthography and Terminology
Semester 2
ISN 2641   Origin and Development of traditional and modern literature

Third Year
Semester 1
ISN 3541   Introduction to Translation, Interpretation and Editing
ISN 3542   Language planning and policy
Semester 2
ISN 3641   Society and literature
ISN 3642   Language and society

Fourth Year
Semester 1
NMD 4541   Methodology of Home Language: Isindebele
Semester 2
NMD 4641   Methodology of Home Language: Isindebele

ISISWATI
First Year
First Semester
ISW 1541   Introduction to Isiswati Grammar
Second Semester
ISW 1641   Introduction to Isiswati Literature

Second year
First Semester
ISW 2541   Meaning, Sounds, Words & Sentence Structure
ISW 2542   Orthography and Terminology
Second Semester
ISW 2641   Origin & Development of Modern Literature

Third year
First Semester
ISW 3541   Introduction to Translation
ISW 3542   Language Planning and Policy

Second Semester
ISW 3641   Society and Literature
ISW 3642   Language and Society

Fourth Year
First Semester
ISM 4541   Methodology of Isiswati
Second Semester
ISM 4641   Methodology of Isiswati

MATHS
First Year
First Semester
MAT 1541   Mathematics 1541
MAT 1542   Mathematics 1542
Second Semester
MAT 1641   Integral Calculus
Pre-requisites   : MAT 1541
MAT 1642   Mathematics Foundation II
Pre-requisites   : MAT 1542

Second year
First Semester
MAT 2541   Linear Algebra
Pre-requisites   : MAT 1642
MAT 2542   Advanced Calculus
Pre-requisites   : MAT 1641
Second Semester
MAT 2641   Real Analysis 1
Pre-requisites   : MAT 1542
MAT 2642   Ordinary Differential Equations
Pre-requisites   : MAT 1641

Third year
First Semester
MAT 3541   Real Analysis
Pre-requisites   : MAT 2641
MAT 3542   Group Theory
Pre-requisites   : MAT 2541
Second Semester
MAT 3641   Complex Analysis
Pre-requisites   : MAT 2641
MAT 3642   Rings and Fields
Pre-requisites   : MAT 3542

Fourth Year
MAM 4541   Methodology of Mathematics
MAM 4641   Methodology of Mathematics

NORTH SOTHO
First Year
First Semester

NSO 1541   Introduction to Northern Sotho Linguistics
Second Semester
NSO 1641   Introduction to Northern Sotho Literature

Second year
First Semester
NSO 2541   An Advance Study to Northern Sotho Grammar
NSO 2542   Historical Linguistics and Semantics
Second Semester
NSO 2641   An Advanced Study of Northern Sotho Literature

Third year
First Semester
NSO 3541   Advanced Study of Morphology
NSO 3542   Semantics
Second Semester
NSO 3641   Further Advanced Study of N. Sotho Literature
NSO 3642   Translation and Terminology
Fourth Year
NSM 4541   Methodology of Home Language: Northern Sotho
NSM 4641   Methodology of Home Language: Northern Sotho

PHYSICS
First Year
First Semester
PHY 1521   Mechanics 1521
Pre-requisites   : As per admission requirement of the School of Maths & Natural Science
Co-requisites   : MAT 1541
PHY 1522   Waves and Optics 1522
Pre-requisites   : As per admission requirement of the School of Maths & Natural Science
Co-requisites   : MAT 1541
Second Semester
PHY 1623   Properties of Matter and Thermal Physics
Pre-requisites   : As per admission requirement of the School of Maths & Natural Science
Co-requisites   : MAT 1641
PHY 1624   Electricity and Magnetism
Pre-requisites   : As per admission requirement of the School of Maths & Natural Science
Co-requisites   : MAT 1641

Second year
First Semester
PHY 2521   Classical Mechanics
Pre-requisites   : PHY 1521, MAT 1541, MAT 1641
PHY 2522   Waves and Optics
Pre-requisites   : PHY 1522, MAT 1541, MAT 1641
Second Semester
PHY 2623   Electrodynamics
Pre-requisites   : PHY 1624, MAT 1541, MAT 1641
PHY 2624   Modern Physics
Pre-requisites   : PHY 1521, MAT 1541, MAT 1641

Third year
First Semester
PHY 3521   Atomic and Nuclear Physics
Pre-requisites   : PHY 2624
PHY 3522   Solid State Physics
Pre-requisites   : PHY 2521 and PHY2624
Second Semester
PHY 3623   Thermal and Statistical Physics

Pre-requisites   : PHY 2521
PHY 3624   Quantum Mechanics
Pre-requisites   : PHY 2624

Fourth Year
MPS 4541   Methodology of Natural Sciences: Physics
MPS 4641   Methodology of Natural Sciences: Physics

PSYCHOLOGY
First Year
First Semester
PSY 1541   Introduction to Psychology
Second Semester
PSY 1641   Introduction to Applied Psychology

Second year
First Semester
PSY 2511   Research Proposal Writing Practical's
PSY 2541   Basic Research Methodology
PSY 2542   Human Development

Second Semester
PSY 2641   Psychopathology
PSY 2642   Introduction to Social Psychology

Third year
First Semester
PSY 3511   Practicum: Basic Counselling Techniques
PSY 3541   Personality Theories
PSY 3542   Psychotherapy
Second Semester
PSY 3611   Research Project Practical (Qualitative and Quantitative)
PSY 3641   Psychological Assessment
PSY 3642   Research Methodology

Fourth Year
MLO 4541   Methodology of Life Orientation
MLO 4641   Methodology of Life Orientation

TSHIVENDA
First Year
First Semester
TVE 1541   Introduction to Tshivenda Grammar
Second Semester
TVE 1641   Introduction to Tshivenda Literature

Second year
First Semester
TVE 2541   Advanced Study to Tshivenda Grammar
TVE 2542   Historical Linguistics and Semantics
Second Semester
TVE 2641   Advanced Study of Tshivenda Literature

Third year
First Semester
TVE 3541   Further Advanced Study to Tshivenda Grammar
TVE 3542   Comparative Linguistics and Semantics

Second Semester
TVE 3641   Further Advanced Study of TVE Literature
TVE 3642   Language Planning Policies & Comparative Stud.
Fourth Year
TVM 4541   Methodology of Home Language: Tshivenda
TVM 4641   Methodology of Home Language: Tshivenda

XITSONGA
First Year
First Semester
XTS 1541   Xitsonga: Introduction to Grammar
Second Semester
XTS 1641   Xitsonga: Intro. to the Study of Literature

Second year
First Semester
XTS 2541   A detailed study of Xitsonga Grammar
XTS 2542   Semantics, Historical and Socio Linguistics
Second Semester
XTS 2641   A Detailed Study of Xitsonga Literature

Third year
First Semester
XTS 3541   An in-depth study of Xitsonga Grammar
XTS 3542   An in-depth study of aspects of Sociolinguistic
Second Semester
XTS 3641   An In-depth Study of Xitsonga Literature
XTS 3642   An In-depth Study of Historical Comperat. Lin.

Fourth Year
XIM 4541   Methodology of Home Language: Xitsonga
XIM 4641   Methodology of Home Language: Xitsonga

Bachelor of Education: Further Education and Training (BEDFET) [STREAMS]

BEDABI= AGRICULTURE 3 + BIOLOGY 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Biology** BIO 1541 Diversity of Life BIO1542 Cell Biology I	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Agriculture** GEN 1641 Principles of genetics AGR 1631 Agriculture and Humankind **Biology** BIO 1643 Ecology, Adaption and Evolution BIO 1644 Introductory Human Anatomy and Physiology	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Agriculture** AGR 2541 Introduction to plant production **or** PPR 2541 Introduction to plant protection **Biology** BOT 2544 Plant Anatomy	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Agriculture** ANS 2643Anatomy and physiology of farm animals AGR 2631 Dry land farming technology **Biology** BOT 2645 Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice-Observation PSC 3521Computer Literacy **Agriculture** AGR 3541 Principles & application of plant physiology in plant production	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Agriculture** AGR 3641 Introductory plant breeding and seed production AGR 3643 Agronomy of selected oil seed, fibre & cereal crops	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice ASM 4541 Methodology of Life Sciences: Agriculture MLS 4541 Methodology of Life Sciences: Biology	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice ASM 4641 Methodology of Life Sciences: Agriculture MLS 4641 Methodology of Life Sciences: Biology **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120 **Total credits for the Qualification = 480**	

BEDACO= ACCOUNTING 3 + COMPUTER SCIENCE 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Accounting** **ACC 1541** Introduction to Financial Accounting **and** **Computer Science** COM 1522 Introduction to Computer Systems COM 1524 Fundamentals of Computer Architecture COM1721 Object Oriented Programming	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Accounting** **ACC 1641** Financial Accounting **and** **Computer Science** COM 1626 Computer Technology	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Accounting** **ACC 2541**: Company Financial Statement **and** **Computer Science** COM 2523 Imperative Programming COM 2529 Database Fundamentals COM 2701 Computer Science Lab	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Accounting** **ACC 2641** Introduction to Cost and Management Accounting **and** **Computer Science** COM 2624 Algorithms and Data Structures COM 2626 Data Communication and Computer Networks	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice-Observation PSC 3521Computer Literacy **Accounting** ACC 3541: External Financial Acc.	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Accounting** ACC 3641: Managerial Acc and Finance	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice ACM 4541 Accounting Methodology MIT 4541 Methodology of Information Technology	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice ACM 4641 Accounting Methodology MIT 4641 Methodology of Information Technology **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDAFA = ACCOUNTING 2 + ISISWATI 3 OR TSHIVENDA 3 OR XITSONGA 3 OR NORTH SOTHO 3 OR ISINDEBELE 3

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose Accounting and one African Language** **Accounting** **ACC 1541** Introduction to Financial Accounting **and** **Isiswati** ISW 1541 Introduction to Isiswati Grammar **or** **Tshivenda** TVE 1541 Introduction to Tshivenda Grammar **or** **Xitsonga** XTS 1541 Xitsonga: Introduction to Grammar **or North Sotho** NSO 1541 Introduction to Northern Sotho Linguistics **or** **IsiNdebele** ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose Accounting and one African Language** **Accounting** **ACC 1641** Financial Accounting **and** **Isiswati** ISW 1641 Introduction to Isiswati Literature **or** **Tshivenda** TVE 1641 Introduction to Tshivenda Literature **or** **Xitsonga** XTS 1641 Xitsonga: Intro. to the Study of Literature **or** **North Sotho** NSO 1641 Introduction to Northern Sotho Literature **or** **IsiNdebele** ISN 1641 Introduction to IsiNdebele Literature	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Accounting** **ACC 2541**: Company Financial Statement **and** **Isiswati** ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology **or** **Tshivenda** TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantics **or** **Xitsonga** XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics **or** **North Sotho** NSO 2541 An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics **or** **IsiNdebele** ISN 2541 Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2542 Orthography and Terminology	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Accounting** **ACC 2641** Introduction to Cost and Management Accounting **and** **Isiswati** ISW 2641 Origin & Development of Modern Literature **or** **Tshivenda** TVE 2641 Advanced Study of Tshivenda Literature **or** **Xitsonga** XTS 2641 A Detailed Study of Xitsonga Literature **or** **North Sotho** NSO 2641 An Advanced Study of Northern Sotho Literature **or** **IsiNdebele** ISN 2641 Origin and Development of traditional and modern literature	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy **Isiswati** ISW 3541 Introduction to Translation ISW 3542 Language Planning and Policy **or** **Tshivenda** TVE 3541 Further Advanced Study to Tshivenda Grammar TVE 3542 Comparative Linguistics and Semantics **or** **Xitsonga** XTS 3541 An in-depth study of Xitsonga Grammar XTS 3542 An in-depth study of aspects of Sociolinguistic **or** **North Sotho** NSO 3541 Advanced Study of Morphology NSO3542 Semantics **or** **IsiNdebele** ISN 3541 Introduction to Translation, Interpretation and Editing ISN3542 Language planning and policy	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Isiswati** ISW 3641 Society and Literature ISW 3642 Language and Society **or** **Tshivenda** TVE 3641 Further Advanced Study of TVE Literature TVE 3642 Language Planning Policies & Comparative Stud **or** **Xitsonga** XTS 3641 An In-depth Study of Xitsonga Literature XTS 3642 An In-depth Study of Historical Compaat. Lin. **or** **North Sotho** NSO 3641 Further Advanced Study of N. Sotho Literature NSO 3642 Translation and Terminology **or** **IsiNdebele** ISN 3641 Society and literature ISN 3642 Language and society	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules** ACM 4541 Accounting Methodology ISM 4541 Methodology of Home Language: Isiswati TVM 4541 Methodology of Home Language: Tshivenda XIM 4541 Methodology of Home Language: Xitsonga NSM 4541 Methodology of Home Language: Northern Sotho **or** NMD 4541 Methodology of IsiNdebele	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules** ACM 4641 Accounting Methodology **and** ISM 4641 Methodology of Home Language: Isiswati or TVM 4641 Methodology of Home Language: Tshivenda XIM 4641 Methodology of Home Language: Xitsonga NSM 4641 Methodology of Home Language: Northern Sotho or NMD 4641 Methodology of IsiNdebele **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

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BEDAFB = BUSINESS MANAGEMENT 2 + ISISWATI 3 OR TSHIVENDA 3 OR XITSONGA 3 OR NORTH SOTHO 3 OR ISINDEBELE 3

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose Business Studies and one African Language** **Business Studies** **BMA 1541** Intro to Business Management **and** Isiswati ISW 1541 Introduction to Isiswati Grammar **or** **Tshivenda** TVE 1541 Introduction to Tshivenda Grammar **or** **Xitsonga** XTS 1541 Xitsonga: Introduction to Grammar **or** **North Sotho** NSO 1541 Introduction to Northern Sotho Linguistics **or** **IsiNdebele** ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose Business Studies and one African Language** **Business Studies** **BMA 1641** Functional Areas of Business Management **and** **Isiswati** ISW 1641 Introduction to Isiswati Literature **or** **Tshivenda** TVE 1641 Introduction to Tshivenda Literature **or** **Xitsonga** XTS 1641 Xitsonga: Intro. to the Study of Literature **or** **North Sotho** NSO 1641 Introduction to Northern Sotho Literature **or** **IsiNdebele** ISN 1641 Introduction to IsiNdebele Literature	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two (Business Studies and one African Language)** **Business Studies** **BMA 2541** Purchasing Management **and** **Isiswati** ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology **or** **Tshivenda** TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantics **or** **Xitsonga** XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics **or** **North Sotho** NSO 2541 An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics **or** **IsiNdebele** ISN 2541 Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2542 Orthography and Terminology	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two (Business Studies and one African Language)** **Business Studies** **BMA 2641** Human Resource Management **and** **Isiswati** ISW 2641 Origin & Development of Modern Literature **or** **Tshivenda** TVE 2641 Advanced Study of Tshivenda Literature **or** **Xitsonga** XTS 2641 A Detailed Study of Xitsonga Literature **or** **North Sotho** NSO 2641 An Advanced Study of Northern Sotho Literature **or** **IsiNdebele** ISN 2641 Origin and Development of traditional and modern literature	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy **Isiswati** ISW 3541 Introduction to Translation ISW 3542 Language Planning and Policy **or** **Tshivenda** TVE 3541 Further Advanced Study to Tshivenda Grammar TVE 3542 Comparative Linguistics and Semantics *or* **Xitsonga** XTS 3541 An in-depth study of Xitsonga Grammar XTS 3542 An in-depth study of aspects of Sociolinguistic **or North Sotho** NSO 3541 Advanced Study of Morphology NSO3542 Semantics or **IsiNdebele** ISN 3541 Introduction to Translation, Interpretation and Editing ISN3542 Language planning and policy	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Isiswati** ISW 3641 Society and Literature ISW 3642 Language and Society **or** **Tshivenda** TVE 3641 Further Advanced Study of TVE Literature TVE 3642 Language Planning Policies & Comparative Stud. **or** **Xitsonga** XTS 3641 An In-depth Study of Xitsonga Literature XTS 3642 An In-depth Study of Historical Comperat. Lin. **or** **North Sotho** NSO 3641 Further Advanced Study of N. Sotho Literature NSO 3642 Translation and Terminology **or** **IsiNdebele** ISN 3641 Society and literature ISN 3642 Language and society	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules (Business Studies and one African Language)** BEM 4541 Business Studies Methodology ISM 4541 Methodology of Home Language: Isiswati TVM 4541 Methodology of Home Language: Tshivenda XIM 4541 Methodology of Home Language: Xitsonga NSM 4541 Methodology of Home Language: Northern Sotho NMD 4541 Methodology of IsiNdebele	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules (Business Studies and one African Language)** BEM 4641 Business Studies Methodology ISM 4641 Methodology of Home Language: Isiswati TVM 4641 Methodology of Home Language: Tshivenda XIM 4641 Methodology of Home Language: Xitsonga NSM 4641 Methodology of Home Language: Northern Sotho NMD 4641 Methodology of IsiNdebele **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDAFE = ISISWATI 3 OR TSHIVENDA 3 OR XITSONGA 3 OR NORTH SOTHO 3 OR ISINDEBELE 3 + ENGLISH 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose English and one African Language** **English** ENG 1561 English First Semester **and Isiswati** ISW 1541 Introduction to Isiswati Grammar **or Tshivenda** TVE 1541 Introduction to Tshivenda Grammar **or Xitsonga** XTS 1541 Xitsonga: Introduction to Grammar **or North Sotho** NSO 1541 Introduction to Northern Sotho Linguistics **or IsiNdebele** ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose English and one African Language English** ENG 1661 Introduction to Literature Studies **and Isiswati** ISW 1641 Introduction to Isiswati Literature **or Tshivenda** TVE 1641 Introduction to Tshivenda Literature **or Xitsonga** XTS 1641 Xitsonga: Intro. to the Study of Literature **or North Sotho** NSO 1641 Introduction to Northern Sotho Literature **or IsiNdebele** ISN 1641 Introduction to IsiNdebele Literature	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two English** ENG 2561 English Structure and Usage: Intermediate Level **and Isiswati** ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology **or Tshivenda** TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantics **or Xitsonga** XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics **or North Sotho** NSO 2541 An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics **or Isindebele** ISN 2541 Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2542 Orthography and Terminology	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two English** ENG2661 Post Coloniality and The African World in Lite **Isiswati** ISW 2641 Origin & Development of Modern Literature **or Tshivenda** TVE 2641 Advanced Study of Tshivenda Literature **or Xitsonga** XTS 2641 A Detailed Study of Xitsonga Literature **or North Sotho** NSO 2641 An Advanced Study of Northern Sotho Literature **or IsiNdebele** ISN 2641 Origin and Development of traditional and modern literature	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy **Isiswati** ISW 3541 Introduction to Translation ISW 3542 Language Planning and Policy **or Tshivenda** TVE 3541 Further Advanced Study to Tshivenda Grammar TVE 3542 Comparative Linguistics and Semantics *Or* **Xitsonga** XTS 3541 An in-depth study of Xitsonga Grammar XTS 3542 An in-depth study of aspects of Sociolinguistic **or North Sotho** NSO 3541 Advanced Study of Morphology NSO3542 Semantics **or IsiNdebele** ISN 3541 Introduction to Translation, Interpretation and Editing ISN3542 Language planning and policy	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Isiswati** ISW 3641 Society and Literature ISW 3642 Language and Society **or Tshivenda** TVE 3641 Further Advanced Study of TVE Literature TVE 3642 Language Planning Policies & Comparative Stud. **or Xitsonga** XTS 3641 An In-depth Study of Xitsonga Literature XTS 3642 An In-depth Study of Historical Comperat. Lin. **or North Sotho** NSO 3641 Further Advanced Study of N. Sotho Literature NSO 3642 Translation and Terminology **or IsiNdebele** ISN 3641 Society and literature ISN 3642 Language and society	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules** ENM 4541 Methodology of First Additional Language: English **and** ISM 4541 Methodology of Isiswati **or** TVM 4541 Methodology of Home Language: Tshivenda **or** XIM 4541 Methodology of Home Language: Xitsonga **or** NSM 4541 Methodology of Home Language: Northern Sotho **or** NMD 4541 Methodology of IsiNdebele	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules** ENM 4641 Methodology of First Additional Language: English **and** ISM 4641 Methodology of Isiswati **or** TVM 4641 Methodology of Home Language: Tshivenda XIM 4641 Methodology of Home Language: Xitsonga **or** NSM 4541 Methodology of Home Language: Northern Sotho **or** NMD 4641 Methodology of IsiNdebele **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

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BEDAFG = GEOGRAPHY 2 + ISISWATI 3 OR TSHIVENDA 3 OR XITSONGA 3 OR NORTH SOTHO 3 OR ISINDEBELE 3

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose Geography and one African Language Geography** GEO 1520 Geography: Cartography, Map Analysis, Air Photo GEO 1541 Integrated Study of Major World Environments **And Isiswati** ISW 1541 Introduction to Isiswati Grammar **or Tshivenda** TVE 1541 Introduction to Tshivenda Grammar **or Xitsonga** XTS 1541 Xitsonga: Introduction to Grammar **or North Sotho** NSO 1541 Introduction to Northern Sotho Linguistics **or Isindebele** ISN 1541 Introduction to Isindebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose Geography and one African Language Geography** GEO 1620 Geography: Elements of Remote Sensing GEO 1641 Geography: Major World Environments **And Isiswati** ISW 1641 Introduction to Isiswati Literature **or Tshivenda** TVE 1641 Introduction to Tshivenda Literature **or Xitsonga** XTS 1641 Xitsonga: Intro. to the Study of Literature **or North Sotho** NSO 1641 Introduction to Northern Sotho Literature **or Isindebele** ISN 1641 Introduction to Isindebele Literature	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two Geography** GEO 2541 Spatial Organisation of Society GEO 2542 Quant. & Qualit. Research Methods **And Isiswati** ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology **or Tshivenda** TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantic **or Xitsonga** XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics **or North Sotho** NSO 2541 An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics **or Isindebele** ISN 2541 Meaning, Sound, Word and sentence structure in Isindebele ISN 2542 Orthography and Terminology	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two Geography** GEO 2641 Patterns and Processer in Physical Geography GEO 2642 Themes in the Geography of Africa **and Isiswati** ISW 2641 Origin & Development of Modern Literature **or Tshivenda** TVE 2641 Advanced Study of Tshivenda Literature **or Xitsonga** XTS 2641 A Detailed Study of Xitsonga Literature **or North Sotho** NSO 2641 An Advanced Study of Northern Sotho Literature **or Isindebele** ISN 2641 Origin and Development of traditional and modern literature	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy **Isiswati** ISW 3541 Introduction to Translation ISW 3542 Language Planning and Policy **or Tshivenda** TVE 3541 Further Advanced Study to Tshivenda Grammar TVE 3542 Comparative Linguistics and Semantics **or Xitsonga** XTS 3541 An in-depth study of Xitsonga Grammar XTS 3542 An in-depth study of aspects of Sociolinguistic **or North Sotho** NSO 3641 Further Advanced Study of N. Sotho Literature NSO 3642 Translation and Terminology **or Isindebele** ISN 3541 Introduction to Translation, Interpretation and Editing ISN3542 Language planning and policy	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Isiswati** ISW 3641 Society and Literature ISW 3642 Language and Society **or Tshivenda** TVE 3641 Further Advanced Study of TVE Literature TVE 3642 Language Planning Policies & Comparative Stud. **or Xitsonga** XTS 3641 An In-depth Study of Xitsonga Literature XTS 3642 An In-depth Study of Historical Comperat. Lin. **or North Sotho** NSO 3641 Further Advanced Study of N. Sotho Literature NSO 3642 Translation and Terminology **or Isindebele** ISN 3641 Society and literature ISN 3642 Language and society	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules** GEM 4541 Geography Methodology ISM 4541 Methodology of Home Language: Isiswati TVM 4541 Methodology of Home Language: Tshivenda XIM 4541 Methodology of Home Language: Xitsonga NSM 4541 Methodology of Home Language: Northern Sotho NMD 4541 Methodology of Isindebele	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules** GEM 4641 Geography Methodology ISM 4641 Methodology of Home Language: Isiswati TVM 4641 Methodology of Home Language: Tshivenda XIM 4641 Methodology of Home Language: Xitsonga NSM 4641 Methodology of Home Language: Northern Sotho NMD 4641 Methodology of IsiNdebele **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDAFI = BIOLOGY 2 + ISISWATI 3 OR TSHIVENDA 3 OR XITSONGA 3 OR NORTH SOTHO 3 OR ISINDEBELE 3

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose Biology and one African Language Biology** BIO 1541 Diversity of Life BIO1542 Cell Biology I **and Isiswati** ISW 1541 Introduction to Isiswati Grammar **or Tshivenda** TVE 1541 Introduction to Tshivenda Grammar **or Xitsonga** XTS 1541 Xitsonga: Introduction to Grammar **or North Sotho** NSO 1541 Introduction to Northern Sotho Linguistics **or IsiNdebele** ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose Biology and one African Language Biology** BIO 1643 Ecology, Adaption and Evolution BIO 1644 Introductory Human Anatomy and Physiology **or Isiswati** ISW 1641 Introduction to Isiswati Literature **or Tshivenda** TVE 1641 Introduction to Tshivenda Literature **or Xitsonga** XTS 1641 Xitsonga: Intro. to the Study of Literature **or North Sotho** NSO 1641 Introduction to Northern Sotho Literature **Or IsiNdebele** ISN 1641 Introduction to IsiNdebele Literature	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two Biology** BOT 2544 Plant Anatomy **and Isiswati** ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology **or Tshivenda** TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and semantics **or Xitsonga** XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics **or North Sotho** NSO 2541 An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics **or IsiNdebele** ISN 2541 Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2542 Orthography and Terminology	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two Biology** BOT 2645 Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny **And Isiswati** ISW 2641 Origin & Development of Modern Literature **or Tshivenda** TVE 2641 Advanced Study of Tshivenda Literature **or Xitsonga** XTS 2641 A Detailed Study of Xitsonga Literature **or North Sotho** NSO 2641 An Advanced Study of Northern Sotho Literature **or IsiNdebele** ISN 2641 Origin and Development of traditional and modern literature	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy **Isiswati** ISW 3541 Introduction to Translation ISW 3542 Language Planning and Policy **or Tshivenda** TVE 3541 Further Advanced Study to Tshivenda Grammar TVE 3542 Comparative Linguistics and Semantics **or Xitsonga** XTS 3541 An in-depth study of Xitsonga Grammar XTS 3542 An in-depth study of aspects of Sociolinguistic **or North Sotho** NSO 3541 Advanced Study of Morphology NSO3542 Semantics **or IsiNdebele** ISN 3541 Introduction to Translation, Interpretation and Editing ISN3542 Language planning and policy	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Isiswati** ISW 3641 Society and Literature ISW 3642 Language and Society **or Tshivenda** TVE 3641 Further Advanced Study of TVE Literature TVE 3642 Language Planning Policies & Comparative Stud. **or Xitsonga** XTS 3641 An In-depth Study of Xitsonga Literature XTS 3642 An In-depth Study of Historical Comperat. Lin. **or North Sotho** NSO 3641 Further Advanced Study of N. Sotho Literature NSO 3642 Translation and Terminology **or IsiNdebele** ISN 3641 Society and literature ISN 3642 Language and society	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules** MLS 4541 Methodology of Life Sciences: Biology **and** ISM 4541 Methodology of Home Language: Isiswati TVM 4541 Methodology of Home Language: Tshivenda XIM 4541 Methodology of Home Language: Xitsonga NSM 4541 Methodology of Home Language: Northern Sotho NMD 4541 Methodology of IsiNdebele	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules** MLS 4641 Methodology of Life Sciences: Biology ISM 4641 Methodology of Home Language: Isiswati TVM 4641 Methodology of Home Language: Tshivenda **or** XIM 4641 Methodology of Home Language: Xitsonga NSM 4641 Methodology of Home Language: Northern Sotho **or** NMD 4641 Methodology of IsiNdebele **One optional module from:** **SPE 4621 Sports Education** MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDAFM = MATHEMATICS 2 + ISISWATI 3 OR TSHIVENDA 3 OR XITSONGA 3 OR NORTH SOTHO 3 OR ISINDEBELE 3

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose Mathematics and one African Language Mathematics** MAT 1541 Mathematics MAT 1542 Mathematics **And Isiswati** ISW 1541 Introduction to Isiswati Grammar **or Tshivenda** TVE 1541 Introduction to Tshivenda Grammar **or Xitsonga** XTS 1541 Xitsonga: Introduction to Grammar **or North Sotho** NSO 1541 Introduction to Northern Sotho Linguistics **or IsiNdebele** ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose Mathematics and one African Language Mathematics** MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II **and Isiswati** ISW 1641 Introduction to Isiswati Literature **or Tshivenda** TVE 1641 Introduction to Tshivenda Literature **or Xitsonga** XTS 1641 Xitsonga: Intro. to the Study of Literature **or North Sotho** NSO 1641 Introduction to Northern Sotho Literature **or IsiNdebele** ISN 1641 Introduction to IsiNdebele Literature	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two (Mathematics and one African Language) Mathematics** MAT 2541 Linear Algebra MAT 2542 Advanced Calculus **and Isiswati** ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology **or Tshivenda** TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantics **or Xitsonga** XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics **or North Sotho** NSO 2541An Advance Study to Northern Sotho Grammar NSO 2542Historical Linguistics and Semantics **and IsiNdebele** ISN 2541 Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2542 Orthography and Terminology	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two (Mathematics and one African Language) Mathematics** MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations **and Isiswati** ISW 2641 Origin & Development of Modern Literature **or Tshivenda** TVE 2641 Advanced Study of Tshivenda Literature **or Xitsonga** XTS 2641 A Detailed Study of Xitsonga Literature **or North Sotho** NSO 2641An Advanced Study of Northern Sotho Literature **and IsiNdebele** ISN 2641 Origin and Development of traditional and modern literature	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy **Isiswati** ISW 3541 Introduction to Translation ISW 3542 Language Planning and Policy **or Tshivenda** TVE 3541 Further Advanced Study to Tshivenda Grammar TVE 3542 Comparative Linguistics and Semantics **or Xitsonga** XTS 3541 An in-depth study of Xitsonga Grammar XTS 3542 An in-depth study of aspects of Sociolinguistic **or North Sotho** NSO 3541 Advanced Study of Morphology NSO3542 Semantics **or IsiNdebele** ISN 3541 Introduction to Translation, Interpretation and Editing ISN3542 Language planning and policy	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Isiswati** ISW 3641 Society and Literature ISW 3642 Language and Society **or Tshivenda** TVE 3641 Further Advanced Study of TVE Literature TVE 3642 Language Planning Policies & Comparative Stud. **or Xitsonga** XTS 3641 An In-depth Study of Xitsonga Literature XTS 3642 An In-depth Study of Historical Comperat. Lin. **or North Sotho** NSO 3641 Further Advanced Study of N. Sotho Literature NSO 3642Translation and Terminology **and IsiNdebele** ISN 3641 Society and literature ISN 3642 Language and society	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules (Mathematics and one African Language)** ISM 4541 Methodology of Home Language: Isiswati TVM 4541 Methodology of Home Language: Tshivenda XIM 4541 Methodology of Home Language: Xitsonga NSM 4541 Methodology of Home Language: Northern Sotho NMD 4541 Methodology of IsiNdebele	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules (Mathematics and one African Language)** ISM 4641 Methodology of Home Language: Isiswati TVM 4641 Methodology of Home Language: Tshivenda XIM 4641 Methodology of Home Language: Xitsonga NSM 4641 Methodology of Home Language: Northern Sotho NMD 4641 Methodology of IsiNdebele **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDAFH = HISTORY 2 + ISISWATI 3 OR TSHIVENDA 3 OR XITSONGA 3 OR NORTH SOTHO 3 OR ISINDEBELE 3

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose History and one African Language** **History** HIS 1543 Twentieth Century Africa **and** **Isiswati** ISW 1541 Introduction to Isiswati Grammar **or Tshivenda** TVE 1541 Introduction to Tshivenda Grammar **or Xitsonga** XTS 1541 Xitsonga: Introduction to Grammar **or North Sotho** NSO 1541 Introduction to Northern Sotho Linguistics **or IsiNdebele** ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose History and one African Language** **History** HIS 1644 contemporary Middle East **and** **Isiswati** ISW 1641 Introduction to Isiswati Literature **or Tshivenda** TVE 1641 Introduction to Tshivenda Literature **or Xitsonga** XTS 1641 Xitsonga: Intro. to the Study of Literature **or North Sotho** NSO 1641 Introduction to Northern Sotho Literature **or IsiNdebele** ISN 1641 Introduction to IsiNdebele Literature	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **History** HIS 2541 The making of Modern South Africa **and** **Isiswati** ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology **or Tshivenda** TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantics **or Xitsonga** XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics **or North Sotho** NSO 2541 An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics **and Isindebele** ISN 2541 Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2542 Orthography and Terminology	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **History** HIS 2642 Europe Since 1945 **and** **Isiswati** ISW 2641 Origin & Development of Modern Literature **or Tshivenda** TVE 2641 Advanced Study of Tshivenda Literature **or Xitsonga** XTS 2641 A Detailed Study of Xitsonga Literature **or North Sotho** NSO 2641 An Advanced Study of Northern Sotho Literature **and IsiNdebele** ISN 2641 Origin and Development of traditional and modern literature	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy **Isiswati** ISW 3541 Introduction to Translation ISW 3542 Language Planning and Policy **or Tshivenda** TVE 3541 Further Advanced Study to Tshivenda Grammar TVE 3542 Comparative Linguistics and Semantics **Or Xitsonga** XTS 3541 An in-depth study of Xitsonga Grammar XTS 3542 An in-depth study of aspects of Sociolinguistic **or North Sotho** NSO 3541 Advanced Study of Morphology NSO 3542 Semantics **or IsiNdebele** ISN 3541 Introduction to Translation, Interpretation and Editing ISN 3542 Language planning and policy	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Isiswati** ISW 3641 Society and Literature ISW 3642 Language and Society **or Tshivenda** TVE 3641 Further Advanced Study of TVE Literature TVE 3642 Language Planning Policies & Comparative Stud. **or Xitsonga** XTS 3641 An In-depth Study of Xitsonga Literature XTS 3642 An In-depth Study of Historical Comperat. Lin. **or North Sotho** NSO 3641 Further Advanced Study of N. Sotho Literature NSO 3642 Translation and Terminology **and IsiNdebele** ISN 3641 Society and literature ISN 3642 Language and society	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules (History and one African Language)** HSM 4541 Methodology of Social Sciences: History ISM 4541 Methodology of Home Language: Isiswati TVM 4541 Methodology of Home Language: Tshivenda XIM 4541 Methodology of Home Language: Xitsonga NSM 4541 Methodology of Home Language: Northern Sotho NMD 4541 Methodology of IsiNdebele	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules (History and one African Language)** HSM 4641 Methodology of Social Sciences: History ISM 4641 Methodology of Home Language: Isiswati TVM 4641 Methodology of Home Language: Tshivenda XIM 4641 Methodology of Home Language: Xitsonga NSM 4641 Methodology of Home Language: Northern Sotho NMD 4641 Methodology of IsiNdebele **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120 **Total credits for the Qualification = 480**	

BEDAFO = ISISWATI 3 OR TSHIVENDA 3 OR XITSONGA 3 OR NORTH SOTHO 3 OR ISINDEBELE 3 + ECONOMICS 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose Economics and one African Language** **Economics** **ECO 1541** Basic Microeconomics **And Isiswati** ISW 1541 Introduction to Isiswati Grammar **or Tshivenda** TVE 1541 Introduction to Tshivenda Grammar **or Xitsonga** XTS 1541 Xitsonga: Introduction to Grammar **or North Sotho** NSO 1541 Introduction to Northern Sotho Linguistics **or IsiNdebele** ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose Economics and one African Language** **Economics** **ECO 1641** Basic Macroeconomics **and Isiswati** ISW 1641 Introduction to Isiswati Literature **or Tshivenda** TVE 1641 Introduction to Tshivenda Literature **or Xitsonga** XTS 1641 Xitsonga: Intro. to the Study of Literature **or North Sotho** NSO 1641 Introduction to Northern Sotho Literature **and IsiNdebele** ISN 1641 Introduction to IsiNdebele Literature	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Economics** **ECO 2541** Intermediate Microeconomics **and Isiswati** ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology **or Tshivenda** TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantics **or Xitsonga** XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics **or North Sotho** NSO 2541 An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics **or IsiNdebele** ISN 2541 Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2542 Orthography and Terminology	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Economics** ECO 3541: International Trade and Finance **and Isiswati** ISW 2641 Origin & Development of Modern Literature **or Tshivenda** TVE 2641 Advanced Study of Tshivenda Literature **or Xitsonga** XTS 2641 A Detailed Study of Xitsonga Literature **or North Sotho** NSO 2641 An Advanced Study of Northern Sotho Literature **and IsiNdebele** ISN 2641 Origin and Development of traditional and modern literature	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy I**siswati** ISW 3541 Introduction to Translation ISW 3542 Language Planning and Policy **or Tshivenda** TVE 3541 Further Advanced Study to Tshivenda Grammar TVE 3542 Comparative Linguistics and Semantics **Or Xitsonga** XTS 3541 An in-depth study of Xitsonga Grammar XTS 3542 An in-depth study of aspects of Sociolinguistic **or North Sotho** NSO 3541 Advanced Study of Morphology NSO3542 Semantics **or IsiNdebele** ISN 3541 Introduction to Translation, Interpretation and Editing ISN3542 Language planning and policy	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Isiswati** ISW 3641 Society and Literature ISW 3642 Language and Society **or Tshivenda** TVE 3641 Further Advanced Study of TVE Literature TVE 3642 Language Planning Policies & Comparative Stud. **or Xitsonga** XTS 3641 An In-depth Study of Xitsonga Literature XTS 3642 An In-depth Study of Historical Comperat. Lin. **or North Sotho** NSO 3641 Further Advanced Study of N. Sotho Literature NSO 3642 Translation and Terminology **and IsiNdebele** ISN 3641 Society and literature ISN 3642 Language and society	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules** ECM 4541 Economics Methodology ISM 4541 Methodology of Home Language: Isiswati TVM 4541 Methodology of Home Language: Tshivenda XIM 4541 Methodology of Home Language: Xitsonga NSM 4541 Methodology of Home Language: Northern Sotho NMD 4541 Methodology of IsiNdebele	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules** ECM 4641 Economics Methodology ISM 4641 Methodology of Home Language: Isiswati TVM 4641 Methodology of Home Language: Tshivenda XIM 4641 Methodology of Home Language: Xitsonga NSM 4641 Methodology of Home Language: Northern Sotho NMD 4641 Methodology of IsiNdebele **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDAFP = PSYCHOLOGY (LIFE ORIENTATION) 2 + ISISWATI 3 OR TSHIVENDA 3 OR XITSONGA 3 OR NORTH SOTHO 3 OR ISINDEBELE 3

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose Psychology and one African Language Psychology** PSY 1541 Introduction to Psychology **and Isiswati** ISW 1541 Introduction to Isiswati Grammar **or Tshivenda** TVE 1541 Introduction to Tshivenda Grammar **or Xitsonga** XTS 1541 Xitsonga: Introduction to Grammar **or North Sotho** NSO 1541 Introduction to Northern Sotho Linguistics **or IsiNdebele** ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose Psychology and one African Language Psychology** PSY 1641 Introduction to Applied Psychology **And Isiswati** ISW 1641 Introduction to Isiswati Literature **or Tshivenda** TVE 1641 Introduction to Tshivenda Literature **or Xitsonga** XTS 1641 Xitsonga: Intro. to the Study of Literature **or North Sotho** NSO 1641 Introduction to Northern Sotho Literature **or IsiNdebele** ISN 1641 Introduction to IsiNdebele Literature	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two Psychology** PSY 2511 Research Proposal Writing Practical's PSY 2541 Basic Research Methodology PSY 2542 Human Development **And Isiswati** ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology **or Tshivenda** TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantics **or Xitsonga** XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics **or North Sotho** NSO 2541 An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics **or IsiNdebele** ISN 2541 Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2542 Orthography and Terminology	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two Psychology** PSY 2641 Psychopathology PSY 2642 Introduction to Social Psychology **and Isiswati** ISW 2641 Origin & Development of Modern Literature **or Tshivenda** TVE 2641 Advanced Study of Tshivenda Literature **or Xitsonga** XTS 2641 A Detailed Study of Xitsonga Literature **or North Sotho** NSO 2641 An Advanced Study of Northern Sotho Literature **or IsiNdebele** ISN 2641 Origin and Development of traditional and modern literature	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy **Isiswati** ISW 3541 Introduction to Translation ISW 3542 Language Planning and Policy **or Tshivenda** TVE 3541 Further Advanced Study to Tshivenda Grammar TVE 3542 Comparative Linguistics and Semantics **Or Xitsonga** XTS 3541 An in-depth study of Xitsonga Grammar XTS 3542 An in-depth study of aspects of Sociolinguistic **or North Sotho** NSO 3541 Advanced Study of Morphology NSO3542 Semantics **or IsiNdebele** ISN 3541 Introduction to Translation, Interpretation and Editing ISN3542 Language planning and policy	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Isiswati** ISW 3641 Society and Literature ISW 3642 Language and Society **or Tshivenda** TVE 3641 Further Advanced Study of TVE Literature TVE 3642 Language Planning Policies & Comparative Stud. **or Xitsonga** XTS 3641 An In-depth Study of Xitsonga Literature XTS 3642 An In-depth Study of Historical Comperat. Lin. **or North Sotho** NSO 3641 Further Advanced Study of N. Sotho Literature NSO 3642 Translation and Terminology **or IsiNdebele** ISN 3641 Society and literature ISN 3642 Language and society	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers **The two majors taken at year two will be taken as methodology modules** ETP 4521 Teaching Practice MLO 4541 Methodology of Life Orientation ISM 4541 Methodology of Home Language: Isiswati TVM 4541 Methodology of Home Language: Tshivenda XIM 4541 Methodology of Home Language: Xitsonga **OR** NSM 4541 Methodology of Home Language: Northern Sotho NMD 4541 Methodology of IsiNdebele	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules** MLO 4641 Methodology of Life Orientation ISM 4641 Methodology of Home Language: Isiswati TVM 4641 Methodology of Home Language: Tshivenda XIM 4641 Methodology of Home Language: Xitsonga **OR** NSM 4641 Methodology of Home Language: Northern Sotho NMD 4641 Methodology of IsiNdebele **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120 **Total credits for the Qualification = 480**	

BEDAFR = TSHIVENDA 3 OR XITSONGA 3 OR ISISWATI 3 OR NORTHERN SOTHO 3 OR ISINDEBELE 3 AND AGRICULTURE 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose Agriculture and any one African Language** **Isiswati** ISW 1541 Introduction to Isiswati Grammar **Tshivenda** TVE 1541 Introduction to Tshivenda Grammar **Xitsonga** XTS 1541 Xitsonga: Introduction to Grammar **North Sotho** NSO 1541 Introduction to Northern Sotho Linguistics **IsiNdebele** ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose Agriculture and any one African Language** **Agriculture** GEN 1641 Principles of genetics AGR 1631 Agriculture and Humankind **Isiswati** ISW 1641 Introduction to Isiswati Literature **Tshivenda** TVE 1641 Introduction to Tshivenda Literature **Xitsonga** XTS 1641 Xitsonga: Intro. to the Study of Literature **North Sotho** NSO 1641 Introduction to Northern Sotho Literature **IsiNdebele** ISN 1641 Introduction to IsiNdebele Literature	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Agriculture** AGR 2541 Introduction to plant production **or** PPR 2541 Introduction to plant protection **Isiswati** ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology **Tshivenda** TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantics **Xitsonga** XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics **North Sotho** NSO 2541 An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics **IsiNdebele** ISN 2541 Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2542 Orthography and Terminology	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Agriculture** ANS 2643 Anatomy and physiology of farm animals AGR 2631 Dry land farming technology **Isiswati** ISW 2641 Origin & Development of Modern Literature **Tshivenda** TVE 2641 Advanced Study of Tshivenda Literature **Xitsonga** XTS 2641 A Detailed Study of Xitsonga Literature **North Sotho** NSO 2641 An Advanced Study of Northern Sotho Literature **IsiNdebele** ISN 2641 Origin and Development of traditional and modern literature	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy **Isiswati** ISW 3541 Introduction to Translation ISW 3542 Language Planning and Policy **or** **Tshivenda** TVE 3541 Further Advanced Study to Tshivenda Grammar TVE 3542 Comparative Linguistics and Semantics o**r** **Xitsonga** XTS 3541 An in-depth study of Xitsonga Grammar XTS 3542 An in-depth study of aspects of Sociolinguistic **or** **North Sotho** NSO 3541 Advanced Study of Morphology NSO3542 Semantics **Or IsiNdebele** ISN 3541 Introduction to Translation, Interpretation and Editing ISN 3542 Language planning and policy	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Isiswati** ISW 3641 Society and Literature ISW 3642 Language and Society **OR** **Tshivenda** TVE 3641 Further Advanced Study of TVE Literature TVE 3642 Language Planning Policies & Comparative Stud. **OR** *Or* **Xitsonga** XTS 3641 An In-depth Study of Xitsonga Literature XTS 3642 An In-depth Study of Historical Comperat. Lin. **OR** **North Sotho** NSO 3641 Further Advanced Study of N. Sotho Literature NSO 3642 Translation and Terminology **IsiNdebele** ISN 3641 Society and literature ISN 3642 Language and society	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules** ASM 4541 Methodology of Life Sciences: Agriculture ISM 4541 Methodology of Isiswati TVM 4541 Methodology of Home Language: Tshivenda XIM 4541 Methodology of Home Language: Xitsonga NSM 4541 Methodology of Home Language: Northern Sotho MLS 4541 Methodology of Life Sciences: Biology NMD 4541 Methodology of IsiNdebele	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules** ASM 4641 Methodology of Life Sciences: Agriculture ISM 4641 Methodology of Isiswati TVM 4641 Methodology of Home Language: Tshivenda XIM 4641 Methodology of Home Language: Xitsonga NSM 4641 Methodology of Home Language: Northern Sotho MLS 4641 Methodology of Life Sciences: Biology NMD 4641 Methodology of Isindebele **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDALF = ISISWATI 3 OR TSHIVENDA 3 OR XITSONGA 3 OR NORTH SOTHO 3 OR ISINDEBELE 3 + BIOLOGY 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose one African Language and Biology** **Biology** BIO 1541 Diversity of Life BIO1542 Cell Biology I **and** **Isiswati** ISW 1541 Introduction to Isiswati Grammar **or Tshivenda** TVE 1541 Introduction to Tshivenda Grammar **or Xitsonga** XTS 1541 Xitsonga: Introduction to Grammar **or North Sotho** NSO 1541 Introduction to Northern Sotho Linguistics **or IsiNdebele** ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose one African Language and Biology** **Biology** BIO 1643 Ecology, Adaption and Evolution BIO 1644 Introductory Human Anatomy and Physiology **and** **Isiswati** ISW 1641 Introduction to Isiswati Literature **or Tshivenda** TVE 1641 Introduction to Tshivenda Literature **or Xitsonga** XTS 1641 Xitsonga: Intro. to the Study of Literature **or North Sotho** NSO 1641 Introduction to Northern Sotho Literature **or IsiNdebele** ISN 1641 Introduction to IsiNdebele Literature	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two Biology** BOT 2544 Plant Anatomy and Morphology **Isiswati** ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology **or Tshivenda** TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantics **or Xitsonga** XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics **or North Sotho** NSO 2541 An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics **or IsiNdebele** ISN 2541 Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2542 Orthography and Terminology	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Biology** BOT 2645 Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny **Isiswati** ISW 2641 Origin & Development of Modern Literature **or Tshivenda** TVE 2641 Advanced Study of Tshivenda Literature **or Xitsonga** XTS 2641 A Detailed Study of Xitsonga Literature **or North Sotho** NSO 2641 An Advanced Study of Northern Sotho Literature **or IsiNdebele** ISN 2641 Origin and Development of traditional and modern literature	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy **Isiswati** ISW 3541 Introduction to Translation ISW 3542 Language Planning and Policy **or Tshivenda** TVE 3541 Further Advanced Study to Tshivenda Grammar TVE 3542 Comparative Linguistics and Semantics **or Xitsonga** XTS 3541 An in-depth study of Xitsonga Grammar XTS 3542 An in-depth study of aspects of Sociolinguistic **or North Sotho** NSO 3541 Advanced Study of Morphology NSO 3542 Semantics or **IsiNdebele** ISN 3541 Introduction to Translation, Interpretation and Editing ISN 3542 Language planning and policy	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Isiswati** ISW 3641 Society and Literature ISW 3642 Language and Society **or Tshivenda** TVE 3641 Further Advanced Study of TVE Literature TVE 3642 Language Planning Policies & Comparative Stud. **or Xitsonga** XTS 3641 An In-depth Study of Xitsonga Literature XTS 3642 An In-depth Study of Historical Comperat. Lin. **or North Sotho** NSO 3641 Further Advanced Study of N. Sotho Literature NSO 3642 Translation and Terminology **or IsiNdebele** ISN 3641 Society and literature ISN 3642 Language and society	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules** ISM 4541 Methodology of Isiswati **or** TVM 4541 Methodology of Home Language: Tshivenda **or** XIM 4541 Methodology of Home Language: Xitsonga **or** NSM 4541 Methodology of Home Language: Northern Sotho NMD 4541 Methodology of IsiNdebele **and** MLS 4541 Methodology of Life Sciences: Biology	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules** ISM 4641 Methodology of Isiswati **or** TVM 4641 Methodology of Home **OR** Language: Tshivenda XIM 4641 Methodology of Home Language: Xitsonga **or** NSM 4641 Methodology of Home Language: Northern Sotho **or** NMD 4641 Methodology of IsiNdebele **and** MLS 4641 Methodology of Life Sciences: Biology **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

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BEDBCH= CHEMISTRY 2 + BIOLOGY 3

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Chemistry** CHE 1540 General Chemistry for Applied Sciences **Biology** BIO 1541 Diversity of Life BIO1542 Cell Biology I	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Chemistry** CHE 1621 Introductory Inorganic Chemistry CHE 1622 Introductory Organic Chemistry **Biology** BIO 1643 Ecology, Adaption and Evolution BIO 1644 Introductory Human Anatomy and Physiology	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Chemistry** CHE 2521 Inorganic Chemistry CHE 2522 Organic Chemistry **Biology** BOT 2544 Plant Anatomy	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Chemistry** CHE 2620 Analytical Chemistry CHE 2623 Physical Chemistry **Biology** BOT 264 5Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice-Observation PSC 3521Computer Literacy **Biology** BOT 3543 Disturbance and Plant Ecology	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Biology** BOT 3646 Plant Physiology BOT3647 Plant Eco physiology	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice MLS 4541 Methodology of Life Sciences: Biology MCS 4541 Methodology of Natural Sciences: Chemistry	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice MLS 4641 Methodology of Life Sciences: Biology MCS 4641 Methodology of Natural Sciences: Chemistry **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDCBI= CHEMISTRY 3 + BIOLOGY 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Chemistry** CHE 1540 General Chemistry for Applied Sciences **Biology** BIO 1541 Diversity of Life BIO1542 Cell Biology I	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Chemistry** CHE 1621 Introductory Inorganic Chemistry CHE 1622 Introductory Organic Chemistry **Biology** BIO 1643 Ecology, Adaption and Evolution BIO 1644 Introductory Human Anatomy and Physiology	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Chemistry** CHE 2521 Inorganic Chemistry CHE 2522 Organic Chemistry **Biology** BOT 2544 Plant Anatomy	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Chemistry** CHE 2620 Analytical Chemistry CHE 2623 Physical Chemistry **Biology** BOT 2645 Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice-Observation PSC 3521Computer Literacy CHE 3520 Analytical Chemistry Instrumental Techniques CHE 3523 Advanced Physical Chemistry	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy CHE 3621 Advanced Inorganic Chemistry CHE 3622 Advanced Organic Chemistry	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice MLS 4541 Methodology of Life Sciences: Biology MCS 4541 Methodology of Natural Sciences: Chemistry	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice MLS 4641 Methodology of Life Sciences: Biology MCS 4641 Methodology of Natural Sciences: Chemistry **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDOAG= ECONOMICS 3 + AGRICULTURE 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Economics** **ECO 1541** Basic Microeconomics **and**	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Economics** **ECO 1641** Basic Macroeconomics **And Agriculture** GEN 1641 Principles of genetics AGR 1631 Agriculture and Humankind	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Economics** **ECO 2541** Intermediate Microeconomics **And Agriculture** AGR 2541 Introduction to plant production **or** PPR 2541 Introduction to plant protection	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Economics** **ECO 2641** Intermediate Macroeconomics **and Agriculture** ANS 2643 Anatomy and physiology of farm animals AGR 2631 Dry land farming technology	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice-Observation PSC 3521Computer Literacy ECO 3541: International Trade and Finance	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy ECO 3641: The SA Economy	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice ASM 4541 Methodology of Life Sciences: Agriculture ECM 4541 Economics Methodology	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice ASM 4641 Methodology of Life Sciences: Agriculture ECM 4641 Economics Methodology **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120 **Total credits for the Qualification = 480**	

BEDAON= AGRICULTURE 3 + ECONOMICS 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Economics** **ECO 1541** Basic Microeconomics **and**	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Economics** **ECO 1641** Basic Macroeconomics **and** **Agriculture** GEN 1641 Principles of genetics AGR 1631 Agriculture and Humankind	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Economics** **ECO 2541** Intermediate Microeconomics **and** **Agriculture** AGR 2541 Introduction to plant production **or** PPR 2541 Introduction to plant protection	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Economics** **ECO 2641** Intermediate Macroeconomics **and** **Agriculture** ANS 2643 Anatomy and physiology of farm animals AGR 2631 Dry land farming technology	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice-Observation PSC 3521Computer Literacy **Agriculture** AGR 3541 Principles & application of plant physiology in plant production	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Agriculture** AGR 3641 Introductory plant breeding and seed production AGR 3643 Agronomy of selected oil seed, fibre & cereal crops	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice ASM 4541 Methodology of Life Sciences: Agriculture ECM 4541 Economics Methodology	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice ASM 4641 Methodology of Life Sciences: Agriculture ECM 4641 Economics Methodology **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDBAF = BUSINESS MANAGEMENT 3 + ISISWATI 2 OR TSHIVENDA 2 OR XITSONGA 2 OR NORTH SOTHO 2 OR ISINDEBELE 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Business Studies** **BMA 1541** Intro to Business Management **And Isiswati** ISW 1541 Introduction to Isiswati Grammar **or Tshivenda** TVE 1541 Introduction to Tshivenda Grammar **or Xitsonga** XTS 1541 Xitsonga: Introduction to Grammar **or North Sotho** NSO 1541 Introduction to Northern Sotho Linguistics **or IsiNdebele** ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Business Studies** **BMA 1641** Functional Areas of Business Management **And Isiswati** ISW 1641 Introduction to Isiswati Literature **or Tshivenda** TVE 1641 Introduction to Tshivenda Literature **or Xitsonga** XTS 1641 Xitsonga: Intro. to the Study of Literature **or North Sotho** NSO 1641 Introduction to Northern Sotho Literature **Or IsiNdebele** ISN 1641 Introduction to IsiNdebele Literature	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Business Studies** **BMA 2541** Purchasing Management **and Isiswati** ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology **or Tshivenda** TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantics **or Xitsonga** XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics **or North Sotho** NSO 2541 An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics **or IsiNdebele** ISN 2541 Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2542 Orthography and Terminology	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Business Studies** **BMA 2641** Human Resource Management **And Isiswati** ISW 2641 Origin & Development of Modern Literature **or Tshivenda** TVE 2641 Advanced Study of Tshivenda Literature **or Xitsonga** XTS 2641 A Detailed Study of Xitsonga Literature **or North Sotho** NSO 2641 An Advanced Study of Northern Sotho Literature **or IsiNdebele** ISN 2641 Origin and Development of traditional and modern literature	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy **Business Studies** BMA 3541 Marketing Management	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Business Studies** BMA 3641 General Management	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules** BEM 4541 Business Economics Methodology **and** ISM 4541 Methodology of Home Language: Isiswati **or** TVM 4541 Methodology of Home Language: Tshivenda **or** XIM 4541 Methodology of Home Language: Xitsonga **or** NSM 4541 Methodology of Home Language: Northern Sotho **or** ISM 4541 Methodology of IsiNdebele	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules** BEM 4641 Business Economics Methodology **and** ISM 4641 Methodology of Home Language: Isiswati **or** TVM 4641 Methodology of Home Language: Tshivenda **or** XIM 4641 Methodology of Home Language: Xitsonga **or** NSM 4641 Methodology of Home Language: Northern Sotho **or** ISM 4641 Methodology of IsiNdebele **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDBAG= BIOLOGY 3 + AGRICULTURE 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Biology** BIO 1541 Diversity of Life BIO1542 Cell Biology I	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Agriculture** GEN 1641 Principles of genetics AGR 1631 Agriculture and Humankind **Biology** BIO 1643 Ecology, Adaption and Evolution BIO 1644 Introductory Human Anatomy and Physiology	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Agriculture** AGR 2541 Introduction to plant production **or** PPR 2541 Introduction to plant protection **Biology** BOT 2544 Plant Anatomy	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Agriculture** ANS 2643Anatomy and physiology of farm animals AGR 2631 Dry land farming technology **Biology** BOT 2645Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice-Observation PSC 3521Computer Literacy **Biology** BOT 3543 Disturbance and Plant Ecology	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Biology** BOT 3646 Plant Physiology BOT 3647 Plant Eco physiology	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice ASM 4541 Methodology of Life Sciences: Agriculture MLS 4541 Methodology of Life Sciences: Biology	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice ASM 4641 Methodology of Life Sciences: Agriculture MLS 4641 Methodology of Life Sciences: Biology **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120 **Total credits for the Qualification = 480**	

BEDBEH = BIOLOGY 3 + ENGLISH 2 OR HISTORY 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose Biology and any one of the two majors** **Biology** BIO 1541 Diversity of Life BIO1542 Cell Biology I **English** ENG 1561 English First Semester **History** HIS 1543 Twentieth Century Africa	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose Biology and any one of the two majors** **Biology** BIO 1643 Ecology, Adaption and Evolution BIO 1644 Introductory Human Anatomy and Physiology **English** ENG 1661 Introduction to Literature Studies **History** HIS 1644 Contemporary Middle East	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two (Biology and the second major)** **Biology** BOT 2544 Plant Anatomy and Morphology **English** ENG 2561 English Structure and Usage: Intermediate Level **History** HIS 2541 The making of Modern South Africa	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two (Biology and the second major)** **Biology** BOT 2645Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny **English** ENG2661 Post Coloniality and The African World in Lite **History** HIS 2642 Europe Since 1945	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy BOT 3543 Disturbance and Plant Ecology	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy BOT 3646 Plant Physiology BOT 3647 Plant Ecophysiology	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules (Biology and the second major)** MLS 4541 Methodology of Life Sciences: Biology ASM 4541 Methodology of Life Sciences: Agriculture ENM 4541 Methodology of First Additional Language: English HSM 4541 Methodology of Social Sciences: History	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules (Biology and the second major)** MLS 4641 Methodology of Life Sciences: Biology ASM 4641 Methodology of Life Sciences: Agriculture ENM 4641 Methodology of First Additional Language: English HSM 4641 Methodology of Social Sciences: History **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDBMA = MATHEMATICS 2 + BIOLOGY 3

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Mathematics** MAT 1541 Mathematics MAT 1542 Mathematics **Biology** BIO 1541 Diversity of Life BIO1542 Cell Biology I	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Mathematics** MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II **Biology** BIO 1643 Ecology, Adaption and Evolution BIO 1644 Introductory Human Anatomy and Physiology	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Mathematics** MAT 2541 Linear Algebra MAT 2542 Advanced Calculus **Biology** BOT 2544 Plant Anatomy	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Mathematics** MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations **Biology** BOT 2645Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice-Observation PSC 3521Computer Literacy **Chose on teaching major** **Biology** BOT 3543 Disturbance and Plant Ecology	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Chose on teaching major** **Biology** BOT 3646 Plant Physiology BOT 3647 Plant Eco physiology	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice MAM 4541 Mathematics Methodology MLS 4541 Methodology of Life Sciences: Biology	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice MAM 4641 Mathematics Methodology MLS 4641 Methodology of Life Sciences: Biology **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDCAC= ACCOUNTING 2 + COMPUTER SCIENCE 3

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Accounting** **ACC 1541** Introduction to Financial Accounting **and** **Computer Science** COM 1522 Introduction to Computer Systems COM 1524 Fundamentals of Computer Architecture COM1721 Object Oriented Programming	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Accounting** **ACC 1641** Financial Accounting **and** **Computer Science** COM 1626 Computer Technology	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Accounting** **ACC 2541**: Company Financial Statement **and** **Computer Science** COM 2523 Imperative Programming COM 2529 Database Fundamentals COM 2701 Computer Science Lab	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Accounting** **ACC 2641** Introduction to Cost and Management Accounting **and** **Computer Science** COM 2624 Algorithms and Data Structures COM 2626 Data Communication and Computer Networks	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice-Observation PSC 3521Computer Literacy **Computer Science** COM 3521 Distributed Operating Systems **or** COM 3520 Software Engineering **or** COM 3528 Systems Design and Implementation	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Computer Science** COM 3617 Professional Issues in Computing and Information Technology COM 3621 Advanced Algorithms COM 3629 Database Design and Implementation	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice ACM 4541 Accounting Methodology MIT 4541 Methodology of Information Technology	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice ACM 4641 Accounting Methodology MIT 4641 Methodology of Information Technology **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDCMA= MATHEMATICS 2 + COMPUTER SCIENCE 3

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Mathematics** MAT 1541 Mathematics MAT 1542 Mathematics **Computer Science** COM 1522 Introduction to Computer Systems COM 1524 Fundamentals of Computer Architecture COM1721 Object Oriented Programming	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Mathematics** MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II **Computer Science** COM 1626 Computer Technology	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Mathematics** MAT 2541 Linear Algebra MAT 2542 Advanced Calculus **Computer Science** COM 2523 Imperative Programming COM 2529 Database Fundamentals COM 2701 Computer Science Lab	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Mathematics** MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations **Computer Science** COM 2624 Algorithms and Data Structures COM 2626 Data Communication and Computer Networks	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice-Observation PSC 3521Computer Literacy **Chose on teaching major** **Computer Science** COM 3521 Distributed Operating Systems **or** COM 3520 Software Engineering **or** COM 3528 Systems Design and Implementation	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Chose on teaching major** **Computer Science** COM 3617 Professional Issues in Computing and Information Technology COM 3621 Advanced Algorithms COM 3629 Database Design and Implementation	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice MAM 4541 Mathematics Methodology MIT 4541 Methodology of Information Technology	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice MAM 4641 Mathematics Methodology MIT 4641 Methodology of Information Technology **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120 **Total credits for the Qualification = 480**	

BEDEAF = ENGLISH 3 + ISISWATI 2 OR TSHIVENDA 2 OR XITSONGA 2 OR NORTH SOTHO 2 OR ISINDEBELE 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose English and one African Language** **Isiswati** ISW 1541 Introduction to Isiswati Grammar or **Tshivenda** TVE 1541 Introduction to Tshivenda Grammar **or** **Xitsonga** XTS 1541 Xitsonga: Introduction to Grammar **or** **Isindebele** ISN 1541 Introduction to IsiNdebele Grammar or **North Sotho** NSO 1541 Introduction to Northern Sotho Linguistics **and** **English** ENG 1561 English First Semester	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose English and one African Language** **Isiswati** ISW 1641 Introduction to Isiswati Literature **or** **Tshivenda** TVE 1641 Introduction to Tshivenda Literature **or** **Xitsonga** XTS 1641 Xitsonga: Intro. to the Study of Literature **or** **IsiNdebele** ISN 1641 Introduction to IsiNdebele Literature **or** **North Sotho** NSO 1641 Introduction to Northern Sotho Literature **and** **English** ENG 1661 Introduction to Literature Stud	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology **or** **Tshivenda** TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantics **or** **Xitsonga** XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics **or** **IsiNdebele** ISN 2541 Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2542 Orthography and Terminology **or** **North Sotho** NSO 2541 An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics **and** **English** ENG 2561 English Structure and Usage: Intermediate Level	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Isiswati** ISW 2641 Origin & Development of Modern Literature **or** **Tshivenda** TVE 2641 Advanced Study of Tshivenda Literature **or** **Xitsonga** XTS 2641 A Detailed Study of Xitsonga Literature **or** **IsiNdebele** ISN 2641 Origin and Development of traditional and modern literature **or** **North Sotho** NSO 2641 An Advanced Study of Northern Sotho Literature **and** **English** ENG2661 Post Coloniality and The African World in Lite	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy ENG 3541 Advanced English Structure ENG 3542 Advanced English Usage	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy ENG 3641 Post Colonialist and the Novel ENG 3642 The Poetry of Love, Protest and Resistance **or** ENG 3643; Drama of Class, Race & Cultural Differences	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules** ENM 4541 Methodology of First Additional Language: English **and** ISM 4541 Methodology of Isiswati **or** TVM 4541 Methodology of Home Language: Tshivenda **or** XIM 4541 Methodology of Home Language: Xitsonga **or** NSM 4541 Methodology of Home Language: Northern Sotho **or** NMD 4541 Methodology of IsiNdebele	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules** ENM 4641 Methodology of First Additional Language: English **and** ISM 4641 Methodology of Isiswati **or** TVM 4641 Methodology of Home Language: Tshivenda or XIM 4641 Methodology of Home Language: Xitsonga **or** NSM 4641 Methodology of Home Language: Northern Sotho **or** NMD 4641 Methodology of IsiNdebele **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDEHI = ENGLISH 3 + HISTORY 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **English** ENG 1561 English First Semester **History** HIS 1543 Twentieth Century Africa	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **English** ENG 1661 Introduction to Literature Stud **History** HIS 1644 Contemporary Middle East	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **English** ENG 2561 English Structure and Usage: Intermediate Level **History** HIS 2541 The making of Modern South Africa	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **English** ENG2661 Post Coloniality and The African World in Lite **History** HIS 2642 Europe Since 1945	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice-Observation PSC 3521Computer Literacy ENG 3541 Advanced English Structure ENG 3542 Advanced English Usage	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy ENG 3641Post Coloniality and the Novel ENG 3642 The Poetry of Love, Protest and Resistance **OR** ENG 3643; Drama of Class, Race & Cultural Differences	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice ENM 4541 Methodology of First Additional Language: English HSM 4541 Methodology of Social Sciences: History	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice ENM 4641 Methodology of First Additional Language: English HSM 4641 Methodology of Social Sciences: History **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120 **Total credits for the Qualification = 480**	

BEDEOA = ENGLISH 3 + ECONOMIC 2 or ACCOUNTING 2 or BUSINESS MANAGEMENT 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose English and one Commerce Module** **English** ENG 1561 English First Semester **and** **Accounting** **ACC 1541** Introduction to Financial Accounting **or** **Economics** **ECO 1541** Basic Microeconomics **or** **Business Studies** **BMA 1541** Intro to Business Management	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose English and one Commerce Module** **English** ENG 1661 Introduction to Literature Stud **and** **Accounting** **ACC 1641** Financial Accounting **or** **Economics** **ECO 1641** Basic Macroeconomics **or** **Business Studies** **BMA 1641** Functional Areas of Business Management	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two (English and one Commerce Module)** **English** ENG 2561 English Structure and Usage: Intermediate Level **and** **Accounting** **ACC 2541**: Company Financial Statement **or** **Economics** **ECO 2541** Intermediate Microeconomics **or** **Business Studies** **BMA 2541** Purchasing Management	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two (English and one Commerce Module)** **English** ENG2661 Post Coloniality and The African World in Lite **and** **Accounting** **ACC 2641** Introduction to Cost and Management Accounting **or** **Economics** **ECO 2641** Intermediate Macroeconomics **or** **Business Studies** **BMA 2641** Human Resource Management	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice-Observation PSC 3521Computer Literacy ENG 3541 Advanced English Structure ENG 3542 Advanced English Usage	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy ENG 3641 Post Coloniality and the Novel ENG 3642 The Poetry of Love, Protest and Resistance **OR** ENG 3643; Drama of Class, Race & Cultural Differences	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules (English and one Commerce Module)** ENM 4541 Methodology of First Additional Language: English ACM 4541 Accounting Methodology ECM 4541 Economics Methodology BEM 4541 Business Economics Methodology	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules (English and one Commerce Module)** ENM 4641 Methodology of First Additional Language: English ACM 4641 Accounting Methodology ECM 4641 Economics Methodology BEM 4641 Business Economics Methodology **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDESG = ENGLISH 3 + MATHEMATICS 2 OR PHYSICS 2 OR GEOGRAPHY 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose English and one of the following** **English** ENG 1561 English First Semester **and** **Geography** GEO 1520 Geography: Cartography, Map Analysis, Air Photo GEO 1541 Integrated Study of Major World Environments **or** **Mathematics** MAT 1541 Mathematics MAT 1542 Mathematics **or** **Physics** PHY 1521 Mechanics PHY 1522 Waves and Optics 1	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose English and one of the following** **English** ENG 1661 Introduction to Literature Stud **and** **Geography** GEO 1620 Geography: Elements of Remote Sensing GEO 1641 Geography: Major World Environments **or** **Mathematics** MAT 1641 Integral Calculus MAT 1642 Mathematics Foundation II **or** **Physics** PHY 1623 Properties of Matter and Thermal Physics PHY 1624 Electricity and Magnetism	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two English** ENG 2561 English Structure and Usage: Intermediate Level **and Geography** GEO 2541 Spatial Organisation of Society GEO 2542 Quant. & Qualit. Research Methods **or** **Mathematics** MAT 2541 Linear Algebra MAT 2542 Advanced Calculus **or** **Physics** PHY 2521 Classical Mechanics PHY 2522 Waves and Optics	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **English** ENG2661 Post Coloniality and The African World in Lite **and Geography** GEO 2641 Patterns and Processer in Physical Geography GEO 2642 Themes in the Geography of Africa **or** **Mathematics** MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations **or** **Physics** PHY 2623 Electrodynamics PHY 2624 Modern Physics	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy ENG 3541 Advanced English Structure ENG 3542 Advanced English Usage	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy ENG 3641 Post Coloniality and the Novel ENG 3642 The Poetry of Love, Protest and Resistance **or** ENG 3643; Drama of Class, Race & Cultural Differences	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules** ENM 4541 Methodology of First Additional Language: English GEM 4541 Geography Methodology MAM 4541 Mathematics Methodology MPS 4541 Physics Methodology	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules** ENM 4641 Methodology of First Additional Language: English GEM 4641 Geography Methodology MAM 4641 Mathematics Methodology MPS 4641 Physics Methodology **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDGAF = GEOGRAPHY 3 + ISISWATI 2 OR TSHIVENDA 2 OR XITSONGA 2 OR NORTH SOTHO 2 OR ISINDEBELE 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose Geography and one African Language** **Geography** GEO 1520 Geography: Cartography, Map Analysis, Air Photo GEO 1541 Integrated Study of Major World Environments **And Isiswati** ISW 1541 Introduction to Isiswati Grammar **or Tshivenda** TVE 1541 Introduction to Tshivenda Grammar **or Xitsonga** XTS 1541 Xitsonga: Introduction to Grammar **or North Sotho** NSO 1541 Introduction to Northern Sotho Linguistics **Or Isindebele** ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose Geography and one African Language** **Geography** GEO 1620 Geography: Elements of Remote Sensing GEO 1641 Geography: Major World Environments **And Isiswati** ISW 1641 Introduction to Isiswati Literature **or Tshivenda** TVE 1641 Introduction to Tshivenda Literature **or Xitsonga** XTS 1641 Xitsonga: Intro. to the Study of Literature **or North Sotho** NSO 1641 Introduction to Northern Sotho Literature **or IsiNdebele** ISN 1641 Introduction to IsiNdebele Literature	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Geography** GEO 2541 Spatial Organisation of Society GEO 2542 Quant. & Qualit. Research Methods **And Isiswati** ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology **or** **Tshivenda** TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantics **or** **Xitsonga** XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics **or** **North Sotho** NSO 2541 An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics **or** **IsiNdebele** ISN 2541 Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2542 Orthography and Terminology	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Geography** GEO 2641 Patterns and Processer in Physical Geography GEO 2642 Themes in the Geography of Africa **and** **Isiswati** ISW 2641 Origin & Development of Modern Literature **or** **Tshivenda** TVE 2641 Advanced Study of Tshivenda Literature **or** **Xitsonga** XTS 2641 A Detailed Study of Xitsonga Literature **or** **North Sotho** NSO 2641 An Advanced Study of Northern Sotho Literature **or** **IsiNdebele** ISN 2641 Origin and Development of traditional and modern literature	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy **Geography** GEO 3542 Geomorphology GEO 3543 Biogeography GEO 3544 Population and Demography GEO 3545 Settlement and Industrial Development GEO 3541 Geography of South Africa	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Geography** GEO 3642 Climatology GEO 3643 Geography of Tourism GEO 3644 Rural Geography and Development GEO 3641 Remote Sensing and Geographic Information Systems	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules** GEM 4541 Geography Methodology ISM 4541 Methodology of Home Language: Isiswati TVM 4541 Methodology of Home Language: Tshivenda XIM 4541 Methodology of Home Language: Xitsonga NSM 4541 Methodology of Home Language: Northern Sotho NMD 4541 Methodology of IsiNdebele	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules** GEM 4641 Geography Methodology ISM 4641 Methodology of Home Language: Isiswati TVM 4641 Methodology of Home **OR** Language: Tshivenda XIM 4641 Methodology of Home Language: Xitsonga **OR** NSM 4641 Methodology of Home Language: Northern Sotho NMD 4641 Methodology of IsiNdebele **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDHAF = HISTORY 3 + ISISWATI 2 OR TSHIVENDA 2 OR XITSONGA 2 OR NORTH SOTHO 2 OR ISINDEBELE 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose History and one African Language History** HIS 1543 Twentieth Century Africa **and Isiswati** ISW 1541 Introduction to Isiswati Grammar **or Tshivenda** TVE 1541 Introduction to Tshivenda Grammar **or Xitsonga** XTS 1541 Xitsonga: Introduction to Grammar **or North Sotho** NSO 1541 Introduction to Northern Sotho Linguistics **or IsiNdebele** ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose History and one African Language History** HIS 1644 Contemporary Middle East **and Isiswati** ISW 1641 Introduction to Isiswati Literature **or Tshivenda** TVE 1641 Introduction to Tshivenda Literature **or Xitsonga** XTS 1641 Xitsonga: Intro. to the Study of Literature **or North Sotho** NSO 1641 Introduction to Northern Sotho Literature **or IsiNdebele** ISN 1641 Introduction to IsiNdebele Literature	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** HIS 2541 The making of Modern South Africa **and Isiswati** ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology **or Tshivenda** TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantics **or Xitsonga** XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics **or North Sotho** NSO 2541 An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics **or IsiNdebele** ISN 2541 Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2542 Orthography and Terminology	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two History** HIS 2642 Europe Since 1945 **and Isiswati** ISW 2641 Origin & Development of Modern Literature **or Tshivenda** TVE 2641 Advanced Study of Tshivenda Literature **or Xitsonga** XTS 2641 A Detailed Study of Xitsonga Literature **or North Sotho** NSO 2641 An Advanced Study of Northern Sotho Literature **or IsiNdebele** ISN 2641 Origin and Development of traditional and modern literature	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy **History** HIS 3542 Inter African Relations	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **History** HIS 3644 Africa and The World	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules** HSM 4541 Methodology of Social Sciences: History **and** ISM 4541 Methodology of Home Language: Isiswati **or** TVM 4541 Methodology of Home Language: Tshivenda **or** XIM 4541 Methodology of Home Language: Xitsonga **or** NSM 4541 Methodology of Home Language: Northern Sotho **or** NMD 4541 Methodology of IsiNdebele	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules** HSM 4641 Methodology of Social Sciences: History **and** ISM 4641 Methodology of Home Language: Isiswati **or** TVM 4641 Methodology of Home Language: Tshivenda **or** XIM 4641 Methodology of Home Language: Xitsonga **or** NSM 4641 Methodology of Home Language: Northern Sotho **or** NMD 4641 Methodology of IsiNdebele **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDHEN =HISTORY 3 + ENGLISH 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **History** HIS 1543 Twentieth Century Africa **English** ENG 1561 English First Semester	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **History** HIS 1644 Contemporary Middle East **English** ENG 1661 Introduction to Literature Stud	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **History** HIS 2541 The making of Modern South Africa **English** ENG 2561 English Structure and Usage: Intermediate Level	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **History** HIS 2642 Europe Since 1945 **English** ENG2661 Post Coloniality and The African World in Lite	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy **History** HIS 3542 Inter African Relations	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **History** HIS 3644 Africa and The World	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice ENM 4541 Methodology of First Additional Language: English HSM 4541 Methodology of Social Sciences: History	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice ENM 4641 Methodology of First Additional Language: English HSM 4641 Methodology of Social Sciences: History **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120 **Total credits for the Qualification = 480**	

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BEDLAF = BIOLOGY 3 + ISISWATI 2 OR TSHIVENDA 2 OR XITSONGA2 OR NORTH SOTHO 2 OR ISINDEBELE 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose Biology and any one of the four majors** **Biology** BIO 1541 Diversity of Life BIO1542 Cell Biology I **Isiswati** ISW 1541 Introduction to Isiswati Grammar **Tshivenda** TVE 1541 Introduction to Tshivenda Grammar **Xitsonga** XTS 1541 Xitsonga: Introduction to Grammar **North Sotho** NSO 1541 Introduction to Northern Sotho Linguistics **IsiNdebele** ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose Biology and any one of the four majors** **Biology** BIO 1643 Ecology, Adaption and Evolution BIO 1644 Introductory Human Anatomy and Physiology **Isiswati** ISW 1641 Introduction to Isiswati Literature **Tshivenda** TVE 1641 Introduction to Tshivenda Literature **Xitsonga** XTS 1641 Xitsonga: Intro. to the Study of Literature **North Sotho** NSO 1641 Introduction to Northern Sotho Literature **IsiNdebele** ISN 1641 Introduction to IsiNdebele Literature	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** BOT 2544 Plant Anatomy and Morphology **Isiswati** ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology **Tshivenda** TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantics **Xitsonga** XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics **North Sotho** NSO 2541 An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics **IsiNdebele** ISN 2541 Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2542 Orthography and Terminology	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Biology** BOT 2645 Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny**Isiswati** ISW 2641 Origin & Development of Modern Literature **Tshivenda** TVE 2641 Advanced Study of Tshivenda Literature **Xitsonga** XTS 2641 A Detailed Study of Xitsonga Literature **North Sotho** NSO 2641 An Advanced Study of Northern Sotho Literature **IsiNdebele** ISN 2641 Origin and Development of traditional and modern literature	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy **Biology** BOT 3543 Disturbance and Plant Ecology	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Biology** BOT 3646 Plant Physiology BOT 3647 Plant Eco physiology	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules (Biology and the second major)** ISM 4541 Methodology of Isiswati TVM 4541 Methodology of Home Language: Tshivenda XIM 4541 Methodology of Home Language: Xitsonga NSM 4541 Methodology of Home Language: Northern Sotho MLS 4541 Methodology of Life Sciences: Biology NMD 4541 Methodology of IsiNdebele	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules (Biology and the second major)** ISM 4641 Methodology of Isiswati TVM 4641 Methodology of Home Language: Tshivenda XIM 4641 Methodology of Home Language: Xitsonga NSM 4641 Methodology of Home Language: Northern Sotho MLS 4641 Methodology of Life Sciences: Biology NMD 4641 Methodology of IsiNdebele **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDMAF = MATHEMATICS 3 + ISISWATI 2 OR TSHIVENDA 2 OR XITSONGA 2 OR NORTH SOTHO 2 OR ISINDEBELE 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose Mathematics and one African Language** **Mathematics** MAT 1541 Mathematics MAT 1542 Mathematics **and Isiswati** ISW 1541 Introduction to Isiswati Grammar **or Tshivenda** TVE 1541 Introduction to Tshivenda Grammar **or Xitsonga** XTS 1541 Xitsonga: Introduction to Grammar **or North Sotho** NSO 1541 Introduction to Northern Sotho Linguistics **or IsiNdebele** ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose Mathematics and one African Language** **Mathematics** MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II **and Isiswati** ISW 1641 Introduction to Isiswati Literature **or Tshivenda** TVE 1641 Introduction to Tshivenda Literature **or Xitsonga** XTS 1641 Xitsonga: Intro. to the Study of Literature **or North Sotho** NSO 1641 Introduction to Northern Sotho Literature **or IsiNdebele** ISN 1641 Introduction to IsiNdebele Literature	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Mathematics** MAT 2541 Linear Algebra MAT 2542 Advanced Calculus **and Isiswati** ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology **or Tshivenda** TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantics **or Xitsonga** XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics **or North Sotho** NSO 2541An Advance Study to Northern Sotho Grammar NSO 2542Historical Linguistics and Semantics **or IsiNdebele** ISN 2541 Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2542 Orthography and Terminology	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Mathematics** MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations **or Isiswati** ISW 2641 Origin & Development of Modern Literature **or Tshivenda** TVE 2641 Advanced Study of Tshivenda Literature **or Xitsonga** XTS 2641 A Detailed Study of Xitsonga Literature **or North Sotho** NSO 2641An Advanced Study of Northern Sotho Literature **or IsiNdebele** ISN 2641 Origin and Development of traditional and modern literature	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy **Mathematics** MAT 3541 Real Analysis MAT 3542 Group Theory	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Mathematics** MAT 364 Complex Analysis MAT 3642 Rings and Fields	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules** MAM 4541 Mathematics Methodology ISM 4541 Methodology of Home Language: Isiswati TVM 4541 Methodology of Home Language: Tshivenda XIM 4541 Methodology of Home Language: Xitsonga NSM 4541 Methodology of Home Language: Northern Sotho NMD 4541 Methodology of IsiNdebele	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules** MAM 4641 Mathematics Methodology ISM 4641 Methodology of Home Language: Isiswati TVM 4641 Methodology of Home Language: Tshivenda XIM 4641 Methodology of Home Language: Xitsonga NSM 4641 Methodology of Home Language: Northern Sotho NMD 4641 Methodology of IsiNdebele **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

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BEDMBI = MATHEMATICS 3 + BIOLOGY 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Mathematics** MAT 1541 Mathematics MAT 1542 Mathematics **Biology** BIO 1541 Diversity of Life BIO1542 Cell Biology I	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Mathematics** MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II **Biology** BIO 1643 Ecology, Adaption and Evolution BIO 1644 Introductory Human Anatomy and Physiology	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Mathematics** MAT 2541 Linear Algebra MAT 2542 Advanced Calculus **Biology** BOT 2544 Plant Anatomy	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Mathematics** MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations **Biology** BOT 2645Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice-Observation PSC 3521Computer Literacy **Mathematics** MAT 3541 Real Analysis MAT 3542 Group Theory	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Mathematics** MAT 364 Complex Analysis MAT 3642 Rings and Fields	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice MAM 4541 Mathematics Methodology MLS 4541 Methodology of Life Sciences: Biology	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice MAM 4641 Mathematics Methodology MLS 4641 Methodology of Life Sciences: Biology **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDMCH = MATHEMATICS 3 + CHEMISTRY 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Chemistry** CHE 1540 General Chemistry for Applied Sciences **Mathematics** MAT 1541 Mathematics MAT 1542 Mathematics	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Chemistry** CHE 1621 Introductory Inorganic Chemistry CHE 1622 Introductory Organic Chemistry **Mathematics** MAT 1641 Integral Calculus MAT 1642 Mathematics Foundation II	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Chemistry** CHE 2521 Inorganic Chemistry CHE 2522 Organic Chemistry **Mathematics** MAT 2541 Linear Algebra MAT 2542 Advanced Calculus	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Chemistry** CHE 2620 Analytical Chemistry CHE 2623 Physical Chemistry **Mathematics** MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy **Mathematics** MAT 3541 Real Analysis MAT 3542 Group Theory	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Mathematics** MAT 364 Complex Analysis MAT 3642 Rings and Fields	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice MAM 4541 Mathematics Methodology MCS 4541 Methodology of Natural Sciences: Chemistry	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice MAM 4641 Mathematics Methodology MCS 4641 Methodology of Natural Sciences: Chemistry **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120 **Total credits for the Qualification = 480**	

BEDMCO= MATHEMATICS 3 + COMPUTER SCIENCE 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Mathematics** MAT 1541 Mathematics MAT 1542 Mathematics **Computer Science** COM 1522 Introduction to Computer Systems COM 1524 Fundamentals of Computer Architecture COM1721 Object Oriented Programming	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Mathematics** MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II **Computer Science** COM 1626 Computer Technology	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Mathematics** MAT 2541 Linear Algebra MAT 2542 Advanced Calculus **Computer Science** COM 2523 Imperative Programming COM 2529 Database Fundamentals COM 2701 Computer Science Lab	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Mathematics** MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations **Computer Science** COM 2624 Algorithms and Data Structures COM 2626 Data Communication and Computer Networks	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice-Observation PSC 3521Computer Literacy **Chose on teaching major** **Mathematics** MAT 3541 Real Analysis MAT 3542 Group Theory	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Chose on teaching major** **Mathematics** MAT 364 Complex Analysis MAT 3642 Rings and Fields	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice MAM 4541 Mathematics Methodology MIT 4541 Methodology of Information Technology	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice MAM 4641 Mathematics Methodology MIT 4641 Methodology of Information Technology **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDMEA = MATHEMATICS 3 + ECONOMICS 2 or ACCOUNTING 2 or BUSINESS MANAGEMENT 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose Mathematics and one of the following** **Mathematics** MAT 1541 Mathematics MAT 1542 Mathematics **and** **Accounting** **ACC 1541** Introduction to Financial Accounting **or** **Economics** **ECO 1541** Basic Microeconomics **or** **Business Studies** **BMA 1541** Intro to Business Management	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose Mathematics and one of the following** **Mathematics** MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II **and** **Accounting** **ACC 1641** Financial Accounting **or** **Economics** **ECO 1641** Basic Macroeconomics **or** **Business Studies** **BMA 1641** Functional Areas of Business Management	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Mathematics** MAT 2541 Linear Algebra MAT 2542 Advanced Calculus **and** **Accounting** **ACC 2541**: Company Financial Statement **or** **Economics** **ECO 2541** Intermediate Microeconomics **or** **Business Studies** **BMA 2541** Purchasing Management	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Mathematics** MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations **and** **Accounting** **ACC 2641** Introduction to Cost and Management Accounting **or** **Economics** **ECO 2641** Intermediate Macroeconomics **or** **Business Studies** **BMA 2641** Human Resource Management	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy **Mathematics** MAT 3541 Real Analysis MAT 3542 Group Theory	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Mathematics** MAT 364 Complex Analysis MAT 3642 Rings and Fields	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules** MAM 4541 Mathematics Methodology ACM 4541 Accounting Methodology ECM 4541 Economics Methodology BEM 4541 Business Economics Methodology	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules** MAM 4641 Mathematics Methodology ACM 4641 Accounting Methodology ECM 4641 Economics Methodology BEM 4641 Business Economics Methodology **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDMPG = MATHEMATICS 3 OR PHYSICS 3 OR GEOGRAPHY 3

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose two teaching majors from** **Geography** GEO 1520 Geography: Cartography, Map Analysis, Air Photo GEO 1541 Integrated Study of Major World Environments **Mathematics** MAT 1541 Mathematics MAT 1542 Mathematics **Physics** PHY 1521 Mechanics PHY 1522 Waves and Optics 1	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose two teaching majors from** **Geography** GEO 1620 Geography: Elements of Remote Sensing GEO 1641 Geography: Major World Environments **Mathematics** MAT 1641 Integral Calculus MAT 1642 Mathematics Foundation II **Physics** PHY 1623 Properties of Matter and Thermal Physics PHY 1624 Electricity and Magnetism	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Geography** GEO 2541 Spatial Organisation of Society GEO 2542 Quant. & Qualit. Research Methods **Mathematics** MAT 2541 Linear Algebra MAT 2542 Advanced Calculus **Physics** PHY 2521 Classical Mechanics PHY 2522 Waves and Optics	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Geography** GEO 2641 Patterns and Processer in Physical Geography GEO 2642 Themes in the Geography of Africa **Mathematics** MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations **Physics** PHY 2623 Electrodynamics PHY 2624 Modern Physics	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy **From the two majors chosen at year two you took one at third year level** **Geography** GEO 3542 Geomorphology GEO 3543 Biogeography GEO 3544 Population and Demography GEO 3545 Settlement and Industrial Development GEO 3541 Geography of South Africa **Mathematics** MAT 3541 Real Analysis MAT 3542 Group Theory **Physics** PHY 3521 Atomic and Nuclear Physics PHY 3522 Solid State Physics	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **From the two majors chosen at year two you took one at third year level** **Geography** GEO 3642 Climatology GEO 3643 Geography of Tourism GEO 3644 Rural Geography and Development GEO 3641 Remote Sensing and Geographic Information Systems **Mathematics** MAT 3641 Complex Analysis MAT 3642 Rings and Fields **Physics** PHY 3623 Thermal and Statistical Physics PHY 3624 Quantum Mechanics	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules** GEM 4541 Geography Methodology MAM 4541 Mathematics Methodology MPS 4541 Physics Methodology	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules** GEM 4641 Geography Methodology MAM 4641 Mathematics Methodology MPS 4641 Physics Methodology **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDMPS = MATHEMATICS 3 + PSYCHOLOGY (LIFE ORIENTATION) 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Mathematics** MAT 1541 Mathematics MAT 1542 Mathematics **Psychology** PSY 1541 Introduction to Psychology	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Mathematics** MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II **Psychology** PSY 1641Introduction to Applied Psychology	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Mathematics** MAT 2541 Linear Algebra MAT 2542 Advanced Calculus **Psychology** PSY 2511 Research Proposal Writing Practicals PSY 2541 Basic Research Methodology PSY 2542 Human Development	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Mathematics** MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations **Psychology** PSY 2641 Psychopathology PSY 2642 Introduction to Social Psychology	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice-Observation PSC 3521Computer Literacy **Mathematics** MAT 3541 Real Analysis MAT 3542 Group Theory	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Mathematics** MAT 3641 Complex Analysis MAT 3642 Rings and Fields	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice MAM 4541 Mathematics Methodology MLO 4541 Methodology of Life Orientation	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice MAM 4641 Mathematics Methodology MLO 4641 Methodology of Life Orientation **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120 **Total credits for the Qualification = 480**	

BEDOAB = ECONOMICS 3 or ACCOUNTING 3 or BUSINESS MANAGEMENT 3

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose two teaching majors from** **Accounting** **ACC 1541** Introduction to Financial Accounting **Economics** **ECO 1541** Basic Microeconomics **Business Management** **BMA 1541** Intro to Business Management	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose two teaching majors from** **Accounting** **ACC 1641** Financial Accounting **Economics** **ECO 1641** Basic Macroeconomics **Business Management** **BMA 1641** Functional Areas of Business Management	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Accounting** **ACC 2541**: Company Financial Statement **Economics** **ECO 2541** Intermediate Microeconomics **Business Management** **BMA 2541** Purchasing Management	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Accounting** **ACC 2641** Introduction to Cost and Management Accounting **Economics** **ECO 2641** Intermediate Macroeconomics **Business Management** **BMA 2641** Human Resource Management	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy **From the two majors chosen at year two you took one at third year level** **Accounting** ACC 3541: External Financial Acc. **Economics** ECO 3541: International Trade and Finance **Business Management** BMA 3541 Marketing Management	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **From the two majors chosen at year two you took one at third year level** **Accounting** ACC 3641: Managerial Acc and Finance **Economics** ECO 3641: The SA Economy **Business Management** BMA 3641 General Management	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules** ACM 4541 Accounting Methodology ECM 4541 Economics Methodology BEM 4541 Business Studies Methodology	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules** ACM 4641 Accounting Methodology ECM 4641 Economics Methodology BEM 4641 Business Economics Methodology **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

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BEDOAF = ECONOMICS 3 + ISISWATI 2 OR TSHIVENDA 2 OR XITSONGA 2 OR NORTH SOTHO 2 OR ISINDEBELE 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose Economics and one African Language** **Economics** **ECO 1541** Basic Microeconomics **and** **Isiswati** ISW 1541 Introduction to Isiswati Grammar **or** **Tshivenda** TVE 1541 Introduction to Tshivenda Grammar **or Xitsonga** XTS 1541 Xitsonga: Introduction to Grammar **or** **North Sotho** NSO 1541 Introduction to Northern Sotho Linguistics **or** **IsiNdebele** ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose Economics and one African Language** **Economics** **ECO 1641** Basic Macroeconomics **And Isiswati** ISW 1641 Introduction to Isiswati Literature **or** **Tshivenda** TVE 1641 Introduction to Tshivenda Literature **or Xitsonga** XTS 1641 Xitsonga: Intro. to the Study of Literature **or** **North Sotho** NSO 1641 Introduction to Northern Sotho Literature **or** **IsiNdebele** ISN 1641 Introduction to IsiNdebele Literature	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Economics** **ECO 2541** Intermediate Microeconomics **And Isiswati** ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology **or** **Tshivenda** TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantics **or** **Xitsonga** XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics **or** **North Sotho** NSO 2541 An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics **or** **IsiNdebele** ISN 2541 Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2542 Orthography and Terminology	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Economics** **ECO 2641** Intermediate Macroeconomics **and** **Isiswati** ISW 2641 Origin & Development of Modern Literature **or** **Tshivenda** TVE 2641 Advanced Study of Tshivenda Literature **or** **Xitsonga** XTS 2641 A Detailed Study of Xitsonga Literature **or** **North Sotho** NSO 2641 An Advanced Study of Northern Sotho Literature **or** **IsiNdebele** ISN 2641 Origin and Development of traditional and modern literature	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice-Observation PSC 3521 Computer Literacy ECO 3541: International Trade and Finance	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy ECO 3641: The SA Economy	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules** ECM 4541 Economics Methodology ISM 4541 Methodology of Home Language: Isiswati TVM 4541 Methodology of Home Language: Tshivenda XIM 4541 Methodology of Home Language: Xitsonga NSM 4541 Methodology of Home Language: Northern Sotho NMD 4541 Methodology of IsiNdebele	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules** ECM 4641 Economics Methodology ISM 4641 Methodology of Home Language: Isiswati TVM 4641 Methodology of Home Language: Tshivenda XIM 4641 Methodology of Home Language: Xitsonga NSM 4641 Methodology of Home Language: Northern Sotho NMD 4641 Methodology of IsiNdebele **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

BEDOAM = ECONOMIC 3 or ACCOUNTING 3 or BUSINESS MANAGEMENT 3 + MATHEMATICS 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Choose Mathematics and one of the following Mathematics** MAT 1541 Mathematics MAT 1542 Mathematics **and Accounting** **ACC 1541** Introduction to Financial Accounting **or Economics** **ECO 1541** Basic Microeconomics **or Business Management** **BMA 1541** Intro to Business Management	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Choose Mathematics and one of the following Mathematics** MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II **and Accounting** **ACC 1641** Financial Accounting **or Economics** **ECO 1641** Basic Macroeconomics **or Business Management** **BMA 1641** Functional Areas of Business Management	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Mathematics** MAT 2541 Linear Algebra MAT 2542 Advanced Calculus **and Accounting** **ACC 2541:** Company Financial Statement **or Economics** **ECO 2541** Intermediate Microeconomics **or Business Management** **BMA 2541** Purchasing Management	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Continue with the chosen majors at year two** **Mathematics** MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations **and Accounting** **ACC 2641** Introduction to Cost and Management Accounting **or Economics** **ECO 2641** Intermediate Macroeconomics **or Business Management** **BMA 2641** Human Resource Management **or**	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice-Observation PSC 3521Computer Literacy **Accounting** ACC 3541: External Financial Acc. **or** **Economics** ECO 3541: International Trade and Finance **or** **Business Management** BMA 3541 Marketing Management	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Accounting** ACC 3641: Managerial Acc and Finance or **Economics** ECO 3641: The SA Economy **or** **Business Management** BMA 3641 General Management	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice **The two majors taken at year two will be taken as methodology modules** ACM 4541 Accounting Methodology ECM 4541 Economics Methodology BEM 4541 Business Economics Methodology MAM 4541 Mathematics Methodology	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice **The two majors taken at year two will be taken as methodology modules** ACM 4641 Accounting Methodology ECM 4641 Economics Methodology BEM 4641 Business Economics Methodology MAM 4641 Mathematics Methodology **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	**Total credits for the Qualification = 480**

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BEDPMA = PSYCHOLOGY (LIFE ORIENTATION) 3 + MATHEMATICS 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*	*Semester 1*	*Semester 2*
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills **Mathematics** MAT 1541 Mathematics MAT 1542 Mathematics **Psychology** PSY 1541 Introduction to Psychology	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills **Mathematics** MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II **Psychology** PSY 1641 Introduction to Applied Psychology	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation **Mathematics** MAT 2541 Linear Algebra MAT 2542 Advanced Calculus **Psychology** PSY 2511 Research Proposal Writing Practical's PSY 2541 Basic Research Methodology PSY 2542 Human Development	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation **Mathematics** MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations **Psychology** PSY 2641 Psychopathology PSY 2642 Introduction to Social Psychology	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice-Observation PSC 3521Computer Literacy **Psychology** PSY 3511 Practicum: Basic Counselling Techniques PSY 3541 Personality Theories PSY 3542 Psychotherapy	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy **Psychology** PSY 3611 Research Project Practical (Qualitative and Quantitative) PSY 3641 Psychological Assessment PSY 3642 Research Methodology	ECT 4521 English Competence for Teachers **NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521** PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice MAM 4541 Mathematics Methodology MLO 4541 Methodology of Life Orientation	**NB: All second semester modules are completed through portfolios** ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice MAM 4641 Mathematics Methodology MLO 4641 Methodology of Life Orientation **One optional module from:** SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120 **Total credits for the Qualification = 480**	

E3.4   CERTIFICATES
Post Graduate Certificate in Education   PGCE

POST GRADUATE CERTIFICATE IN EDUCATION (PGCE) (OLD PROGRAMME)

3.4.1   Description
The (PGCE) is a post graduate certificate in education. The programme prepares students who have completed bachelor's degrees or equivalent. Students are restricted to a choice of two methodologies on the teaching subjects that they studied in the bachelor's degree. These are subjects taught at senior phase and Further Education and Training (FET) band. Students with ENG 2561 and ENG 2661 are exempted from ECT 4621. Students with SOE 2521, PHE 2521, ECT2621, HDC 2621 are exempted from EPE 4521, ESE 4521, EPS 4621 and EHE 4621

The qualification carries 120 credits.

3.4.2   Duration of the Programme
The PGCE Programme is offered for a minimum of one year full-time and two years part-time.

3.4.3   Admission Requirements
Students should be in possession of a recognized university degree. Students must have completed at least 24 credit points in one teaching subject and 36 credit points in another teaching subject at undergraduate level'. The department of Curriculum studies offers the following modules to the following qualifications:
BEDFET/ PGCE : Bachelor of Education in Further Education and Teaching/ Post Graduate Certificate in Education

3.4.4   Composition of the curriculum:

First semester
Core Modules
EPE 4521   Philosophy of Education
ESE 4521   Sociology of Education
ETL 4521   Teaching and Learning Strategies and Media
PSG 4521   School Management
PSC 4521   Computer Literacy
ECT 4521   English Competence for Teachers
HIV 4521   HIV/AIDS Education for Teachers

Choose two methodologies from the list provided:
XIM 4541   Methodology of Home Language: Xitsonga
NSM 4541   Methodology of Home Language: Northern Sotho
TVM 4541   Methodology of Home Language: Tshivenda
ECM 4541   Methodology of Management Sciences: Economics
ACM 4541   Methodology of Management Sciences: Accounting
BEM 4541   Methodology of Management Sciences: Business Economics
ASM 4541   Methodology of Life Sciences: Agriculture
MLS 4541   Methodology of Life Sciences: Biology
HSM 4541   Methodology of Social Sciences: History
GEM 4541   Methodology of Social Sciences: Geography
ENM 4541   Methodology of First Additional Language: English
MLO 4541   Methodology of Life Orientation
MPS 4541   Methodology of Natural Sciences: Physics
MCS 4541   Methodology of Natural Sciences: Chemistry
MAM 4541   Methodology of Mathematics
MUM 4541   Methodology of Arts and Culture: Music
MIT 4541   Methodology of Information Technology

ISM 4541   Methodology of Home Language: Isiswati
NMD 4541   Methodology of Home Language: Isindebele

Second semester

All second semester modules are completed through portfolios
ETL4621   Teaching and Learning Strategies and Media
ETP4621   Teaching Practice
EPS4621   Psychology of Education
EHE4621   History of Education
HIV4621   HIV/AIDS Education for Teachers
CTP4621   Curriculum Theory and Practice

All PGCE students continue with the two methodologies as in first semester as follows:

Choose two methodologies from the list provided:
XIM 4641   Methodology of Home Language: Xitsonga
NSM 4641   Methodology of Home Language: Northern Sotho
TVM 4641   Methodology of Home Language: Tshivenda
ECM 4641   Methodology of Management Sciences: Economics
ACM 4641   Methodology of Management Sciences: Accounting
BEM 4641   Methodology of Management Sciences: Business Economics
ASM 4641   Methodology of Life Sciences: Agriculture
MLS 4641   Methodology of Life Sciences: Biology
HSM 4641   Methodology of Social Sciences: History
GEM 4641   Methodology of Social Sciences: Geography
ENM 4641   Methodology of First Additional Language: English
MLO 4641   Methodology of Life Orientation
MPS 4641   Methodology of Natural Sciences: Physics
MCS 4641   Methodology of Natural Sciences: Chemistry
MAM 4641   Methodology of Mathematics
MIT 4641   Methodology of Information Technology
MUM 4641   Methodology of Arts and Culture: Music
ISM 4641   Methodology of Isiswati
NMD 4641   Methodology of Home Language: Isindebele

One optional Module
SPE4621   Sports Education
MCE4621   Music Education
DME4621   Drama in Education
RED4621   Religious Education
SCL4621   School Librarianship

NOTE:
- Students who have completed Education at year two, are exempted from Education modules offered at PGCE level.
- Students who have completed English at year two are exempted from ECT 4521 English Competence for Teachers.

E3.5   POST GRADUATE CERTIFICATE IN EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING (SEPGCE) NEW DEGREE

3.5.1   Description
The (PGCE SP & FET) is a post graduate certificate in education. The programme prepares students who have completed bachelor's degrees or equivalent. Students are restricted to a choice of two methodologies on the teaching subjects that they studied in the bachelor's degree. These are subjects

taught at senior phase and Further Education and Training (FET) band. Students with SOE2521, PHE2521, ECT2621, HDC2621 are exempted from EPH4141 & EPS4141

The qualification carries 120 credits.

3.5.2   Duration of the Programme
The PGCE SP & FET Programme is offered for a minimum of one year full-time.

3.5.3   Admission Requirements
Students should be in possession of a recognized university degree. For the FET subject the Bachelor's Degree with two teaching subjects whereby at least one attained at second year, for the SP Phase, the student must have level 6 credits which could be equivalent to having the subject / module done for both semesters at Level 5; completed at least 24 credit points in one teaching subject and 36 credit points in another teaching subject at undergraduate level. The department of Professional and Curriculum studies offers the following modules for the PGCE/ Post Graduate Certificate in Education

3.5.44 Composition of the curriculum:

First semester
Core Modules

ETP4121 TEACHING PRACTICE (SOP)ETP4121 Teaching Practice
ECT4121 Curriculum Theory and Practice
EHV4121 HIV / AIDS Education for Educators
EPH4141 Education Foundations –1
EPH4141 Education Foundations-2

Choose two methodologies from the list provided from a given stream with 1 FET and one SP subject:

Stream 1: Human and Social Sciences
EIW4141   Imetodoloji yelilwimi Lwasekhaya: Siswati
ENM4141   English First Additional Language Methodology
ENS4141   Thutamoruto ya Leleme la Gae: Sesotho sa Lebowa
ETV4141   Ngudamaitele ya Luambo lwa Hayani: Tshivenḓa
EXT4141   Meaendlelo Ya Ririmi Ra Le Kaya: Xitsonga
ELO4141   Life Orientation Methodology
EGE4141   Geography Methodology
EHI4141   History Methodology

Stream 2: Science Mathematics & Technology
EIT4141   Information Technology Methodology
ELS4141   Life Sciences Methodology
EMA4141   Mathematics Methodology
ENA4141   Natural Sciences Methodology
EPM4141   Physical Sciences Methodology
EAG4141   Agricultural Sciences Methodology

Stream 3: Economic & Management Sciences
EAC4141   Accounting Methodology
EBS4141   Business Studies Methodology
ECN4141   Economics Methodology
EMS4141   Economic And Management Sciences Methodology

Second semester

All second semester modules are completed through portfolios
ETP4221   Teaching Practice (WIL)

All PGCE students continue with the two methodologies as in second semester as follows:

Choose two methodologies from the list provided:
Stream 1: Human and Social Sciences
EIW4241   Imetodoloji yelilwimi Lwasekhaya: Siswati
ENM4241   English First Additional Language Methodology
ENS4241   Thutamoruto ya Leleme la Gae: Sesotho sa Lebowa
ETV4241   Ngudamaitele ya Luambo lwa Hayani: Tshivenḓa
EXT4241   Meaendlelo Ya Ririmi Ra Le Kaya: Xitsonga
ELO4241   Life Orientation Methodology
EGE4241   Geography Methodology
EHI4241   History Methodology

Stream 2: Science Mathematics & Technology
EIT4241   Information Technology Methodology
ELS4241   Life Sciences Methodology
EMA4241   Mathematics Methodology
ENA4241   Natural Sciences Methodology
EPM4241   Physical Sciences Methodology
EAG4241   Agricultural Sciences Methodology

Stream 3: Economic & Management Sciences
EAC4241   Accounting Methodology
EBS4241   Business Studies Methodology
ECN4241   Economics Methodology
EMS4241   Economic and Management Sciences Methodology

NOTE:
- Students who have completed Education modules at year two, are exempted from Education modules offered at PGCE level.

E.6.   MODULES/COURSES OFFERED IN BACHELOR OF EDUCATION HONOURS PROGRAMMES

E.6.1   Bachelor of Education Honours in Early Childhood Education [EDHECE]

YEAR 1
Semester 1
ECI 5121   Contemporary Issues in Early Childhood Education
EEL 5121   Early Literacy
ELM 5121   Leadership And Management in Early Childhood education
ECD 5121   Child Development and Schooling

Semester 2

EMC 5221   Mathematics And Young Child
EER 5221   Educational Research
EDU 5320   Research Project

E6.2   Bachelor of Education Honours in Educational Management (EDHEDM)

First Semester
EDL5121   Educational Leadership and Management
EDA5121   Law in Education
EDR5121   Introduction to Educational Research

Second semester

EDF5221   Financial Management in Education
ECM5221   Curriculum Management and Evaluation
EDR5221   Educational Research

Year module
EDU5300   Research Project

E6.3   Bachelor of Education Honours in Guidance and Counselling [BEDHGC]OLD DEGREE

Semester 1
YEAR 1
Semester 1
EDR 5521   Educational Research
GTP 5521   Counseling Theory and Practice
GHD 5521   Human Growth and Development

Semester 2
EDR 5621   Educational Research
GVC 5621   Counseling Orphans and Vulnerable Children
GHD 5621   Human Growth and Development

YEAR 2
Semester 1
GDM 5521   Developing and Managing Schools Guidance Programme
GCA 5521   Counseling Children and Adolescents
GCD 5521   Careers Counseling and Development

Year Module
EDU 5000   Research Project

E6.4   Bachelor of Education Honours in Guidance and Counselling (SEHEGC)NEW DEGREE

Semester 1

EDM5121   Developing and Managing Schools
ETP5121   Counselling Theory and Practice
EDR5121   Introduction to Educational Research

Semester 2

EVC5221   Counselling Orphans and Vulnerable Children
EHD5221   Human Growth and Development
EDR5221   Educational Research

Year module
EDU5300   Research Project

E6.5   Bachelor of Education Honours in Philosophy (SEHEPH)

SEMESTER 1
EMP5121   Modern Philosophies of Education
EAE5121   African Educational Thought and Practice
EDR5121   Introduction to Educational Research
SEMESTER 2
EPE5221   Social Philosophy of Education
ESS5221   Sociology of the School
EDR5221   Educational Research
YEAR MODULE
EDU5300   Research Project

E6.6.   Bachelor of Education Honours in Inclusive Education (SEHEIE)

SEMESTER 1
EDR5121   Introduction to Educational Research
SEMESTER 2
ESI5221   Scope of Inclusive Education
ELB5221   Learning Barriers
EAI5221   Approaches to Inclusive Education
ECO5221   Counselling Orphans and Vulnerable Children
EDR5221   Educational Research

YEAR MODULE
EDU5300   Research Project

E6.7 Bachelor of Education Honours in Comparative Education (SEHECE)

SEMESTER 1
EFS5121   Education Systems: Structure and Functions
EIC5121   Contemporary Education Issues: Comparative Perspectives
EDR5121   Introduction to Educational Research

SEMESTER 2
EME5221   Modern Education System
EPE5221   Social Philosophy of Education
EDR5221   Educational Research
YEAR MODULE
EDU5300   Research Project

E6.8   Bachelor of Education Honours in Sociology of Education (SEHESO)

SEMESTER 1
ESP5121   Sociological Perspectives in Education
ESE5121   Culture, Socialisation and Education
ESS5121   Sociology of the School
EDR5121   Introduction to Educational Research
SEMESTER 2
EPE5221   Social Philosophy of Education
EDR5221   Educational Research
YEAR MODULE
EDU5300   Research Project

E6.9   BACHELOR OF EDUCATION HONOURS IN CURRICULUM STUDIES [SEHECS]

YEAR 1
Bachelor of Education Honours in Curriculum Studies (SEHECS)

Subject Code	Subject Name
SEMESTER	**1**
ECD5121	Curriculum Design and Development
ECM5121	Curriculum Management
EDR5121	Introduction to Educational Research
SEMESTER	**2**
EDR5221	Educational Research
EDT 5221	Teaching, Learning and Assessment Strategies
ECE5221	Curriculum Innovation and Evaluation
EDU5300	Research Project

E6. 10 Bachelor of Education Honours in Physics Education (SEHEPS)

Subject Code	Subject Name
SEMESTER	**1**
EPN5121	History, Philosophy and Nature of Science
EST5121	Science, Technology, and Society
EPS5121	Electronics, Electricity and Magnetism
EDR5121	Introduction to Educational Research
SEMESTER	**2**
EPS5221	Statics, Dynamics & Kinematics
EDT5221	Teaching, Learning and Assessment Strategies
ETC5221	Curriculum Design and Development
EDR5221	Educational Research
EDU5300	Research Project

E6. 11 Bachelor of Education Honours in Life Sciences Education (SEHELS)

Subject Code	Subject Name
SEMESTER	**1**
EPN5121	History, Philosophy and Nature of Science
EST5121	Science, Technology, and Society
ELS5121	Cell biology and genetics
EDR5121	Introduction to Educational Research
SEMESTER	**2**
EBE5221	Biodiversity and evolution
EDT5221	Teaching, learning and assessment strategies
ETC5221	Curriculum design and development
EDR5221	Educational Research

Subject Code	Subject Name
EDU5300	Research Project

E6.12 Bachelor of Education Honours in Chemistry Education (SEHECH)

Subject Code	Subject Name
SEMESTER	**1**
EPN5121	History, Philosophy and Nature of Science
EST5121	Science, Technology, and Society
CHM5121	Inorganic and Organic Chemistry
EDR5121	Introduction to Educational Research
SEMESTER	**2**
CHM5221	Physical and Analytical Chemistry
EDT5221	Teaching, learning and assessment strategies
ETC5221	Curriculum design and development
EDR5221	Educational Research
EDU5300	Research Project

E7   MASTER OF EDUCATION

E7. 1   MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION (SEMEEC)

   Module Code

   EDU 6001

E7.2   MASTER OF EDUCATION IN CURRICULUM STUDIES (SEMECS)
   EDU6001

E7.3   MASTER OF EDUCATION IN SCIENCE EDUCATION (SEMESE)
   Module
   EDU 6001

E7.4   MASTER OF EDUCATION IN PHYSICS EDUCATION (SEMEPS)

   Module
   EDU 6001

E7.5   MASTER OF EDUCATION IN CHEMISTRY EDUCATION (SEMECH)

   Module
   EDU 6001

E7.6   MASTER OF EDUCATION IN LIFE SCIENCES EDUCATION (SEMELS)

   Module
   EDU 6001

E7.7   MASTER OF EDUCATION IN EDUCATIONAL MANAGEMENT (SEMEEM)

   Module
   EDU 6001

E7.8   MASTER OF COMPARATIVE EDUCATION ()

Module
EDU 6001

E7.9   MASTER OF EDUCATION IN PHILOSOPHY OF EDUCATION (SEMEPH)

Module
EDU 6001

E7.10   MASTER OF EDUCATION IN SOCIOLOGY OF EDUCATION (SEMESO)
Module
EDU 6001

E7.11   MASTER OF EDUCATION IN PSYCHOLOGY OF EDUCATION (SEMEPE)

Module
EDU 6001

E7.12   MASTER OF EDUCATION IN GUIDANCE AND COUNSELLING (SEMEGC)

Module
EDU 6001

E7.13   MASTER OF EDUCATION IN INCLUSIVE EDUCATION (SEMEIE)

Module
EDU 6001

E7.14   MASTER OF EDUCATION IN MATHEMATICS EDUCATION (SEMEME)

Module
EDU 6001

E8**.   DOCTOR OF EDUCATION**

E 8.1   DOCTOR OF EDUCATION IN EARLY CHILDHOOD EDUCATION (SEDEEC)

Module
EDU 7001

E8.1   DOCTOR OF EDUCATION IN CURRICULUM STUDIES (SEDEMECS)

Module
EDU 7001

E8.3   DOCTOR OF EDUCATION IN MATHEMATICS EDUCATION (SEDEME)

Module
EDU 7001

E8.4.   DOCTOR OF EDUCATION IN CHEMISTRY EDUCATION (SEDECH)

Module
EDU 7001

E8.5   DOCTOR OF EDUCATION IN PHYSICS EDUCATION (SEDEPS)

   Module
   EDU 7001

E8.6   DOCTOR OF EDUCATION IN SCIENCE EDUCATION (SEDESE)

   Module
   EDU 7001

E8.7   DOCTOR OF EDUCATION IN GUIDANCE AND COUNSELLING (SEDEGC)

   Module
   EDU 7001

E8.8   DOCTOR OF EDUCATION IN EDUCATIONAL MANAGEMENT (SEDEEM)

   Module
   EDU 7001

E8.9   DOCTOR OF EDUCATION IN SOCIOLOGY OF EDUCATION (SEDESE)

   Module
   EDU 7001

E8.10   Doctor of Education in Inclusive Education (SEDEIE)

   Module
   EDU 7001

E8.11   Doctor of Education in Philosophy Education (SEDEPH)

   Module
   EDU 7001

E8.12   Doctor of Education in Psychology of Education (SEDEPE)

   Module
   EDU 7001

E8.13   Doctor of Education in Guidance and Counselling (SEDEGC)

   Module
   EDU 7001

MODULE CODE	MODULE DESCRIPTION
ACM 4541	Methodology of Management Sciences: Accounting
ACM 4641	Methodology of Management Sciences: Accounting
ASM 4541	Methodology of Life Sciences: Agriculture
ASM 4641	Methodology of Life Sciences: Agriculture
BEM 4541	Methodology of Management Sciences: Business Economics
BEM 4641	Methodology of Management Sciences: Business Economics
BER 4521	Basic Educational Research
BER 4621	Basic Educational Research
CHM5121	Inorganic and Organic Chemistry
CHM522	Physical and Analytical Chemistry
CTP 4621	Curriculum Theory and Practice
DME 4621	Drama in Education
EAT 4521	Art for Young Children
EAV 4521	Assessment and Evaluation
ECD 1521	Child Development
ECD 4521	Child Development
ECD 4620	Curriculum, Projection and Resource Development
ECD 4621	Child Development
ECD 5621	Child Development
ECD 7501	Curriculum Design & Development
ECE 7501	Curriculum Research & Evaluation
ECF 7501	Curriculum Foundations
ECM 7501	English communication 12
ECM 4541	Methodology of Management Sciences: Economics
ECM 4641	Methodology of Management Sciences: Economics
ECM 7501	Curriculum Management & Implementation
ECS 5621	South African Early Childhood Education in Context
ECT 2621	Psychology of Education
ECI 5121	Contemporary Issues in Early Childhood Education
EEL 5121	Early Literacy
ELM 5121	Leadership And Management in Early Childhood education
ECD 5121	Child Development and Schooling
EMC 5221	Mathematics And Young Child
EER 5221	Educational Research
ECT 4521	English Competence for Teachers
ECT 7500	Thesis
EDA 2621	Administration and Management
EDA 5521	Law in Education
EDC 5521	Curriculum Management
EDE 5521	Curriculum Evaluation
EDF 4521	Financial Management in Education
EDF 5521	Financial Management in Education
EDH 1521	The Reception Year
EDL 4521	Curriculum Development
EDL 4621	Curriculum Development
EDL 5621	Educational Leadership
EDR5121	Educational Research
EDF5121	Educational Leadership and Management
EDA5121	Law in Education
EDR5221	Educational Research
EDF5221	Financial Management in Education
ECM5221	Curriculum Management and Evaluation
EDR 4521	Basic Educational Research
EDR 4621	Basic Educational Research
EDR 5521	Educational Research
EDR 5621	Educational Research

EDT 5521	Teaching, Learning and Assessment Strategies
EDU 5000	Research Project
EDU 6000	Dissertation
EDU 6001	Dissertation
EDU 7000	Dissertation
EDU 7001	Dissertation
EEE 4420	Ecology and the Environment
EFD 6540	Research Project
EFM 6541	Financial Management
EGP 4511	School Development and Governance
EHC 3521	History of Education
EHD 1521	Psychology of Education
EHD 1621	Health and Nutrition in ECD
EHE 4621	History of Education
ELM4121	Leading and Managing Learning
ELC4121	Leading and Managing Extra Curricula Activity
EPP4121	Professional Portfolio
EPC4121	Leading and Managing people and change
EPP 4221	Professional Portfolio
ESO 4221	Leading and Managing the school as an Organisation
ESS 4221	Working within and for the school system
EWC4221	Working with and for Community
EIE 4420	Environmental Crisis and Emerging Responses
ELB 3521	Children with Learning Barriers
ELD 3621	Children with Learning Barriers
ELD 4521	Learners with Learning Difficulties
ELD 4621	Learners with Learning Difficulties
ELE 4521	Law in Education
ELE 6641	Law in Education
ELF 1521	Life Skills Learning Programme
ELF 2521	Life Skills Learning Programme
ELF 3521	Life Skills Learning Programme
ELL 1521	Literacy Learning Programme
ELL 1621	Literacy Learning Programme
ELL 2621	Literacy learning Programme
ELL 3621	Literacy Learning Programme
ELM 4511	Language skills in School Leadership
ELS 1521	Life Skills Learning Programme
ELS 5521	Life Skills Learning in Early Childhood Education
EPS5121	Electronics, Electricity and Magnetism
EDR5121	Introduction to Educational Research
EST5121	Science, Technology, and Society
EDT5121	Teaching, learning and assessment strategies
EPS5221	Statics, dynamics & kinematics
ETC5221	Curriculum design and development
EDR5221	Educational Research
EPN5121	History, Philosophy and Nature of Science
EBE5521	Biodiversity and evolution
ETC5221	Curriculum design and development
EDT5221	Teaching, learning and assessment strategies
ESE5121	Sociology of the School
ESP5121	Sociological Perspectives in Education
EPE5221	Social Philosophy of Education
ESS5221	Sociology of the School
EMA 4611	Educational Moderation
EML 1621	Numeracy Learning Programme

ELS5121	Cell biology and genetics
ETC5221	Curriculum design and development
ECE5221	Curriculum Innovation and Evaluation
EAE5121	African Educational Thought and Practice
EMP5221	Modern Philosophies of Education
ECM5121	Curriculum Management
ECD5121	Curriculum Design and Development
EML 4511	Management of Learning Programmes
EMP 4511	Leadership and Management
EMP 4620	Environmental Crisis and emerging responses
EMS 4611	Mentoring and Evaluation **OR**
EMT 3621	Philosophy of Education
EMU 4621	Music for Young Children
ENB 3521	Numeracy Learning Programme
ENL 1521	Numeracy Learning Programme
ENL 5521	Numeracy Learning in Early Childhood Education
ENM 1621	Managing the ECD Learning Programme
ENM 2521	Numeracy Learning Programme
ENM 4541	Methodology of First Additional Language: English
ENM 4641	Methodology of First Additional Language: English
EOF 4511	Management of Organizational systems, Physical and Financial Resources
EOF 4511	Management of Organizational systems, Physical and Financial Resources
EPA 4511	Assessment of Learning Outcomes **OR**
EPC 4521	Parental Consultation
EPE 4521	Philosophy of Education
EPH 1621	Philosophy of Education
EPM 4611	Management and Leadership Competence Portfolio
EPS 4621	Psychology of Education
ERM 6541	Educational Research Methods
ERM 6641	Educational Research Methods
ESA 4611	School Leadership and Management in the South African Context
ESE 4521	Sociology of Education
ESM 4611	Basic Computer Literacy for School Management
ESP 3521	Sociology of Education
ESR 1621	School Readiness
ETC 1621	Techniques for Teaching Young Children
ETE 3621	Psychology of Education
ETL 2521	Preparation of Teaching Practice-Observation
ETL 2621	Preparation of Teaching Practice-Observation
ETL 3511	Preparation of Teaching Practice-Observation
ETL 3521	Preparation for Teaching Practice- Observation
ETL 3621	Preparation for Teaching Practice-Observation
ETL 4521	Teaching and Learning Strategies and Media
ETL 4621	Teaching and Learning Strategies and Media
ETM 4611	Management of Teaching and Learning
ETP 1621	Teaching Practice
ETP 4521	Teaching Practice
ETP 4621	Teaching Practice
ETS 4621	Teaching and Learning Techniques
GBI 6541	Group Behaviour and Interpersonal Influence
GCA 5521	Counseling Children and Adolescents
GCD 5521	Careers Counseling and Development
GDM 5521	Developing and Managing Schools Guidance Programme
GEM 4541	Methodology of Social Sciences: Geography
GEM 4641	Methodology of Social Sciences: Geography
GHD 5521	Human Growth and Development
GHD 5621	Human Growth and Development

GTP 5521	Counseling Theory and Practice
GVC 5621	Counseling Orphans and Vulnerable Children
HDC 2621	History of Education
HER 4521	Human Resource Management in Education
HER 5521	Human Resource Management in Education
HIV 4521	HIV/AIDS Education for Teachers
HIV 4611	HIV and AIDS Education
HIV 4621	HIV/AIDS Education for Teachers
HIV 5621	HIV & AIDS Education for Teachers
HRM 6641	Human Resource Management
HSM 4541	Methodology of Social Sciences: History
HSM 4641	Methodology of Social Sciences: History
IEH 1521	History of Education
ISM 4541	Methodology of Isiswati
ISM 4641	Methodology of Isiswati
ISN 4541	Methodology of Isindebele
ISN 4641	Methodology of Isindebele
MAM 4541	Methodology of Mathematics
MAM 4641	Methodology of Mathematics
MCE 4621	Music Education
MCS 4541	Methodology of Natural Sciences: Chemistry
MCS 4641	Methodology of Natural Sciences: Chemistry
MDS 6000	Research Project
MIT 4541	Methodology of Information Technology
MIT 4641	Methodology of Information Technology
MLO 4541	Methodology of Life Orientation
MLO 4641	Methodology of Life Orientation
MLS 4541	Methodology of Life Sciences: Biology
MLS 4641	Methodology of Life Sciences: Biology
MPS 4541	Methodology of Natural Sciences: Physics
MPS 4641	Methodology of Natural Sciences: Physics
MUM 4541	Methodology of Arts and Culture: Music
MUM 4641	Methodology of Arts and Culture: Music
NMD 4541	Methodology of Home Language: Isindebele
NMD 4641	Methodology of Home Language: Isindebele
NSM 4541	Methodology of Home Language: Northern Sotho
NSM 4641	Methodology of Home Language: Northern Sotho
ORB 4521	Organisational Behaviour
ORB 5521	Organizational Behaviour
ORB 6541	Organizational Management and Leadership
PCD 6541	Curriculum Design
PCD 6641	Curriculum Design
PCE 6541	Curriculum Evaluation
PCE 6641	Curriculum Evaluation
PCM 6541	Curriculum Management
PHE 2521	Philosophy of Education
PME 6541	Project Management in Education
PSC 3521	Computer Literacy
PSC 3621	Computer Literacy
PSC 4521	Computer Literacy
PSG 4521	School Management
PSG 4621	School Management
RED 4621	Religious Education
REP 5000	Research Project.
SCL 4621	School Librarianship
SCM 4621	School Management
SED 6000	Science Education

SFE 1621   Sociology of Education
SFE 1621   Sociology of Education
SGO 4621   School Governance
SGO 5521   School Governance
SOE 2521   Sociology of Education
SPE 4621   Sports Education
TVM 4541   Methodology of Home Language: Tshivenda
TVM 4641   Methodology of Home Language: Tshivenda
XIM 4541   Methodology of Home Language: Xitsonga
XIM 4641   Methodology of Home Language: Xitsonga

SYLLABUS

BACHELOR OF EDUCATION FOUNDATION PHASE

EDH 1521: RECEPTION YEAR
This module introduces the students to the basic concepts and development of the whole child as an active, social, emotional, intellectual and creative person. Plan a fully- functional classroom which, because of its design provides an exciting physical environment in which to learn; decide on a well-balanced daily timetable. Enhance skills for formal school.

ELF1521: LIFE SKILLS LEARNING PROGRAMME
This module introduces the students to the basic concepts and development of the whole child as an active, social, emotional, intellectual and creative person. Familiarizing student teachers with Life Skills CAPS documents. Respond to HIV and AIDS as a professional competence in the world of work. Familiarize students with HIV/AIDS policy. Provide information about the diseases and its implication for students/student-teachers. To prepare suitable Life Skills activities to encourage critical thinking and problem solving skills from learners in the Foundation Phase and employ analytical and critical thinking skills during class interactions.

EML 1621: NUMERACY LEARNING PROGRAMME
The module is intended to equip students with knowledge and skills that will enable them to teach Mathematics effectively at Foundation Phase level. Knowledge and skills of using effective learning strategies in the classroom to lay a solid foundation for academic achievement. Ability to prepare suitable mathematical activities to encourage critical thinking and problem-solving skills from learners in the Foundation Phase.

ELL 1621: LITERACY LEARNING PROGRAMME
ELL 1621 is intended to equip students with knowledge and skills that will guide them in teaching literacy in the Foundation Phase. The content of Literacy Learning Programme is as follows: Definition of literacy, importance of teaching and learning literacy in the Foundation Phase, goals of the literacy learning programme, factors that influence language development, teaching English to additional language

ELF 2521: LIFE SKILLS LEARNING PROGRAMME
The module is designed to equip prospective teachers with a framework towards understanding what the Life Skills Curriculum in the Foundation Phase entails. Enhance acquisition of knowledge about HIV/AIDS and development of life skills for behaviour change and core values of non-racism, non-sexism, equality and the rule of law. Students need to become aware of the principles that inform Life Skills Learning, teaching and assessment. Students need to become aware that empowerment of oneself can help towards one being a well-rounded Life Skills Educator.

ENM 2521: NUMERACY LEARNING PROGRAMME
The module is designed to equip you with knowledge and skills that will enable you to teach Mathematics effectively in the Foundation Phase. Knowledge and understanding of designing a Mathematics Learning Programme, a work schedule and a lesson plan. Knowledge of using learner-centred teaching approaches in the Foundation Phase classrooms to ensure a solid foundation for

academic achievement. Designing a Mathematics Learning Programme, a work schedule and a lesson plan.

EDA 2621: ADMINISTRATION AND MANAGEMENT

The module is intended to equip students with knowledge and skills that will enable them to plan and manage age-appropriate programmes for young children effectively. Managing staff and professionalism in Foundation Phase. Management of school finances. Documents in the Foundation Phase. Addressing parental involvement in the Foundation Phase. Planning the learning content for young children. Managing the learning environment of learners in the Foundation Phase.

ELL 2621 LITERACY LEARNING PROGRAMME

This module equips students with knowledge and skills that help learners to develop their languages for communications. The content of Literacy Learning Programme 2621 includes: Literacy teaching in the Foundation Phase, different concepts in Literacy, the importance of teaching literacy in the Foundation Phase, interconnectedness of the basic language skills, teaching reading, writing and vocabulary, theories of Home language acquisition, theories of Second Language acquisition, factors that influence learners ability to acquire the additional language, the roles of the teacher, methods used in EFAL teaching, lesson planning and assessment.

ELF 3521: LIFE SKILLS LEARNING PROGRAMME

The module aims at equipping educators with skills they may use as they respond to challenge they are facing in regard to meeting the needs of children as they face with issues related to managing and coping with life skills issues. Develop a supportive and caring positive attitude towards the people infected or affected by the disease such as HIV/AIDS. Encourage and support action in the classroom, school and community.

ELB 3521   CHILDREN WITH LEARNING BARRIERS

This module is an Introduction to what Barriers to Learning entails in terms of Inclusive Teaching and Learning.Policy documents are introduced: International policies as well as policies within the South African School context are studied. The Bill of Rights (South African Constitution), The White Paper 6 (2001) and The National Strategy on Screening, Identification, Assessment and Support School Pack SIAS (2008 & 2011) are the South African policies which are emphasized. Inclusive schooling represents a mind-set shift from seeing difficulty in, or barriers to learning as residing in the child to seeing the difficulty as resulting from the environment. The Social Model versus the Medical model is studied and the correct language of the Social Model emphasized. The school environment entails the context of schooling, the curriculum, assessment and teaching methods. Inclusive pedagogy needs to be included in pre-service teacher training to encourage and enable teachers to extend the range of learning opportunities so that each child is seen as unique and able to learn.

ENB 3521: NUMERACY LEARNING PROGRAMME

This module is intended to equip students with knowledge and skills that will enable them to teach Mathematics effectively in the Foundation Phase. Designing teacher-made resources for teaching Mathematics in the Foundation Phase. Practical activities: planning lessons for classroom contexts.

ELL 3621: LITERACY LEARNING PROGRAMME

Identify the key factors of what effective teachers know, understand and do which enables them to put effective teaching of literacy into practice in the Foundation phase; Identify the strategies which would enable those factors to be more widely applied; and examine aspects of continuing professional development which contribute to the development of effective teachers of literacy.

ELD 3621: CHILDREN WITH LEARNING BARRIERS

A key focus of this module is on the practical application of theory and concepts. Inclusive teaching is how teachers address the issue of inclusion in their daily practice. In the case of the child at school we focus on the context of schooling, the curriculum, assessment and teaching methods. In this section the Individual Support Plan (ISP), different accommodations and supports required to make learning accessible is emphasized. The different elements of differentiated teaching and alternative assessment strategies are identified and how to apply this in the inclusive classroom environment to maximize the

varied approaches in response to learner differences. In the classroom are studied and accommodations and different support explored. The section covers e.g.: Learning Disabilities, Intellectual Impairment, Epilepsy, Autism, Cerebral Palsy, Sensory Impairments and Chronic Diseases. Inclusive pedagogy needs to be included in pre-service teacher training to ensure knowledge, attitudes, values and beliefs about learners and learning, as well as actions and responses when learners experience or encounter

EAT 4521: ART FOR YOUNG CHILDREN
The module is designed to train students to understand the structure of Art Education for young children; and develop skills to encourage learners to become willing to express their creative abilities.

EDL 4521: CURRICULUM DEVELOPMENT
The primary aim of the module is to introduce the student-teacher to the basic concepts of Curriculum Development for Early Childhood Education. Student teacher learn how to implement curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all young children. Policies on Children's rights and legislation are studies. Curriculum is adapted for those who are ahead as well as those who need additional help. Teachers recognize that children's different backgrounds and experiences mean that they do not learn the same things at the same time in the same way. Student –teachers gain insight into planning and implementing assessment that is developmentally appropriate and culturally, linguistically responsive to preschoolers and primary grade children. They gain insight in effective program evaluation and accountability.

ETP 4521: TEACHING PRACTICE
This module intends to interpret CAPS documents for different subject specializations. It helps students acquire knowledge on work schedule, lesson planning and lesson presentation. The content of this module covers the following: the definition of the teacher, parts of a lesson, designing a work schedule, skills of introduction, presentation of new subject matter application/conclusion, skills of questioning and presentation of different lessons.

PSG 4521: SCHOOL MANAGEMENT
Orientation to School Management and Organisation, Managing Human Resources in the School, Managing School Finances, School Organisational Culture and Climate, Conflict Management in Schools, Managing Change, Motivation and Communication, Instructional Leadership (Managing Teaching and Learning), Managing Learner Activities and Behaviour

HIV 4521: HIV and AIDS for teachers
Understanding HIV and AIDS: HIV and the Immune System; origin and transmission of HIV. The difference between HIV and AIDS. Symptoms related to infection by HIV; Prevention and control of HIV infection and AIDS; Myths about transmission, symptoms and prevention. **Living with HIV and AIDS:** Impact of HIV infection on the individual and the affected. Acceptance and Caring for people living with HIV and AIDS. Dealing with stigma about HIV/AIDS; Testing; Life style and; Basic Counseling **HIV/AIDS policy for schools:** National Policy on HIV/AIDS for learners and educators in Public schools, and students and educators in Further Education and Training Institutions; Roles and responsibilities of educators in schools; Referral places.

EDL 4621: CURRICULUM DEVELOPMENT
This module is intended to equip students to plan, implement assessment that is developmentally appropriate and culturally, linguistically responsive to preschoolers and primary grade children. Construct comprehensive system of curriculum, assessment and program evaluation guided by sound early childhood practices. Implement curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all young children.

EMU 4621: NUMERACY LEARNING PROGRAMME
This module is intended to equip students with knowledge, skills, and values that will enable them to plan and present age-appropriate music activities to young children in the Foundation Phase. learners:

Acquisition and learning of EFAL, basic skills of language: Listening and speaking, reading and viewing and strategies for teaching EFAL.

ETP4641: TEACHING PRACTICE

ETP4541 is a one semester module with 12 credit value. It prepares student teachers for teaching practice in the second semester. The module covers the following aspects of: Work schedule, planning for 4 to whole term; how to prepare a lesson plan; how to assess peers and aspects of what should be looked at when being assessed. The student is prepared so that he is able to compile a teaching practice portfolio.

BEDFET/BEDTEF MODULE OUTLINE

IEH 1521: HISTORY OF EDUCATION

CONTENT: A SHORT HISTORY: Pre-colonial Education, Education up to 1800, British Control After 1815, Colonial Education, Khoi and Slaves (and 'Coloured'), African Education; The Trekker States: Education in the Transvaal and Orange Free State; Education in Natal; Political Change; Education on the Rand; Important Foundations; Christian National Education Schools. **THE CHURCH AND EDUCATION:** Mission Schools; Different Views on Curriculum; Different Quality of Schools; African Responses to Mission Schools; New Demand or Education; Relationship with the Government.

EHD1521: PSYCHOLOGY OF EDUCATION

CONTENT: Human Growth and Development. Differentiate Growth From Development. Explanation of How Development And Growth Work Hand in Hand. **Infancy**. Infancy In Relation To Variables Such As Physical, Emotional, Cognitive and Social Development. Physical Development. Emotional Development. Cognitive Development with Reference to Piaget's Phases of Cognitive Development. Social Development. Differentiate Between Strangers Anxiety. Mortality Rate in South Africa. **Early Childhood.** Early Childhood In Relation to Variables Such As Physical, Social and Emotional Development. Physical Development. Social Development. Emotional Development. Cognitive Development. The Late Childhood of African Children. **Late Childhood. Physical Development.** Social Development. Emotional Development. Cognitive Development. The Late Childhood of African Children. Educational Implications. **Adolescences. Introduction:** Define Adolescence. Physical Development- Changes Experienced By Boys. Physical Development- Changes Experienced By Girls. Psychological Effects of Physical Changes. Early and Late Maturation. Social Development. Emotional Development. Roles of Educators

EPH 1621: PHILOSOPHY OF EDUCATION

CONTENT : The basic concepts: Philosophy and Philosophy of Education, Philosophy and Philosophy of Education, the nature of Educational theory, the concept of Education**,** attempts to define 'Education', criteria for the process of education, education as initiation **KNOWLEDGE AND THE CURRICULUM:** What is knowledge? 'Knowing that', 'knowing how' and 'believing', knowledge and curriculum, the concept 'curriculum', Criteria for Curriculum. **TEACHING AND EDUCATING:** Teaching and educating, training and indoctrination, indoctrination and teaching, education as transaction or discovery, participation and authority, types of authority (charismatic, traditional, legal-rational) (Schofield), authority and discipline, authority and punishment. **ETHICS AND MORAL EDUCATION:** Utilitarianism, the concept 'Morals', moral education, morals and education, moral education and teaching, beliefs and morality. **SOCIAL PHILOSOPHY OF EDUCATION:** the current debate, equality and education, freedom and education, Justice and Equality in Education.

SFE1621: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Introduction to Sociology and Sociology of Education: Definition and scope of the discipline of sociology; Definition and scope of the discipline of sociology of education; Relevance of sociology of education to educators within South African context. **Historical development of the discipline of sociology:** Metaphysical period; Philosophies of French Revolution; critique of metaphysical thought; Positivist and phenomenological sociology; sociology of education as sub-discipline of sociology; African sociological views on education. **Pioneers of Sociology: Their main ideas and implications on study of education:** Auguste Comte; Herbert Spencer**;** Emile Durkheim**;** Marx Weber**;** Karl Marx.

Basic sociological concepts and education: Culture; culture; norms; mores; social roles; Socialization; Social class; classification; Stratification; Sex and Gender; Ideology; theory; perspective; Labeling/stereotyping/typification

PHE 2521: PHILOSOPHY OF EDUCATION
CONTENT: Analytic Philosophy: Philosophical analysis in Education. The analysis of Teaching. **Continental Philosophy:** Existentialism (world view, choosing, knowing, teaching and learning). Phenomenology. **Logic and critical thinking:** Formal Logic. Informal Logic. **Ethics and Moral Education:** Utilitarianism. Moral Education. **Social and Political Philosophy:** Justice and Equality in Education.

SOE2521: SOCIOLOGY OF EDUCATION
The school as a formal organization: Defining organizations; Characterization of formal/bureaucratic organization; the school as formal organization; the school as an informal organization; Characterization of informal organizations; the informal/hidden functioning of the school. **The School Curriculum:** The official/formal school curriculum: Definition of school curriculum; Structural Functionalist theory on school curriculum; Nature/structure of the formal school curriculum; the teaching and learning of official school curriculum. **The hidden school curriculum:** Meaning/Definition of hidden/informal school curriculum; Structural Marxists theory on the working of the hidden school curriculum. **Culture and learning:** Culture and socialization; Primary and secondary socialization; Distinction of home and school cultures; the influence of home culture on learning. **Teacher-typifications and school achievement:** David Hargreaves' definition of the ideal type of learner; Nell Keddie's concept of streaming; Utility of Hargreaves and Keddie to South African classrooms; Implications of ideal type and streaming on education

ETL 2521: PREPARATION OF TEACHING PRACTICE-OBSERVATION
This module integrates theory and practice. It provides students with knowledge, skills and values of teaching learners at different Phases. It further provides student teachers with the interpretation of CAPS documents, how to design work schedules, lesson plans, assessment plans, assessment and lesson presentation. The module also equips student teachers to equip themselves with their knowledge of their different methodologies at different Phases.

ECT 2621: PSYCHOLOGY OF EDUCATION
Piaget's theory: Stages of development; Sensorimotor stage 0-2 (infancy); Pre-operational stage; Concrete operational; Formal operational; Educational implications. **Bruner's theory:** Bruner's modes of representation; Enactive representation (action-based); Iconic representation (image-based); Symbolic representation (language-based). **Memory:** Views of memory; How information is processed for retention; Encoding; Storage; Retrieval; Environmental stimuli; Factors that facilitate memory; Forgetting; Theories of Forgetting advanced by psychologists; Types of Forgetting. **Motivation:** Motivation in teaching and learning; Types of motivation; Motivation based on Maslow's hierarchy of needs; **Moral & human development;** Moral judgement, social conversions and personal choices; Intelligence; common challenges students encounter in their teaching career. **Behavioural views of learning:** Positive and negative reinforcement; Behavioural approaches; Contemporary challenges to behavioural theories; Culture and diversity; Influence of culture and diversity in teaching and learning

HDC 2621: HISTORY OF EDUCATION
EUROPEAN FOUNDATIONS SHAPING SCHOOLING IN SOUTH AFRICA: EARLY DUTCH AND BRITISH COLONIAL INFLUENCE AT THE CAPE: Historical Context, Colonist Settlement, Cultural Sentiment and Intergroup Relations, Organization and Administration of Education, Contribution of Religious Institutions to Education, Influences of Social, Economic and Political Trends on Education; **THE INFLUENCES OF WESTERN EDUCATION ON EDUCATION IN THE CAPE AND NATAL: 1807-1899:** Historical Context, Colonist Settlement, Cultural Sentiment and Intergroup Relations, Organization and Administration of Education, Contribution of Religious Institutions to Education, Influences of Social, Economic and Political Trends on Education

ETL 2621: PREPARATION OF TEACHING PRACTICE-OBSERVATION

This module is designed to equip student teachers with the interpretation of CAPS documents for their different specializations. Student teachers should also acquire knowledge on work schedules, lesson planning, assessment planning, assessment and lesson presentation. They should also learn to use their different subject methodologies to teach learners at different Phases.

ETL 3511: PREPARATION OF TEACHING PRACTICE-OBSERVATION (only for BEDFET)

PLANNING FOR QUALITY TEACHING: Annual Work schedule / Pace setter; Lesson plans; Teaching plan **TEACHING AND LEARNING:** Effective teaching and learning; Characteristics of effective teaching and learning; Creating an effective learning environment; Elements of effective teaching and learning; Roles of a teacher; Constructivist approach to teaching and learning; Principles of constructivism; Characteristics of constructivist teaching practices. **TEACHING STRATEGIES FOR EFFECTIVE TEACHING AND LEARNING:** Using direct instruction as a teaching strategy; using discussion as a teaching strategy; Using small group work as a teaching strategy; using cooperative learning as a teaching strategy; and using problem solving as a teaching strategy

ETL 3521: PREPARATION OF TEACHING STRATEGIES

This module integrates theory and practice. It provides student teachers with knowledge, skills and values of teaching at different Phases. It further equips student teachers with the interpretation of CAPS documents and how to design work schedules, lesson plans, assessment plans, assessment and lesson presentation. It also equips them with knowledge on how to teach their different subject methodologies at different Phases.

ESP3521: SOCIOLOGY OF EDUCATION

Macro and micro sociological theories: Review of macro and micro sociological theories; Review of relevance of macro and micro sociology to education. **Structural functionalist theory on society:** Society as structural and functional: Spencer's organic analogy; Durkheim's sui generis: Society as integrated and interrelated; Durkheim's mechanical and organic social solidarity of society: Parsons' Universal and Indispensable, particularistic and universalistic functionalism; Parsons' sub-systems' functional pre-requisite and social order; Merton's latent, manifest functionalism, and dysfunctionalism; Utility of functionalist theory on study of societies in South Africa. **Structural functionalist theory on education:** Transmission of value consensus/universalistic values; Achieved versus ascribed mobility – meritocracy; Davis and Moore's principles on role allocation and selection; Critique of functionalist theory and application to study of education in South Africa. **Conflict Marxist theory on society:** Marx on nature and functioning of class/capitalist society; the base/infrastructure and superstructure relationship; Utility of conflict Marxist theory to the study of nature of South African society. **Conflict Marxist theory on education:** Conflicting class interests and education in capitalist society; Symbolic violence role of education; Education as an ideological instrument of dominant class; Education as agent of social and cultural reproduction; Bowles and Gintis' Correspondence Principle; Pierre Bourdieu's conception of cultural capital and deprivation; Utility of conflict Marxist theory to the study of education in South Africa. **Micro- sociological theory:** Max Weber's social action theory and origin of micro-sociology; Herbert Blumer: Symbolic interactionism as a branch of sociology; Language as a significant symbol; Herbert Mead's concept of significant and generalized other; Charles Cooley's concept of the looking glasses self; Utility of symbolic interactionism to the study of schooling. **Micro-sociological theory:** Labeling theory on human personality; Edwin Sutherland: Differential Association or Cultural Transmission Theory; Howard Becker's labeling theory of deviance; Overview of Implications of micro-sociology on education.

EHC 3521: HISTORY OF EDUCATTION

National Party Ascendancy and Apartheid- Apartheid Laws; Eiselen Commission. **The Bantu Education Act, 1953 (Act 47 Of 1953) -** Aims of Bantu Education; Features of Bantu education. Africans' Resistance against Apartheid Laws; **Education and The Policy Of Separate Development-** Education and separate development before 1948; Education and separate development after 1948; The consequences of the policy of separate development on black education **The Soweto Riots of 1976-** Causes of the protests; **University Education-** Development after 1969; The Universities for Blacks Amendment Act, 1979 (Act 52 of 1979); The Vista University Act,

1981 (Act 106 of 1981); **A History of African Teachers Organizations; Black Students' Organization**

PSC3521: COMPUTER LITERACY

PSC3521 is a one semester module with 12 credit value. It prepares student teachers for the use of computers and computer software in education. It also teaches the student to have confidence to use the currently available computer technologies. UNIT 1 HARDWARE AND SOFTWARE: Recognize the basic computer hardware components (screen, mouse, keyboard, CPU, printer, CD/DVD drive, USB slots, etc.) and their basic functions. E.g. keyboard – for typing information into the computer; Differentiate Hardware and Software; Differentiate between Operating Systems and Application Software. UNIT 2 USING DIFFERENT APPLICATION SOFTWARE. In the computer laboratory, students will learn to: Access the Internet; Create email account and use email as a form of communication (e.g. through Microsoft Outlook, Google, Yahoo, Webmail, Hotmail etc.; Develop a contact list in email; Organize a file system in email; Create and Delete email messages; Add attachments to email messages; Open email attachments; Choose which attachments to open; Forward email messages; Send email messages to more than one contact; Choose a suitable search engine and use that search engine to find information; Save information after searching for it; Evaluate valid web sites; Avoid fraud and inappropriate sites; Do research using the internet; Download photos from the Internet; Open Microsoft Word and (a) Create a simple document in Word, (b) Insert photos and clip art in Word, (c) Understand file-management: save and retrieve a documents; Edit photos using Microsoft Paint; Download photos from cameras/cell phones/ websites; Use Microsoft Excel; Use Microsoft Publisher; Use Microsoft Power Point; Start a program; Switching between programs. UNIT 3 PRACTICAL APPLICATION OF COMPUTER LITERACY IN EDUCATION: The student is required to compile a portfolio containing at least three different tasks to show case their practical use of computer literacy skills in the context of education.

ETE 3621: PSYCHOLOGY OF EDUCATION

Introduction to Educational Psychology. Discipline problems and their causes.   Discipline Models. Behaviour Modification: Basic Principles and Behavioural techniques or strategies. Assertive Discipline and its application. The Social Discipline Model of Rudolf Dreikurs (Adierian Theory). Introduction and the Central Concepts of Adlerian Psychology. Teaching styles. Educating Exceptional Learners. Manifestations of barriers to learning**.** Inclusion. Teaching in an Inclusive context. Implications for inclusion in the South African schools and education. Assessments approaches.

EMT 3621: PHILOSOPHY OF EDUCATION

Metatheories of Philosophy of Education, logical empiricism, critical rationalism, critical theory, phenomenology, hermeneutics, systems theory.

ETL 3621: TEACHING AND LEARNING

Learning Theories: Three broad learning theories: Behaviorism, Cognitivism and Constructivism. Assumptions of the Learning Theories; Implications of the Learning theories for Teaching and Learning. **Teaching Perspectives**: Learning Styles; Cognitive Levels of Thinking; Effective Questioning Skills; Bloom's Cognitive Domain and the role of cognitive skills and questioning styles. **Teaching Philosophy:** Definition of Philosophy and Philosophy of Education; Branches of Philosophy; Values and Goals in Philosophy; Reflective Practice. **Multi-Grade Teaching**: Concept of Multi-Grade Teaching; Multi- Grade teaching Contexts; Reality of Multi-Grade Teaching; Multi-Grade Teaching Strategies; Best Practice for Multi-Grade Teaching

FOR BEDFET AND BEDTEF STUDENTS

PSC3621: COMPUTER LITERACY

PSC3621: Computer Literacy is a one semester (second semester) module with 12 credit value. It prepares student teachers for the use of computers and computer software in education. It also teaches the student to have confidence to use the currently available computer technologies. UNIT 1 HARDWARE AND SOFTWARE: Recognize the basic computer hardware components (screen, mouse, keyboard, CPU, printer, CD/DVD drive, USB slots, etc.) and their basic functions. E.g. keyboard – for typing information into the computer; Differentiate Hardware and Software; Differentiate between

Operating Systems and Application Software. UNIT 2 USING DIFFERENT APPLICATION SOFTWARE: Access the Internet; Create email account and use email as a form of communication (e.g. through Microsoft Outlook, Google, Yahoo, Webmail, Hotmail etc.; Develop a contact list in email; Organize a file system in email; Create and Delete email messages; Add attachments to email messages; Open email attachments; Choose which attachments to open; Forward email messages; Send email messages to more than one contact; Choose a suitable search engine and use that search engine to find information; Save information after searching for it; Evaluate valid web sites; Avoid fraud and inappropriate sites; Do research using the internet; Download photos from the Internet; Open Microsoft Word and (a) Create a simple document in Word, (b) Insert photos and clip art in Word, (c) Understand file-management: save and retrieve a documents; Edit photos using Microsoft Paint; Download photos from cameras/cell phones/ websites; Use Microsoft Excel; Use Microsoft Publisher; Use Microsoft Power Point; Start a program; Switching between programs. UNIT 3 PRACTICAL APPLICATION OF COMPUTER LITERACY IN EDUCATION: The student is required to compile a portfolio containing at least three different tasks to show case their practical use of computer literacy skills in the context of education.

BEDFET/ PGCE MODULES OUTLINE
ECT 4521: ENGLISH COMPETENCE FOR TEACHERS
This module equips student teachers with skills, knowledge, values and attitudes to enable them to use English fluently, proficiently and competently as the Language of Learning and Teaching (LoLT) and as a medium of instruction. The content of this module covers the following areas: The teacher's own knowledge of the four basic language skills: Listening, speaking, rreading and writing, modes of communication and direction of communication; iimportance of Language skills; Comprehension skills, analytical skills; Communication skills and the art of Ppublic speaking.

ESE4521: SOCIOLOGY OF EDUCATION (FOR PGCE ONLY)
Introduction to sociology and sociology of education: Definitions of sociology and sociology of education; the content of sociology and sociology of education; Rationale for studying sociology of education. **Sociological theories on education:** Macro- and micro- theoretical perspectives; Characteristics and examples of macro-theories**;** Characteristics and examples of micro-theories. **Structural Functionalism on role of education in society:** Functionalism on society; Functionalism on education; Utility of Functionalism to study of education in South Africa. **Structural Conflict Marxism on role of education in society:** Conflict Marxism on society; Conflict Marxism on education; Utility of Conflict Marxism to study of education in South Africa. **Micro-sociological theories**: General Characteristics; Symbolic interactionism on education; labelling theory on education; Utility of micro-sociology to study of education in South Africa. **Socialization: The home-school cultures and learning:** Definition of culture and socialization; Primary and secondary socialization; Distinction of home and school cultures; the influence of home culture on learning. **Safe and child friendly schools**: Definitions and characterization; Contextualization to South African setting; Strategies for promoting child friendly learning

EPE 4521: PHILOSOPHY OF EDUCATION (for PGCE only)
The basic concepts: Philosophy and Philosophy of Education, theories of education (metaphysics; knowledge and value), basic philosophy (Idealism; realism; pragmatism), social philosophy of education.

ETP 4521: TEACHING PRACTICE
This module intends to interpret CAPS documents for different subject specializations. It helps students acquire knowledge on work schedule, lesson planning and lesson presentation. The content of this module covers the following: the definition of the teacher, parts of a lesson, designing a work schedule, skills of introduction, presentation of new subject matter application/conclusion, skills of questioning and presentation of different lessons.

ETL 4521: TEACHING AND LEARNING
Theoretical Frameworks, Behaviourist view: Pavlov, Cognitivist view: Piaget. Constructivism: Bruner and Social Constructivism: Vygotsky. Teaching Perspectives, Academic Thinking: Cognitive levels of thinking, Bloom's Taxonomy and SOLO Taxonomy, Questioning: Effective questioning techniques, Responding to answers given by students and dealing with incorrect responses. The Teaching

Metaphor, the Teaching Philosophy and developing a Teaching Philosophy. Reflective Practice, The reflective practitioner: Reflective practice, Collaborative thinkers (communities of practice) and Roles of the teacher. Learning, Approaches to learning model, Learning style models, Surface and Deep Learning and Interactive learning approaches. **Curriculum**, Curriculum approaches, South African curriculum approach, Teaching and learning strategies module (in the context of SA curriculum approach), Curriculum levels and Curriculum types (diversity). Assessment, Traditional and Authentic assessment, Formative and Continuous, Baseline and Diagnostic, How to develop assessment activities, tasks and assessment tools (rubric king guidelines). **Feedback** Multigrade education, teaching and teaching and learning strategies thereof.

HIV 4521: HIV AND AIDS FOR TEACHERS
Understanding HIV and AIDS: HIV and the Immune System; origin and transmission of HIV. The difference between HIV and AIDS. Symptoms related to infection by HIV; Prevention and control of HIV infection and AIDS; Myths about transmission, symptoms and prevention. **Living with HIV and AIDS:** Impact of HIV infection on the individual and the affected. Acceptance and Caring for people living with HIV and AIDS. Dealing with stigma about HIV/AIDS; Testing; Life style and; Basic Counseling **HIV/AIDS policy for schools:** National Policy on HIV/AIDS for learners and educators in Public schools, and students and educators in Further Education and Training Institutions; Roles and responsibilities of educators in schools; Referral places.

PSG 4521: SCHOOL MANAGEMENT
Orientation to School Management and Organisation, Managing Human Resources in the School, Managing School Finances, School Organisational Culture and Climate, Conflict Management in Schools, Managing Change, Motivation and Communication, Instructional Leadership (Managing Teaching and Learning), Managing Learner Activities and Behaviour

FOR PGCE STUDENTS

PSC4521: Computer Literacy
PSC4521 is a one semester module with 12 credit value. It prepares student teachers for the use of computers and computer software in education. It also teaches the student to have confidence to use the currently available computer technologies. **UNIT 1 HARDWARE AND SOFTWARE**: Recognize the basic computer hardware components (screen, mouse, keyboard, CPU, printer, CD/DVD drive, USB slots, etc.) and their basic functions. E.g. keyboard – for typing information into the computer; Differentiate Hardware and Software; Differentiate between Operating Systems and Application Software. **UNIT 2 USING DIFFERENT APPLICATION SOFTWARE**: Access the Internet; Create email account and use email as a form of communication (e.g. through Microsoft Outlook, Google, Yahoo, Webmail, Hotmail etc. b) Develop a contact list in email; Organize a file system in email; Create and Delete email messages; Add attachments to email messages; Open email attachments; Choose which attachments to open; Forward email messages; Send email messages to more than one contact; Choose a suitable search engine and use that search engine to find information; Save information after searching for it; Evaluate valid web sites; Avoid fraud and inappropriate sites; Do research using the internet; Download photos from the Internet; Open Microsoft Word and (a) Create a simple document in Word, (b) Insert photos and clip art in Word, (c) Understand file-management: save and retrieve a documents; Edit photos using Microsoft Paint; Download photos from cameras/cell phones/ websites; Use Microsoft Excel; Use Microsoft Publisher; Use Microsoft Power Point; Start a program; Switching between programs. **UNIT 3 PRACTICAL APPLICATION OF COMPUTER LITERACY IN EDUCATION**: The student is required to compile a portfolio containing at least three different tasks to show case their practical use of computer literacy skills in the context of education.

ASM 4541: METHODOLOGY OF AGRICULTURE
ASM 4541 is a one semester module with 12 credit value. It is designed for students studying Agriculture methodology and offered in the first semester. The module consists of 12 units which cover a general introduction about the curriculum teaching as a profession of which Agriculture methodology is a part, objectives of Agriculture, emphasizing CAPS Curriculum, learning theories, preparation of the work schedule and lesson plan, different teaching methods, teaching skills, assessment methods.

ACM4541: METHODOLOGY OF MANAGEMENT SCIENCES (ACCOUNTING)

ACM 4541 is a one semester module with 12 credit value. It is designed for students studying Accounting methodology. The module consists of 12 units which cover a general introduction about the curriculum teaching as a profession of which Accounting methodology is a part, objectives of Accounting, emphasizing CAPS Curriculum, the preparation of the pacesetter/work schedule and lesson preparation, different teaching methods, teaching skills, assessment methods, learning skills and educational/instructional media in the teaching of Accounting. The study guide has been developed with local examples suitable for South African students.

BEM4541: METHODOLOGY OF BUSINESS STUDIES

BEM 4541 is a one semester module with 12 credit value. It is designed for students studying Business Studies methodology. The module consists of 12 units which cover a general introduction about the curriculum teaching as a profession of which Business Studies methodology is a part, objectives of Business Studies, emphasizing CAPS Curriculum, learning theories, preparation of the work schedule and lesson plan, different teaching methods, teaching skills, assessment methods, learning skills and educational/instructional media in the teaching of Business Studies. The study guide has been developed with local examples suitable for South African students.

ECM4541: METHODOLOGY OF MANAGEMENT SCIENCES (ECONOMICS)

ECM 4541 is a one semester module with 12 credit value. It is designed for students studying Economics methodology. The module consists of 12 units which cover a general introduction about the curriculum teaching as a profession of which Economics methodology is a part, objectives of Economics, emphasizing CAPS Curriculum, learning theories, preparation of the work schedule and lesson plan, different teaching methods, teaching skills, assessment methods, learning skills and educational/instructional media in the teaching of Economics. The study guide has been developed with local examples suitable for South African students.

ENM 4541: ENGLISH METHODOLOGY

This module is offered to both BED FET fourth year students and PGCE students who have majored or have passed second year English course at undergraduate level. In the first semester, students are taught and write an exam at the end of the semester, whereas the second semester module, students are given a portfolio exam equivalent which is submitted at the end of the year. The following topics are covered:

Who is a student teacher and teacher; his or her qualities. Who is a lecturer? What is expected of him or her qualities? **Group work as a teaching and learning strategy:** develop ground rules on group work for lecture room and individual groups **Terminology on English as a Second Language for example:** first language or Homelanguage (L1), second language (L2) or English First Additional language (EFAL); language acquisition and learning, differences between acquisition of L1 and L2, BICS and CALP. **Different theories and their proponents**, approaches to teaching, learning and assessment. Behaviourist: Thorndike, Skinner, Pavlov. Cognitive theories: Piaget, Socio cultural theory: Vygotsky and Discovery Learning: Jerome Bruner the relativist, positivist and contextualist approaches to teaching learning and assessment and SLA theories: Stephen Krashen's five hypotheses **Stages of Second Language Acquisition (SLA):** What the learner is able to do, how the teacher can support the learner in language acquisition. The silent phase, speech emergence stage, fluency stage and advanced stage. **Curriculum and assessment Policy Statement (CAPS) document:** English First Additional Language (EFAL) Grades 10-12. The relationship between (CAPS) and English Language teaching. Multi-grade teaching. **Lesson planning**: designing a work schedule and lesson plan template. Effective lesson design and delivery: What the teacher needs to know. What is a lesson? Lesson planning and presentation on the following: Develop and present lesson plans for: Listening and speaking, Speaking and presentation: oral activities, Reading process: for comprehensions, writing process: Language structures and conventions: teaching grammar. Lesson plans on literature: Poetry, short story, drama and novels, the writing process, **Assessment and guidelines:** How to go about it. How to design questions and answers at different levels of the Bloom's taxonomy.

GEM4521: METHODOLOGY OF GEOGRAPHY

GEM 4541 is a one semester module with 12 credit value. It is designed for students studying Geography methodology. CONTENT: The module covers a general introduction about the curriculum teaching as a profession of which Geography is a part, objectives of teaching Geography; An overview of the Geography Curriculum and Assessment Policy Statement (CAPS): Definition, scope and purpose of geography teaching; learning theories, preparation of the work schedule and lesson plan, different teaching methods. The Geography classroom/ Geography in the classroom; Fieldwork in Geography/ The outdoor classroom; Teaching and Learning materials: News Geography; Planning in geography teaching: work schedule/pacesetter and lesson planning; Assessment and evaluation strategies

HSM4541: METHODOLOGY OF HISTORY

HSM 4541 is a one semester module with 12 credit value. It is designed for students studying History methodology. The module covers a general introduction about the curriculum teaching as a profession of which History methodology is a part, objectives of History, emphasizing CAPS Curriculum, learning theories, preparation of the work schedule and lesson plan, different teaching methods, teaching skills, assessment methods, learning skills and educational/instructional media in the teaching of History.

ISM4541: METHODOLOGY OF ISISWATI

ISM 4541 is a one semester module with 12 credit value. It is designed for students studying Isiswati methodology. The module emphasises CAPS Curriculum, learning theories, preparation of the work schedule and lesson plan, different teaching methods, teaching skills, assessment methods, learning skills. **Creative writing:** Poetry: Student-teachers write poems and peers analyse; Demonstration Lesson: How to teach a poem (selected from what student-teachers wrote); Short story: Characteristics of a short story; Analyzing the PLOT of a short story; Language in Education Policy; Weaknesses of the policy in promoting the use of mother tongue; Purpose of the policy; Limpopo Language policy; Additive multilingualism and subtractive multilingualism; Authors on mother tongue promotion: Mother tongue: NgugiwaTiongo and Alexander Naville; New developments on African language usage: UKZN and DHET; Classroom policy for Siswati HL. **Planning:** Reflective Planning; How to plan reflectively; Reflective practice/teaching; Linear Planning; Teaching and Learning Strategies; Discussion, Experiential learning, Cooperative, Case Study, Group work (ability and mixed ability grouping), community problem solving, Multi-grade approach, Scenario, role play methods, project, etc. **Lesson Planning: Demonstration lessons.**

MODULE CODE: MATHEMATICS METHODOLGY (MAM 4541)

THE NATURE OF MATHEMATICS EDUCATION: This Chapter deals with the nature of Mathematics, the definitions of Mathematics; the three aspects of Mathematics; the importance of Mathematics; goals and specific aims of Mathematics Education. The concept of **translation-and-retranslation model is explained in full.** The domains of learning mathematics are also dealt with. The chapter also deals with the **general and specific goals of teaching Mathematics. Topics that are dealt with in Mathematics FET are outlined and overviewed. TEACHING AND LEARNING MATHEMATICS IN CONTEXT OF CAPS:** This chapter deals with the curriculum shift from the R550, NCS. RNCS and CAPS (Curriculum and Assessment Policy Statement)**. It also deals the three levels of planning (learning programmes) in Teaching and Learning of Mathematics in the FET phase.** These include the subject framework; Work schedule (Annual Teaching Plan), and Lesson plan, and their components. The importance of recording a lesson plan. Students also engage in lesson demonstrations and micro-teaching. **THE TEACHERS' TEACHING KNOWLEDGE (FOR MATHEMATICS (PCK):** This unit is concerned with analyzing and attempt to understand and document aspects of the knowledge that the teacher needs to have to be an excellent Mathematics teacher. The components of teacher's pedagogical content knowledge are outlined. The models by Loughran et al (2004) of **Content Representation (CoRes)** and **Professional and Pedagogical Repertoirs (Papers).** The components of the teacher's pedagogical knowledge are exposed through the **eight (8) -prompt questions. DEALING WITH NEW AND UNFAMILIAR MATHEMATICS TOPICS:** Background to Topic difficulty is addressed. Aspects of **topic difficulty** are hinted on. Students are introduced to issues of researching on topic difficulty. They are also guided to identify and topics that are new and unfamiliar in the syllabi. CoRe and Papers of such new and unfamiliar topics are dealt with in detail. **ASSESSMENT IN MATHEMATICS EDUCATION:** This unit dals with the definition of **assessment** as an integral part of teaching and learning. The nine principles of assessment and explained and

applied in a Mathematics classroom. Subject-specific Techniques of assessment are outlined and applied. Assessment terminologies are explored. The Recording and reporting processes in Outcomes-based assessment (OBA) are explored.

MIT4541: METHODOLOGY OF INFORMATION TECHNOLOGY

MIT4541 is a one semester module with 12 credit value. It is designed for students studying Information Technology methodology. The module consists of 5 units which cover the following aspects:

UNIT 1: *Overview of the teaching of Information Technology*, this starts with an introduction to motives to teaching, then exemplary Information Technology teachers leading how to observe lessons. **UNIT2**: *The theoretical underpinning of Information Technology.* Looking at Information Technology as a discipline and Information Technology as a subject. Why do we teach Information Technology? What are the domains of teaching thrusts? Planning: work scheduling and lesson plans. **UNIT 3** *Issues in the teaching and learning of* Information Technology, constructivism is considered and other approaches like learning styles and the Information processing model with regard to learning Information Technology are considered. **UNIT 4** Information Technology *outside the classroom: Field trips, tours etc.* there is an integration of excursions, field trips, educational tours in a virtual and physical modes. With the proliferation of digital interactivity and the issue of having problems based on difficulties with the actual educational tours, digital could be better in some instances and hence introduced to the student teachers. **UNIT 5** Computer laboratory experiences and assessment, goals of laboratory experience, school laboratory safety. Practical Solution Development using the Java or Delphi Programming Language, which involves the use of computer software programs to solve real-life problems. Here we also have, physical and digital manipulatives being used. Computer simulations are used in addition to computer laboratory equipment and experimentation. Curriculum and Assessment Policy Statement for Information Technology is used throughout the module. **UNIT 6** *Recent developments in information technology and teaching relevant to* Information Technology *teaching.* Aspects of technology that lead to greater teaching and learning are handled in this unit. It is infused into the others. It takes place all the time and it changes depending on what is new. Examples of these include use of social networks like WhatsApp, Facebook; Google docs; Skype etc. The module prepares the student to teach Information Technology in different conditions.

MLO4541: METHODOLOGY OF LIFE ORIENTATION

MLO 4541 is a one semester module with 12 credit value. It is designed for students studying Life Orientation methodology. The module covers a general introduction about the curriculum teaching as a profession, objectives of Life Orientation, CAPS Curriculum, learning theories, preparation of the work schedule and lesson plan, different teaching strategies for different learning needs, assessment methods.

MLS4541: METHODOLOGY OF LIFE SCIENCES: BIOLOGY

Becoming a Biology Educator: motives; Aims of education globally and in South Africa; Developments in South African curricula; History/philosophy and nature of science; Aims of Life Sciences education. **Teaching and Learning: Theories, Planning:** Teaching and learning; Three domains of learning objectives; Lesson organization and management; Learning theories; Teaching styles; Didactic and heuristic; Learning Difficulties; Differentiation/Diversity/ Inclusivity: Learning Styles; Lesson planning; teaching and learning strategies and activities, assessment strategies. **Teaching for Meaningful learning: classroom organization and management of learning:** Effective teaching; learner – centred instruction; Management and discipline of pupils; Audio-visual aids. Safety in classroom / laboratory; Integrating indigenous knowledge; Teaching socially-related and controversial topics; Departmental organization and management; Management and maintenance of laboratory apparatus, equipment and live specimens; Storage; labelling; sorting; inventory. **Assessment and Evaluation in aid of Instruction:** Assessment; marking schemes; Reporting on pupils' achievements and performances. Differentiation outcomes; constructive feedback and remediation; Evaluation and Reflection.

MCS4541: METHODOLOGY OF NATURAL SCIENCES: CHEMISTRY

MCS4541 is a one semester module with 12 credit value. It is designed for students studying physical sciences methodology. The module consists of 5 units which cover the following aspects: UNIT 1:

Overview of the teaching of Physical sciences, this starts with an introduction to motives to teaching, then exemplary physical science teachers leading how to observe lessons. UNIT2: *The theoretical underpinning of physical sciences*. Looking at science as a discipline and Physical science as a subject. Why do we teach Physical sciences? What are the domains of teaching thrusts? Planning from the point of view of work scheduling and then lesson plans. UNIT 3 *Issues in the teaching and learning of physical sciences*, constructivism is considered and other approaches like learning styles and the Information processing model with regard to learning physical sciences are considered. UNIT 4 *Physical science outside the classroom: Field trips, tours etc.* there is an integration of excursions, field trips, educational tours in a virtual and physical modes. With the proliferation of digital interactivity and the issue of having problems based on difficulties with the actual educational tours, digital could be better in some instances and hence introduced to the student teachers. UNIT 5 Laboratory experiences and assessment, goals of laboratory experience, school laboratory safety. Here we also have, physical and digital manipulatives being used. Computer simulations are used in addition to laboratory equipment and experimentation. Curriculum and Assessment Policy Statement for Physical sciences is used throughout the module. UNIT 6 *Recent developments in technology and teaching relevant to physical sciences teaching*. Aspects of technology that lead to greater teaching and learning are handled in this unit. It is infused into the others. It takes place all the time and it changes depending on what is new. Examples of these include use of social networks like WhatsApp, Facebook; Google docs; Skype etc. The module prepares the student to teach physical sciences in different conditions.

MPS4541: METHODOLOGY OF NATURAL SCIENCES: PHYSICS

MPS4541 is a one semester module with 12 credit value. It is designed for students studying physical sciences methodology. The module consists of 5 units which cover the following aspects: UNIT 1: *Overview of the teaching of Physical sciences*, this starts with an introduction to motives to teaching, then exemplary physical science teachers leading how to observe lessons. UNIT2: *The theoretical underpinning of physical sciences*. Looking at science as a discipline and Physical science as a subject. Why do we teach Physical sciences? What are the domains of teaching thrusts? Planning from the point of view of work scheduling and then lesson plans. UNIT 3 *Issues in the teaching and learning of physical sciences*, constructivism is considered and other approaches like learning styles and the Information processing model with regard to learning physical sciences are considered. UNIT 4 *Physical science outside the classroom: Field trips, tours etc.* there is an integration of excursions, field trips, educational tours in a virtual and physical modes. With the proliferation of digital interactivity and the issue of having problems based on difficulties with the actual educational tours, digital could be better in some instances and hence introduced to the student teachers. UNIT 5 Laboratory experiences and assessment, goals of laboratory experience, school laboratory safety. Here we also have, physical and digital manipulatives being used. Computer simulations are used in addition to laboratory equipment and experimentation. Curriculum and Assessment Policy Statement for Physical sciences is used throughout the module. UNIT 6 *Recent developments in technology and teaching relevant to physical sciences teaching*. Aspects of technology that lead to greater teaching and learning are handled in this unit. It is infused into the others. It takes place all the time and it changes depending on what is new. Examples of these include use of social networks like WhatsApp, Facebook; Google docs; Skype etc. The module prepares the student to teach physical sciences in different conditions.

NMD4541: METHODOLOGY OF ISINDEBELE

NDM4541 is a one semester module with 12 credit value. It is designed for students studying IsiNdebele methodology. The module emphasises CAPS Curriculum, learning theories, preparation of the work schedule and lesson plan, different teaching methods, teaching skills, assessment methods, learning skills in the teaching of IsiNdebele language at FET level. isiNdebele work schedule; Short Drama: In groups: Student-teachers write a short drama and peers analyse; Demonstration Lesson: How to teach a drama (selected from what student-teachers wrote); Short drama: Characteristics of a drama; Analysing the Conflict of a drama; Language in Education Policy; Weaknesses of the policy in promoting the use of mother tongue; Purpose of the policy; Limpopo Language policy; Classroom policy for isiNdebele HL; Planning: Reflective Planning; How to plan reflectively; Reflective practice/teaching; Linear Planning; Teaching and Learning Strategies; Discussion, Experiential learning, Cooperative, Case Study, Group work (ability and mixed ability grouping), community problem solving, Multi-grade approach, Scenario, role play methods, project, etc. **Lesson Planning: Demonstration lessons:** Introduction of a lesson; how to teach oral literature; Questioning and lesson plan; Levels of questioning

(Barent's Taxonomy); Productive and reproductive questions; Techniques of questioning in lesson presentation: Redirection, dealing with incorrect responses, seeking clarity, refocusing; Structure of test and examination paper; Aspects of a lesson plan in detail.

TVM 4541: TSHIVENDA METHODOLOGY
CAPS: Ndivho, lushaka lwa mugudiswa, Tshifhinga kha Mushumo wa Tshivenḓa HL (4H30 nga vhege). **Maṅwalwa mabveledzwa: Vhurendi**. **Luambo kha Phoḽisi ya Pfunzo**. **Vhupuḽani**. Vhupuḽani ha vhuḓisumbedzi. Vhupuḽani ha Linia. Nḓila dza mafunzele na magudele. **Vhupuḽani ha ngudo: Ngudo dza Tsumbamaitele. Mveledziso ya Phothofolio. Ngudo ṱhukhu dza u funza (Minete ya fumi nga ngudo):**

XIM 4541: XITSONGA METHODOLOGY
Is a one semester module with 12 credit value. It is designed for students studying Xitsonga methodology. The module emphasises CAPS Curriculum, learning theories, preparation of the work schedule and lesson plan, different teaching methods, teaching skills, assessment methods, learning skills. Xitsonga work schedule: Short Drama: In groups: Student-teachers write a short drama and peers analyse; Demonstration Lesson: How to teach a drama (selected from what student-teachers wrote); Short drama: Characteristics of a drama; Analysing the Conflict of a drama; **Language in Education Policy:** Weaknesses of the policy in promoting the use of mother tongue; Purpose of the policy; Limpopo Language policy: Classroom policy for isiNdebele HL; **Planning:** Reflective Planning; How to plan reflectively; Reflective practice/teaching; Linear Planning; Teaching and Learning Strategies; Discussion, Experiential learning, Cooperative, Case Study, Group work (ability and mixed ability grouping), community problem solving, Multi-grade approach, Scenario, role play methods, project, etc. **Lesson Planning: Demonstration lessons:** Introduction of a lesson; how to teach oral literature; Questioning and lesson plan; Levels of questioning (Barent's Taxonomy); Productive and reproductive questions; Techniques of questioning in lesson presentation: Redirection, dealing with incorrect responses, seeking clarity, refocusing; Structure of test and examination paper; Aspects of a lesson plan in detail.

CTP 4621: CURRICULUM THEORY AND PRACTICE
Definitions of curriculum. The taught curriculum, the hidden, overt and covert curriculum. **Models of curriculum:** Tyler, **Types of curricula: school based, learner centred and subject based curricula. The South African curricula since 1994:** Curriculum 2005; National curriculum Statement (NCS); Revised National Curriculum Statement (RNCS) and Curriculum Assessment and Policy statement (CAPS). Their design features.

HIV 4621: HIV AND AIDS FOR TEACHERS (for PGCE only)
Understanding HIV and AIDS:
National Policy on HIV/AIDS for learners and educators in Public schools at Further Education and Training Teaching, and students and educators in Further Education and Training Institutions; Roles and responsibilities of educators in schools; Referral places.

ETL 4621: TEACHING AND LEARNING
Theoretical Frameworks, Behaviourist view: Pavlov, Cognitivist view: Piaget, Constructivism: Bruner, Social Constructivism: Vygotsky. **Teaching Perspectives**, Academic Thinking: Cognitive levels of thinking, Bloom's Taxonomy and SOLO Taxonomy, Questioning: Effective questioning techniques, Responding to answers given by students and dealing with incorrect responses. **The Teaching Metaphor**. The Teaching Philosophy and Developing a Teaching Philosophy. **Reflective Practice**. The reflective practitioner: Reflective practice, Collaborative thinkers (communities of practice) and Roles of the teacher, **Learning**, Approaches to learning model, learning style models, Surface and Deep Learning and Interactive learning approaches. **Curriculum**, Curriculum approaches, South African curriculum approach, Teaching and learning strategies module (in the context of SA curriculum approach), Curriculum levels and Curriculum types (diversity), **Assessment**, Traditional and Authentic assessment, Formative and Continuous, Baseline and Diagnostic, How to develop assessment activities, tasks and assessment tools (rubric king guidelines), Feedback, Multigrade education, teaching and teaching and learning strategies thereof.

ETP4641: TEACHING PRACTICE

ETP4541 is a one semester module with 12 credit value. It prepares student teachers for teaching practice in the second semester. The module covers the following aspects of: Work schedule, planning for 4 to whole term; how to prepare a lesson plan; how to assess peers and aspects of what should be looked at when being assessed. The student is prepared so that he is able to compile a teaching practice portfolio.

SPE4621: SPORTS EDUCATION

SPE4621 is a one semester module with 12 credit value. It is designed for students who are taking teaching as a profession and are in their final year of BED or in PGCE. The course is designed to expose student teachers to various sporting codes. It is conducted during second semester. **CONTENT:** Seven principles of intramural sports: Involvement: getting involved in intramural sports; Participation: proving equitable opportunities for participation; Fair play: ensuring for play in a competitive spots atmosphere; Sportsmanship: promoting sportsmanlike behavior among participants, opponents, spectators and staff; Organization: providing organization and structure for teams and participants; Safety: ensuring the safety to participants, patrons and staff; Facilities maintenance: maintaining quality recreational facilities for the community.

EPS 4621: PSYCHOLOGY OF EDUCATION PORTFOLIO

This module is for students who have completed a degree and are pursuing a post graduate certificate in education. It is intended to equip students with knowledge, skills, and values that will enable them develop an appreciation of educational psychology in understanding and solving practical problems in the school. The following theories are studied: Piagets Theory of Cognitive Development, Vygotsky's Socio-cultural Theory and Maslow's Hierarchy of Needs. Neuroscience and Instruction and brain development, Memory, Motivation, Moral judgement, social conversions and personal choice are sections that are also important for the prospective teacher to understand.

ACM4641: METHODOLOGY OF MANAGEMENT SCIENCES (ACCOUNTING)

ACM 4561 is a second semester module with 12 credit value. It is designed for students studying Accounting methodology. The module is designed to expose students to Accounting and the various methods of teaching it. Its goal is to: enable students to have an understanding of the concept of Accounting; help them to acquire skills needed for the teaching of Accounting to secondary school students and enable students to achieve, through knowledge and practice, effective teaching and learning of Accounting. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of Accounting in a practical way at schools.

ASM4641: METHODOLOGY OF AGRICULTURE

ASM4641 is a second semester module. The module is designed to expose students to Agriculture and the various methods of teaching it. Its goal is to: enable students to have an understanding of the concept of Agriculture; help them to acquire skills needed for the teaching of Agriculture to secondary school students and enable students to achieve, through knowledge and practice, effective teaching and learning of Agriculture. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of Agriculture in a practical way at schools.

BEM4641: METHODOLOGY OF BUSINESS STUDIES

BEM4641 is a second semester module. The module is designed to expose students to Business Studies and the various methods of teaching it. Its goal is to: enable students to have an understanding of the concept of Business Studies; help them to acquire skills needed for the teaching of Business Studies to secondary school students and enable students to achieve, through knowledge and practice, effective teaching and learning of Business Studies. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of Business Studies in a practical way at schools.

ECM4641: METHODOLOGY OF MANAGEMENT SCIENCES (ECONOMICS)

The module is designed to expose students to Economics and the various methods of teaching it. Its goal is to: enable students to have an understanding of the concept of Economics; help them to acquire skills needed for the teaching of Economics to secondary school students and enable students to achieve, through knowledge and practice, effective teaching and learning of Economics. The module

develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of Accounting in a practical way at schools.

ENM 4641: ENGLISH METHODOLOGY
This module is offered to both BED FET fourth year students and PGCE students who have majored or have passed second year English course at undergraduate level. In the first semester, students are taught and write an exam at the end of the semester, whereas the second semester module, students are given a portfolio exam equivalent which is submitted at the end of the year. The following topics are covered: **Who is a student teacher and teacher**; his or her qualities. Who is a lecturer? What is expected of him or her qualities? **Group work as a teaching and learning strategy:** develop ground rules on group work for lecture room and individual groups. **Terminology on English as a Second Language for example:** first language or Home language (L1), second language (L2) or English First Additional language (EFAL); language acquisition and learning, differences between acquisition of L1 and L2, BICS and CALP. **Different theories and their proponents**, approaches to teaching, learning and assessment. Behaviourist: Thorndike, Skinner, Pavlov. Cognitive theories: Piaget, Socio cultural theory: Vygotsky and Discovery Learning: Jerome Bruner the relativist, positivist and contextualist approaches to teaching learning and assessment and SLA theories: Stephen Krashen's five hypotheses. **Stages of Second Language Acquisition (SLA):** What the learner is able to do, how the teacher can support the learner in language acquisition. The silent phase, speech emergence stage, fluency stage and advanced stage. **Curriculum and assessment Policy Statement (CAPS) document:** English First Additional Language (EFAL) Grades 10-12. The relationship between (CAPS) and English Language teaching. Multi-grade teaching. **Lesson planning**: designing a work schedule and lesson plan template. Effective lesson design and delivery: What the teacher needs to know. What is a lesson? Lesson planning and presentation on the following: Develop and present lesson plans for: Listening and speaking, Speaking and presentation: oral activities, Reading process: for comprehensions, writing process: Language structures and conventions: teaching grammar. Lesson plans on literature: Poetry, short story, drama and novels, the writing process, **Assessment and guidelines:** How to go about it. How to design questions and answers at different levels of the Bloom's taxonomy.

GEM4641: METHODOLOGY OF GEOGRAPHY
GEM4641 is a second semester module. The module is designed to expose students to Geography and the various methods of teaching it. Its goal is to: help them to acquire skills needed for the teaching of Geography to secondary school students and enable students to achieve, through knowledge and practice, effective teaching and learning of Geography. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of Geography in a practical way at schools: Effective ways of using maps (Topographical) in geography teaching: Game playing and role-plays; use of worksheets.

HSM4641: METHODOLOGY OF HISTORY
HSM4641 is a second semester module. Its goal is to: enable students to have an understanding of the concept of History; help them to acquire skills needed for the teaching of History to secondary school students and enable students to achieve, through knowledge and practice, effective teaching and learning of History. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of History in a practical way at schools.

ISM4641: METHODOLOGY OF ISISWATI
ISM4641 is a second semester module. The module is designed to empower students with ability to match subject content with relevant teaching and learning principles, strategies and resources at the FET band for the teaching of Isiswati to secondary school students and enable students to achieve, through knowledge and practice, effective teaching and learning of Isiswati language. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of Isiswati in a practical way at schools.

MAM 4641: METHODOLOGY OF MATHEMATICS:
Working as Mathematics teachers in schools. Students are expected to execute the seven roles of a teacher; put into practice what they learned about teaching and learning of Mathematics; reflect on

their own teaching practice and knowledge (metacognition) through: identifying their beliefs about teaching and learning; identifying and solving learning problems; critically analyzing their own, and others' lessons; design appropriate remedial instruction; and reflect on their activities as student teachers.

MIT4641: METHODOLOGY OF INFORMATION TECHNOLOGY

MIT4641 is a second semester module. The module is designed to espouse students to Information Technology in a practical way. The student is able to use the knowledge gained in MIT4541 to use it for teaching and learning, for producing a portfolio that show the students' growth in the ability to express what s/he has learnt in a practical way. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of Information Technology in a practical way at schools.

MLS4641: METHODOLOGY OF LIFE SCIENCES: BIOLOGY

Students are expected to put into practice what they learned about teaching and learning of Life Sciences; reflect on their own teaching practice: identify their beliefs about teaching and learning; identify and solve learning problems; critically analyze one's lessons; design appropriate remedial instruction; reflect on their activities as student teachers.

MLO4641: METHODOLOGY OF LIFE ORIENTATION

MLO4641 is a second semester module. The module is designed to enable student teachers to acquire skills needed for the teaching of Life Orientation to secondary school students and enable student teachers to acquire, through knowledge and practice, skills for effective teaching and learning of Life Orientation. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of Life Orientation in a practical way at schools.

MPS4641: METHODOLOGY OF NATURAL SCIENCES: PHYSICS

MPS4641 is a second semester module. The module is designed to espouse students to Physical sciences in a practical way. The student is able to use the knowledge gained in MPS4541 to use it for teaching and learning, for producing a portfolio that show the students' growth in the ability to express what s/he has learnt in a practical way. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of Physical sciences in a practical way at schools.

MCS4641: METHODOLOGY OF NATURAL SCIENCES: CHEMISTRY

MCS4641 is a second semester module. The module is designed to espouse students to Physical sciences in a practical way. The student is able to use the knowledge gained in MCS4541 to use it for teaching and learning, for producing a portfolio that show the students' growth in the ability to express what s/he has learnt in a practical way. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of Physical sciences in a practical way at schools.

NMD4641: METHODOLOGY OF ISINDEBELE

NDM4641 is a second semester module. The module is designed to empower students with ability to match subject content with relevant teaching and learning principles, strategies and resources at the FET band for the teaching of IsiNdebele to secondary school students and enable students to achieve, through knowledge and practice, effective teaching and learning of IsiNdebele language. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of IsiNdebele in a practical way at schools.

TVM 4641: TSHIVENDA METHODOLOGY

Mveledziso ya phothifoḽio vhukatini ha nyito ya u funza: **Zwilavhelelwaho zwa ngudo**. Mafhedziseloni a modulu, matshedeni vha tea u U pfesesa thiori dzi ambaho na kharikhuḽamu, u funza na u gudwa ha Luambo lwa ḓamuni kana hayani. U sumbedza magudele na ndivho ya murafho kha u guda Luambo lwa ḓamuni. U bveledza photofoḽio kha ṱhoḓisiso dzo livhiswaho kha zwithu zwi kwamaho pfunzo dzapo na dza ḽeveḽe dza ḽifhasi hu tshi katelwa Luambo na ESD.U pfesesa u funza luambo kha mbetshelwa ya mirole yo fhambanaho

XIM4641: METHODOLOGY OF XITSONGA

XIM4641 is a second semester module. The module is designed to empower students with ability to match subject content with relevant teaching and learning principles, strategies and resources at the FET band for the teaching of Xitsonga to secondary school students and enable students to achieve, through knowledge and practice, effective teaching and learning of Xitsonga language. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of Xitsonga in a practical way at schools.

EDA5521: LAW IN EDUCATION (EDA 5521)

CONTENT: THE EDUCATIONAL LAW ENVIRONMENT: LEGISLATION-One of the principal sources of educational law is the different forms of legislation. It is important for you to know how legislations are formulated in parliament. In this unit you will study the original of legislation from parliamentary legislation to parliamentary education legislation. Parliamentary education legislations are: The National Education Policy Act 27 of 1996; The South African Schools Act 84 of 1996; Employment of Educators Act 76 of 1998; and South African Council of Educators Act 31 of 2000. **EDUCATORS IN THE EDUCATION ENVIRONMENT:** THE EDUCATOR AND LEARNER DISCIPLINE-This unit is dealing with the characteristics of discipline; misconduct and serious misconduct; measures to deal with serious misconduct; ordinary referrals to governing body…THE EDUCATOR AS ACARING SUPERVISOR-The unit is based on the civil legal liability of an educator for patrimonial loss or personal injury to learners resulting from accidents which occur at school or during school activities. In this unit you will learn: the basis of the educator's duties; the content and extent of these duties; the civil liability in which the educator and/or the school and/or the education authorities may be exposed in the event of a breach of duties; and Protection against legal liability. **EDUCATORS AND THEIR PROFESSIONAL ENVIRONMENT:** EMPLOYMENT OF EDUCATORS-In this chapter students will be able to define the nature of labour relations in education; critically analyse the most important aspects of the individual employment relationship in education, including the terms and conditions of employment, legally sound appointment procedures and dispute resolution; distinguish between the most important elements of fairness in the workplace, including substantive fairness, procedural fairness and various forms of dismissal; evaluate the importance of collective agreements between unions and employers; critically analyse the functions of strikes and lockouts, and evaluate the possible effect thereof on the educational process; and critically analyse the effect of labour relations in education on *geborgenheit* (security) in educational practice. SCHOOL GOVERNANCE-in this study you will be able to define the value of statutory parent involvement in education at school level; to describe the statutory provisions which relate to the governance of public schools by parents; and explain how parental participation in school governance enhances security (*geborgenheit*) in teaching-learning environment.

EDR 5521: RESEARCH METHODOLOGY

CONTENT: Research Methods in Education: Importance of research; Abstract; Statement of the problem; Aim or purpose of the study; Research questions; Literature review; Research design and methodology; Methodological paradigms in educational research-Quantitative paradigm, Qualitative paradigm, Mixed paradigm; Data analysis; Ethical Considerations; Significance of the study; Delimitation of the study; Division of Chapters.

ORB 5521: ORGANISATIONAL BEHAVIOUR

Working definition of Education Management and Leadership, Management and leadership functions, Management resources and management areas, Basic education management skills for educators, Key issues in human resources in education, Aims and principle of human resource development, Developing a human resources programme, Group Dynamics, Formal and informal groups, The group development process, Power, Politics, Conflict and Negotiations, Teams and Teamwork, Funding public and private schools, Sources of school funding, The South African Schools Act and school funding, Norms and Standards for School Funding, Empowerment and Accountability as driving forces for self-management ,Management of school fees (organizing and controlling school fees), Organizational culture and climate, Establishing a culture of teaching and learning, Maintenance discipline in the school, Establishing Circles of Support, Managing parent involvement in the school, School Governing Body (SGB).

EDR 5621: RESEARCH METHODOLOGY
CONTENT: Research Methods in Education: Importance of research; Abstract; Statement of the problem; Aim or purpose of the study; Research questions; Literature review; Research design and methodology; Methodological paradigms in educational research-Quantitative paradigm, Qualitative paradigm, Mixed paradigm; Data analysis; Ethical Considerations; Significance of the study; Delimitation of the study; Division of Chapters.

EDL 5621: EDUCATIONAL LEADERSHIP
LEADERSHIP, MANAGEMENT, ADMINISTRATION AND POLICY
Introduction, Working Definition of leadership, management and administration, Trait and behavioural theories of leadership, Behavioural style theory, Situational Theories, From Transactional to Charismatic Leadership. **MOVE TOWARDS SCHOOL-BASED MANAGEMENT**. Introduction, Relationship between change and leadership in education, Understanding the nature of educational leadership, Educational leadership and management debate revisited, Evolving conceptions of school leadership:- Instructional leadership, Laissez-faire leadership, Contingency leadership, Transactional leadership, Shared leadership andTransformational leadership. **THIS MODULE INTRODUCE STUDENT TOWARDS A LEADERSHIP MODEL FOR SBM**
Introduction, Searching for leadership for SBM, What is successful school leadership?, Multifaceted leadership for SBM, School Leadership dimension, School Leadership perspectives, School Leadership practices, Approaches to school leadership practices, School leadership vision, School context, Influences as the binding force and Instructional programme

HIV 5621: HIV and AIDS FOR THE TEACHER
Theories relating the origin of HIV/AIDS, The Biology of HIV/AIDS, National Policy on HIV/AIDS, History of HIV/AIDS in South Africa, Continental and International Countries (around the Globe); HIV and Sexuality education. HIV/AIDS transmission and intervention strategies, Prevention of HIV/AIDS and intervention strategies, HIV testing and Counselling, HIV treatment: Antiretroviral treatment. Post-Exposure Prophylaxis. Impact of HIV/AIDS in Education Sector in South Africa.

EDF 5521: FINANCIAL MANAGEMENT IN EDUCATION
CONTENT: What Financial Management is all About; Financial Planning; Financial Organization; Financial School Management and Leadership; Financial Control; Financial Management Under South African Schools Act of 1996.

HER 5521: HUMAN RESOURCE MANAGEMENT IN EDUCATION
RESOURCING AND DEVELOPMENT: Professional Development; Staff Appraisal; **EMPOWERING PEOPLE:** Conflict Management; Stress Management **STIMULATING INDIVIDUAL AND TEAM PERFORMANCE:** Working with Teams. **EDUCATION LEADERSHIP.**
Conceptualisation: To understand the **nature** of Human Resource Management in Education (definition and meaning). **Objectives**, **role and functions of HRME** – How organisations reach their goals, ensure effective utilisation and maximum development of HRME, Identification and satisfaction of the needs of individuals, Inculcation of the sense of team spirit, and promotion of **Batho Pele** principle. **Personnel aspects HRME:** To understand the - Manpower planning, recruitment, selection, placement, promotion, training and development, transfer, lay-off, retrenchment, remuneration, incentives, productivity, appraisal of performance of employees etc. **Welfare aspects**: working conditions, amenities, education, health and safety and recreation. **Industrialisation:** To understand issues relating to collective bargaining, grievance and disciplinary procedures, maintenance of high morale among employees. **Challenges of HRM in Education:** Ethically and socially responsive to the needs of society.

SGO 5521: SCHOOL GOVERNANCE
Conceptualization Definition and meaning of the concepts of School Governance and School Management in Education. **Policy Issues:** Issues of SG relevant to the Constitution of Republic of South Africa, New policy relating to the constitution of School Governing Body in South Africa, Constitution of School Governing bodies (SGBs). Relevant terms: **Importance of SG:** why good governance is important in public schools in South Africa. **Membership of SGBs**: the membership of diverse components of a Governing Body of a public school whose level is higher than Grade 7.

EDR 5521: RESEARCH METHODOLOGY
CONTENT: Research Methods in Education: Importance of research; Abstract; Statement of the problem; Aim or purpose of the study; Research questions; Literature review; Research design and methodology; Methodological paradigms in educational research-Quantitative paradigm, Qualitative paradigm, Mixed paradigm; Data analysis; Ethical Considerations; Significance of the study; Delimitation of the study; Division of Chapters.

GHD 5521: HUMAN GROWTH AND DEVELOPMENT
Introduction to Human Development theories: Freud's psychosexual theory; Erikson's psychosocial theory; Piaget's cognitive theory, Vygotsky sociocultural theory, Gesell's maturational theory, Kohlberg's moral development theory, Parenting styles and their educational implications. Gender. Self-Concept and its impact on schooling. Attachment. Discipline problems and their causes. Educating Exceptional Learners.Assessment criteria: Assignments and Tests.

GTP 5521: COUNSELLING THEORY AND PRACTICE
THIS MODULE INTRODUCES STUDENTS IN GENERAL ORIENTATION TO THE PROCESS OF COUNSELLING. **THE COUNSELLING PROCESS**
Working Definition of Counselling, Counselling Theory, How useful are counselling theories? Classification of Counselling Theories, The Counselling Process, Qualities of an effective counsellor and Basic Communication Skills. **BRIEF OUTLINES OF SELECTED COUNSELLING APPROACHES RATIONAL-EMOTIVE BEHAVIOURAL THERAPY [REBT]**. The nature of the people, Nature of anxiety, the role of the counsellor, Counselling goals   and the counselling Method. **BEHAVIOURAL COUNSELLING**, The nature of the people, Nature of anxiety, Counselling goals, the counselling Method and The role of the counsellor. **CLIENT-CENTRED APPROACH,** The nature of the people, the role of the counsellor, Nature of anxiety, Counselling goals and the counselling Method

EDR 5621: RESEARCH METHODOLOGY
CONTENT: Research Methods in Education: Importance of research; Abstract; Statement of the problem; Aim or purpose of the study; Research questions; Literature review; Research design and methodology; Methodological paradigms in educational research-Quantitative paradigm, Qualitative paradigm, Mixed paradigm; Data analysis; Ethical Considerations; Significance of the study; Delimitation of the study; Division of Chapters.

GHD 5621: HUMAN GROWTH AND DEVELOPMENT
Adolescence and Young adulthood: Identity development, interpersonal relations, risk taking behaviour and mate selection. Adulthood: work and family, stress, parenting, midlife crises, health and cognition. Social development: gender development and gender schema theory, gender roles, self – concept and abuse and neglect. Atypical development: antisocial behaviour, asocial behaviours, chronic illness and disabilities and mood disorders**.** Assessment criteria: Assignments and Tests. Introduction to Human Development theories: Freud's psychosexual theory; Erikson's psychosocial theory; Piaget's cognitive theory, Vygotsky sociocultural theory, Gesell's maturational theory, Kohlberg's moral development theory, Parenting styles and their educational implications. Gender. Self-Concept and its impact on schooling. Attachment. Discipline problems and their causes. Educating Exceptional Learners.Assessment criteria: Assignments and Tests.

GVC 5621: COUNSELLING ORPHANS AND VULNERABLE CHILDREN
Legislative framework, The Role of a Counsellor, Child abuse and neglect, Myths and facts about child abuse and neglect, Effects of child abuse and neglect, Types of child abuse, Warning signs of child abuse and neglect, Risk factors for child abuse and neglect. Helping the abused or neglected child, Trauma, Child protection.

GCA 5521: COUNSELLING CHILDREN AND ADOLESCENTS
Psychological Premises, Confrontation techniques for psychological disclosure, Four goals of disturbing behaviour, **Recognition Reflex,** Confrontation Techniques, Reaction to correction, Guessing the Hidden Reason, Use of Long Range Goals of the Life Style, Shulman's Typology of Confrontation, **Corrective Measures,** Encouragement- Mutual Respect, Equality, Understanding as

encouragement, Having Faith as encouragement, Asking For Help as Encouragement, Logical Consequences as Encouragement, Honesty as Encouragement, Right to decision as Encouragement, Setting goals as Encouragement, Myths as Encouragement, Consistency as Encouragement, Misplaced Competition, Praise and Encouragement, **Training the Child with Natural and Logical Consequences,** Parent Dilemma in Child Rearing, Basic principles of Natural and Logical Consequences (Principles 1-9), **Counselling Adolescents,** Help parents Understand Teenager, Counselling the Defiant Adolescents, Counselling Juvenile Delinquency.

GDM 5521: DEVELOPING AND MANAGING SCHOOLS GUIDANCE PROGRAMME

Career Development: Basis Concepts and Application; Definition of and scope of career development; Definition of counseling and support services; Objectives of Career Counseling and Career Development. **Elements of career counseling and guidance**: Self-awareness of interests, values, personal styles and abilities; Provision of job related information; Decision making process; career management. **Perspectives in Career Decisions and Career Choice**: Trait and Factor Theory; A Sociological Perspective. **Career Development Theories**: Theory of Work Adjustment; Holland's Theory of Career Development; Theory of Circumscription and Compromise; Social Cognitive Theory.

GCD 5521: CAREERS COUNSELING AND DEVELOPMENT

Guidance in Schools; Guidance activities that assist to make students to make prudent life and career choices; Guidance activities that assist students to make transmissions to the next levels; Key elements of the school guidance plan; Role of the school management, staff and the education partners; The role of the guidance counselor; Timeframe and key stages; Starting the planning process roles; Consultative mechanism-staff.

RULES FOR THE SCHOOL OF HUMAN AND SOCIAL SCIENCES

GENERAL RULES

HSS1   ACCEPTANCE OF STUDENT

1. Acceptance by the University as a registered student does not automatically qualify a student for enrolment in the School or in a particular Department.
2. All students who qualify for registration on the basis of maturity or acknowledged prior learning may be required to write a School entrance test on a date specified by the School.
3. Students wishing to follow service courses in the School will be admitted only in accordance with pre-determined numbers for every Department.

HSS2   ADMISSION REQUIREMENTS FOR A DEGREE

Certificate: The minimum admission requirement is a NSC as certified by UMALUSI.

Diploma: The minimum admission requirement is a NSC as certified by UMALUSI with an achievement rating of 3 (moderate achievement, 40-49%) or better in four recognized NSC 20-credit subjects.

Degree :   The minimum admission requirement is a National Senior Certificate (NSC) as certified by the Council for Quality Assurance in General and Further Education (UMALUSI) with an achievement rating of 4 (adequate achievement, 50-59%) or better in four subjects chosen from the recognized 20 credit NSC subjects. In addition, applicants must have a minimum point score of 30 as determined by the University (using percentages). A grade 12 certificate with exemption is required if grade 12 has been achieved before 2008, (A student must have achieved an E in English Higher Grade or a D in English Standard Grade to be registered for enrolment in the School of Human and Social Sciences). Applicants with foreign qualifications are required to submit a certificate of exemption from the South African Qualification Authority (SAQA).

To be considered for admission to specific programmes, applicants are required to have the appropriate combinations of recognized NSC subjects as well as certain levels of NSC achievement in these subjects.

Further requirements may be stipulated by specific Departments.

HSS3   DURATION OF STUDY PROGRAMMES
- Certificate programmes have a minimum of one your full-time study.
- BA degree programmes have a minimum of three years of full-time study.
- The maximum duration of the studies is not to exceed three years more than the minimum required to complete the degree (refer Rule G2.3), at which time the studies may be terminated unless otherwise decided by Senate after application by the student.

HSS4   DURATION OF PROFESSIONAL DEGREE PROGRAMMES
The curriculum shall extend over four academic years of full-time study. A candidate for the degree programme shall be registered as a student of the University of Venda.

HSS5 ACADEMIC PROGRESS

1. A student shall not repeat a module at first or second year level more than once, in case of failure. Cancellation of a module after the closing date for cancellation of semester modules shall be deemed a failure, except if Senate decides otherwise on the basis of special circumstances.
2. No second year modules shall be taken unless four semester modules have been passed at first year level; in order to register for third year modules, a student shall have passed all semester modules of relevant field of study at first and second year levels.

HSS7 REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE: BA

The qualification BA is conferred after a minimum of 360 credits have been acquired, of which at least 20% (or 72 credits) must be on NQF level 6. Students are required to obtain at least 120 credits per year. Students in the first year of study are advised to complete 2 modules (28 credits) in the first major and 2 modules (28 credits) in the second major. The remaining credits (apart from the 40 credits allocated to University Core Modules) may be obtained through completing electives. Students in the second year are advised to complete at least 3 modules (42 credits) in each major, unless otherwise specified by individual departments.

University Core Modules: The BA programme includes 20 credits from two modules in **English Communication Skills** (ECS 1541 and ECS1641).

Subjects Offered:

Anthropology
Applied Anthropology
Archaeology
Development Studies
English
History
Industrial Sociology
International Relations
IsiNdebele
Linguistics
Xitsonga

Media Studies
Music
Northern Sotho
Philosophy
Political Studies
Religious Studies
Siswati
Sociology
Tshivenda

NB: While subjects and courses may be indicated in the Calendar, the actual offering of these courses at each level is subject to the availability of teaching staff and enrolment numbers.

Majors offered in other Schools

A student may register for courses and/or modules from other schools if approved by the Head of Department and the relevant Deans. Modules and courses from the following fields are suggested:

Biology
Business Management
Development   Administration
Development   Management
Economics
Education
Geography
Industrial Psychology
Mathematics
Psychology
Statistics

HSS6   ADMISSION REQUIREMENTS FOR POSTGRADUATE DEGREE PROGRAMMES

- The following rules are to be read with the general "Rules for Post-Graduate Degrees" (G16 to G19) and any Senate approved Departmental rules in the Calendar.
- Minimum qualification is an undergraduate degree. The Academic Board of the Institute for Gender Studies may consider working experience as an alternative admission criterion. Applicants with foreign qualifications are required to submit SAQA evaluation certificate.

1   HONOURS AND POSTGRADUATE DEGREES

Admission Requirements:

An applicant for an Honours degree programme must normally have obtained a Bachelor's degree with a Final Mark of 60% in the subject which s/he intends to study at the Honours level (for Honours in English Language Teaching, a recognised Teachers qualification and/or experience in the teaching of Language is required).

An applicant with a Final Mark of less than 60% who, in the discretion of the Department concerned, has additional related qualification and/or experience in the field, may be subjected to a written entrance test and/or an interview.

An applicant who obtained a Bachelor's degree at another institution must apply for status recognition subject to the prescribed conditions.

A student shall not register for an Honours degree unless s/he has passed all the modules, and fulfilled all requirements, for the awarding of a Bachelor's degree.

Applicants with foreign qualifications are required to submit SAQA evaluation certificate.

Duration of Programmes

The duration of an Honours degree programme is one year

A person in full-time employment shall not, under any circumstance, register as a full-time student.

Requirements

There shall be a minimum of four (4) modules plus mini dissertation for a BA Honours qualification (with the exception of professional degrees e.g. Social Work, Language Practice, IKS, Psychology and Youth Studies.

The length of a mini dissertation shall not be less than 50 pages.

A student shall only be admitted to a final examination if he obtains a minimum continuous assessment mark of 50%.

For every module, a Final Mark (the average of the continuous assessment, project and examination mark) of
- a) 50% shall be a PASS mark
- b) 75% shall be a DISTINCTION mark

The mini dissertation shall be internally examined by the supervisor/s before it is externally examined.

A candidate who obtains less than 50% but not less than 45% in *only one* module may write the examination in that module only when the module is offered again. No module shall be written more than twice (i.e. one more opportunity after the first attempt). Such a candidate should ensure that s/he properly registers and pays the appropriate fees for the module.

An Honours degree may be awarded *with distinction* if the average marks for all the modules and the Dissertation is 75% or more, and the Final Mark for each module and Dissertation is at least 60%.

MASTERS DEGREE PROGRAMMES

2.2   Admission Requirements

An applicant for a Masters degree shall have obtained an Honours degree in the same, or a similar (related), field.

An applicant with a qualification obtained from another institution must apply for status recognition subject to the prescribed conditions.

The applicant shall submit his application on a prescribed form (obtained from the University Registrar), together

with a proposed topic for his study and thesis and an outline of his proposed study.

The University Registrar shall then refer the application, together with the topic and research outline, to the relevant Department, which will study these, and make recommendations to Senate for considerations and (dis)approval (refer to Univen Postgraduate Training Manual).

The recommendation of the Department, if positive, shall include the name(s) of the supervisor, and shall be submitted through the Academic Board of the School.

The applicant can only register as a student when Senate approves his/her application and study proposal.

Applicants with foreign qualifications are required to submit SAQA evaluation certificate

Duration of Programmes

The duration of a Masters degree shall be a minimum of one year and a maximum of four (4) years. Beyond the maximum duration, the candidate has to reapply for a further one year.

The student has to register for every academic year if s/he is on the programme. The supervisors shall submit a quarterly progress report to Senate.

The topic of a study, when approved, shall be valid for a maximum of five (5) years.

Requirements for Awarding the Degree

Unless otherwise specified by Departmental rules, a Master's degree is awarded on the basis of a Dissertation. The length of a Dissertation shall not be less than 120 pages and 60 for mini dissertation.

If the candidate's Honours programme did not include a module in Research Methods, s/he shall be required to follow such a module and pass a written examination (at least 50%) in it as a partial fulfilment for the awarding of a Master's degree.

Examination of Dissertation

Refer to the General Information and General rule part 1 (rule G18 [6])

DOCTORAL DEGREES PROGRAMMES

Admission Requirements

An applicant for a Doctoral degree programme shall have obtained a Master's degree in the same, or a similar (related), field.

Regulations 2.1.2 to 2.1.6 under Master's Degree (above) apply to Doctoral degrees.

Duration of Programme

The duration of a Doctoral degree programme shall be a minimum of three (3) years or a maximum of five (5) years. Beyond the maximum duration, the candidate shall reapply for the programme for a further one year.

Requirements for Awarding the Degree:

Regulations under 2.3. (for Masters degrees) apply to Doctoral degrees, provided that the word "Doctoral" shall be read wherever "Masters" appears.

The length of a doctoral thesis shall not be less than 200 pages.

EXAMINATION OF THESIS

Refer to the General Information and General rule part 1 (rule D6)

GRADUATION

A person who intends to graduate for a post-graduate degree shall have fulfilled all the requirements for such a degree - passed all prescribed examinations, passed the Dissertation/Thesis, and paid all prescribed fees, etc. - at least 28 days before the relevant graduation ceremony.

E   QUALIFICATIONS OFFERED IN THE SCHOOL

The following degrees, diplomas and certificates are offered:

CERTIFICATES

Higher Certificate in Choral Studies	H. Cert. (Choral Studies)
Higher Certificate in Choral Studies	HSCCCS
Higher Certificate in Music	H. Cert. (Music)
Higher Certificate in Music	HSCHCM

DIPLOMAS

Post-Graduate Diploma in African Studies *(not available in 2019)* PGAS	
Post-Graduate Diploma in Gender Studies	PGDIGS
Post-Graduate Diploma in Gender Studies	HSBDGS
PGDIP in African Studies	HSBDAS

UNDERGRADUATE DEGREES

Bachelor of Arts	BA
Bachelor of Arts	HSBBA
Bachelor of Arts in Development Studies	BADS
Bachelor of Arts in Development Studies	HSBADS
Bachelor of Arts in International Relations	BAIR
Bachelor of Arts in International Relations	HSBAIR

PROFESSIONAL DEGREES

Bachelor of Arts in Language Practice	BALP
Bachelor of Arts in Language Practice	HSBALP
Bachelor of Arts in Youth Development	BAYID
Bachelor of Arts in Youth Development	HSBAYD
Bachelor of Indigenous Knowledge System	BIKS
Bachelor of Indigenous Knowledge System	HSBIKS
Bachelor of Social Work	BSW
Bachelor of Social Work	HSBBSW
Bachelor of Theology	HSBBT

POSTGRADUATE DEGREES

BA Honours in African Studies	BAHAFC
BA Honours in African Studies	HSHHAS
BA Honours in Heritage Studies *(not available in 2021)*	BAH
BA Honours in Media Studies	HSHAMS
Bachelor of Arts Honours Archelogy	HSHAAH
Bachelor of Arts Honours English Language Teaching	HSHELT
Bachelor of Arts Honours English Literature	HSHHEL
Bachelor of Arts Honours Gender Studies	HSHHGS
Bachelor of Arts Honours History	HSHAHH
Bachelor of Arts Honours in African Studies	HSHHAS
Bachelor of Arts Honours in Anthropology	HSHAHA
Bachelor of Arts Honours in Applied Anthropology	HSHHAA
Bachelor of Arts Honours in Applied Linguistics	HSHHAL
Bachelor of Arts Honours Archaeology	HSHAAH
Bachelor of Arts Honours in International Relations	BAHIR
Bachelor of Arts Honours in International Relations	HSHHIR
Bachelor of Arts Honours in Isindebele	HSHAHI
Bachelor of Arts Honours in Media Studies	HSHAMS
Bachelor of Arts Honours in Northern Sotho	HSHHNS
Bachelor of Arts Honours in Political Science	HSHHPS

Bachelor of Arts Honours in Psychology	HSHAHP
Bachelor of Arts Honours in Siswati	HSHHSL
Bachelor of Arts Honours in Theology	HSHATH (Not Available in 2022)
Bachelor of Arts Honours in Sociology	HSHAHS
Bachelor of Arts Honours in Tshivenda	HSHANT
Bachelor of Arts Honours in Xitsonga	HSHAHX
Bachelor of Arts Honours	BA (Hons)
Honours Degree in Gender Studies	HONSGS
Master of Arts	MA
Master of Arts	HSMMA
Master of Arts in African Studies	MAAS
Master of Arts in African Studies	HSMAAS
Master of Arts in Anthropology	HSMMA
Master of Arts in Archaeology	HSMMA
Master's degree in Gender Studies	MGS
Master's degree in Gender Studies	HSMAGS
Master of Arts in International Relations	MAIR
Master of Arts in International Relations	HSMAIR
Master of Human Sciences *(not available in 2021)*	MHSS
Master of Arts in Linguistics	HSMMAL
MA in English Language Studies	HSMELS
MA in English Literature	HSMAEL
MA in History	HSMMAH
MA in Northern Sotho	HSMANS
MA in Political Science	HSMAPS
MA in Psychology	HSMMAP
MA in Sociology	HSMMAS
MA in Theology	HSMMA
MA in Tshivenda	HSMMAT
MA in Tshivenda by Research	HSMTBR
MA in Tshivenda Lite	HSMATL
MA in Xitsonga	HSMMAX
MSC in African Studies	HSMSAS
Master of Social Work	HSMMSC
Doctor of Philosophy	PhDA
Doctor of Philosophy in African Studies	PhDAS
Doctor of Philosophy in African Studies	HSPDAS
Doctoral Degree in Gender Studies	PhDGS
Doctoral Degree in Gender Studies	HSPPGS
Doctor of Philosophy in Linguistics	HSPDPL
PhD in Anthropology	PHDA
PhD in Arts and Social Sciences	PhDSS
PhD in Arts and Social Sciences	HSPASS
PHD in English Literature	HSPPEL
PHD in History	HSPDPH
PHD in Sociology	HSPDPS
PHD in Theology	HSPPTH
PHD in Xitsonga	HSPDPX

ARTS AND SOCIAL SCIENCES
CERIFICATE, DIPLOMA AND BA DEGREE PACKAGES

HIGHER CERTIFICATE IN MUSIC

DURATION:
1 year

ADDITIONAL ADMISSION REQUIREMENTS:
National Bachelor Certificate or equivalent with the minimum percentage of 30%, and an audition. Upon satisfying the conditions during the audition, a student may then proceed to register.

AIMS:
- Improve awareness of choral performance contexts and choral traditions in South Africa, Africa and the rest of the world.
- Develop music communication skills for enabling successful sustained learning.
- Improve the student's ability to comprehend, analyse, evaluate and transmit ideas about choral music.

CAREER OPPORTUNITIES:
The certificate prepares students to enter a degree programme in music and other related fields.

SPECIFIC OUTCOMES:
This programme will ensure that:
- Students are introduced to sight–singing and dictation, based mainly on the tonic solfa system.
- Students develop working knowledge of the keyboard necessary for choir training, arranging, improvisation, harmony and composition.
- Students develop a musical ear through the teaching of sight sing, rhythmic and melodic dictation.
- Students are equipped with knowledge concerning chord construction and modulations/transitions.
- Students can demonstrate awareness of elements of music such as pitch, harmony, form and rhythms.
- Students extend their practical abilities with more technical keyboard technique.

ARTICULATION:
This qualification leads to a bachelor's degree in music and other related degrees.

PREREQUISITES:
None
ACADEMIC STRUCTURE
The programme consists of four modules per semester. Each first semester module is a prerequisite for its second semester module.
(A) − (OLD QUALIFICATION CODE)

Year 1		NQF Level
Semester 1	**Semester 2**	
CML1521 (20)	CML1621 (20)	
CMP1511 (10)	CMP1611 (10)	
CMH1521 (20)	CMH1611 (20)	
CIS1511 (10)	CIS1611 (10)	
60	**60**	**120**

(B) NEW QUALIFICATION CODE FROM 2020

Year 1		NQF Level
Semester 1	**Semester 2**	
CML1121 (20)	CML1221 (20)	
CMP1111 (10)	CMP1211 (10)	
CMH1121 (20)	CMH1211 (20)	
CIS1111 (10)	CIS1211 (10)	
60	**60**	**120**

HIGHER CERTIFICATE IN CHORAL STUDIES (not offered in 2022)

DURATION:
1 year
ADDITIONAL ADMISSION REQUIREMENTS:
National Bachelor Certificate or equivalent with the minimum percentage of 30%, and an audition. Upon satisfying the conditions during the audition, a student may then proceed to register.

AIMS:
- Improve awareness of choral performance contexts and choral traditions in South Africa, Africa and the rest of the world.
- Develop music communication skills for enabling successful sustained learning.
- Improve the student's ability to comprehend, analyse, evaluate and transmit ideas about choral music.

CAREER OPPORTUNITIES:
The certificate prepares students to enter a degree programme in music and other related fields.

SPECIFIC OUTCOMES:
This programme will ensure that:

- Students are introduced to sight–singing and dictation, based mainly on the tonic solfa system.
- Students develop working knowledge of the keyboard necessary for choir training, arranging, improvisation, harmony and composition.
- Students develop a musical ear through the teaching of sight sing, rhythmic and melodic dictation.
- Students are equipped with knowledge concerning chord construction and modulations/transitions.
- Students can demonstrate awareness of elements of music such as pitch, harmony, form and rhythms.
- Students extend their practical abilities with more technical keyboard technique.

ARTICULATION:
This qualification leads to a bachelor's degree in music and other related degrees.

PREREQUISITES:
None
ACADEMIC STRUCTURE
The programme consists of four modules per semester. Each first semester module is a prerequisite for its second semester module.

(A) − (OLD QUALIFICATION CODE)

Year 1		NQF Level
Semester 1	**Semester 2**	
CML1521 (20)	CML1621 (20)	
CMP1511 (10)	CMP1611 (10)	
CTD1511 (15)	CTD1611 (15)	
CBK1511 (5)	CBK1611 (5)	
CCM1511 (10)	CCM1611 (10)	
60	**60**	
		120

(B) NEW QUALIFICATION CODE FROM 2020

Year 1		NQF Level
Semester 1	**Semester 2**	
CML1121 (20)	CML1221 (20)	
CMP1111 (10)	CMP1211 (10)	
CTD1111 (15)	CTD1211 (15)	
CBK1111 (5)	CBK1211 (5)	
CCM1111 (10)	CCM1211 (10)	**120**
60	**60**	

BA (Generic)
AIM
This degree offers students a well-rounded, broad exposure to a diverse knowledge base, theory and methodology of disciplines and fields of study. The degree offers students the opportunity to acquire knowledge and practice to prepare them for a postgraduate academic or professional context.
Credit
360 credits.
Duration
The BA is a three-year degree programme on full time basis.
Admission Requirements
Same as outlined by SAQA. No additional requirements.
Career prospects
- Government roles (administrator, management, public servant)
- Non-government organization roles (policy development officer, administrative support, advocacy, administrator)
- Higher education or private education roles (tutor, student support, or working in professional services)
- Media and communications officer, intern.
- Gallery assistants, public programs, call centre, business representative)
- Entrepreneur (Social media influencer, analysts, consultant)
- Post-graduate studies

ACADEMIC STRUCTURE

Study Period	Instructional Offering (Subject)		Pre-Co-Requisite	Credits	Service Department	Lecturer (Full name)	Primary Lecturer (Indicate)	Block Code	Quota
	Code	Description							
Year 1	SEMESTER 1				SEMESTER 2				
Chose any two majors (to run for three years) and any other combination of modules to the total of at least 120 credits over two semesters. Your combination should include compulsory English Communication Skills:									
	CST 1541:Cultural Studies I: Introducing Culture CTR 1511: Teaching aids and resource development DST 1542: Culture and Development DST 1543: Overview of African History DWH 1521: History of Western Choral Music ECO 1541:Economic Principles ECS 1541:English Communication Skills ENG 1561:Introduction to the English Language ERM 1541:The Natural Environment as a system GPN 1541:The Genetic Process in News production HIS 1543:Twentieth Century Africa IPS 1541:Industrial Psychology ISN 1541:Introduction to Isindebele Grammar ISO 1541:Industrial Sociology ISW 1541: Introduction to Isiswati Grammar ITR 1541:Introduction to International Relations LEX 1542:Introduction to Lexicography LIN 1541:Introduction to the Study of Language LIN 1542:Text Production 1 – Professional Writing LIN 1543: Introduction to Sign Language MST 1541: Introduction to Media Studies NDA 1541:News and Discourse analysis: 1541 NSO 1541:Introduction to Northern Sotho Grammar NSO 1543: Intercultural Communication: 1543 PAD 1541:Public Administration POL 1541:Introduction to Political Sciences PSY 1541:Introduction to Psychology: PSY 1541 TIE 1541: Introduction to Interpreting Skills TVE 1541:Introduction to Tshivenda Grammar XTS 1541: Introduction to the study of Xitsonga Grammar		CST 1641:Cultural Studies II: History, Theories and Methods CTM 1631:Teaching methodology CTR 1611: Teaching aids and resource development (continued) DST 1642: Political Development DST 1643: Religious Perspectives on Economic Development ECO 1641:Economic Principles ECS 1641:English Communication Skills HIS 1644:Contemporary Middle East IPS 1641:Industrial Psychology ISN 1641:Introduction to Isindebele Literature ISO 1641:Industrial Sociology ISW 1641: Introduction to Isiswati Literature ITR 1641:Theories of International Relations LEX 1642: The Art and Science of dictionary-making LEX 1643: Introduction to Computer Lexicography LIN 1641:The structure of words, phrases and sentences MST 1641:Introduction to Media Studies ENG 1661:Introduction to Literary Study ERM 1641:Ecological Principles for Environment Management NSO 1641:Introduction to Northern Sotho Literature NSO 1644: Interview NTA 1641:News Transmission and Audience Interpretation PAD 1641:Public Administration POL 1641:Political Studies PSY 1641:Introduction to Applied Psychology SOC 1641:Social Institutions TVE 1641:Introduction to Tshivenda Literature				

	XTS 1641:General Introduction to the Study of Xitsonga	

Year 2	

SEMESTER 1	**SEMESTER 2**
ANT 2541: Indigenous Knowledge and the Cultural Dimensions of ANT 2141:Indigenous knowledge and Cultural Dimensions of Education (7) ISN 2542:Orthography and Terminology ENG 2561:English Structure and Usage Intermediate Level ERM 2541:Principles of Resource management HIS 2541:The Making of Modern South Africa 1899-1961 INL 2541:Indigenous Law HIS 2541: The Making of Modern South Africa 1899-1961 HIS 2544:Economic Development of Africa IPS 2541:Industrial Psychology MST 2541:Basic Principles of Journalism and Print Media NRR 2541:Newspapers and Representations of Reality NSO 2541: Advanced Study of Northern Sotho Grammar NSO 2542: Historical Linguistics and Semantics: NSO 2542 PHI 2542:Philosophy in Action: Social and Political Contexts RST 2541:Religion in Global Context RST 2542:African Traditional Healers RST 2543:Introducing Women, Religion and Culture RST 2544:Religion and Economic Justice POL 2542:International Political Economy PSY2511: Research Proposal Writing Practicals PSY 2541:Introduction to Social Research PSY 2542:Human Development: PSY 2542 SOC 2541:Social research methodology TIE 2541: Liaison Interpreting Skills TIE 2542: Translation Skills TVE2541: Advanced Study of Tshivenda Grammar TVE 2542:Historical Linguistics and Semantics XTS 2541: Detailed Study of Xitsonga Grammar XTS 2542:Some Aspects of Semantics, Historical and Socio-Linguistics ISN 2541:Meaning, Sound, Word and sentence structure in Isindebele ISO 2541:Sociology of organizations ISW 2541: Meaning, Sound, Word and sentence structure in Isiswati ISW 2542: Orthography and Terminology ITR 2541:International and Regional Organisations ITR 2542:International Political Economy LEX 2543: Planning and Management of Lexicographic Projects LIN 2541: Phonology and Syntax 1 LIN 2542: Text Production 2 - Professional Writing LIN 2543: Sign language structure ANT 2142: Family, Household and Kinship ANT 2541:Semester module consisting of the following:	ANT 2641: Magic, Science, Religion, Witchcraft ECO 2645: Financial Economics ENG 2661:Post-coloniality and the African World ERM 2641:Pollution and Environmental Quality HIS 2642: Europe and South America since 1945 HIS 2644:The Colonial Economics of Africa, 1920-1945 IPS 2641:Industrial Psychology ISN 2641:Origin and Development of traditional and modern literature ISO 2641:Sociology of Labour, Industry and Industrialization ISW 2641: Origin and Development of traditional and modern literature ITR 2641:Political Philosophy ITR 2642:Foreign Policy Analysis LEX 2643: The use of Computers in Lexicographic Projects LIN 2641: Psycholinguistics and Sociolinguistics LIN 2642: Introduction to Instrumental Phonetics LIN 2643: Language and the brain ANT 2641: Semester module consisting of the following: ANT 2642:Anthropology APA 2641: Semester module consisting of the following ARC 2641:Semester Module consisting of the following: DST 2643: Tradition and Development DST 2644: The Ethics of Sustainable Development ECO 2641: Financial economics DST 2642: Economic History of Africa (II) PHI 2641:Theory of Knowledge and Logic PHI 2642:Ethics: The Problem of Moral Thinking and Action POL 2641:Political Philosophy PSY 2641:Psychopathology: 2641 PSY 2642:Social Psychology RST 2641:African Religion: Religion, Philosophy, Culture, and Human RST 2642:Religion, Technology and Values RST 2643:Africentric Rites of Passages for Human Development RST 2644:Religion and Human Rights SOC 2641:The Sociology of health and illness SOC 2642:Deviance and Social Problems SOC 2643:Sociology of the Family TIE 2641: Intermediate Translation & Interpreting Practice TVE 2641:Advanced Study of Tshivenda Literature

APA 2141:Nature and Scope of Applied Anthropology
APA 2142:Nature and Characteristics of Less Developed
APA 2541: Semester module consisting of the
           following:
ARC 2541:Semester Module consisting of the following:
DST 2542:   Economic History of Africa (I)
DST 2543:   International Political Economy
DST 2544:   Religious Perspectives on Women
           Empowerment and Development
ECO 2541:   Intermediate macroeconomic theory
	VLV 2641:Visual Literacy and Verbal
	           Significations in Media
	XTS 2641:Detailed Study of Xitsonga Literature
	MST 2641: Radio Studies
	MST 2642:Television and Film Studies
	NSO 2641: Advanced Study of Northern Sotho
	           Literature

Year 3	**SEMESTER 1**	**SEMESTER 2**

	ANT 3141:Fieldwork Techniques
	ANT 3142:Environment, Culture and Human Activity
	ANT 3241:Globalization: One World, One Culture?
	ANT 3242:Violence, Aggression and Terrorism in the Modern
	        World
	APA 3142:Gender and Development
	APA 3541: Semester module consisting of the following:
	       3541
	DST 3542: Political Economy of African Development
	DST 3543: Anthropological Perspective on Development
	DST 3544: South Africa since the Mineral Revolution
	ECO 3541:International Trade and Finance
	ENG 3541:Advanced English Structure
	ENG 3542:Advanced English Usage
	HIS 3542:Inter African Relations
	HIS 3545:African Economics, 1945-1970
	IPS 3541:Industrial Psychology
	ISN 3541:Introduction to Translation, Interpretation and
	        Editing
	ISO 3541:Management Sociology
	ISW 3541: Introduction to Translation, Interpretation and
	        Editing
	ISW 3542:Language planning and policy
	ITR 3541:International Politics after the Cold War
	ITR 3542:International Relations Research Methods
	LIN 3541: Topics in Applied Linguistics
	LIN 3542: Topics in Non-linear Phonology
	LIN 3543: Sign Language Psycholinguistics and
	        Sociolinguistics
	MST 3541: Media Law and Ethics
	MST 3542:The Economics of the Media
	NSO 3541:Further Advanced Study of Northern Sotho
	        Grammar
	NSO 3542:Language Planning
	PHI 3541:Contemporary Philosophy and the Critique
	        of Eurocentrism
	PHI 3542:African Philosophy and other philosophical
	        perspectives
	POL 3541:African Politics
	POL 3542:Political Science Research Methods
	PSY 3541:Personality Theories
	PSY 3542:Therapeutic Interventions
	RST 3541:Religion, Economics and Ethics
	RST 3542:Christian Studies: Foundational Literature
	RST 3543:Religious critique of African Renaissance
		APA 3241:Forced Relocation and Resettlement
		APA 3242:Applying Anthropology to Development
		APA 3641:Semester module consisting of the following:
		       3641
		ARC 3241:In the Field
		DST 3641: Social Change and Development
		DST 3642: Demographics and Migration
		DST 3643: Philosophy of Technology in Development
		DST 3644: Public Policy Analysis of Development in
		        South Africa
		DST 3721: Project
		ECO 3641:The South African Economy
		ENG 3641:Postcoloniality and the Novel
		ENG 3642:The Poetry of Love, Protest and Resistance
		ENG 3643:The Drama of Class, Race and Cultural
		        Differences
		ERM 3642:Green Politics and Environmental policy
		        analysis
		HIS 3644:Africa and the World
		HIS 3645:African Economics, 1970-2000
		IPS 3641:Industrial Psychology
		ISN 3641:Society and literature
		ISN 3642:Language and society
		ISO 3642:Industrial Relations
		ISW 3641: Society and literature
		ISW 3642: Language and society
		ITR 3641:Conflict and Cooperation in International
		        Politics
		ITR 3642:Seminar on international relations
		LIN 3641: Logical Semantics and Pragmatics
		LIN 3642: Transformational Syntax 2
		LIN 3643: Introduction to Computational Linguistics
		MST 3641:Media and the Political Economy
		MST 3642:Communication Planning and Media
		        Management
		NSO 3641:Further Advanced Study of Northern
		        Sotho Literature
		NSO 3642:Translation and Terminology
		PHI 3641:Technology, Religion and Values: A
		        Philosophical Inquiry
		PHI 3642:Philosophy of the Sciences
		POL 3641:Comparative Politics
		POL 3642:International Relations
		PSY 3611:Research Project Practical (Qualitative
		        and Quantitative)
		PSY 3641:Psychological Assessment

RST 3544:Science and Religion: Introducing the Issues	PSY 3642:Research Methodologies
SOC 3541:Social science research methods	RST 3641:Religion and Human Rights
SOC 3542:Sociological Theories	RST 3642:Jewish Religion: Religion and Society in Ancient Israel
TVE 3542:Comparative Linguistics and Semantics	RST 3643:The Feminist Study of Religion
XTS 3541:In-Depth Study of Xitsonga Grammar	RST 3644:Phenomenology of African Religion: The meaning and the
XTS 3542: An In-depth study of the Aspects of Sociolinguistics of Xitsonga	SOC 3641:Social change and development: SOC 3641
ERM 3541:Resource Evaluation and International systems	SOC 3642:Environmental Sociology Southern: African Communities.
	TVE 3641:Further advanced study of Tshivenda Literature
	TVE 3642: Language Planning Policies and Comparative Studies
	XTS 3641:In-Depth Study of Xitsonga Literature
	XTS 3642: An In-depth study of Historical Comparative Linguists of Xitsonga
	XTS 3643: Xitsonga Lexicography and Terminology

BA in DEVELOPMENT STUDIES (BADS)

Aim

The BA programme in Development Studies sets out to provide learners with a fundamental understanding of the key concepts in the field of development, the ability to engage critically with different development paradigms and current thinking in development studies, and the practical skills of drafting, analyzing and implementing development policy. The programme integrates various classical human and social science perspectives (e. g. history, anthropology, religious studies, philosophy, sociology and political science) with cognitive and practical skills derived from other disciplines (e. g. economics, management, technology, rural development, entrepreneurship, gender studies and youth studies) through a common focus on African development. The practical skills imbedded in the programme ensure that the programme has a vocational component: problem formulation, project identification, project management, project evaluation, appropriate research methods, etc.

Career opportunities:
Learners who have mastered the academic and practical skills should be employable in the civil service at national, provincial and municipal level, as well as find work in development NGOs and academic policy analysis units, etc.

CURRICULUM

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
DST1541	DST1641	DST2541	ITR2641	DST3721	DST3641
DST1542	DS 1642	DST2542	DST2642	DST3541	DST3642
DST1543	DST1643	DST2543	DST2643	DST3542	DST3643
ECS1541	ECS1641	DST2544	DST2644	DST3543	DST3644
			YID2645	DST3544	

CURRICULUM

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
DST1141	DST1241	DST2141	ITR2241	DST3321	DST3241
DST1142	DST1242	DST2142	DST2242	DST3141	DST3242
DST1143	DST1243	DST2143	DST2243	DST3142	DST3243
ECS1141	ECS1241	DST2144	DST2244	DST3143	DST3244
			YID2245	DST3144	

BA IN INTERNATIONAL RELATIONS: BA (IR)
AIM

The BA (IR) programme is an inter-disciplinary programme that brings a variety of disciplinary perspectives on issues concerning, among others, governments, international organizations, national and multinational corporations and NGOs. The programme brings together different ways of looking at global issues facing the world such as diplomacy, war and peace, poverty, economic conflict, economic growth and development.

Career opportunities:
Public Sector: e. g. Departments of International Relations, Trade and Industry, Environmental Affairs, etc. Private Sector: e. g. National and multinational companies. Specialised Agencies: e. g. SADC, OAU and any regional political/economic block Local, provincial and national politics. The academic profession: lecturer or researcher Non-governmental Organisations Consultancy etc.

Specific outcomes

CURRICULUM

FIRST YEAR		SECOND YEAR		THIRD YEAR	
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**	**Semester 1**	**Semester 2**
ITR 1541 HIS 1543 ECO 1541/1542** ECS 1541	ITR 1641 HIS 1644 ECO1641/1642** ECS 1641	ITR 2541 & ITR 2542 HIS 2541 & HIS 2544** or ECO 2541	ITR 2641 & ITR 2642 HIS 2642 & HIS 2644** or ECO 2641	ITR 3541 & ITR 3542 HIS 3542 & HIS 3545 or ECO 3541	ITR 3641 ITR 3642 HIS 3644 & HIS 3645*** or ECO 3641

*For students who do not have Mathematics or Economics at Grade 12 level.
**For students who enrolled for ECO 1542 and ECO 1642.
***For students who enrolled for HIS 2644 and HIS 2544.

CURRICULUM 2020

FIRST YEAR		SECOND YEAR		THIRD YEAR	
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**	**Semester 1**	**Semester 2**
ITR 1141 HIS 1143 ECO 1141/1142** ECS 1141	ITR 1241 HIS 1244 ECO1241/1642** ECS 1241	ITR 2141 & ITR 2142 HIS 2141 & HIS 2144** or ECO 2141	ITR 2241 & ITR 2242 HIS 2242 & HIS 2244** or ECO 2241	ITR 3141 & ITR 3142 HIS 3142 & HIS 3145 or ECO 3141	ITR 3241 ITR 3242 HIS 3244 & HIS 3245*** or ECO 3241

*For students who do not have Mathematics or Economics at Grade 12 level.
**For students who enrolled for ECO 1142 and ECO 1242.
***For students who enrolled for HIS 2144 and HIS 2244.

BA HONOURS IN INTERNATIONAL RELATIONS: (BAHIR)
ADDITIONAL ADMISSION REQUIREMENTS
Applicants should have obtained an average of at least 65% in third year ITR, HIS, POL or ECO modules.

CURRICULUM
The programme consists of seven modules and a mini dissertation. In order to proceed with the Honours programme, the student must successfully complete at least two modules per semester.

YEAR	
Semester 1	**Semester 2**
ITR5521	HIS5626
ITR5522	ITR5622
ITR5523	ITR5624
ITR5721 Research Project	HIS5625

FROM 2020

YEAR	
Semester 1	**Semester 2**
ITR5121	HIS5226
ITR5122	ITR5222
ITR5123	ITR5224
ITR5321 Research Project	HIS5225

MASTER'S IN INTERNATIONAL RELATIONS: MAIR (Course work) (NOT ON OFFER IN 2022)
ADDITIONAL ADMISSION REQUIREMENTS

- An Honours degree in International Relations, Political Science, History, Economics,related or similar fields. (Indicate the minimum % for admission)
- Applicants should have obtained an average of at least 65%
- Duration

CURRICULUM
The programme consists of eight modules and a mini dissertation. In order to proceed with the mini dissertation, a candidate must have successfully completed eight modules.

MODULES:

FIRST YEAR	
Semester 1	**Semester 2**
ITR6521	ITR6621
ITR6522	ITR6622
ITR6523	ITR6623/HIS6623 (elective)
ITR6524	ITR6624
ITR6721 (Research Project)	

MODULES FROM 2020:

FIRST YEAR	
Semester 1	**Semester 2**
ITR6121	ITR6221
ITR6122	ITR6222
ITR6123	ITR6223/HIS6223 (elective)
ITR6124	ITR6224
ITR6321 (Research Project)	

(PHILOSOPHY) (NOT ON OFFER IN 2022) CURRICULUM

YEAR 1		YEAR 2		YEAR 3	
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**	**Semester 1**	**Semester 2**
PHI1541	PHI1641	PHI2541	PHI2641	PHI3541	PHI3641
		PHI2542	PHI2642	PHI3542	PHI3642

FROM 2020 (NOT ON OFFER IN 2022)

YEAR 1		YEAR 2		YEAR 3	
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**	**Semester 1**	**Semester 2**
PHI1141	PHI1241	PHI2141	PHI2241	PHI3141	PHI3241
		PHI2142	PHI2242	PHI3142	PHI3242

(POLITICAL STUDIES)

Career opportunities:
Public: Public sector in government Departments and related organisations; Regional and sub-regional organisations such as SADC, African Union (AU), Free Trade Area (FTA); International Organisations: The United Nations and its specialised agencies such as UNESCO; UNICEF; UNDP; UNESCO; AND SO ON; Private: Business generally and Industries in particular Non-governmental organizations (NGO) local and international such as OXFAM; CHRISTIAN AID; WORLD VISION; CIIR; among others. Academic profession such as research and teaching; Consultancy.

CURRICULUM

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
POL1541	POL1641	POL2541 POL2542	POL2641	POL3541 POL3542	POL3641 POL3642

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
POL1141	POL1241	POL2141 POL2142	POL2241	POL3141 POL3142	POL3241 POL3242

HONOURS IN POLITICAL STUDIES.
Curriculum:

YEAR 1	
Semester 1	Semester 2
POL5521 POL5522	POL5621 POL5622 **POL5721 Research Project**

Curriculum from 2020:

YEAR 1	
Semester 1	Semester 2
POL5121 POL5122	POL5221 POL5222 **POL5321 Research Project**

MASTER'S IN POLITICAL STUDIES (RESEARCH ONLY)
DESCRIPTION
This degree program prepares students to do independent research, contribute to knowledge at an advanced level, and critically think through political issues.

DURATION
2 years full time

CREDITS
180 credits

ADMISSION REQUIREMENTS
Honours degree in Political Science or related field with a total aggregated average of 65%.
Willing and available supervisor(s).

CAREER PROSPECTS
Social advocacy, academic, government administration, public policy, news media correspondent, research, economics, and public relations, politician, diplomat, political commentator, analysts, and entrepreneur.

COMPOSITION OF THE CURRICULUM
 (POL6000/POL6300)

PhD (POL7000/POL7300).

INDUSTRIAL SOCIOLOGY

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
ISO1541	ISO1641	ISO2541	ISO2641	ISO3541	ISO3642

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
ISO1141	ISO1241	ISO2141	ISO2241	ISO3141	ISO3642

SOCIOLOGY

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
SOC1541	SOC1641	SOC2541	SOC2641 SOC262 SOC2643	SOC3541 SOC3542	SOC3641 SOC3642

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
SOC1141	SOC1241	SOC2141	SOC2241 SOC2242	SOC3141 SOC3142	SOC3241 SOC3242

BA (HONS) IN SOCIOLOGY

AIM

The Bachelor Honours Degree is a postgraduate specialisation qualification, characterised by the fact that it prepares students for research-based postgraduate study. This qualification typically follows a Bachelor's Degree, and serves to consolidate and deepen the student's expertise in Sociology and to develop research capacity in the methodology and techniques of the discipline. This qualification demands a higher level of theoretical engagement and intellectual independence than undergraduate studies.

DURATION:
1 year full time

ADMISSION REQUIREMENTS
Bachelor's degree in Sociology or related fields

ADDITIONAL ADMISSION REQUIREMENTS:
A degree majoring in sociology or industrial sociology and a 65% pass. Students with a 60% aggregated average may be considered after an interview in the department.

CAREER OPPORTUNITIES:
- Social Policy
- Development Planning
- Industrial Relations
- Social Research
- Academic teaching and research
- Health organisations, Community work and Government.
- Consultant
- Entrepreneur
- Analyst

SPECIFIC OUTCOMES:
- Provide training in social theory and research on human interactions.
- Equip students with knowledge and skills that will enable them to see through the social factors both contributing and affecting human life.
- Increase the scope of social science knowledge and social science research methodologies.
- Competence in conducting social science research independently.
- Competence in writing academic papers, reports and research papers.

ARTICULATION:
This qualification leads to a Masters's degree sociology or industrial sociology.

PREREQUISITES:
A degree with majoring in sociology

ACADEMIC STRUCTURE
The programme consists of two modules per semester and a mini dissertation to be submitted at the end of the year
(A) − (OLD QUALIFICATION CODE)

Year 1		NQF Level
Semester 1	**Semester 2**	
SOC 5511 SOC 5522	(The student should select 2 modules) SOC 5611 SOC 5612 ISO 5613 SOC 5612	
SOC 5700-mini dissertation (Compulsory)		**120**

HIGHER CE ADMISSION REQUIREMENTS
Bachelor's degree in Sociology or related fields
Duration

ADDITIONAL ADMISSION REQUIREMENTS
Applicants should have obtained an average of at least 60% in third year modules

SOCIOLOGY MASTERS HSMMAS
SOC 6300

ADMISSION REQUIREMENTS
Honours Degree in Sociology or related fields
- Before admission, prospective students could be required by the department to demonstrate adequate knowledge of the area they intend to study as well as potential for independent research
- Applicants should have obtained an average of at least 65% in Honours degree
- Candidates from universities other than the University of Venda might be asked to submit their Honours dissertation to the department to assess whether the student has the capacity to do a Master of Sociology degree.

ADDITIONAL ADMISSION INFORMATION
Even though candidate meets all the entry requirements as stipulated by the university, school and department, admittance to the programme will be subject to availability of suitable staff to supervise the student.

PhD in SOCIOLOGY HSPDPS
SOC7300

ADMISSION REQUIREMENTS
- Masters degree in Sociology or related field.
- Before admission, prospective students could be required by the department to demonstrate adequate knowledge of the area they intend to study
- Applicants should have obtained an average of at least 65% in Masters degree

- Candidates from universities other than the University of Venda might be asked to submit their Masters dissertation to the department to assess whether the student has the capacity to do a PhD Sociology degree.

MASTERS DEGREES
MASTERS (ARTS AND SOCIAL SCIENCE)
DESCRIPTION
The aim of the Masters in Arts and Social Sciences programme is to enable students to demonstrate a critical understanding of theory relating to the practice of arts and social sciences disciplines. The degree is to educate and train researchers who can contribute to the development of knowledge at an advanced level.

DURATION
2 years full time

CREDITS
180 credits

ADMISSION REQUIREMENTS
Honours degree in arts, social science discipline or related field with a total aggregated average of 65%. Willing and available supervisor(s).

CAREER PROSPECTS
Teaching, curriculum advising, music, culture, heritage, broadcasting, texts production, researcher, Advice worker, Community development worker, Further education teacher, higher education lecturer, Marketing executive, Management, Policy officer, NGO worker, Analyst, Administrator, Entrepreneur.

COMPOSITION OF THE CURRICULUM

YEAR 1 & 2	
Semester 1	Semester 2
[] 6000: Dissertation	

DEPARTMENT OF ENGLISH, MEDIA STUDIES AND LINGUISTICS

ENGLISH COMMUNICATION SKILLS (ECS)
Preamble
Two modules in ECS are compulsory for all first-year students in all faculties. Successful completion of the module is a prerequisite for completing any study programme at the University of Venda.

- English Communication Skills consists of two modules of 15 weeks each. Module one is offered in the first semester and module two in the second semester. The first semester module is a core module and must be taken by all first-year students from all Schools enrolling for the first time, but also by those from other year groups who are repeating the ECS course. The first-semester modules ECS 1541/1141, is a prerequisite for students to be allowed to register for the second-semester module. Attendance of classes is compulsory and will be in accordance of the provisions of the timetable.

- English Communication Skills is a language-orientated and study skills module designed to help year 1 students cope with university studies and everyday communication in English. The module also concentrates on basic computer literacy.

- First year English majors in the Faculty of Humanities, Social Sciences and Education also required to take English Communication Skills (ECS 1541/1141 and ECS 1641/1241).

    Entrance Criteria and General Conditions
    Acceptance by the University as a registered student will qualify a student for enrolment in the course.

English Communication Skills consists of two modules. Student who fail any of the modules will be allowed to repeat it alongside their second-year of study.

The following modules are offered:
ECS 1541/1141: English Communications Skills (Generic Module)
SCS1143: Business English (for SAICA students)

Second Semester Electives
ECS 1641/1141: English Communications Skills for Humanities and Social Sciences
ECS 1642/1242: English Communications Skills for Education
ECS 1643/1243: English Communications Skills for Management and Commerce
ECS 1644/1244: English Communications Skills for Law
ECS 1645/1245: English Communications Skills for Science, Engineering and
                           Agriculture
ECS 1646/1246: English Communications Skills for Health Sciences
SCS1243: Business English (For SAICA students)

ENGLISH

Admission requirements
- For students who want to major in English, **any of the following:**
    a) Grade 12 English Home Language (Bachelor pass with achievement level 4 in English)
    b) Grade 12 English First Additional Language: (Bachelor pass with achievement level 4 in English)
    c) GCE (Or Equivalent), O Level, (Credit) and/or A Level (Pass)
    d) Pass in English as a major at a College of Education (60% pass)

English Modules
- For more information on how to combine English modules with others, see the BA (Media and Language Practice) package.

NB: Students should note that in order to proceed to the second semester module of any English major at first, second and third levels, they should have successfully completed the first semester module.

YEAR 1		YEAR 2		YEAR 3	
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**	**Semester 1**	**Semester 2**
ENG1561/1161	ENG1661/1261	ENG2561/2161	ENG2661/2261	ENG3541/3141 ENG3542/3242	ENG3641/3241 ENG3642/3242 ENG3643/3243

From 2020

YEAR 1		YEAR 2		YEAR 3	
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**	**Semester 1**	**Semester 2**
ENG1161	ENG1261	ENG2161	ENG2261	ENG3141 ENG3142	ENG3241 ENG3242 ENG3243

NB. Level three students must take four modules (three core modules and one elective) . ENG3541/3141, ENG3542/3142 and ENG3641/3241 are compulsory. The fourth module can be either ENG3642/3241 or ENG3643/3243.

Admission to examination
- For students to qualify for examination they should have fulfilled the following requirements:
    2.1.1   Regular attendance of lectures and tutorials
    2.1.2   Completion of the required exercises, assignments and projects
    2.1.3   Regular consultation with lecturers as laid down in the Departmental Handbook.

AIMS

- help students to communicate effectively in the English language
- enable students to function linguistically in the academic environment as well as in society
- familiarise students with the aspects of the language so as to gain control over it as a tool for accessing knowledge
- help students acquire word processing skills
- make students aware of their African history and identity from a literary perspective
- emphasize the importance of postcoloniality in the contemporary world of redefinitions
- make students aware of the importance of art as a medium for the redefinition of historical subjectivity
- create an awareness in students of (re)presentation of people in literary art
- make students aware of the importance and functions of ideology in literature

CAREER OPPORTUNITIES

Teaching, research, media, communication, language advisory, editing, , creative writing, Literary critic, publishing

CURRICULUM

The English modules are divided into three components. The Language Structure component deals with the sound system, sound patterning, word structure, sentence structure and meaning analysis. The Language Usage component examines the uses of English for everyday communication. It focuses on the varieties of English that is considered standard: Received Pronunciation. The last component is the Literature component which is designed to open new vistas in the students' minds by showing lives, experiences, values and beliefs that are different from their own. The aim of the Literature component is to make students conversant with critical concepts as well as literary conventions and how they change. It aims at inculcating a strong critical sensibility in students.

BA (MEDIA STUDIES)

DURATION

The programme shall extend over a period of three academic years of full-time study. However, a student who, for any reason(s) is unable to complete the programme will, at the discretion of the department and subject to the university's regulations, be allowed to extend the period of study.

ADMISSION

To be admitted into programme, a student shall:
- Have satisfied the provisions and registration of students as well as General Rules for Degrees, Diplomas and Certificates as set out in General Regulations of the University of Venda
- Have satisfied the provisions for Admission as set by the Faculty of Humanities, Social Sciences and Education at the University of Venda

ADDITIONAL ADMISSION REQUIREMENTS

Applicants must take note of the following:
- That being admitted by the university does not automatically qualify the student into the BA (Media Studies) programme;
- That students should have passed English and a home language at Matric;
- That students will be notified through the office of the faculty administrator on the status of their application.

AIM:

This curriculum package is designed, through its critical and theoretical approaches to Media Studies, to enable students to gain and maintain a sound theoretical and practical understanding of the media industries, their epistemologies and theories.

CAREER OPPORTUNITIES:
Journalism, Advertising, Editorial Work, Public Relations, Television & Film, Radio, Publishing, Internet Writing, Public Service etc.

SPECIFIC OUTCOMES
At the end of this curriculum package, students should be able to:

- Show an understanding of the key concepts, theories and principles of different media forms
- Demonstrate knowledge of the basic principles of journalism and the practical skills required in identifying, gathering, writing, and editing news stories
- Develop a micro-vision in which the media is perceived as an integral part of related cultural systems within a wider socio-political milieu
- Proffer reasoned responses to debates and critical issues in the various media industries
- Understand development in South African media law and ethics
- Demonstrate appreciation of the various stages in the creation, dissemination and consumption of media messages.
- Show insight into the relationship between media, culture and society
- Apply literary analytic skills to media reports.

ARTICULATION:
The qualification could lead to an Honours is Media Studies.

NB: For more information on how to combine Media Studies modules with others, see the BA (Media and Language Studies) package.

ACADEMIC STRUCTURE
(A) BACHELOR OF ARTS – (BAMS) OLD CODES

Year 1		Year 2		Year 3		NQF Level
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**	**Semester 1**	**Semester 2**	**7**
MST1541 (16) & ENG1561 (16) or ISN1541 (16) or ISW1541 (16) or LIN1541 (16) or NSO1541 (16) or TVE1541 (16) or XTS1541 (16) **Fundamental Modules** GPN1541 (16) ECS1541 (12)	MST1641 (16) & ENG1661 (16) or ISN1641 (16) or ISW1641 (16) or LIN1641 (15) or NSO1641 (16) or TVE1641 (16) or XTS1641 (16) **Fundamental modules** ECS1641 (12) NTA1641 (12)	MST2541 (16) & ENG2561 (16) or ISN2541 (10) & ISN2542 (10) or ISW2541 (10) & ISW2542 (10) or LIN2541 (12) or NSO2541 (10) & LEX1542 (10) or TVE2541 (10) & TVE2542 (10) or XTS2541 (10) & XTS2542 **Fundamental modules** NRR2541 (14) NDA1541 (14)	MST2641 (16) MST2642 (16) & ENG2661 (10) or ISN2641 (10) & ISN2642 (10) or ISW2641 (10) or LIN2641 (12) or NSO2641 (10) or TVE2641 (10) or XTS2641 (10) **Fundamental modules** VLV2641	MST3541 (16) MST3542 (16) **Second major (one of the following):** ENG3541 (12) & ENG3542 (12) or ISN3541 (10) ISN3542 (10) or ISW3541(10) & ISW3542 (10) or LIN3541 (12) & LIN3542 (12) or LIN3543 (12) or NSO3541 (10) & NSO3542 (10) or TVE3541 (10) & TVE3542 (10) or XTS3541 (10) & XTS3542 (10) **Ancillary (one of the following):** AFI1541 (10) LIN1542 (10) PHI1541 (10) POL 1541(10) PSY 1541 (10) SOC 1541 (10)	MST3641 (16) MST3642 (16) **Second major (one of the following):** ENG3641 (12) & ENG3642 (12) or ENG3643 (12) or ISN3641 (10) & ISN3642 (10) or ISW3641(10) & ISW3642 (10) or LIN3641 (12) & LIN3642 (12) or LIN3643 (12) or NSO3641 (10) & NSO3642 (10) or TVE3641 (10) & TVE3642 (10) or XTS3641 (10) & XTS3642 (10) **Ancillary (to be taken of one of the ancillaries offered in the first semester was note taken):** CST1641 (10)	
60	**60**	**60**	**60**	**60**	**60**	**360**

(B) BACHELOR OF ARTS IN MEDIA STUDIES – (REVIEWED PROGRAMME – FIRST YEAR ONLY) – HSBAMS FROM 2022

Year 1		Year 2		Year 3		NQF Level
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	7
MST1141 (16) & ENG1161 (16) or ISN1141 (16) or ISW1141 (16) or LIN1141 (16) or NSO1141 (16) or TVE1141 (16) or XTS1141 (16) **Fundamental Modules** **MST 1142** ECS1141 (12)	MST1241 (16) & ENG1261 (16) or ISN1241 (16) or ISW1241 (16) or LIN1241 (15) or NSO1241 (16) or TVE1241 (16) or XTS1241 (16) **Fundamental modules** ECS1241 (12) MST 1242	MST2141 (16) & ENG2161 (16) or ISN2141 (10) & ISN2142 (10) or ISW2141 (10) & ISW2142 (10) or LIN2141 (12) or NSO2141 (10) & LEX1142 (10) or TVE2141 (10) & TVE2142 (10) or XTS2141 (10) & XTS2142 (10) **Fundamental modules** **MST 2142** **MST 2143**	MST2241 (16) MST2242 (16) & ENG2261 (10) or ISN2241 (10) & ISN2242 (10) or ISW2241 (10) or LIN2241 (12) or NSO2241 (10) or TVE2241 (10) or XTS2241 (10) **Fundamental modules** **MST 2243**	MST3141 (16) MST3142 (16) **Second major (one of the following):** ENG3141 (12) & ENG3142 (12) or ISN3141 (10) ISN3142 (10) or ISW3141(10) & ISW3142 (10) or LIN3141 (12) & LIN3142 (12) or LIN3143 (12) or NSO3141 (10) & NSO3142 (10) or TVE3141 (10) & TVE3142 (10) or XTS3141 (10) & XTS3142 (10) **Ancillary (one of the following):** AFI1141 (10) LIN1142 (10) PHI1141 (10) POL1141(10) PSY1141 (10) SOC1141 (10)	MST3241 (16) MST3242 (16) **Second major (one of the following):** ENG3241 (12) & ENG3242 (12) or ENG3243 (12) or ISN3241 (10) & ISN3242 (10) or ISW3241(10) & ISW3242 (10) or LIN3241 (12) & LIN3242 (12) or LIN3243 (12) or NSO3241 (10) & NSO3242 (10) or TVE3241 (10) & TVE3242 (10) or XTS3241 (10) & XTS3242 (10) **Ancillary (to be taken of one of the ancillaries offered in the first semester was note taken):** CST1241 (10)	360
60	60	60	60	60	60	

(C) BACHELOR OF ARTS IN MEDIA STUDIES HSBAMS FROM 2020 NEW CODES

Year 1		Year 2		Year 3		NQF Level
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	7
MST1141 (14) & **Second major (one of the following)** ENG1161 (16) or ISN1141 (16) or ISW1141 (16) or LIN1141 (16) or NSO1141 (16) or TVE1141 (16) or XTS1141 (16) **Fundamental Modules** GPN1141 (16) ECS1141 (12)	MST1241 (14) & **Second major (one of the following)** ENG1261 (16) or ISN1241 (16) or ISW1241 (16) or LIN1241 (15) or NSO1241 (16) or TVE1241 (16) or XTS1241 (16) **Fundamental modules** ECS1241 (12) NTA1241 (12)	MST2141 (14) & **Second major (one of the following)** ENG2161 (16) or ISN2141 (14) & ISN2142 (14) or ISW2141 (14) & ISW2142 (14) or LIN2141 (14) or NSO2141 (14) & LEX1142 (14) or TVE2141 (14) & TVE2142 (14) or XTS2141 (14) & XTS2142 (14)	MST2241 (14) MST2242 (14) & **Second major (one of the following)** ENG2261 (16) or ISN2241 (14) & ISN2242 (14) or ISW2241 (14) or LIN2241 (14) or NSO2241 (14) or TVE2241 (14) or XTS2241 (14) **Fundamental modules** VLV2241	MST3141 (14) MST3142 (14) **Second major (one of the following):** ENG3141 (16) & ENG3142 (16) or ISN3141 (14) ISN3142 (14) or ISW3141(14) & ISW3142 (14) or LIN3141 (14) & LIN3142 (14) or LIN3143 (14) or NSO3141 (14) & NSO3142 (14) or TVE3141 (14) & TVE3142 (14) or XTS3141 (14) &	MST3241 (14) MST3242 (14) **Second major (one of the following):** ENG3241 (16) & ENG3242 (16) or ENG3243 (16) or ISN3241 (14) & ISN3242 (14) or ISW3241(14) & ISW3242 (14) or LIN3241 (14) & LIN3242 (14) or LIN3243 (14) or NSO3241 (14) & NSO3242 (14) or TVE3241 (14) & TVE3242 (14) or XTS3241 (14) &	

		Fundamental modules NRR2141 (14) NDA1141 (14)		XTS3142 (14) **Ancillary (one of the following):** AFI1141 (12) LIN1142 (12) PHI1141 (12) POL1141(12) PSY1141 (12) SOC1141 (12)	XTS3242 (14) **Ancillary (to be taken of one of the ancillaries offered in the first semester was note taken):** CST1241 (12)	**360**
60	**60**	**60**	**60**	**60**	**60**	

BACHELOR OF ARTS HONOURS IN MEDIA STUDIES (HSHAMS) FROM 2020

Year 1		NQF Level
Semester 1	**Semester 2**	**8**
Core Modules MST5121 (30) MST5122 (25) **Elective Modules** (one of the following) MST5123 (20) MST5127 (20) MST5124 (20) MST5125 (20) MST5126 (20)	**Core Modules** MST5221 (25) **Elective Modules** (one of the following) MST5225 (20) MST5223 (20) MST5222 (20) MST5224 (20)	
		120
75	**45**	

CURRUCULUM
Students will be required to take a total of FIVE modules. In the first semester, Mini-Research Project and Digital Media and Society are compulsory; students can then choose ONE other module from the electives offered in the first semester. In the second semester, Media and Development is compulsory. Students must then choose ONE elective from the second semester list of electives.

[PLEASE NOTE THAT ELECTIVES WILL ONLY BE OFFERED DEPENDING ON AVAILABILITY OF STAFF]
DURATION
The programme shall extend over a period of one academic year full-time study. However, a student who, for any reason(s) is unable to complete the programme will, at the discretion of the department and subject to the university's regulations, be allowed to extend the period of study one year.

ADMISSION
To be admitted into programme, a student shall:
- Have satisfied the provisions and registration of students as well as General Rules for Degrees, Diplomas and Certificates as set out in General Regulations of the University of Venda
- Have satisfied the provisions for Admission as set by the Faculty of Humanities, Social Sciences and Education at the University of Venda.

ADDITIONAL ADMISSION REQUIREMENTS
Applicants must take note of the following:
- A BA (Media Studies) degree or the equivalent will be a requirement for selection. The minimum requirement for admission to an Honours programme is an average mark of 65% in level 3 Media Studies modules or a related degree. Applicants who do not meet the formal entrance criteria for the degree can apply as RPL candidates and their applications will be assessed as per the University policy on RPL. Foreign qualifications will be assessed as per current legislation and university policy.

AIM

The programme aims to equip students with the requisite conceptual and practical skills to enable them to respond to the local, national and regional developmental needs in Southern Africa.

CAREER OPPORTUNITIES:

Journalism, Advertising, Editorial Work, Public Relations, Television & Film, Radio, Publishing, Internet Writing, Public Service etc.

ARTICULATION:

BA Honours in Media Studies students can articulate into a Masters degree in Media Studies or Masters in other related fields

MASTERS DEGREE (MEDIA STUDIES)

MST6000   Dissertation Only
MST6300   Dissertation Only From 2021

DURATION: A minimum of 1 year and a maximum of 2 years

ADDITIONAL ADMISSION REQUIREMENTS

Only students with an average of 65% in BA Honours in Media Studies or a related field will be considered for enrolment for the master's programme in Media Studies. Foreign qualifications will be assessed as per current legislation and university policy. Before being admitted, students will be required to submit a mini-research proposal (5-6 pages) by not later than 27 February. Students will also have to come to the Department and present their mini-research proposal by not later than 30 March. Other qualifications will be evaluated accordingly by the Department.

AIM:

The aim of this MA (Media Studies) is to enable students to acquire a critical understanding of key debates in the discipline of Media Studies and to help them develop critical and intellectual skills relevant to a wide variety of jobs in the Media industry.

CAREER OPPORTUNITIES:

Students can seek employment in radio, print journalism, publishing, public relations, research, advertising and television. The Master programme is also suitable for those who want careers in the academia, and research.

CURRICULUM

To attain this qualification, students must complete a dissertation on a topic approved by the department and the School Higher Degrees Committee to the satisfaction of the department and in terms of university policy.

ARTICULATION

Students who have completed an MA (Media Studies) can articulate to a PhD in Media Studies or related fields.

BA HONOURS IN APPLIED LINGUISTICS (HSHHAL) FROM 2020

Year 1		NQF Level
Semester 1	**Semester 2**	8
Core Modules LIN5141 Linguistics Research Methodology (25) LIN5144 Topics in Sociolinguistics (25)	**Core Modules** LIN5241 Mini Dissertation (30)	
Elective Modules LIN5142 Phonological Theory (20) LIN5143 Morphological Theory (20) LIN5145 The Linguistics of Sign Language (20) LIN5146 Linguistics in Educational Context (20)	**Elective Modules** LIN5242 Syntactic Theory (20) LIN5244 Topics in Psycholinguistics (20) LIN5245 Language and Gender (20) LIN5246 Linguistics in a Clinical Context (20)	120
70	50	

CURRICULUM
Students will be required to take a total of FIVE modules. In the first semester, Linguistics Research Methodology (LIN 5141) and Topics in Sociolinguistics (LIN 5144) are compulsory; students can then choose one other module from the electives. In the second semester, Linguistics Mini Dissertation (LIN 5241) is compulsory. Students must choose one elective. [**PLEASE NOTE THAT ELECTIVES WILL ONLY BE OFFERED DEPENDING ON AVAILABILITY OF STAFF AND RESOURCES]**

DURATION
The programme shall extend over a period of one academic year full-time study. However, a student who, for any reason(s) is unable to complete the programme will, at the discretion of the department and subject to the university's regulations, be allowed to extend the period of study by one year.

ADMISSION
To be admitted into programme, a student shall:
- Have satisfied the provisions and registration of students as well as General Rules for Degrees, Diplomas and Certificates as set out in General Regulations of the University of Venda
- Have satisfied the provisions for Admission as set by the Faculty of Humanities, Social Sciences and Education at the University of Venda

ADDITIONAL ADMISSION REQUIREMENTS
A BA with a specialisation in Linguistics or the equivalent will be a requirement for selection. The minimum requirement for admission to an Honours programme is an average mark of 65% in level 3 Linguistics modules or a related degree. Applicants who do not meet the formal entrance criteria for the degree can apply as RPL candidates and their applications will be assessed as per the University policy on RPL. Applicants with foreign qualifications are required to submit SAQA evaluation certificate.

AIM
The programme aims to equip students with the requisite conceptual and practical skills to enable them to respond to the local, national and regional developmental needs in Southern Africa

CAREER OPPORTUNITIES
Translating and interpreting; teaching; publishing; language policy advisory; language teaching; language curriculum; public speaking; speech writing and editing; linguistic research; creative writing; sign language interpreting; speech therapy

ARTICULATION:
BA Honours in Linguistics students can articulate into a Masters degree in Linguistics or related fields.

MASTERS DEGREE IN LINGUISTICS (MA/HSMMAL)

LIN6000   DISSERTATION ONLY
LIN6300   DISSERTATION ONLY FROM 2020

DURATION: A minimum of 2 years and a maximum of 3 years

ADDITIONAL ADMISSION REQUIREMENTS
Only students with an average of 65% in BA Honours in Applied Linguistics or a related field will be considered for enrolment for the master's programme in Linguistics. Foreign qualifications will be assessed as per current legislation and university policy. Before being admitted, students will be required to submit a mini-research proposal (5-6 pages) by not later than 27 February. Students will also have to come to the Department and present their mini-research proposal by not later than 30 March. Other qualifications will be evaluated accordingly by the Department.

AIM:
The aim of this MA in Linguistics is to give students a grounding in the breadth and depth of Linguistics, by exploring the central features of linguistic theory, its history, objectives, principal theoretical frameworks, methodologies, contested areas and uncontested results

CAREER OPPORTUNITIES:
Translating and interpreting; teaching; publishing; language policy advisory; language teaching; language curriculum; public speaking; speech writing and editing; linguistic research; creative writing; sign language interpreting; speech therapy; text analysis.

CURRICULUM
To attain this qualification, students must complete a dissertation on a topic approved by the department and the School Higher Degrees Committee to the satisfaction of the department and in terms of university policy.

ARTICULATION
Students who have completed an MA in Linguistics can articulate to a PhD in Linguistics or related fields.

DOCTOR OF PHILOSOPHY IN LINGUISTICS (HSPDPL)

DURATION:
A minimum of 3 years and a maximum of 5 years

ADMISSION REQUIREMENTS
Only students who have attained 65% in the MA in Linguistics or related field will be considered for enrolment for a PhD in Linguistics. Applicants with foreign qualifications are required to submit SAQA evaluation certificate. Before being admitted, students will be required to submit a concept paper (7-8 pages) within one year of registration.

AIMS
The aim of the doctoral programme is to enable students to demonstrate a critical understanding of theory relating to developments in the field of linguistics they have chosen to pursue and to use this understanding to develop new insights through research, and to be able to critically evaluate research of others and theory.

CAREER OPPORTUNITIES
Translating and interpreting; teaching; publishing; language policy advisory; language teaching; language curriculum; public speaking; speech writing and editing; linguistic research; creative writing; sign language interpreting; speech therapy; text analysis.

CURRICULUM
To attain this qualification, students must complete a thesis on a topic approved by the department and the Faculty Higher Degrees Committee to the satisfaction of the department and in terms of the university policy.

BA (HONOURS) IN ENGLISH LANGUAGE TEACHING

General information

The minimum period of study for the BA (Honours) in English Language Teaching is one year full-time and two years part-time. The maximum duration of study is one year full-time and two years part-time. A student who, for any reason(s), is unable to complete the programme within the stipulated period will have to apply to the Department for an extra year at the end of which s/he will be expected to complete it.
Students are required to register for 4 modules and a mini dissertation.

Admission

The minimum requirements for admission to the Honours programme is an average mark of 65% in the ENG three modules (or equivalent) and a recognised teaching qualification. Alternative entry requirements may be applied under special circumstances.

Programme

Full-time students are required to take a total of 4 modules for the coursework, that is 2 modules in each semester. Part-time students do 2 modules in the first year and another 2 in the second year.

Aim

The honours programme in English language teaching aims at equipping practicing second language teachers and researchers who want to advance their skills. It specifically focuses on those areas of language acquisition and learning which second language learners encounter in the learning environment. It looks at how such students can be assisted to be proficient in the second language.

Career Opportunities

Teaching, research, curriculum advising, media, communication, language advisory, editing, texts production

Curriculum

Students are required to take the two core modules and two electives, as well as the mini-dissertation. The core modules are worth 30 credits, the electives are worth 20 credits, while the mini-dissertation carries 30 credits.

The full list of modules is as follows:

Year	
Sem 1	**Sem 2**
ELT5522 (Core)	ELT5622 (Core)
ELT5523 (Core)	ELT5623 (Core)
ELT5524 (Elective)	ELT5624 (Elective)
ELT5525 (Elective)	ELT5625 (Elective)
ELT5526 (Elective)	ELT5626 (Elective)
ELT5527 (Elective)	ELT5627 (Elective)
ELT5529 (Core)	ELT5629 (Core)

From 2020

Year	
Sem 1	**Sem 2**
ELT5122 (Core)	ELT5222 (Core)
ELT5129 (Core)	ELT5229 (Core)
ELT5123 (Elective)	ELT5223 (Elective)
ELT5124 (Elective)	ELT5224 (Elective)
ELT5125 (Elective)	ELT5225 (Elective)
ELT5126 (Elective)	ELT5226 (Elective)
ELT5127 (Elective)	ELT5227 (Elective)

BA (HONOURS) IN ENGLISH LITERATURE

General information

The minimum period of study for the BA (Honours) in English Literature is one year full-time and two years part-time. The maximum duration of study is one year full-time and two years part-time. A student who, for any reason(s), is unable to complete the programme within the stipulated period will have to apply to the Department for an extra year at the end of which s/he will be expected to complete it. Students are required to register for 4 modules and a mini dissertation.

Admission

The minimum requirements for admission to the Honours programme is an average mark of 65% in the ENG three modules (or equivalent) and a recognised teaching qualification. Alternative entry requirements may be applied under special circumstances

Programme

Full-time students are required to take a total of 4 modules for the coursework, that is 2 modules in each semester. Part-time students do 2 modules in the first year and another 2 in the second year.

Aim

The honours programme in English literary studies aims primarily at enhancing students' responsiveness to literary art. In essence, the programme aims at conscientising students about the role of literary art in the critical interrogation and understanding of topical issues affecting contemporary society.

Career opportunities

Teaching, research, curriculum advising, media, communication, language advisory, editing, academic

Curriculum

Students are required to take the two core modules and two electives, as well as the mini-dissertation. The core modules are worth 30 credits, the electives are worth 20 credits, while the mini-dissertation carries 30 credits.

The full list of modules is as follows:

Year	
Sem 1	**Sem 2**
ESH5521 (Core)	ESH5521 (Core)
ESH5522 (Elective)	ESH5622 (Elective)
ESH5523 (Elective)	ESH5623 (Elective)
ESH5524 (Elective)	ESH5624 (Elective)
ESH5525 (Elective)	ESH5625 (Elective)
ESH5526 (Elective)	ESH5626 (Elective)
ESH5529 (Core)	ESH5629 (Core)

From 2020

Year	
Sem 1	**Sem 2**
ESH5121 (Core)	ESH5121 (Core)
ESH5129 (Core)	ESH5229 (Core)
ESH5122 (Elective)	ESH5222 (Elective)
ESH5123 (Elective)	ESH5223 (Elective)
ESH5124 (Elective)	ESH5224 (Elective)
ESH5125 (Elective)	ESH5225 (Elective)
ESH5126 (Elective)	ESH5226 (Elective)
ELT5127 (Elective)	ELT5227 (Elective)
MST5126 (Elective)	MST5222 (Elective)
MST5123 (Elective)	MST5223 (Elective)

MASTER OF ARTS IN ENGLISH (ENG 6000/6300) BY RESEARCH (ENGLISH LANGUAGE TEACHING OR LITERATURE)

DURATION: A minimum of 1 year and a maximum of 3 years

ADMISSION REQUIREMENTS
Only students with an average of 65% in BA Honours English (Language or Literature) or a related field will be considered for enrolment for the master's programme. Other qualifications will be evaluated accordingly by the Department. Applicants with foreign qualifications will be required to submit an evaluation report from SAQA. Before being admitted, students will be required to submit a concept paper (5-6 pages). Students will also have to come to the Department and present their research proposal within six months after registration.

AIM:
The aim of the MA (English Language or Literature) is to enable students to acquire a critical understanding of key debates in the discipline of English Language or Literature and to help them develop critical and intellectual skills relevant to a wide variety of jobs.

CAREER OPPORTUNITIES:

Students can seek employment in teaching, research, curriculum advising, radio, print journalism, publishing, public relations, editing, speech writing, language practice, advertising and television. The Masters programme is also suitable for those who want careers in the academia and research.

CURRICULUM
To attain this qualification, students must complete a dissertation on a topic approved by the department, the Faculty Higher Degrees Committee and the University Higher Degrees Committee to the satisfaction of the department and in terms of university policy.

ARTICULATION
Students who have completed an MA (English Language or Literature) can articulate to a PhD in Language, Literature or a related field.

DOCTOR OF PHILOSOPHY IN ENGLISH LANGUAGE OR LITERATURE

DURATION:
A minimum of 3 years and a maximum of 5 years. Beyond the maximum duration, a candidate shall re-apply for the programme for a further one year.

ADMISSION REQUIREMENTS
Only students who have attained 65% in the MA in English Language or Literature or a related field will be considered for enrolment for a PhD. Applicants with foreign qualification will be required to submit an evaluation report from SAQA. Foreign qualifications will be assessed as per current legislation and university policy. Before being admitted, students will be required to submit a concept paper (7-8 pages). Students will also have to come to the Department and present their research proposal within one year of registration

AIMS
The aim of the doctoral programme is to enable students to demonstrate a critical understanding of literary/ language theories and contribute knew knowledge.

CAREER OPPORTUNITIES
Editing, research, teaching; publishing; language policy advisory; language teaching; language curriculum; public speaking; speech writing and editing; creative writing; literary critic, etc.

CURRICULUM

To attain this qualification, students must complete a thesis on a topic approved by the department, Faculty Higher Degrees Committee and the University Higher Degrees Committee to the satisfaction of the department and in terms of the university policy.

AFRICAN LANGUAGES, ARTS AND CULTURE

ISINDEBELE

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
ISN1541	ISN1641	ISN2541 ISN2542	ISN2641	ISN3541 ISN3542	ISN3641 ISN3642

ISINDEBELE FROM 2020

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
ISN1141	ISN1241	ISN2141 ISN2142	ISN2241	ISN3141 ISN3142	ISN3241 ISN3242

SISWATI

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
ISW1541	ISW1641	ISW2541 ISW2542	ISW2641	ISW3541 ISW3542	ISW3641 ISW3642

SISWATI FROM 2020

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
ISW1141	ISW1241	ISW2141 ISW2142	ISW2241	ISW3141 ISW3142	ISW3241 ISW3242

NORTHERN SOTHO

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
NSO1541	NSO1641	NSO2541 NSO2542	NSO2641	NSO3541 NSO3542	NSO3641 NSO3642

NORTHERN SOTHO FROM 2020

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
NSO1141	NSO1241	NSO2141 NSO2142	NSO2241	NSO3141 NSO3142	NSO3241 NSO3242

TSHIVENDA

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
TVE1541	TVE1641	TVE2541 TVE2542	TVE2641	TVE3541 TVE3542	TVE3641 TVE3642

TSHIVENDA FROM 2020

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
TVE1141	TVE1241	TVE2141 TVE2142	TVE2241	TVE3141 TVE3142	TVE3241 TVE3242

XITSONGA

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
XTS1541	XTS1641	XTS2541 XTS2542	XTS2641	XTS3541 XTS3542	XTS3641 XTS3642

YEAR 1		YEAR 2		YEAR 3	
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**	**Semester 1**	**Semester 2**
XTS1141	XTS1241	XTS2141 XTS2142	XTS2241	XTS3141 XTS3142	XTS3241 XTS3242

POSTGRADUATE LEVEL

ADDITIONAL ADDIMISION REQUIREMENTS
An average of 65% for IsiNdebele/Siswati/Northern Sotho/Tshivenda/Xitsonga in third year level is required. Students with less than 65% average may be admitted to the course subject to the approval by the Head of the Department.

AIMS
This programme is intended for students who would like to pursue an advance study of IsiNdebele/Siswati/Northern Sotho/Tshivenda/Xitsonga. This programme is intended to reaffirm the position of IsiNdebele/Siswati/Northern Sotho/Tshivenda/Xitsonga as official languages and languages that are marginalised.

OBJECTIVES
1. To undertake a critical appraisal of the major developments in the core elements of linguistics description, i.e. phonetics, syntax, morphology, semantics and lexicography.
2. To study the major contemporary research issues and current theories in sociolinguistics
3. To acquire knowledge of some of the underlying principles of language change
4. To develop skills for language analysis.
5. To develop the ability to perceive and formalize grammatical generalization.
1. To be able to apply various literary approaches to the study of ISINDEBELE / SISWATI NORTHERN SOTHO/ TSHIVENDA/XITSONGA
6. To equip students with the necessary skills required in language careers
7. To inculcate the desire to do research among students
8. To promote the African culture in our society.

CAREER OPPORTUNITIES
On completion of this degree learners will be able to fit well in the following professions: teaching, journalism, interpreting, creative writing and book reviewing, broadcasting, translating, editing, proofreading, terminology development, indexing, etc.

CURRICULUM
ISINDEBELE
Five modules from the list below must be successfully completed. ISN5701 is compulsory.

ONE YEAR		
Semester 1	**Semester 2**	**Year course**
ISN5541 ISN5542 ISN5543 ISN5544 ISN5546	ISN5641 ISN5642 ISN5643 ISN5644 ISN5645 ISN5648	ISN5701: Research Methodology and an Article

ISINDEBELE FROM 2020

Five modules from the list below must be successfully completed. ISN5301 is compulsory.

ONE YEAR		
Semester 1	**Semester 2**	**Year course**
ISN5141 ISN5142 ISN5143 ISN5144	ISN5241 ISN5242 ISN5243 ISN5244	ISN5301: Research Methodology and an Article

| ISN5146 | ISN5245 | |
| | ISN5248 | |

SISWATI

ONE YEAR		
Semester 1	Semester 2	Year course
ISW5541	ISW5641	ISW5701: Research Methodology and an Article
ISW5542	ISW5642	
ISW5543	ISW5643	
ISW5544	ISW5644	
ISW5546	ISW5645	
	ISW5648	

SISWATI FROM 2020

ONE YEAR		
Semester 1	Semester 2	Year course
ISW5141	ISW5241	ISW5301: Research Methodology and an Article
ISW5142	ISW5242	
ISW5143	ISW5243	
ISW5144	ISW5244	
ISW5146	ISW5245	
	ISW5248	

NORTHERN SOTHO

Five modules from the list below must be successfully completed. NSO5701 is compulsory.

ONE YEAR		
Semester 1	Semester 2	Year course
NSO5521	NSO5621	NSO5701: Research Methodology and an Article
NSO5522	NSO5622	
NSO5523	NSO5623	
NSO5524	NSO5624	
NSO5525	NSO5625	
NSO5526	NSO5626	

NORTHERN SOTHO FROM 2020

Five modules from the list below must be successfully completed. NSO5301 is compulsory.

ONE YEAR		
Semester 1	Semester 2	Year course
NSO5121	NSO5221	NSO5301: Research Methodology and an Article
NSO5122	NSO5222	
NSO5123	NSO5223	
NSO5124	NSO5224	
NSO5125	NSO5225	
NSO5126	NSO5226	

TSHIVENDA

Five modules from the list below must be successfully completed. TVE5741 is compulsory.

ONE YEAR		
Semester 1	Semester 2	Year course
TVE5541	TVE5641	TVE5741: Research Methodology and an Article
TVE5542	TVE5642	
TVE5543	TVE5643	
TVE5544	TVE5644	
TVE5545	TVE5645	
TVE5546		

TSHIVENDA FROM 2020

Five modules from the list below must be successfully completed. TVE5341 is compulsory.

ONE YEAR		
Semester 1	Semester 2	Year course
TVE5141	TVE5241	TVE5341: Research Methodology and an Article
TVE5142	TVE5242	
TVE5143	TVE5243	
TVE5144	TVE5244	
TVE5145	TVE5245	
TVE5146		

XITSONGA
Five modules from the list below must be successfully completed. XTS5514 is compulsory.

ONE YEAR		
Semester 1	**Semester 2**	**Year course**
XTS5510	XTS5611	XTS5514: Research Methodology and an Article
XTS5522	XTS5612	
XT 5513	XTS5613	
	XTS5614	
	XTS5615	
	XTS5616	
	XTS5617	
	XTS5618	
	XTS5619	

XITSONGA FROM 2020
Five modules from the list below must be successfully completed. XTS5114 is compulsory.

ONE YEAR		
Semester 1	**Semester 2**	**Year course**
XTS5110	XTS5211	XTS5114: Research Methodology and an Article
XTS5122	XTS5212	
XT 5113	XTS5213	
	XTS5214	
	XTS5215	
	XTS5216	
	XTS5217	
	XTS5218	
	XTS5219	

MASTER IN ISINDEBELE/ SISWATI/NORTHERN SOTHO/ /TSHIVENDA/ XITSONGA

ADDITIONAL ADMISSION REQUIREMENTS
An average of 65% for IsiNdebele/Siswati/Northern Sotho/Tshivenda/Xitsonga in Honours. Students with less than 65% average may be admitted to the course subject to the approval by the Head of the Department.

AIM
To help students to identify societal challenges and come up with relevant solutions through their research.

OBJECTIVES
1. To undertake a critical appraisal of the major developments in the core elements of linguistics description, i.e. phonetics, syntax, morphology, semantics and lexicography.
2. To study the major contemporary research issues and current theories in sociolinguistics
3. To acquire knowledge of some of the underlying principles of language change
2. To develop skills for language analysis.
3. To develop the ability to perceive and formalize grammatical generalization.
4. To be able to apply various literary approaches to the study of Isindebele / Siswati /Northern Sotho/ Tshivenda/Xitsonga
5. To equip students with the necessary skills required in language careers
6. To inculcate the desire to do research among students
7. To promote the African culture in our society.

CAREER OPPORTUNITIES
On completion of this degree learners will be able to fit well in the following professions: teaching, journalism, interpreting, creative writing and book reviewing, broadcasting, translating, editing, proofreading, terminology development, indexing, etc.

CURRICULUM
ISINDEBELE
MASTERS IN ISINDEBELE (ISN 6000)
MASTERS IN ISINDEBELE (ISN 6300) FROM 2020

SISWATI
MASTERS IN SISWATI (ISW 6000)
MASTERS IN SISWATI (ISW 6300) FROM 2020

NORTHERN SOTHO
MASTERS IN NORTHERN SOTHO (NSO 6000)
MASTERS IN NORTHERN SOTHO (NSO 6300) FROM 2020
TSHIVENDA
MASTERS IN TSHIVENDA (TVE 6000)
MASTERS IN TSHIVENDA (TVE 6300) FROM 2020)

MASTERS IN TSHIVENDA (COURSE WORK)

Semester 1	Semester 2	Area of Specialisation
TVE 6521- TVE 6523	TVE 6621- TVE 6623	Language
TVE 6524- 6525	TVE 6624- TVE 6625	Literature

MASTERS IN TSHIVENDA (COURSE WORK) FROM 2020

Semester 1	Semester 2	Area of Specialisation
TVE6121- TVE6123	TVE6621- TVE6223	Language
TVE6124- TVE6125	TVE6224- TVE6225	Literature

COURSE CONTENT FOR LANGUAGE - MATL
OPTION 1:
TVE6521/6121: An Advanced Study of Tshivenda Phonetics
TVE6621/6221: An Advanced Study of Tshivenda Phonology
OPTION 2:
TVE6522/6122: An Advanced Study of Tshivenda Syntax
TVE6622/6222: An Advanced Study of Tshivenda Morphology
OPTION 3:
TVE6523/6123: An Advanced Study of Tshivenda Semantics
TVE6623/6223: An Advanced Study of Tshivenda Sociolinguistics

COURSE CONTENT FOR LITERATURE- MATM
OPTION 1
TVE6524/6124: An Advanced Study of Tshivenda Prose
TVE6624/6224: An Advanced Study of Tshivenda Drama
OPTION 2
TVE6525/6125: An Advanced Study of Tshivenda Poetry
TVE6625/6225: An Advanced Study of Tshivenda Oral Tradition

COMPULSORY MODULE FOR BOTH LANGUAGE AND LITERATURE STUDY
TVE6725/6325: Mini dissertation

XITSONGA
MASTERS IN XITSONGA (XTS6000)
MASTERS IN XITSONGA (XTS6300) FROM 2020

MASTERS IN XITSONGA (COURSE WORK)
COURSE CONTENT FOR LANGUAGE
OPTION 1:
XTS6621/6221: An Advanced Study of Xitsonga Syntax
XTS6721/6321: An Advanced Study of Xitsonga Morphology
OPTION 2:
XTS6622/6222: An Advanced Study of Xitsonga Semantics
XTS6722/6322: An Advanced Study of Xitsonga Sociolinguistics

COURSE CONTENT FOR LITERATURE
OPTION 1
XTS6623/6223: An Advanced Study of Xitsonga Prose
XTS6723:/6323 An Advanced Study of Xitsonga Drama

OPTION 2
XTS6624/6224: An Advanced Study of Xitsonga Poetry
XTS6724/6324: An Advanced Study of Xitsonga Oral Tradition

COMPULSORY MODULE FOR BOTH LANGUAGE AND LITERATURE STUDY
XTS6725/6325: Mini dissertation

DOCTORAL IN ISINDEBELE/ SISWATI /NORTHERN SOTHO/TSHIVENDA/ XITSONGA
ADDITIONAL ADMISSION REQUIREMENTS
An average of 65% for IsiNdebele/Siswati/Northern Sotho/Tshivenda/Xitsonga in Masters. Students with less than 65% average may be admitted to the course subject to the approval by the Head of the Department.

AIM
1. To develop learners as socially responsible and globally aware citizens who value critical thought and ethical action.
2. To provide students with the knowledge and skills that help make their lives meaningful and rewarding and their contributions to society.

OBJECTIVES
1. To encourage students to address societal challenges in a meaningful way.
2. To equip students with necessary skills which will enable them to develop research theories relevant to their studies?
3. To research about current issues in language matters.
4. To develop critical thinking among students.
5. To promote the African culture on our societies.

CURRICULUM
ISINDEBELE
PHD IN ISINDEBELE (ISN7000)
PHD IN ISINDEBELE (ISN7300) FROM 2020

SISWATI
PHD IN SISWATI (ISW7000)
PHD IN SISWATI (ISW7300) FROM 2020

NORTHERN SOTHO
PHD IN NORTHERN SOTHO (NSO7000)
PHD IN NORTHERN SOTHO (NSO7300) FROM 2020

TSHIVENDA
PHD IN TSHIVENDA (TVE7000)
PHD IN TSHIVENDA (TVE7300) FROM 2020

XITSONGA
PHD IN XITSONGA (XTS 7000)
PHD IN XITSONGA (XTS 7300) FROM 2020

BACHELOR OF ARTS IN LANGUAGE PRACTICE
DURATION:
4 years

ADDITIONAL ADMISSION REQUIREMENTS: N/A
AIMS:
To provide training in the linguistic and intercultural knowledge and communication skills required for a student to become a professional translator, interpreter, text editor, language planner, copywriter, literary reviewer, lexicographer and/or language teacher.

CAREER OPPORTUNITIES:

The programme provides professional and scholarly training for translators, interpreters and editors who aspire to acquire specialist knowledge of developments in translation/interpreting/editing studies, translation/interpreting/editing theories, translation/interpreting/editing technology and language resources.

SPECIFIC OUTCOMES:

- Know and apply different Translation, Interpreting, Editing theories.
- Understand and use Translation, Interpreting and Editing Technologies.
- Know translation norms, strategies and techniques.
- Know interpreting norms, strategies and techniques.
- Know editing norms, strategies and techniques.
- Know lexicography and terminography norms and techniques.

ARTICULATION:

From BA in Language Practice (BALP) to master's degree in Language Practice (MALP) and progress to PhD in Language Practice.

PREREQUISITE:

The minimum requirement for B.A in Language Practice programme is National Senior Certificate endorsed for University admission with minimum of an African Language (Home Language Level) at Level 5 and a pass in English (Home Language/First Additional Language).

For students to proceed to First and Second Modules, prerequisites apply:

BACHELOR OF ARTS IN LANGUAGE PRACTICE - BALP

Year 1		Year 2		Year 3		Year 4		NQF Level
Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	8
Fundamental modules LEX1542 (12) ECS1541 (10) LIN1541 (10) **Core Modules** TIE1541 (16) and any one module ISW/NSO /TVE/XTS /ISN1541 (14)	**Fundamental modules** ECS1641 (10) LIN1641 (10) **Core modules** TIE1641 (16) and any one module ISW/NSO /TVE/XTS /ISN1641 (14)	Fundamental modules ENG1561 (16) **Core Modules** TIE2541 (16) TIE2542 (16) and any one module ISW/NSO /TVE/XTS /ISN2541 (14) ISW/NSO and /TVE/XTS /ISN2542 (14) **Elective modules** COM 1522/ NDA 1541/ LIN1542 (10)	Fundamental modules ENG1661(16) LEX1643 (12) **Core Modules** TIE2641 (16) and any one module ISW/NSO /TVE/XTS /ISN2641 (14)	Fundamental modules ENG2561 (16) **Core Modules** TIE3541 (16) TIE3542 (16) ISW/NSO /TVE/XTS /ISN3541 (14) ISW/NSO /TVE/XTS /ISN3542 (14) **Elective modules** INT 1541/IKS 1543/LIN 1543 (10)	Fundamental modules ENG2661 (16) **Core Modules** TIE3641 (16) TIE3642 (16) ISW/NSO /TVE/XTS /ISN3641 (14) ISW/NSO /TVE/XTS /ISN3642 (14) **Elective modules** INT1641/ IKS 1643 (10)	**Core Modules** TIE4541 (25) **Elective module** GPN1541 (10) Or LIN2543 (10)	**Core Modules** TIE4641 (50)	
62	50	86	58	86	86	35	50	

BACHELOR OF ARTS IN LANGUAGE PRACTICE – FROM 2020

Year 1		Year 2		Year 3		Year 4		NQF Level
Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	8
Fundamental modules LEX1142 (12) ECS1141 (10) LIN1141 (10) **Core Module** TIE1141 (16) ISW/NSO /TVE/XTS /ISN1141 (14)	**Fundamental modules** ECS1241 (10) LIN1241 (10) **Core module** TIE1241 (16) ISW/NSO /TVE/XTS /ISN1241 (14)	**Fundamental module** ENG1161 (16) **Core Modules** TIE2141 (16) TIE2142 (16) ISW/NSO /TVE/XTS /ISN1541 (14) ISW/NSO /TVE/XTS /ISN2142 (14)	**Fundamental modules** ENG1261(16) LEX1243 (12) **Core Modules** TIE2241 (16) ISW/NSO /TVE/XTS /ISN2241 (14)	**Fundamental module** ENG2161 (16) **Core Modules** TIE3141 (16) TIE3142 (16) ISW/NSO /TVE/XTS /ISN3141 (14) ISW/NSO /TVE/XTS /ISN3142 (14)	**Fundamental module** ENG2261 (16) **Core Modules** TIE3241 (16) TIE3242 (16) ISW/NSO /TVE/XTS	**Core Module** TIE4141 (25) **Elective modules** GPN1141 (10) Or LIN2143 (10)	**Core Module** TIE4241 (50)	

		Elective modules COM1122/ NDA1141/ LIN1142 (10)		Elective modules INT1141/IKS 1143/LIN1143 (10)	/ISN3241 (14) ISW/NSO /TVE/XTS /ISN3242 (14) **Elective modules** INT1241/ IKS 1243 (10)			
62	50	86	58	86	86	35	50	

BACHELOR OF SOCIAL WORK (BSW) SAQA QUALIFICATION ID: 9607

DURATION: 4 years

ADDITIONAL ADMISSION REQUIREMENTS
The number of students to be admitted into University of Venda (Univen) BSW program is limited. Students will be admitted according to admission requirements. *Being accepted by Univen as an applicant does not automatically qualify a student into the BSW program in the Department of Social Work. Students are selected into the BSW program based on their performance and availability of space.*

To be registered for the BSW degree, students should:
- be in possession of Matric exemption, if the matric was completed before 2008
- be in possession of Matric National Curriculum Statement (NCS) certificate or statement of results indicating a minimum of 35 points
- have completed application forms from Univen Students Admission Offices:
- have attached to application forms: *copy of Matric results, ID document, ID photo, a testimonial, as well as - if so indicated by university Student Administration Office - payment receipt of the application fee.*

As necessary, the Office of the School Administrator for Human & Social Sciences (Mr. Mmbadi: 015-962-8969) and Department of Social Work will notify selected students.

Transfer Students from Other Programs & Institutions
As indicated in admissions requirements here, the same applies to transferring students, namely, that:
Students will be admitted according to admission requirements. *Being accepted by the university as an applicant does not automatically qualify the student into the BSW program.*

Often due to differences among various universities' programs (e.g. module levels, credit values, contents and sequence, as well as asymmetry in practical requirements), students transferring from other BSW programs may be required to register for Univen-equivalent modules, to ensure compliance.

AIMS
The BSW curriculum package is designed to enable social work students registered in the BSW programme to gain sound theoretical and practical knowledge, understanding and skills necessary for professional practice

CAREER OPPORTUNITIES
Social workers apply their knowledge and practice their skills in a variety of settings. The majority of social workers work in government departments such Social Development (DSD), Health (DH) in its hospitals including psychiatric settings, South African Police Services (SAPS), South African Defence Force (SANDF), Correctional Services (DCS). Many social workers work for organizations (mostly, non-governmental organizations (NGOs) and social service organisations) in the fields of child and family welfare, care for people with disabilities, alcohol and drug treatment centers, community development organizations, children's homes, as well as mental health. In fact, most organisations dealing with some or other human problem offers social work career opportunities.

There are a number of social workers that work in the field of employee assistance programmes (EAP) rendering a variety of services to employees of large private sector companies or for government departments. Social workers also operate private practice, wherein they offer specialized services such as marital counselling, divorce mediation, adoption, and working with children, consulting for private industry and government entities. These

social workers are paid by the clients or the organisations they consult for. Social workers are also able to obtain employment in other countries.

SPECIFIC OUTCOMES

As stated in the BSW programme documents of the Council on Higher Education CHE (BSW Standards May 2015), social work education has to be responsive to the influence of history on contemporary life; address societal change initiatives; as well as work for greater socio-economic equality. The qualification, therefore, is designed to (BSW Standards May 2015:6):

- be broad and flexible enough to be responsive to different contexts
- be of sufficient complexity to ensure that graduates possess the capacity to think on their feet
- facilitate transfer of knowledge and skills from one context to another
- ensure that graduates uphold requisite ethical standards, and
- allow graduates to register with the professional council to practice and to pursue postgraduate.

ARTICULATION

Masters in Social Work (MSW)
Depending on the combination of credits taken, horizontal articulation will be possible with other social service professions in NQF level 9 programmes, for example, Child and Youth Care, Probation Work and Community Development. Horizontal articulation will also be possible with other disciplines such as Gender Studies, Psychology and Sociology.

ACADEMIC STRUCTURE

The minimum credits for the BSW is 510 as per the SAQA requirements.

BACHELOR OF SOCIAL WORK

Year 1		Year 2		Year 3		Year 4	NQF Level
Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	YEAR MODULE (CORE)	
YEAR MODULE (CORE)		YEAR MODULE (CORE)		YEAR MODULE (CORE)			8
SCW1741 (20)		SCW2741 (20) SCW2742 (20)		SCW3741 (20) SCW3742 (20)		SCW4741 (10) SCW4742 (10) SCW4743 (10) SCW4744 (30) SCW4745 (30) SCW4746 (30) SCW4747 (30)	
Fundamental modules ECS1541 (10) **Core module** SCW1541 (10) **Elective modules (any two)** PSY1541 (15) SOC1541 (15) CST1541(15)	**Fundamental modules** ECS1641 (10) **Core Module** SCW1641 (10) **Elective modules (any two)** PSY1641 (15) SOC1641 (15) CST1641(15)	**Core modules** SCW2541 (10) SCW2542 (10) **Elective modules - any two modules** PSY2541 (10) PLUS PSY2542 (10) ANT2541 (10) SOC2541 (10)	**Core modules** SCW2641 (10) SCW2642 (10) **Elective modules -any two modules** PSY2641 (10) PLUS PSY2642 (10) ANT2641 (10) SOC2641 (10) Or SOC2642 (10)	**Core modules** SCW3541 (10) SCW3542 (10) **Elective modules -any two modules** PSY3541 (10) PLUS PSY3542 (10) Or ANT3541 (10) OR SOC3541 (10) Plus SOC3542 (10)	**Core modules** SCW3641 (10) SCW3642 (10) **Elective modules -any two modules** PSY3641 (10) PLUS PSY3642 (5) Plus PSY3611 (10) Or ANT3641 (20) Or SOC3641 (10) Plus SOC3642 (10)		
50	50 + 20	40	40 + 40	40	40 +40	150	510

BACHELOR OF SOCIAL WORK – HSBBSW FROM 2020

Year 1		Year 2		Year 3		Year 4	NQF Level
Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	YEAR MODULE (CORE)	8
YEAR MODULE (CORE)		YEAR MODULE (CORE)		YEAR MODULE (CORE)			
SCW1341 (20)		SCW2341 (20) SCW2342 (20)		SCW3341 (20) SCW3342 (20)		SCW4341 (10) SCW4342 (10)	

Fundamental modules ECS1141 (10) Core module SCW1141 (10) Elective modules (any two) PSY1141 (15) SOC1141 (15) CST1141(15)	Fundamental modules ECS1241 (10) Core Module SCW1241 (10) Elective modules (any two) PSY1241 (15) SOC1241 (15) CST1241(15)	Core modules SCW2141 (10) SCW2142 (10) Elective modules - any two modules PSY2141 (10) PLUS PSY2142 (10) ANT2141 (10) SOC2141 (10)	Core modules SCW2241 (10) SCW2242 (10) Elective modules -any two modules PSY2241 (10) Plus PSY2242 (10) ANT2241 (10) SOC2241 (10) Or SOC2242 (10)	Core modules SCW3141 (10) SCW3142 (10) Elective modules -any two modules PSY3111 (10) Plus PSY3141 (10) Plus PSY3142 (10) Or ANT3141 (10) Or SOC3141 (10) Plus SOC3142 (10)	Core modules SCW3241 (10) SCW3242 (10) Elective modules -any two modules PSY3241 (10) Plus PSY3242 (5) Plus PSY3211 (10) Or ANT3241 (20) Or SOC3241 (10) Plus SOC3242 (10)	SCW4343 (10) SCW4344 (30) SCW4345 (30) SCW4346 (30) SCW4347 (30)	
50	50 + 20	40	40 + 40	40	40 +40	150	510

MASTER OF SOCIAL WORK (MSW) (HSMMC 6300) (SAQA ID: 112078)

HSMMC 6300: Dissertation only

ADMISSION REQUIREMENTS
Only students with an average of 65% in a bachelor's degree in Social Work (BSW) will be considered for enrolment for the Master of Social Work (MSW) programme. Applicants with qualifications obtained from other institutions must apply for status recognition, subject to prescribed conditions. Prospective students with Social Work qualifications from outside South Africa must submit SAQA certificate, together with their admission application. Such foreign qualifications will be assessed as per current national legislations and university policies. All applicants, however, must possess one of the following qualifications:
- a 4-year bachelors' degree in Social Work
- both a three-year bachelors' and an honours degree, both in Social Work, or
- a 3-year bachelor's degree in Social Work with at least a minimum work experience of two (2) years within Social Work discipline (which will serve as part of Recognition of Prior Learning).

Prospective students shall apply for admission into the University of Venda before being accepted into the MSW programme. Applicants shall complete prescribed forms (obtained from the University Registrar), and submit that together with a proposed topic for their study (a mini research proposal of about 5-6 pages). Applicants can only register as students when Senate approve their applications and study proposals. Application forms shall be accompanied by CV and academic transcripts.
The University Registrar shall refer all applications to the Department of Social Work, via the School Administrator's Office. The Department of Social Work will, in turn, make recommendations for (dis)approval (see Univen Postgraduate Training Manual). Recommendations of the Department, if positive, shall include recommended name(s) of supervisor(s), and shall be submitted through relevant committees of the Academic Board of the School.

ADDITIONAL ADMISSION REQUIREMENTS
As indicated, before being admitted, prospective students are required to submit research ideas (tentative mini-research proposals of 5-6 pages) to the Department of Social Work, by not later than the end of February. Students are required to present themselves for entry interviews to the Department of Social Work, by not later than 30 March, wherein their research ideas will also be assessed.

DURATION OF THE PROGRAMME (A minimum of 2 years and a maximum of 4 years)
The minimum requirement for completion of the MSW degree programme shall be one year on full time basis, with a minimum of two years on part-time basis and a maximum of four years as stipulated in rule HS7. The candidate shall re-apply for the programme for another one year if he or she exceed the minimum limit. The student shall register for every academic year if s/he is on the programme.

REQUIREMENTS FOR AWARDING THE DEGREE
Unless otherwise specified by Departmental rules, an MSW degree shall be awarded based on a dissertation. The qualification must be conferred after all research processes have been followed and exhausted.

AIM OF THE MSW
The aim of the MSW degree programme is to give students a grounding in the breadth and depth of Social Work as a discipline and profession. The programme is set out to help students to explore relevant histories and development, social welfare legislation and programmes, theoretical frameworks and methodologies, research approaches, as well as topical areas, in Social Work, social development and related human and social sciences.

CAREER OPPORTUNITIES
As indicated for the BSW programme, MSW will help to further enhance social workers to apply their knowledge and practice their skills in a variety of settings. Most social workers work in government departments such Social Development (DSD), Health (DH) in its hospitals including psychiatric settings, South African Police Services (SAPS), South African Defence Force (SANDF), Correctional Services (DCS). Many social workers work for organizations (mostly, non-governmental organizations (NGOs) and social service organisations) in the fields of child and family welfare, care for people with disabilities, alcohol and drug treatment centres, community development organizations, children's homes, as well as mental health. There are also several social workers that work in the field of employee assistance programmes (EAP) rendering services to employees to both private sector companies and public sector departments. An MSW qualification will help to provide graduates with further opportunities in both private and public sectors, as well as in general social research, lecturing, and possibilities of future senior management and leadership positions, in Social Work and general human and social development environment.

CURRICULUM
To attain MSW qualification, students must complete a dissertation on a topic approved by the Department of Social Work and the School Higher Degrees Committee, as well as in terms of university policy.
ARTICULATION
Students who have completed an MSW can articulate to a PhD (Social Work) or related fields. Doctoral degree, however, is currently not offered at Univen.

BACHELOR OF ARTS, YOUTH IN DEVELOPMENT: BAYID (SAQA ID 21002)

ADMISSION REQUIREMENTS:
The minimum requirement for B.A, Youth in Development programme is a National Senior certificate endorsed for University admission with minimum of an African Language (HIGHER GRADE) with a D symbol or level 4 and English (HIGHER GRADE) with a D symbol or Level 4.

To be admitted into programme, a student shall also:
- Have satisfied the provisions and registration of students as well as General Rules for Degrees, Diplomas and Certificates as set out in General Regulations of the University of Venda
- Have satisfied the provisions for Admission as set by the School of Human and Social Sciences at the University of Venda
- Applicants must also take note of the following:
- That being admitted by the university does not automatically qualify the student into the BA, Youth in Development programme;
- That students should have passed English and a home language at Matric;
- That students will be notified through the office of the school administrator on the status of their application.

DURATION
The BAYID programme shall extend over a period of four (4) academic years of full-time study. However, a student who, for any reason(s) is unable to complete the programme will, at the discretion of the department and subject to the university's regulations, be allowed to extend the period of study by one year only

AIMS

The aim of this programme is to provide professional training to students who will be able to:

- Understand, integrate, and be able to apply conceptual approaches to youth development
- Understand and apply basic research and evaluation skills to youth development programming through an applied project
- Train and equip youth with leadership, management and conflict resolution and problem-solving skills
- Capacitate and build young people's self-esteem and self-confidence
- Train and develop young people's ability to manage personal and social relationships
- Offer challenging new experiences and learning opportunities to enable young people to gain knowledge and develop new skills

CAREER OPPORTUNITIES

Students who have completed this degree will become competent and effective youth workers, youth care workers, youth development workers, youth development coordinators, youth officers, youth project coordinators, project youth managers, youth development officers, youth development managers, centre-based youth workers, faith-based youth workers, detached youth workers, outreach youth workers, school-based youth workers, youth health workers, youth work researchers, youth mentors, youth coaches, etc. these youth work professionals/ practitioners will be able to work for youth-serving NGOs, youth community centres, youth clubs, schools, clinics, youth councils, municipalities, government departments (at provincial and national level), social services, camps, juvenile justice centres, churches, private sector, etc.

SPECIFIC OUTCOMES

- To outline and critique different theories of adolescence as well as analysing the position of young people in your society
- To show an understanding of the history and position of youth development work in South Africa and to understand the nature of group dynamics and the roles adopted by individuals in groups
- To apply several useful models for analysing human behaviour and individual differences as well as evaluating the effectiveness of youth policies
- To demonstrate understanding of the role of gender in development and the implications of gender issues for the practice of youth development work
- To show understanding of factors that facilitate and hinder young people's learning, particularly in informal settings
- To demonstrate knowledge of experiential learning in youth work, knowledge of the theories, approaches and styles that inform the practice of contemporary management project planning, monitoring and evaluation in the youth sector
- To outline the principles and practice of conflict resolution and apply them in resolving and managing conflict situations encountered in youth development work
- To explain the connections between economic development and youth development work as well as promoting youth enterprise and self-employment
- To identify and outline the major health issues affecting young people and to formulate health promotion strategies (particularly preventative strategies)

ARTICULATION

Students who have completed the degree of Bachelor of Arts, Youth in Development and scored 65% in the research module will be eligible for admission for a masters' degree (i.e. MAYID6000).

ACADEMIC STRUCTURE FOR BAYID DEGREE

Year 1		Year 2		Year 3		Year 4		NQF Level
Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	8
Fundamental module ECS1541 (12) **Core modules** YID1540 (16) YID1544 (16) **Elective Modules** PSY1541 (15) SOC1541 (15) or ISO1541 (15) CST1541 (15) **One from the following:** HRM1541 (15) PAD1541 (15) POL1541 (15) CRM1541 (15)	**Fundamental module** ECS1641 (12) **Core modules** YID1640 (16) YID1644 (16) **Elective Modules** PSY1641 (15) SOC1641 (15) or ISO1641 (15) CST1641 (15) **One from the following:** HRM1641 (15) PAD1641 (15) POL1641 (15) CRM1641 (15)	**Core modules** YID2540 (16) YID2544 (16) **Elective modules** PSY2511 (4) PSY2541 (8) PSY2542 (8) SOC2541 (20) or ISO2541 (10) ANT2541 (20) APA2541 (20)	**Core modules** YID2640 (16) YID2644 (16) YID2645 (16) **Elective modules** PSY2641 (10) PSY2642 (10) SOC2641 (20) or ISO2641 (10) ANT2641 (20) APA2641 (20)	**Core modules** YID3540 (16) YID3544 (16) **Elective modules** PSY3511 (5) PSY3541 (10) PSY3542 (10) Or SOC3541 (12.5) or ISO3541 (15) Or ANT3541 (20) Or APA3541 (20)	**Core modules** YID3640 (16) YID3644 (16) Yid3646 (16) **Elective modules** PSY3611 (10) PSY3641 (10) PSY3642 (5) Or SOC3641 (12.5) Or SOC3642 (20) or ISO3641 (15) ANT3641 (25) Or APA3641 (25)	**Core modules** YID4540 (16) YID4544 (16)	**Core modules** YID4640 (16) YID4644 (16)	

ACADEMIC STRUCTURE FOR HSBAYD FROM 2020

Year 1		Year 2		Year 3		Year 4		NQF Level
Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	8
Fundamental module ECS1141 (12) **Core modules** YID1140 (16) YID1144 (16) **Elective Modules** PSY1141 (15) SOC1141 (15) or ISO1141 (15) CST1141 (15) **One from the following:** HRM1141 (15) PAD1141 (15) POL1141 (15) CRM1141 (15)	**Fundamental module** ECS1241 (12) **Core modules** YID1240 (16) YID1244 (16) **Elective Modules** PSY1241 (15) SOC1241 (15) or ISO1241 (15) CST1241 (15) **One from the following:** HRM1241 (15) PAD1241 (15) POL1241 (15) CRM1241 (15)	**Core modules** YID2140 (16) YID2144 (16) **Elective modules** PSY2111 (4) PSY2141 (8) PSY2142 (8) SOC2141 (20) or ISO2141 (10) ANT2141 (20) APA2141 (20)	**Core modules** YID2240 (16) YID2244 (16) YID2245 (16) **Elective modules** PSY2241 (10) PSY2242 (10) SOC2241 (20) or ISO2241 (10) ANT2241 (20) APA2241 (20)	**Core modules** YID3140 (16) YID3144 (16) **Elective modules** PSY3111 (5) PSY3141 (10) PSY3142 (10) or SOC3141 or (12.5) or ISO3141 (20) or ANT3141 (20) or APA3141 (20)	**Core modules** YID3240 (16) YID3244 (16) **Elective modules** PSY3211 (10) PSY3241 (10) PSY3242 (5) or SOC3241(12.5) or SOC3242 (20) or ISO3241 (20) or ANT3241 (25) or APA3241 (25)	**Core modules** YID4140 (16) YID4144 (16)	**Core modules** YID4240 (16) YID4244 (16)	

POSTGRADUATE DIPLOMA IN GENDER STUDIES (PGDIGS) (SAQA ID 19053) (NOT AVAILABLE IN 2021)
DURATION: 1 year

ADDITIONAL ADMISSION REQUIREMENTS:
Minimum qualification in an undergraduate degree and prospective students will also be subjected to an interview on gender issues. The Academic Board of the Institute for Gender Studies may consider 5 years' working experience on gender issues as an alternative admission criterion.

AIM
Promoting equity and social justice on cross-cutting issues on gender and development for the transformation of society.

MISSION
To be the centre of excellence and social transformation in the field of gender by providing leadership training, advocacy in social justice and equity, research and outreach work to meet the ever-changing circumstances and needs of all marginalised groups in South Africa, the SADC region and beyond.

CAREER OPPORTUNITIES:
Graduates stand a chance of serving various communities as gender specialists, gender mainstreaming agents, researchers, gender focal point agents, gender activists, coordinators of gender-based projects, government representatives on issues pertaining gender and gender advocacy.

SPECIFIC OUTCOMES:
- To introduce students to concepts of gender and power relations
- To introduce students to strategies for gender empowerment and their relationships to empowerment models
- To guide students through the issues involved in development generally and gender issues in economic development specifically.
- To asses and analyze gender roles in economic development.
- To acquaint students with the gender dynamics in global economic policies and activities.
- To identify and demarcate gender economic roles in rural, urban and semi-urban areas as well as in industries.
- To appreciate economic crises and their impact on gender roles.
- To focus attention of learners on issues of gender and violence for the purposes of analyzing power imbalances between women and men and the way these impede on development and transformation.
- To create a society which is devoid of gender discrimination
- To mainstream gender in all spheres of life
- To eliminate patriarchal relations in our various communities
- To be the centre of excellence regarding gender and development.

ARTICULATION:
Students who have completed the degree of Bachelor of Arts, A Bachelor of Arts Degree in Youth in Development and scored 65% in the research module will be eligible for admission for a masters' degree in Gender Studies (i.e. MGS 6000).

ACADEMIC STRUCTURE:
The programme consists of four modules and a research project. Two modules in both first and second semesters are compulsory.

POSTGRADUATE DIPLOMA IN GENDER STUDIES (PGDIGS) (SAQA ID 19053

Year 1		NQF Level
Semester 1	**Semester 2**	**8**
GDS4410 (22.5) DGS4430 (22.5) DGS4420 (30)	DGS4425 (22.5) DGS4440 (22.5)	
75	**45**	**120**

NB: In order to meet the requirements for the above qualification students must register and pass **four [4]** modules and a research project in the order stated above and also submit a research project as determined by the Department.

HONOURS DEGREE IN GENDER STUDIES (HONSGS) (SAQA ID 19050)

ADMISSION REQUIREMENTS
DURATION: 1 year
ADDITIONAL ADMISSION REQUIREMENTS:
Minimum qualification is an undergraduate degree and prospective students will also be subjected to an interview on gender issues. The Academic Board of the Institute for Gender Studies may consider 5 years' working experience on gender issues as an alternative admission criterion. Only students with an average of 65% in a research module at undergraduate level will be considered for enrolment for an honour's programme in Gender Studies. Before being admitted, students will be required to submit a mini-research proposal (5-7 pages including references that are not older than 10 years) with a topic focusing on a gender issue by not later than 30 November. Students will also have to come and present their mini-research proposal by not later than 31 January.

AIM:
Promoting equity and social justice on cross-cutting issues on gender and development for the transformation of society.

CAREER OPPORTUNITIES:
Graduates stand a chance of serving various communities as gender specialists, gender mainstreaming agents, researchers, gender activists, coordinators of gender -based projects, government representatives on issues pertaining gender and Gender advocacy. In particular, the following are career paths for the Masters Degree: gender focal point officers (specialists), project coordinators, development officers, gender outreach officers, researchers, policy analysts etc. practitioners will be able to work at NGOs that deal with gender issues, community centers, municipalities, government departments (at provincial and national level), social services, private sector, etc.

SPECIFIC OUTCOMES:
- To introduce students to concepts of gender and power relations
- To introduce students to strategies for gender empowerment and their relationships to empowerment models
- To guide students through development issues generally and gender issues in economic development specifically.
- To asses and analyze gender roles in economic development.
- To acquaint students with the gender dynamics in global economic policies and activities.
- To identify and demarcate gender economic roles in rural, urban and semi-urban areas as well as in industries.
- To appreciate economic crises and their impact on gender roles.
- To focus attention of students on issues of gender and violence for the purposes of analyzing power imbalances between women and men and the way these impede on development and transformation.
- To create a society which is devoid of gender discrimination
- To mainstream gender in all spheres of life
- To eliminate patriarchal relations in communities

- To be the centre of excellence regarding gender and development.

ARTICULATION

Students who have completed the degree of Honours in Gender Studies or a related degree, and scored an average mark of 65% will be eligible for admission for a masters' degree in Gender Studies (i.e. MGS 6000 or MGS 6001).

ACADEMIC STRUCTURE

The curriculum for an honour's degree in Gender Studies is composed of four content modules (two each semester) and a mini dissertation done in both first and second semesters. Three of these are compulsory.

HONSGS

Year 1		NQF Level
Semester 1	**Semester 2**	**8**
HGS5120 (20) HGS51521 (20) HGS5530 (40) **The following modules will not be available in 2021** HGS5122 (20) HGS5123 (20) HGS1524 (20) HGS5125 (20) HGS5127 (20) HGS5128 (20)	HGS5229 (20) HGS5224 (20) **The following modules will not be available in 2021** HGS5223 (20) HGS5224 (20) HGS5225 (20) HGS5226 (20) HGS5227 (20) HGS5228 (20)	
80	**40**	**120**

HSHHGS FROM 2020

Year 1		NQF Level
Semester 1	**Semester 2**	**8**
HGS5120 (20) HGS5121 (20) HGS5130 (40) **The following modules will not be available in 2021** HGS5122 (20) HGS5123 (20) HGS5124 (20) HGS5125 (20) HGS5127 (20) HGS5128 (20)	HGS5229 (20) HGS5224 (20) **The following modules will not be available in 2021** HGS5223 (20) HGS5224 (20) HGS5225 (20) HGS5226 (20) HGS5227 (20) HGS5228 (20)	
		120
80	**40**	

ARTICULATION

Students who have completed the degree of Honours in Gender Studies and scored 65% in the research module will be eligible for admission for a masters' degree in Gender Studies (i.e. HSMGS 6000/ HSMGS 6001).

MASTERS DEGREE IN GENDER STUDIES (HSMGS) (SAQA ID 19052)

(1)   MGS 6000   DISSERTATION ONLY

DURATION: A minimum of 2 years and a maximum of 3 years

ADDITIONAL ADMISSION REQUIREMENTS

Only students with an average of 65% in a research module at honour's level will be considered for enrolment for master's programme in Gender Studies. Before being admitted, students will be required to submit a mini-research proposal (5-6 pages) by not later than 27 February. Students will also have to come to the Department and present their mini-research proposal by not later than 30 March. Other qualifications will be evaluated accordingly by the Institute

AIMS: Promoting equity and social justice on cross-cutting issues on gender and development for the transformation of society.

Mission

To be the Centre of excellence and social transformation in the field of gender by providing leadership training, advocacy in social justice and equity, research and outreach work to meet the ever changing circumstances and needs of all marginalised groups in South Africa, the SADC region and beyond.

CAREER OPPORTUNITIES:

Graduates stand a chance of serving various communities as gender specialists,gender mainstreaming agents, researchers, gender activists,coordinators of gender -based projects, government representatives on issues pertaining gender and Gender advocacy. In particular, the following are career paths for the Master's Degree:

gender focal point officers (specialists), project coordinators, development officers, gender outreach officers, researchers, policy analysts etc. practitioners will be able to work at NGOs that deal with gender issues, community centers, municipalities, government departments (at provincial and national level), social services, private sector, etc.

SPECIFIC OUTCOMES:

To introduce students to concepts of gender and power relations
To introduce students to strategies for gender empowerment and their relationships to empowerment models
To guide students through the issues involved in development generally and gender issues in economic development specifically.
To asses and analyze gender roles in economic development.
To acquaint students with the dynamics in global economic policies and activities.
To identify and demarcate gender economic roles in rural, urban and semi-urban areas as well as in industries.
To appreciate economic crises and their impact on gender roles.
To focus attention of learners on issues of gender and violence for the purposes of analyzing power imbalances between women and men and the way this impedes on development and transformation.
To create a society which is devoid of gender discrimination
To mainstream gender in all spheres of life
To eliminate patriarchal relations in our various communities
To be the center of excellence regarding gender and development.

(2) MASTERS DEGREE IN GENDER STUDIES: COURSEWORK AND MINI-DISSERTATION (NOT AVAILABLE FOR 2019)

DURATION: A minimum of 1 year and a maximum of 2 years

ADDITIONAL ADMISSION REQUIREMENTS

Only students with an average of 65% in a research module at honour's level will be considered for enrolment for master's programme in Gender Studies. Before being admitted, students will be required to submit a mini-research proposal (5-6 pages) by not later than 27 February. Students will also have to come to the Department and present their mini-research proposal by not later than 30 March. Other qualifications will be evaluated accordingly by the Institute.

AIMS:

 Promoting equity and social justice on cross-cutting issues on gender and development for the transformation of society.

CAREER OPPORTUNITIES:

Graduates stand a chance of serving various communities as gender specialists,gender mainstreaming agents, researchers, gender activists, coordinators of gender -based projects, government representatives on issues pertaining gender and Gender advocacy . In particular, the following are career paths for the Masters Degree: gender focal point officers (specialists), project coordinators, development officers, gender outreach officers, researchers, policy analysts etc. practitioners will be able to work at NGOs that deal with gender issues, community centers, municipalities, government departments (at provincial and national level), social services, private sector, etc.

SPECIFIC OUTCOMES:

To introduce students to concepts of gender and power relations
To introduce students to strategies for gender empowerment and their relationships to empowerment models
To guide students through the issues involved in development generally and gender issues in economic development specifically.
To asses and analyze gender roles in economic development.
To acquaint students with the dynamics in global economic policies and activities.
To identify and demarcate gender economic roles in rural, urban and semi-urban areas as well as in industries.
To appreciate economic crises and their impact on gender roles.
To focus attention of learners on issues of gender and violence for the purposes of analyzing power imbalances between women and men and the way this impedes on development and transformation.
To create a society which is devoid of gender discrimination
To mainstream gender in all spheres of life
To eliminate patriarchal relations in our various communities
To be the center of excellence regarding gender and development.

ARTICULATION

Students who have completed the degree Masters in Gender Studies or a related field and scored an average mark of 65% will be eligible for admission for a doctoral degree in Gender Studies (i.e. DGS 7000).

Description	Module Code	Title	NQF Level	CESM Category	NQF Credits
	MGS 6001	Coursework and Dissertation of limited scope (Compulsory – Offered throughout the year)	9	2099	60
	MGS 6521	Advanced Gender Studies (Compulsory)	9	2099	30
	MGS 6522	Advanced Gender Research Methods (Compulsory)			30
NB: Students to choose ONE of the following modules					
	MGS 6523	Gender and Education	9	2099	30
	MGS 6524	Gender and Religion	9		30

Second Semester					
NB: Students to choose any Two of the following modules					
	MGS 6621	Social Roles for Women and Men	9	2099	30
	MGS 6622	Gender and Health	9	2099	30
	MGS 6623	Gender and Politics	9	2099	30
	MGS 6624	Gender and Environment	9	2099	30
	MGS 6625	Gender and Empowerment	9	2099	30

NB: **Masters students will be expected to register and pass in FIVE of the courses offered for the coursework master's degree and write a mini-dissertation (MGS 6001).**

ARTICULATION

Students who have completed the degree Masters in Gender Studies or a related field and scored an average mark of 65% will be eligible for admission for a doctoral degree in Gender Studies (i.e. HSPPGS 7000).

DOCTORAL DEGREE IN GENDER STUDIES (HSPPGS 7300) (SAQA ID 9549)
ADMISSION REQUIREMENTS

DURATION: A minimum of 3 years and a maximum of 5 years

ADDITIONAL ADMISSION REQUIREMENTS

Only students with an average of 65% in a research module at master's level will be considered for enrolment for a doctoral programme in Gender Studies. Before being admitted, students will be required to submit a mini-research proposal (7-8 pages). Students will also have to come to the Department and present their mini-research proposal by not later than 30 March. Students will also be required to submit and present a mini-research proposal (7-8 pages) by not later than 27 February.

AIMS:

Promoting equity and social justice on cross-cutting issues on gender and development for the transformation of society.

CAREER OPPORTUNITIES:

Graduates stand a chance of serving various communities as gender specialists, gender mainstreaming agents, researchers, gender activists, coordinators of gender -based projects, government representatives on issues pertaining gender and Gender advocacy. In particular, the following are career paths for the Masters Degree: gender focal point officers (specialists), project coordinators, development officers, gender outreach officers, researchers, policy analysts etc. practitioners will be able to work at NGOs that deal with gender issues, community centers, municipalities, government departments (at provincial and national level), social services, private sector, etc.

SPECIFIC OUTCOMES:

To introduce students to concepts of gender and power relations
To introduce students to strategies for gender empowerment and their relationships to empowerment models
To guide students in development generally and gender issues in economic development specifically.
To asses and analyze gender roles in economic development.
To acquaint students with the gender dynamics in global economic policies and activities.

To identify and demarcate gender economic roles in rural, urban and semi-urban areas as well as in industries.

To appreciate economic crises and their impact on gender roles.

To focus attention of the students on issues of gender and violence for the purposes of analyzing power imbalances between women and men and the way these impede on development and transformation.

To create a society which is devoid of gender discrimination

To mainstream gender in all spheres of life

To be the center of excellence regarding gender and development.

To eliminate patriarchal relations in communities

BACHELOR OF INDIGENOUS KNOWLEDGE SYSTEM (B.IKS)

ADDITIONAL ADMISSION REQUIREMENTS
- Grade 12 with matriculation exemption.
- Recognition of prior learning (IKS practitioners) will also be considered.
- Have satisfied the provisions for admission and registration as set out in the Calendar

AIM
This is a multi-disciplinary qualification which has been designed to prepare practitioners, policy makers and learners who are interested in accessing tertiary learning with the necessary knowledge and skills relating to indigenous knowledge system.

CAREER OPPORTUNITIES
The students may be absorbed in the health sciences, NHTL, tourism, communication, agriculture, nature conservation, arts and culture, education, law, human and social sciences, physical planning and construction.

SPECIFIC OUTCOMES
The interdisciplinary nature of the qualification will:
- Promote IKS through being conversant with the concept, theories, philosophies and values of IKS
- Equip learners to have research competencies to undertake further studies at a higher level
- Promote cooperation between educational institutions and local communities

In year 3 and 4 students have elective options of choosing a professional stream

STRUCTURE OF FUNDAMENTAL AND CORE MODULES FOR THE BACHELOR OF INDIGENOUS KNOWLEDGE SYSTEMS (BIKS)

Year 1		Year 2		Year 3		Year 4		NQF Level
Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	
IKS1541 (12) IKS1542 (12) IKS1543 (12) IKS1544 (12) IKS1545 (12)	IKS1641 (12) IKS1642 (12) IKS1643 (12) IKS1644 (12) IKS1647 (12)	IKS2541 (12) IKS2542 (12) IKS2543 (12) IKS2544 (12) IKS2545 (12)	IKS2641 (12) IKS2642 (12) IKS2643 (12) IKS2644 (12) IKS2645 (12)	**In year 3 and four students have elective options of choosing a professional stream from one of the following streams:** **Stream 1 – African Indigenous Science and Technology** IKS3541 (16) IKS3542 (16) IKS3543 (16) IKS3544 (16) **OR** **Stream 2 – African Indigenous Health Care Systems** IKH3541 (16) IKH3542 (16) IKH3543 (16) IKH3544 (16) **OR**	**In year 3 and four students have elective options of choosing a professional stream from one of the following streams:** **Stream 1 – African Indigenous Science and Technology** IKS3641 (16) IKS3642 (16) IKS3643 (16) IKS3644 (16) **OR** **Stream 2 – African Indigenous Health Care Systems** IKH3641 (16) IKH3642 (16) IKH3643 (16) IKH3644 (16) **OR**	**Stream 1 – African Indigenous Science and Technology** IKS4541 (16) IKS4542 (16) IKS4543 (16) **OR** **Stream 2 – African Indigenous Health Care Systems** IKH4541 (16) IKH4542 (16) IKH4543 (16) **OR** **Stream 3 – African Indigenous Agricultural Systems** IKA4541 (16) IKA4542 (16)	**Stream 1 – African Indigenous Science and Technology** IKS4655 (72) **OR** **Stream 2 – African Indigenous Health Care Systems** IKH4655 (72) **OR** **Stream 3 – African Indigenous Agricultural Systems** IKA4655 (72)	8

| | | | | Stream 3 – African Indigenous Agricultural Systems
IKA3541 (16)
IKA3542 (16)
IKA3543 (16)
IKA3544 (16)

OR
Stream 4 – African Indigenous Arts and Culture
IKC3541 (16)
IKC3542 (16)
IKC3543 (16)
IKC3544 (16) | Stream 3 – African Indigenous Agricultural Systems
IKA3641 (16)
IKA3642 (16)
IKA3643 (16)
IKA3644 (16)

OR
Stream 4 – African Indigenous Arts and Culture
IKC3641 (16)
IKC3642 (16)
IKC3643 (16)
IKC3644 (16) | IKA4543 (16)

OR
Stream 4 – African Indigenous Arts and Culture
IKC4541 (16)
IKC4542 (16)
IKC4543 (16) | OR
Stream 4 – African Indigenous Arts and Culture
IKC4655 (72) | |
| | | | | | | | | |

POST-GRADUATE DIPLOMA IN AFRICAN STUDIES (AFC 4000) (Not available for 2021)

Students will be required to do TEN modules. SEVEN of them from these Learning Areas:

- African History: Classical Period;
- African History: Colonial Period;
- Indigenous Social Institutions;
- Family Structure, Socialisation and Ubuntu;
- Indigenous Sciences;
- The Arts.

The other THREE may be taken from the remaining modules and/or from offerings in the students' department of graduation and/or (an) other department(s). These extra-   departmental modules should be professional or job-oriented. Final selection of modules will be done in consultations with the HOD.

YEAR	
Semester 1	Semester 2
AFC4541 AFC4542 AFC4543 AFC4544 AFC4545 AFC4546	AFC4647 AFC4648 AFC4649 AFC4650 AFC4651 AFC4652

From 2020

YEAR	
Semester 1	Semester 2
AFC4141 AFC4142 AFC4143 AFC4144 AFC4145 AFC4146	AFC4247 AFC4248 AFC4249 AFC4250 AFC4251 AFC4252

BA HONOURS IN AFRICAN STUDIES (BA (HONS) (AS) (AFC 5000)
Additional Admission Requirements:

Minimum qualification is an undergraduate degree with an average of at least 60% pass mark for any third year level modules. The Centre may, under special conditions admit candidates with less than 60% but more than 55%.

The Post-Graduate Diploma in African Studies or Education is also a minimum requirement for admission.

Curriculum
Learning Areas listed below but not limited to:
- Research;
- Advanced African Historical Studies;
- African Renaissance and Ideologies;
- Indigenous Applied Sciences and Technology;
- Indigenous Social Institutions;
- Indigenous Arts.

YEAR	
Semester 1	**Semester 2**
AFC5541	AFC5641
AFC5542	AFC5642
AFC5543	AFC5643
AFC5544	AFC5644
AFC5545	AFC5645
AFC5546	AFC5646
AFC5547	AFC5647
AFC5548	AFC5648
AFC5549	AFC5649
	AFC5650

FROM 2020

YEAR	
Semester 1	**Semester 2**
AFC5141	AFC5241
AFC5142	AFC5242
AFC5143	AFC5243
AFC5144	AFC5244
AFC5145	AFC5245
AFC5146	AFC5246
AFC5147	AFC5247
AFC5148	AFC5248
AFC5149	AFC5249
	AFC5250

HUMAN SCIENCES

HISTORY

Students who want to major in History should successfully complete two modules on first year level. Select either Option 1, 2 or 3

YEAR 1		YEAR 2		YEAR 3	
Semester 1	**Semester 2**	**Semester 1**	**Semester 2**	**Semester 1**	**Semester 2**
HIS1541 or HIS1542 or HIS1543	HIS1641 or HIS1642 or HIS 1643	HIS2541	HIS2641 HIS2643	HIS3541 HIS3542	HIS3641 HIS3642 HIS3643

FROM 2020

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
HIS1141 or HIS1142 or HIS1143	HIS1241 or HIS1242 or HIS1243	HIS2141	HIS2241 HIS2243	HIS3141 HIS3142	HIS3241 HIS3242 HIS3243

BACHELOR OF ARTS HONOURS IN HISTORY.
Modules:

YEAR	
Semester 1	Semester 2
HIS5521	HIS5621
HIS5522	HIS5622
HIS5523	HIS5624
HIS5524	**HIS 5726 Research Project**

FROM 2020

YEAR	
Semester 1	Semester 2
HIS5121	HIS5221
HIS5122	HIS5222
HIS5123	HIS5224
HIS5124	**HIS5326 Research Project**

MASTER OF ARTS IN HISTORY (HIS6000/HIS6300)

REQUIREMENTS

An Honours degree in History from this or another university. Students must have obtained an average of 60% in the Honours degree. The MA in History is by dissertation only. Students must submit a mini research proposal (5-6 pages) together with their application and this proposal will be read before the department once vetted by the appointed supervisor(s).

PhD (HIS7000/HIS7300)

REQUIREMENTS

A Master's degree in history from this or another university. Students must have obtained an average of 60% in the Master's degree. The PhD in History is by thesis only. Students must submit a mini research proposal (7-8 pages) together with their application and this proposal will be read before the department once vetted by the appointed supervisor(s).

BACHELOR OF ARTS IN PHILOSOPHY (Not Available in 2022)
CURRICULUM

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
PHI1541	PHI1641	PHI2541 PHI2542	PHI2641 PHI2642	PHI3541 PHI3542	PHI3641 PHI3642

FROM 2020

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
PHI1141	PHI1241	PHI2141 PHI2142	PHI2241 PHI2242	PHI3141 PHI3142	PHI3241 PHI3242

BACHELOR OF ARTS IN RELIGIOUS STUDIES (Not Available in 2022)

Duration of the qualification is three years and has 360 credits.
Entry Level Requirements: Grade 12 or RPL according to University Policy.

Modules:

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
RST1541	RST1641	RST2541	RST2641	RST3541	RST3641
RST1542	RST1642	RST2542	RST2642	RST3542	RST3642
		RST2543	RST2643	RST3543	RST3643
		RST2544	RST2644	RST3544	RST3644

Modules from 2020:

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
RST1141	RST1241	RST2141	RST2241	RST3141	RST3241
RST1142	RST1242	RST2142	RST2242	RST3142	RST3242
		RST2143	RST2243	RST3143	RST3243
		RST2144	RST2244	RST3144	RST3244

BA HONOURS (RELIGIOUS STUDIES) (Not Available in 2022)

Aim

This degree is intended for persons who wish to gain specialized knowledge in religion and want to combine the religious perspective with other perspectives like politics economics social science technology and life orientation.

CURRICULUM:

YEAR	
Semester 1	Semester 2
2. RST 5521 RST5522 RST5523 RST5524	RST5621 RST5622 RST5623 RST5624 **RST5701 Research Project**

CURRICULUM FROM 2020:

YEAR	
Semester 1	Semester 2
3. RST 5521 RST5122 RST5123 RST5124	RST5221 RST5222 RST5223 RST5224 **RST5301 Research Project**

HSBBT BACHELOR OF THEOLOGY

Duration of the qualification is three years and has 360 credits.
Entry Level Requirements: Grade 12 or RPL according to University Policy.

Aim

The Bachelor of Theology Programme sets out to provide students with a fundamental understanding of key concepts in the field of theology, the ability to engage critically with different theological paradigms and current thinking, and practical skills of drafting, analyzing and implementing theological theory and praxis. The programme integrates various theological perspectives and traditions (e. g. traditional, Pentecostal and charismatic Traditions) with cognitive and practical skills, some skills derived also from other disciplines (philosophy, psychology, sociology, history, anthropology), various classical languages (Greek, Latin and Hebrew) and modern languages, economics and management through a common focus on Christian Ministry. The practical skills imbedded in the programme have a vocational component. They include preaching, counseling, house visits, hospital and other crisis visits (e. g. death or illness in the family).

The programme will equip students with competencies such as management of the church, e. g. finances, property of the church, leadership, church council. Furthermore, the programme will empower students with teaching and organizing skills in the church, e. g. Sunday school, youth groups, home cells and prayer meetings, women's ministry and groups, men ministry and groups, conferences, etc.

Career opportunities

Students who have mastered the academic and practical skills should be employable in religious communities, e. g. the Church ministry as pastors, church leaders, as well as teachers in Sunday Schools and Christian Schools. There are also posts as chaplains in the SANDF, SAPS, Correctional Services and other governmental departments as well as pastoral counselors in Hospitals and other Health Care Organizations. Job opportunities are also available in Non-governmental organizations (NGO) such as CHRISTIAN AID among others. The academic profession such as research and teaching of Theology is also an option.

BACHELOR OF THEOLOGY MODULES

Year 1		Year 2		Year 3		NQF Level
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	**7**
THE1541 (14) THE1542 (14) THE1543 (14) ECS1541 (14)	THE1641 (14) THE1642 (14) THE1643 (14) ECS1641 (14)	THE2541 (14) THE2542 (14) THE2543 (14) THE2544 (14)	THE2641 (14) THE2642 (14) THE2643 (14) THE2644 (14)	THE3541 (15) THE3542 (15) THE3543 (15) THE3544 (15) THE3721 (16)	THE3641 (15) THE3642 (15) THE3643 (15) THE3644 (15)	**380**
56	**56**	**56**	**56**	**76**	**60**	

BACHELOR OF ARTS HONOURS IN THEOLOGY (Not Available in 2022)

Admission Requirements:

Minimum qualification is an undergraduate degree in theology or related field with an average of at least 60% pass mark in Theology third year level modules. Students will be required to complete four + one (4+1) modules, one of which is a research project.

Modules:

Module Code	Module Name
THE 5141	Old Testament 5141
THE 5142	Systematic Theology 5142
THE 5143	Practical Theology 5143
THE 5241	New Testament 5241
THE 5242	Church History 5242
THE 5243	Missiology and Science of Religion
THE 5144	Research Project
THE 5244	Research Project

MASTER OF ARTS IN THEOLOGY
THE 6300

Admission requirements:

An Honours degree in either Theology or related field from this or another university. Students must have obtained an average of 60% in the Honours degree. The MA in Theology is by dissertation only.

Students must submit a mini research proposal (5-6 pages) together with their application and this proposal will be read before the department once vetted by the appointed supervisor(s).

DOCTOR OF PHILOSOPHY IN THEOLOGY
THE 7300

Prerequisites:
A Master's degree in theology or in related field acceptable to the University of Venda from this or another university.

Requirements:
An average of 60% for the Master's degree.
Students with less than 60% average may be admitted to the degree subject to the approval of the Head of the department. A concept note on a topic to be approved by the Department.

Aim.
The aim of the doctoral programme is to enable students to demonstrate a critical understanding of the theories and praxis relating to Theology. To use this understanding to develop new insights through research, and to be able to critically evaluate research and theory to produce new contributions to the body of knowledge.

Career opportunities.
Teaching and research at Institutions of Higher education and making useful contributions in the Church, pastoral ministry, faith – based organization, NGO's and some government Departments.

Curriculum.
Students meet the requirements for this programme through completion of a thesis on a topic approved by the Department, School and University.

ANTHROPOLOGY, APPLIED ANTHROPOLOGY & ARCHAEOLOGY

Students are introduced to Anthropology (ANT), Applied Anthropology (APA), and Archaeology (ARC) through a single module, Cultural Studies 1541/1141 Cultural Studies 1641/1241. The module encompasses the introduction to these three disciplines. On completion of Cultural Studies, students are eligible to register for ANT 2541 & 2641, APA 2541 & 2641, and ARC 2541 & 2641.

Cultural Studies Modules

CST 1541/1141	Cultural Studies I: Introducing Culture
CST 1641/1241	Cultural Studies II: History, Theories and Methods

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
CST1141	CST1241	ANT2141	ANT2241	ANT3141	ANT3241

Anthropology 2541 & 2641 Modules
Pre-requisites: CST 1541/1141 & CST 1641/1241

ANT 2541	Semester 1 modules
ANT 2141	Culture and education
ANT 2142	Family, Household and Kinship

ANT 2241	Culture and gender
ANT 2242	Future, Power and Politics
ANT 2641	**Semester 2 modules**
ANT 2341	Magic, Science, and culture
ANT 2342	Anthropology of material culture
ANT 2441	Creative Culture
ANT 2442	Folklore and Folktales: Methods of passing unwritten history

Anthropology 3542 & 3641
Pre-requisites: ANT 2541 & 2541

ANT 3541	**Semester 1 modules**
ANT 3141	Research Methods
ANT 3142	Environment, Culture and Human Activity
ANT 3241	Globalization: One World, One Culture?
ANT 3242	Violence and Aggression
ANT 3641	**Semester 2 modules**
ANT 3341	Migration and resettlement
ANT 3342	Contemporary Issues in Anthropology
ANT 3441	Ethnicity and multiculturalism
ANT 3442	Tourism and Culture

Anthropology Honours

ADMISSION REQUIREMENTS
Minimum qualification is an undergraduate degree with an average of at least 60% pass mark in Anthropology/ Socio-cultural Anthropology/Social Anthropology/Applied Anthropology third year level modules. Students will be required to complete eight (8) modules, one of which is a research project. All First Semester modules are compulsory as they form the core content of the programme. Students choose four (4) electives from the six Second Semester modules to complete the programme package.

Semester 1 Modules
All modules are compulsory

ANT 5521/5121	Computer Applications, Qualitative Research and Anthropology
ANT 5522/5122	Selected Topics in Development
ANT 5523/5123	Selected Studies in Culture and Technology
ANT 5524/5124	Research Project

Semester 2 Modules
Students to choose four electives only from the following:

ANT 5621/5221	Selected Studies on Cultural Interaction
ANT 5622/5222	Museum Anthropology
ANT 5623/5223	Advanced Studies in Culture, Power and Politics
ANT 5624/5224	Urban Anthropology
ANT 5625/5225	Communications Anthropology
ANT 5626/5226	Advanced Studies in Ethnicity and Nationalism

MASTER OF ANTHROPOLOGY (ANT6000/ANT 6300)
ADMISSION REQUIREMENTS
Honours Degree in Anthropology or related fields
- An Honours degree in either Anthropology or Applied Anthropology from this or another university. Students must have obtained an average of 65% in the Honours degree.
- Before admission, prospective students could be required by the department to demonstrate adequate knowledge of the area they intend to study as well as potential for independent research
- Candidates from universities other than the University of Venda might be asked to submit their Honours dissertation to the department to assess whether the student has the capacity to do a Master of Anthropology degree.
- The MA in Anthropology is by dissertation only. Students must submit a mini research proposal (5-6 pages) together with their application and this proposal will be read before the department once vetted by the appointed supervisor(s).

ADDITIONAL ADMISSION INFORMATION
Even though candidate meets all the entry requirements as stipulated by the university, school and department, admittance to the programme will be subject to availability of suitable staff to supervise the student.

PhD in ANTHROPOLOGY (ANT 7000)
ADMISSION REQUIREMENTS
- A Master's degree in Anthropology from this or another university. Students must have obtained an average of 60% in the Master's degree. The PhD in Anthropology is by thesis only. Students must submit a mini research proposal (7-8 pages) together with their application and this proposal will be read before the department once vetted by the appointed supervisor(s).
- Before admission, prospective students could be required by the department to demonstrate adequate knowledge of the area they intend to study
- Candidates from universities other than the University of Venda might be asked to submit their Masters dissertation to the department to assess whether the student has the capacity to do a PhD Anthropology degree.

ADDITIONAL ADMISSION REQUIREMENTS
Even though candidate meets all the entry requirements as stipulated by the university, school and department, admittance to the programme will be subject to availability of suitable staff to supervise the student.

APPLIED ANTHROPOLOGY

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
CST1141	CST1241	APA2141	APA2241	APA3141	APA3241

Applied Anthropology 2541 & 2641
Pre-requisites: CST 1541/1141 & CST 1641/1241

APA 2541	Semester 1 modules
APA 2141	Nature and Scope of Applied Anthropology
APA 2142	Nature and Characteristics of Less Developed Communities
APA 2241	Traditional Worlds and Development
APA 2242	Quality of Life and Cultural Attitudes
APA 2641	Semester 2 modules

APA 2341	Culture Change in the modern world
APA 2342	Analysing Human Variation
APA 2441	Applying Anthropology to Business and Industry
APA 2442	Helping the Police: The Forensic Identification of Human

Applied Anthropology 3541 & 3641
Pre-requisites: APA 2541 & 2641

APA 3541	**Semester 1 modules**
APA 3141	Fieldwork and Ethics in Applied Anthropology
APA 3142	Gender and Development
APA 3241	Forced Relocation and Resettlement
APA 3242	Applying Anthropology to Development
APA 3641	**Semester 2 modules**
APA 3341	Culture, Health and Healers: The Anthropology of Medical
APA 3342	Anthropological Perspectives on Sustainable Development
APA 3441	Contemporary issues in Applied Anthropology
APA 3442	Selected topics in applying Anthropology to the Museum

Applied Anthropology Honours

ADMISSION REQUIREMENTS
Minimum qualification is an undergraduate degree with an average of at least 60% pass mark in Applied Anthropology/Anthropology/Socio-cultural Anthropology/Social Anthropology third year level modules. Students will be required to complete eight (8) modules, one of which is a research project. All First Semester modules are compulsory as they form the core content of the programme. Students choose four (4) electives from the six Second Semester modules to complete the programme package.

Semester 1 Modules
All modules are compulsory

APA 5521/5121	Research Data Base
APA 5522/5122	Contemporary debates in Applied Anthropology
APA 5523/5123	The Field Work Paradigm
APA 5524/5124	Research Project

Semester 2 Modules
Students to choose four electives only from the following:

APA 5621/5221	Health
APA 5622/5222	Education
APA 5623/5223	Violence
APA 5624/5224	Agricultural Development
APA 5625/5225	Tourism
APA 5626/5226	Land reform and resettlement

Archaeology 2541 & 2641
Pre-requisites: CST 1541/1141 & CST 1641/1241

ARC 2541	**Semester 1 Modules**
ARC 2141	Man and his Environment
ARC 2241	Specialised Archaeological Analysis
ARC 2641	**Semester 2 Modules**
ARC 2341	Recreating and Restoring the Artefact

ARC 2441	Beginning: Technology and Culture

Archaeology 3641 & 3641
Pre-requisites: ARC 2541 & ARC 2641

ARC 3541	**Semester 1 Modules**
ARC 3141	Fieldwork: Before and After
ARC 3241	In the Field
ARC 3641	**Semester 2 Modules**
ARC 3341	Managing the Culture Heritage
ARC 3441	Current Issues in Archaeology

ARCHAEOLOGY HONOURS
ADMISSION REQUIREMENTS

Bachelor's degree in Archaeology or related fields. Minimum qualification is an undergraduate degree with an average of at least 60% pass mark in Archaeology third year level modules. Students will be required to complete eight (8) modules, one of which is a research project. All First Semester modules are compulsory as they form the core content of the programme. Students choose four (4) electives from the six Second Semester modules to complete the programme package.

Semester 1 Modules
All modules are compulsory

ARC 5521/5121	Methodology for the World of Work
ARC 5522/5122	Historical and Theoretical Windows on Archaeology
ARC 5523/5123	Contemporary Debates and Professional Codes and Ethics
ARC 5524/5124	Research Project

Semester 2 Modules
Students to choose four electives only from the following:

ARC 5621/5221	Current readings in Cultural Resource Management
ARC 5622/5222	Topics in Palaeo-environmental Studies
ARC 5623/5223	Origins of Complex Societies
ARC 5624/5224	Advanced Studies in Early Trade and Exchange Systems
ARC 5625/5225	The Role of Gender in the Interpretation of the Past
ARC 5626/5226	Archaeo-linguistic Studies

ARCHAEOLOGY MASTERS (ARC 6000)
ADMISSION REQUIREMENTS
Honours Degree in Archaeology or related fields

- Before admission, prospective students could be required by the department to demonstrate adequate knowledge of the area they intend to study as well as potential for independent research
- Candidates from universities other than the University of Venda might be asked to submit their Honours dissertation to the department to assess whether the student has the capacity to do a Master of Archaeology degree.

ADDITIONAL ADMISSION INFORMATION

Even though candidate meets all the entry requirements as stipulated by the university, school and department, admittance to the programme will be subject to availability of suitable staff to supervise the student.

HONOURS IN PSYCHOLOGY

Qualification name	Total years	Credits (Actual number)	NQF level	Full-Time / Part-Time
Professional Bachelor's degree	4	480	8	Full Time
Honours	1	120	8	Full-Time
Honours	2	120	8	Part-Time
Masters	1	240	9	
DOC	2	360	10	

HONOURS IN PSYCHOLOGY PROGRAMME WILL BE OFFERED IN FULL-TIME AND PART-TIME BASIS. NOTE THAT THE DURATION FOR PART-TIME IS 2 YEARS

An average of 65% in all undergraduate psychology modules is a minimum requirement for admission into the programme

Qualification name	Total years	Year 1	Year 2	Credits (Actual number)	NQF level
Honours (Psychology) Part Time	2 years	**Semester 1** PSY 5131 Research Methodology PSY 5132 Developmental Psychology PSY 5221 Research Project **Semester 2** PSY 5232 Psychotherapeutic Systems PSY 5234 Neuropsychology	**Semester 1** PSY 5133 Personality Theories **Semester 2** PSY 5231 Psychopathology	120	8

G   MODULE CODES AND TITLE

AFC4546/4146	Afrikaans Language Proficiency [Offered in first semester only]
AFC4546/4146	Afrikaans Language Proficiency [Repeated in second semester]
AFC4546/4146	Afrikaans in Afrika
AFC4546/4146	Nature of Kingship in Ancient Eqypt, the Great Lakes Region and Southern Africa
AFC4546/4146	Women and Men as Priests, Diviners, Healers, Medicine People and Curers.
AFC4546/4146	Men and Women's Participation in Communal and Individual Economic Activities Then and Now.
AFC 4544/4144	Gendered Indigenous Education, Rites of Passage, Games and Sports, Personal and Social Maturation.
AFC 4545/4145	Rock Art and Wall Paintings; Ethnic Handcrafts in Southern Africa.
AFC 4546/4146	An elective from any Departmental Final year Undergraduate Programme or Postgraduate Diploma Programme that is related to African Studies or has vocational relevance.
AFC 4647/4247	Causes of European Migration, Nature of their Settlement, Colonisation and Dispossession of Africa.
AFC 4648/4248	Women and Men's Roles in the Family; Kinship Structure and Ubuntu.
AFC 4649/4249	Indigenous Scientific and Technological Principles, Productions and Products.
AFC 4650/4250	Dance and Dances, Music and Musicians, Songs and Songsters among Southern: African Communities.
AFC 4651/4251	Historical and Cultural Heritage Holdings and Sites, and Touristic. Attractions of Southern Africa.
AFC 4652/4252	An elective from any Departmental Final Year Undergraduate Programme or Postgraduate Diploma Programme that is related to African Studies or has vocational relevance.
AFC 5541/5141	Research Methodology: for Human Sciences; or
AFC 5542/5142	Research Methodology, Statistical Methods, and and Data Analysis: for Social Sciences; or

AFC 5543/5143	Research Methodology and Laboratory Practicals: for Natural and Related Sciences.
AFC 5544/5144	Africa in World Economics: Prospects and Apprehensions;
AFC 5545/5145	Colonisation, and Foreign Exploitation of African Resources;
AFC 5546/5146	African Traditional Scientific Practices and Technology;
AFC 5547/5147	African Traditional Religious Practices and Philosophy (or Sagacity).
AFC 5548/5148	African Archeology, Anthropology and History.
AFC 5549/5149	Indigenous Languages, Literatures and Education.
AFC 5641/5241	Research Project and Thesis Writing
AFC 5642/5242	Africa in World Politics; or World Politics in Africa?
AFC 5643/5243	Ancient Egyptian Civilisations and Southern African Civilisations or Western African Civilisations, Comparisons and Contrast;
AFC 5644/5244	African Renaissance and Other Developmental Ideologies;
AFC 5645/5245	Indigenous Medical Practices and Curative Science; OR
AFC 5646/5242	Indigenous Cosmology, Seasonal Activities, and Agricultural Practices: and Food Technology.
AFC 5647/5247	Indigenous Architecture and Habitation.
AFC 5648/5248	Indigenous Socio-Economi Systems and Practices; or
AFC 5649/5249	Indigenous Administrative Practices, Legal Systems and Jurisprudence;
AFC 5650/5250	Indigenous Arts Forms.
AFC 6000/6300	African Studies Dissertation.
AFC 7000/7300	Thesis
AFI 1541/1141	Afrikaans in Afrika
AFI 1641/1241	Introductory Afrikaans: General Communication Skills in Afrikaans
AFI 1642/1242	Introductory Afrikaans: Applied Communication Skills for Afrikaans Language Teaching
AFI 1643/1243	Introductory Afrikaans: Introduction to Afrikaans Literature
AFI 1644/1244	Introductory Afrikaans: Translation Skills
AFI 1645/1245	Introductory Afrikaans: Applied Communication Skills for Human Sciences
AFI 1646/1246	Introductory Afrikaans: Applied Communication Skills for Social Work
AFI 1647/1247	Introductory Afrikaans: Applied Communication Skills for Communication Science
AFI 1648/1248	Introductory Afrikaans: Applied Communication Skills for Business and Management
AFI 1649/1249	Introductory Afrikaans: Applied Communication Skills for the Sciences
AFL 1541/1141	Afrikaans vir die Regte: Basiese Taalgebruik [Afrikaans for Law: Basic Language Usage]
AFL 1641/1241	Afrikaans vir die Regte: Regs Afrikaans binne die regspraktyk Africa, 1920-1945
ANT 2541	Semester module consisting of the following:
ANT 2141	Indigenous Knowledge and the Cultural Dimensions of ANT 2141 : Indigenous knowledge and Cultural Dimensions of Education (7)
ANT 2142	Family, Household and Kinship
ANT 2241	Tying the Knot: Different Perspectives of Marriage
ANT 2242	Culture, Power and Politics
ANT 2641	Semester module consisting of the following:
ANT 2341	Magic, Science, Religion and Witchcraft
ANT 2342	Culture, Economies and Resources: Foundations of Economic Anthropology
ANT 2441	Creative Culture
ANT 2442	Folklore and Folktales: Methods of passing unwritten history
ANT 2642	Anthropology
ANT 3541	Semester module consisting of the following:
ANT 3141	Fieldwork Techniques
ANT 3142	Environment, Culture and Human Activity
ANT 3241	Globalization: One World, One Culture?
ANT 3242	Violence, Aggression and Terrorism in the Modern World
ANT 3641	Semester module consisting of the following:
ANT 3341	People on the move: Understanding the Reasons for Population Migration
ANT 3342	Contemporary Issues in Anthropology
ANT 3441	Refugees and the Problems of Repatriation and Resettlement

ANT 3442	Travel, Tourism and Culture
ANT 5521	Computer Applications, Qualitative Research and Anthropology
ANT 5522	Selected Topics in Development
ANT 5523	Selected Studies in Culture and Technology
ANT 5524	Research Project: ANT 5524
ANT 5621	Selected Studies on Cultural Interaction
ANT 5622	Museum Anthropology
ANT 5623	Advanced Studies in Culture, Power and Politics
ANT 5624	Urban Anthropology
ANT 5625	Communications Anthropology
ANT 5626	Advanced Studies in Ethnicity and Nationalism: 5626
ANT 6000	Dissertation: ANT 6000
ANT 7000	Thesis: ANT 7000
APA 2541	Semester module consisting of the following:
APA 2141	Nature and Scope of Applied Anthropology
APA 2142	Nature and Characteristics of Less Developed
APA 2241	Traditional Worlds and Development
APA 2242	Quality of Life and Cultural Attitudes
APA 2641	Semester module consisting of the following
APA 2341	Culture Change in the modern world
APA 2342	Analysing Human Variation
APA 2441	Applying Anthropology to Business and Industry
APA 2442	Helping the Police: The Forensic Identification of Human
APA 3541	Semester module consisting of the following: 3541
APA 3141	Fieldwork and Ethics in Applied Anthropology
APA 3142	Gender and Development
APA 3241	Forced Relocation and Resettlement
APA 3242	Applying Anthropology to Development
APA 3641	Semester module consisting of the following: 3641
APA 3341	Culture, Health and Healers: The Anthropology of Medical
APA 3342	Anthropological Perspectives on Sustainable Development
APA 3441	Contemporary issues in Applied Anthropology
APA 3442	Selected topics in applying Anthropology to the Museum
APA 5521	Research Data Base
APA 5522	Contemporary debates in Applied Anthropology
APA 5523	The Field Work Paradigm
APA 5524	Research Project: APA 5524
APA 5621	Health
APA 5622	Education
APA 5623	Violence
APA 5624	Agricultural Development
APA 5625	Tourism
APA 5626	Land reform and resettlement
ARC 2541	Semester Module consisting of the following:
ARC 2141	Man and his Environment
ARC 2241	Specialised Archaeological Analysis
ARC 2641	Semester Module consisting of the following:
ARC 2341	Recreating and Restoring the Artefact
ARC 2441	Beginning: Technology and Culture
ARC 3541	Semester Module consisting of the following:
ARC 3141	Fieldwork: Before and After
ARC 3241	In the Field
ARC 3641	Semester Module consisting of the following:
ARC 3341	Managing the Culture Heritage
ARC 3441	Current Issues in Archaeology

ARC 5521	Methodology for the World of Work
ARC 5522	Historical and Theoretical Windows on Archaeology
ARC 5523	Contemporary Debates and Professional Codes and Ethics
ARC 5524	Research Project
ARC 5621	Current readings in Cultural Resource Management,
ARC 5622	Topics in Palaeo-environmental Studies: 5622
ARC 5623	Origins of Complex Societies
ARC 5624	Advanced Studies in Early Trade and Exchange Systems
ARC 5625	The Role of Gender in the Interpretation of the Past: 5625
ARC 5626	Archaeo-linguistic Studies
ARC 6000	Dissertation: ARC 6000
BMH 1551	History of Music
BMH 1641	History of Music
BMH 2551	History of Music
BMH 2641	History of Music
BMH 3551	History of Music
BMH 3641	History of Music
BML 1541	Music Literacy
BML 1641	Music Literacy
BML 2541	Music Literacy
BML 2641	Music Literacy
BML 3541	Music Literacy
BML 3641	Music Literacy
BMP 1541	Music Practical Studies
BMP 1641	Music Practical Studies
BMP 2541	Music Practical Studies
BMP 2641	Music Practical Studies
BMP 3541	Music Practical Studies
BMP 3641	Music Practical Studies
CIS 1511	Instrument study
CIS 1611	Instrument study
CMH 1551	History of Music
CMH 1641	History of Music
CML 1541	Music Literacy
CML 1641	Music Literacy
CPM 1541	Practical musicianship
CPM 1641	Practical musicianship
CST 1541	Cultural Studies I: Introducing Culture: 1541
CST 1641	Cultural Studies II: History, Theories and Methods: 1641
CTM 1631	Teaching methodology
CTR 1511	Teaching aids and resource development
CTR 1611	Teaching aids and resource development (continued)
DST 1642	Political Development
DST 1643	Religious Perspectives on Economic Development
DST 2541	Research methods
DST 2542	Economic History of Africa (I)
DST 2543	International Political Economy
DST 2544	Religious Perspectives on Women Empowerment and Development
DST 2642	Economic History of Africa (II)
DST 2643	Tradition and Development
DST 2644	The Ethics of Sustainable Development
DST 3541	Religion Responses to the Environment and Development
DST 3542	Political Economy of African Development
DST 3543	Anthropological Perspective on Development
DST 3544	South Africa since the Mineral Revolution

DST 3641	Social Change and Development
DST 3642	Demographics and Migration
DST 3643	Philosophy of Technology in Development
DST 3644	Public Policy Analysis of Development in South Africa
DST 3721	Project
DWH 1521	History of Western Choral Music
ECO 1541	Economic Principles
ECO 1542	Basic Economics
ECO 1641	Economic Principles
ECO 1642	Basic Economics
ECO 2541	Intermediate macroeconomic theory
ECO 2641	Financial economics
ECO 2645	Financial Economics
ECO 3541	International Trade and Finance
ECO 3641	The South African Economy
ECS 1541	English Communication Skills
ECS 1641	English Communication Skills
ECS 1642	English Communications Skills for Education
ECS 1643	English Communications Skills for Business
ECS 1644	English Communications Skills for Law
ECS 1645	English Communications Skills for Natural and Agricultural Sciences
ECS 1646	English Communications Skills for Environmental and Health Sciences
ELN 5521	Poetics, Modern Critical Theory and Practice
ELN 5523	Language Teaching Methodology & Syllabus Design
ELN 5524	Psycholinguistics
ELN 5529	Language Research Methods: Theory and Practice
ELN 5625	Discourse Analysis
ELN 5626	Language Testing
ELN 5627	Sociolinguistics
ELN 5721	Mini Dissertation
ENG 1561	Introduction to the English Language
ENG 1661	Introduction to Literary Study
ENG 2561	English Structure and Usage Intermediate Level
ENG 2661	Post-coloniality and the African World
ENG 3541	Advanced English Structure
ENG 3542	Advanced English Usage
ENG 3641	Postcoloniality and the Novel
ENG 3642	The Poetry of Love, Protest and Resistance
ENG 3643	The Drama of Class, Race and Cultural Differences
ENG 6000	Dissertation
ENG 7000	Thesis
ERM 1541	The Natural Environment as a system
ERM 1641	Ecological Principles for Environment Management
ERM 2541	Principles of Resource management
ERM 2641	Pollution and Environmental Quality
ERM 3541	Resource Evaluation and International systems
ERM 3642	Green Politics and Environmental policy analysis
ESL 5521	Poetics, Modern Theory and Practice
ESL 5522	Black South African Literature in English
ESL 5523	Backgrounds to Modern African Literature in English
ESL 5525	Shakespeare: Background and Plays
ESL 5526	The Romantic Period: Background and Essays
ESL 5529	Literary Research Methods: Theory and Practice
ESL 5622	Liberalism and Protest in South African English Literature
ESL 5623	Postcolonial African Literature in English

ESL 5625	Shakespeare's Sonnets
ESL 5626	The Romantic Period: Poetry
ESL 5721	Mini Dissertation
ETH 1731	Ethnomusicology I
ETH 2731	Ethnomusicology I
GPN 1141	The Genetic Process in News production
GSD 7000	Thesis (Gender Studies)
HGS 5520	Theories of Gender and Social inequalities (compulsory)
HGS 5521	Research Methods in Gender Studies (compulsory)
HGS 5522	Gender Issues in Science Education
HGS 5523	Gender and Health
HGS 5524	Gender and Religion
HGS 5525	Gender and Economic Development
HGS 5527	Language and Gender (Tshivenda)
HGS 5528	Gender in the Novel: Post-Colonialism and Reconstruction
HGS 5530	Mini Dissertation (compulsory)
HGS 5623	Gender and Agriculture
HGS 5624	Gender and Violence
HGS 5625	Gender and Law
HGS 5626	Gender and Environment
HGS 5629	Strategies for Empowerment
HGS 5631	Language and Gender (Linguistics)
HIS 1541	South Africa before Colonisation
HIS 1542	South African Mining History
HIS 1543	Twentieth Century Africa
HIS 1641	South Africa from the Imposition of Colonial Rule to the
HIS 1642	The Southern African Development Community
HIS 1643	Major Contemporary Conflicts in Africa
HIS 1644	Contemporary Middle East
HIS 2541	The Making of Modern South Africa 1899-1961
HIS 2544	Economic Development of Africa
HIS 2641	Europe 1870-1945
HIS 2642	Europe and South America since 1945
HIS 2643	South East Asia 1890-1945
HIS 2644	The Colonial Economics of Africa, 1920-1945
HIS 2647	Twentieth Century Revolutions
HIS 3541	Towards the democratisation of South Africa: 1960
HIS 3542	Inter African Relations
HIS 3545	African Economics, 1945-1970
HIS 3641	International Relations
HIS 3642	Africa and the World
HIS 3643	South East Asia: 1945 to the present
HIS 3644	Africa and the World
HIS 3645	African Economics, 1970-2000
HIS 5521	Methodology and Techniques of history
HIS 5522	Introduction to Historiography and Philosophy of History
HIS 5523	South Africa's place in the Global Village, 1945 to the present
HIS 5524	Africa before 1900
HIS 5621	Theories of History
HIS 5622	South African Historiography, with a Special Focus on
HIS 5624	Africa after 1900
HIS 5625	African Political Philosophy
HIS 5626	Advanced Studies: Africa and the World
HIS 5726	Research Project: HIS 5726
HIS 6000	Dissertation

HIS 7000	Thesis: HIS 7000
HSMMC 6300	MSW Thesis
INL 2541	Indigenous Law
IPS 1541	Industrial Psychology
IPS 1641	Industrial Psychology
IPS 2541	Industrial Psychology
IPS 2641	Industrial Psychology
IPS 3541	Industrial Psychology
IPS 3641	Industrial Psychology
ISN 1541	Introduction to Isindebele Grammar
ISN 1641	Introduction to Isindebele Literature
ISN 2541	Meaning, sound, word and sentence structure in Isindebele
ISN 2542	Orthography and Terminography
ISN 2641	Origin and development of traditional and modern literature
ISN 3541	The study of meaning in Isindebele
ISN 3542	Language planning and policy
ISN 3641	Society and literature
ISN 3642	Language and society
ISN 5541	Sociolinguistic
ISN 5542	Speech sound in Isindebele
ISN 5543	Figurative language and interpretation in poetry
ISN 5544	Modern prose
ISN 5546	Sentence structure in Isindebele
ISN 5547	Research Project
ISN 5641	Dramatic forms in Isindebele
ISN 5642	Folklore
ISN 5643	Isindebele semantics
ISN 5644	Word structure in Isindebele
ISN 5645	Speech sound in function in Isindebele
ISN 5648	Historical linguistics
ISN 5701	Research methodology in oral and written literature
ISO1541	Industrial Sociology
ISO 1641	Industrial Sociology
ISO 2541	Sociology of organizations
ISO 2641	Sociology of Labour, Industry and Industrialization
ISO 3541	Management Sociology
ISO 3642	Industrial Relations
ISO 5613	Labour relations
ISW 1541	Introduction to Isiswati Grammar
ISW 1641	Introduction to Isiswati Literature
ISW 2541	Meaning, sound, word and sentence structure in Isiswati
ISW 2542	Orthography and Terminography
ISW 2641	Origin and development of traditional and modern literature
ISW 3541	The study of meaning in Isiswati
ISW 3542	Language planning and policy
ISW 3641	Society and literature
ISW 3642	Language and society
ISW 5541	Sociolinguistic
ISW 5542	Speech sound in Isiswati
ISW 5543	Figurative language and interpretation in poetry
ISW 5544	Modern prose
ISW 5546	Sentence structure in Isiswati
ISW 5547	Research Project
ISW 5641	Dramatic forms in Isiswati
ISW 5642	Folklore

ISW 5643	Isiswati semantics
ISW 5644	Word structure in Isiswati
ISW 5645	Speech sound in function in Isiswati
ISW 5648	Historical linguistics
ISW 5701	Research methodology in oral and written literature
ISW 6000	Dissertation
ISW 7000	Thesis: ISW 7000
ITR 1541	Introduction to International Relations
ITR 1641	Theories of International Relations
ITR 2541	International and Regional Organisations
ITR 2542	International Political Economy
ITR 2641	Political Philosophy
ITR 2642	Foreign Policy Analysis
ITR 3541	International Politics after the Cold War
ITR 3542	International Relations Research Methods
ITR 3641	Conflict and Cooperation in International Politics
ITR 3642	Seminar on international relations
ITR 5521	Research Methods: ITR 5521
ITR 5522	Strategic Studies: Conflict and Management
ITR 5523	International Organisations: ITR 5523
ITR 5622	South Africa's Foreign Policy
ITR 5624	Public Policy Analysis
ITR 5721	Extended Essay (continued in Second
ITR 6521	International Relations Theory
ITR 6522	International Organisations
ITR 6523	International Political Economy
ITR 6524	International Law
ITR 6621	South African Foreign Policy
ITR 6622	Africa's International Relations
ITR 6624	Political Science Research Methods
ITR 6721	Mini Dissertation
LEX 1542	Introduction to Lexicography
LEX 1642	The Art and Science of dictionary-making
LEX 1643	Introduction to Computer Lexicography
LEX 2543	Planning and Management of Lexicographic Projects
LEX 2643	The use of Computers in Lexicographic Projects
LIN 1541	Introduction to the Study of Language
LIN 1542	Text Production 1 – Professional Writing
LIN 1543	Introduction to Sign Language
LIN 1641	The structure of words, phrases and sentences
LIN 2541	Phonology and Syntax 1
LIN 2542	Text Production 2 - Professional Writing
LIN 2543	Sign language structure
LIN 2641	Psycholinguistics and Sociolinguistics
LIN 2642	Introduction to Instrumental Phonetics
LIN 2643	Language and the brain
LIN 3541	Topics in Applied Linguistics
LIN 3542	Topics in Non-linear Phonology
LIN 3543	Sign Language Psycholinguistics and Sociolinguistics
LIN 3641	Logical Semantics and Pragmatics
LIN 3642	Transformational Syntax 2
LIN 3643	Introduction to Computational Linguistics
LIN 5541	Linguistics Research Methodology
LIN 5542	Phonological Theory
LIN 5543	Morphological Theory

LIN 5544	Historical and Comparative Linguistics	
LIN 5545	The Linguistics of Sign Languages	
LIN 5546	Linguistics in an Educational Context	
LIN 5641	Linguistics Research Methodology and Mini Dissertation	
LIN 5642	Topics in Sociolinguistics	
LIN 5643	Syntactic Theory	
LIN 5644	Topics in Psycholinguistics	
LIN 5645	Language and Gender	
LIN 5646	Linguistics in a Clinical Context	
LIN 6000	Master of Arts in Linguistics	
LIN 7000	Doctor of Philosophy in Linguistics	
MGS 6000	Dissertation: MGS 6000	
MGS 6001	Coursework and Dissertation (compulsory)	
MGS 6521	Advanced Gender Studies (Compulsory)	
MGS 6522	Advanced Gender Research Methods (Compulsory)	
MGS 6523	Gender and Education	
MGS 6524	Gender and Religion	
MGS 6621	Social Roles for Women and Men	
MGS 6622	Gender and Health	
MGS 6623	Gender and Politics	
MGS 6624	Gender and Environment	
MGS 6625	Gender and Empowerment	
MMR 5623	Mass Communication Research(core)	
MMT 5521	Mass media theory(core)	
MSO 5522	Media sociology(core)	
MST 1541	Introduction to Media Studies	
MST 1641	Introduction to Media Studies	
MST 2541	Basic Principles of Journalism and Print Media	
MST 2641	Radio Studies	
MST 2642	Television and Film Studies	
MST 3541	Media Law and Ethics	
MST 3542	The Economics of the Media	
MST 3641	Media and the Political Economy	
MST 3642	Communication Planning and Media Management	
NDA 1541	News and Discourse analysis: 1541	
NRR 2541	Newspapers and Representations of Reality	
NSO 1541	Introduction to Northern Sotho Grammar	
NSO 1641	Introduction to Northern Sotho Literature	
NSO 2541	Meaning, sound, word and sentence structure in Northern Sotho	
NSO 2542	Orthography and Terminography	
NSO 2641	Origin and development of traditional and modern literature	
NSO 3541	The study of meaning in Northern Sotho	
NSO 3542	Language planning and Policy	
NSO 3641	Society and Literature	
NSO 3642	Language and Society	
NSO 5521	Morphological Theory with special reference to Northern Sotho	
NSO 5522	Critical analysis of different types of Northern Sotho	
NSO 5523	Northern Sotho Modern Drama	
NSO 5524	Historical and Comparative Linguistics	
NSO 5525	Northern Sotho Folklore	
NSO 5526	A critical analysis of acoustic phonetics	
NSO 5621	Syntactical Theory with special reference to Northern Sotho	
NSO 5622	Lexicography	
NSO 5623	Socio-Linguistics	
NSO 5624	Semantic Theory with special reference to Northern Sotho	

NSO 5625	Northern Sotho Poetry
NSO 5626	Phonological Theory of Northern Sotho
NSO 5701	Research Project.
NSO 6000	Dissertation: NSO 6000
NSO 7000	Thesis: NSO 7000
NTA 1641	News Transmission and Audience Interpretation
PAD 1541	Public Administration
PAD 1641	Public Administration
PHI 1541	Introduction to Philosophy: And its Meaning for Africa
PHI 1641	The Beginnings of Scientific Thinking: Philosophical
PHI 2541	Scientific Revolutions: Medieval and Modern Contexts
PHI 2542	Philosophy in Action: Social and Political Contexts
PHI 2641	Theory of Knowledge and Logic
PHI 2642	Ethics: The Problem of Moral Thinking and Action
PHI 3541	Contemporary Philosophy and the Critique of Eurocentrism
PHI 3542	African Philosophy and other philosophical perspectives
PHI 3641	Technology, Religion and Values: A Philosophical Inquiry
PHI 3642	Philosophy of the Sciences
POL 1541	Introduction to Political Sciences
POL 1641	Political Studies
POL 2541	Political Transition in South Africa
POL 2542	International Political Economy
POL 2641	Political Philosophy
POL 3541	African Politics
POL 3542	Political Science Research Methods
POL 3641	Comparative Politics
POL 3642	International Relations
POL 5521	Research Methods: POL 5521
POL 5522	International Organisations: POL 5522
POL 5621	South Africa's Foreign Policy
POL 5622	Public Policy
POL 5721	Mini Dissertation
POL 6000	Dissertation: POL 6000
POL 7000	Thesis: POL 7000
PSY 1541	Introduction to Psychology: PSY 1541
PSY 1641	Introduction to Applied Psychology
PSY 2511	Research Proposal Writing Practical
PSY 2541	Introduction to Social Research
PSY 2542	Human Development: PSY 2542
PSY 2641	Psychopathology: 2641
PSY 2642	Social Psychology
PSY 3511	Practicum: Basic Counseling Techniques
PSY3541	Personality Theories
PSY 3542	Therapeutic Interventions
PSY 3611	Research Project Practical (Qualitative and Quantitative)
PSY 3641	Psychological Assessment
PSY 3642	Research Methodologies
RST1541	Introduction to the Academic Study of Religion
RST1542	An Inter-Religious Approach to Sacred Writings
RST1641	World Religions
RST1642	The Origins of the Sacred
RST 2541	Religion in Global Context
RST 2542	African Traditional Healers
RST 2543	Introducing Women, Religion and Culture
RST 2544	Religion and Economic Justice

RST 2641	African Religion: Religion, Philosophy, Culture, and Human
RST 2642	Religion, Technology and Values
RST 2643	Africentric Rites of Passages for Human Development
RST 2644	Religion and Human Rights
RST 3541	Religion, Economics and Ethics
RST 3542	Christian Studies: Foundational Literature
RST 3543	Religious critique of African Renaissance
RST 3544	Science and Religion: Introducing the Issues
RST 3641	Religion and Human Rights
RST 3642	Jewish Religion: Religion and Society in Ancient Israel
RST 3643	The Feminist Study of Religion
RST 3644	Phenomenology of African Religion: The meaning and the
RST 5521	African Religion
RST 5522	African Christianity
RST 5523	New Religions in Southern Africa
RST 5524	Research Methods
RST 5621	The Doctrine of God in near Eastern Religions
RST 5622	The Doctrine of Salvation in Indian Religions
RST 5623	Ancestral beliefs
RST 5624	Research Methods
RST 5701	Mini dissertation
SCW 1541	Introduction to Social Work
SCW 1641	Core Elements of Social Work
SCW 1741	Practical Work: Self & Social Awareness
SCW 2541	Human Behaviour& Social Environment
SCW 2542	Legislation & Social Functioning
SCW 2641	Introduction to Social Work Methods of Intervention
SCW 2642	Assessment in Social Work
SCW 2741	Practical Work Integrated Methods
SCW 2742	Practical Work: Casework
SCW 3541	Intermediate Social Work Intervention
SCW 3542	Specialized Areas in Social Work
SCW 3641	Social Work Related Policies, Legislation &Practice
SCW 3642	Introduction to Research to Social Work
SCW 3741	Practical Work: Group Work
SCW 3742	Practical Work: Community Work
SCW 4741	Advanced Social Work: Marriage Counseling and Family Guidance
SCW 4742	Special Problems Areas in Social Work
SCW 4743	Social Work Management and Supervision
SCW 4744	Social Work Research project
SCW 4745	Advanced Practical Case Work
SCW 4746	Advanced Practical Group Work
SCW 4747	Advanced Practical Community Work
SOC 1541	Introduction to Sociology
SOC 1641	Social Institutions
SOC 2541	Social research methodology
SOC 2641	The Sociology of health and illness
SOC 2642	Deviance and Social Problems
SOC 2643	Sociology of the Family
SOC 3541	Social science research methods
SOC 3542	Sociological Theories
SOC 3641	Social change and development: SOC 3641
SOC 3642	Environmental Sociology
SOC 5511	Social research methodology: SOC 5511
SOC 5512	Social theory

SOC 5513	Industrial Sociology
SOC 5611	The Sociology of health and illness
SOC 5612	Social change and development
SOC 6000	Dissertation: SOC 6000
SOC 7000	Thesis: SOC 7000
THE 1541	Old Testament: Studies on the background of the Old Testament and the Historical books of the Old Testament
THE 1542	Introduction to Systematic Theology & Christian Ethics
THE 1543	Introduction to Practical Theology
THE 1641	New Testament: Background and Canon of the New Testament, Synoptic Problem and the Gospel of Mark
THE 1642	History of the Early Church
THE 1643	Missiology and Science of Religion
THE 2541	Old Testament Studies on the Early Prophets, the Poetical and Apocalyptic Literature
THE 2542	Systematic Theology: Anthropology, Christology and Soteriology
THE 2543	Practical Theology – Pastoral Counselling & Homiletics
THE 2544	Research Methods
THE 2641	New Testament: Hermeneutics, the Gospel of John, the Gospel of Luke and Acts
THE 2642	Church history – Modern Church history
THE 2643	Missiology and Science of Religion II
THE 2644	Practical's in Practical Theology I: Preaching, Counselling and Church History
THE 3541	Old Testament Studies on the Pentateuch and the Theology of the Old Testament
THE 3542	Contemporary Trends in Systematic Theology
THE 3543	Christian Leadership and Church Management
THE 3544	Practical's in Practical Theology II: Preaching, Counselling and Church Ministry
THE 3641	New Testament: Theology and Ethics of the New Testament, the Pauline Letters and General letters
THE 3642	Church History – Africa and South Africa
THE 3643	Missiology and Science of Religion III
THE 3644	Practical's in Practical Theology III: Preaching, Counselling, and Church Ministry
THE 3741	Research Project
TIE 1541	Introduction to Interpreting Skills
TIE 154	Introduction to Interpreting Skills
TIE 254	Liaison Interpreting Skills
TIE 2542	Translation Skills
TIE 2641	Intermediate Translation & Interpreting Practice
TML 5624	Theoretical approach to mass communication(core)
TVE 1541	Introduction to Tshivenda Grammar
TVE 1641	Introduction to Tshivenda Literature
TVE 2541	Meaning, sound, word and sentence structure in Tshivenda
TVE 2542	Orthography and Terminography
TVE 2641	Origin and development of traditional and modern literature
TVE 3541	The study of meaning in Tshivenda
TVE 3542	Language planning and Policy
TVE 3641	Society and Literature
TVE 3642	Language and Society
TVE 5541	Phonetics of Tshivenda
TVE 5542	Phonology of Tshivenda
TVE 5543	Morphology of Tshivenda
TVE 5544	Semantics and Sociolinguistics of Tshivenda
TVE 5545	African Linguistics
TVE 5546	Lexicography and Terminology in Tshivenda
TVE 5641	Syntax of Tshivenda

TVE 5642	Tshivenda Modern Prose
TVE 5643	Drama of Tshivenda
TVE 5644	Tshivenda Modern Poetry
TVE 5645	Tshivenda Traditional Literature
TVE 5646	Tshivenda Lexicography
TVE 5741	Research Methodology and an Article
TVE 6000	Dissertation: TVE 6000
TVE 6521	Ad Advanced study of Tshivenda Phonetics.
TVE 6621	An Advanced study of Tshivenda Phonology.
TVE 6522	An Advanced study of Tshivenda Syntax.
TVE 6622	An Advanced study of Tshivenda Morphology.
TVE 6523	An Advanced study of Tshivenda Semantics
TVE 6623	An Advanced study of Tshivenda Sociolinguistics.
TVE 6524	An Advanced study of Tshivenda Prose.
TVE 6624	An Advanced study of Tshivenda Drama.
TVE 6525	An Advanced study of Tshivenda Poetry.
TVE 6625	An Advanced study of Tshivenda Oral Tradition.
TVE 6725	Mini dissertation
TVE 7000	Thesis
VLV 2641	Visual Literacy and Verbal Significations in Media
XTS 1541	Introduction to Xitsonga Grammar
XTS 1641	Introduction to Xitsonga Literature
XTS 2541	Meaning, sound, word and sentence structure in Xitsonga
XTS 2542	Orthography and Terminography
XTS 2641	Origin and Development of traditional and modern literature
XTS 3541	The Study of meaning in Xitsonga
XTS 3542	Language planning and Policy
XTS 3641	Society and Literature
XTS 3642	Language and Society
XTS 3643	Xitsonga Lexicography and Terminology
XTS 5510	Oral Tradition of Xitsonga
XTS 5511	Xitsonga Prose
XTS 5512	Xitsonga Drama
XTS 5513	Xitsonga Poetry
XTS 5514	An article (compulsory for all students)
XTS 5611	Phonetics of Xitsonga
XTS 5612	Phonology of Xitsonga
XTS 5613	Morphology of Xitsonga
XTS 5614	Syntax of Xitsonga
XTS 5615	Semantics of Xitsonga
XTS 5616	Socio-linguistics of Xitsonga
XTS 5617	Lexicography
XTS 5618	Historical comparative linguistics
XTS 5619	Translation and interpretation
XTS 6000	Dissertation: XTS 6000
XTS 6621	An advanced study of Xitsonga syntax.
XTS 6622	An advanced study of Xitsonga semantics.
XTS 6623	An advanced study of Xitsonga prose.
XTS 6624	An advanced study of Xitsonga poetry
XTS 6721	An advanced study of Xitsonga morphology.
XTS 6722	An advanced study of Xitsonga sociolinguistics.
XTS 6723	An advanced study of Xitsonga drama.
XTS 6724	An advanced study of Xitsonga oral tradition.
XTS 6725	Mini dissertation.
XTS 7000	Thesis

YID 1540	Youth in Development Perspective
YID 1544	Youth Outreach 1
YID 1640	Principles and Practice of Youth Work
YID 1644	Youth Outreach I
YID 2540	Youth and Health
YID 2544	Youth Outreach II
YID 2640	Conflict Resolution Strategies and Skills
YID 2644	Youth Outreach II
YID 2645	Gender and Development
YID 3540	Youth Policy Formulation and Advocacy
YID 3544	Youth Outreach III
YID 3640	Social Research Methods and Techniques I
YID 3644	Youth Outreach III
YID 3645	Gender and Development
YID 3646	Project Monitoring and Evaluation
YID 4540	Social Research Methods and Techniques II
YID 4544	Management Skills
YID 4640	Research Project
YID 4644	Youth Internship IV

PREREQUISITES AND MODULE CODES

Subject	Code	Prerequisites

Department of Communication and Applied Languages

Subject	Code	Prerequisites
Linguistics	LIN 1541	
	LIN 1542	
	LIN 1543	
	LIN 1641	
	LIN 2541	LIN 1541/1542/1543/1641
	LIN 2542	LIN 1541/1542/1543/1641
	LIN 2543	LIN 1643
	LIN 2641	LIN 1541/1542/1543/1641
	LIN 2642	LIN 1541/1542/1543/1641
	LIN 2643	LIN 1543
	LIN 3541	LIN 2541/2542/2641/2642
	LIN 3542	LIN 2541/2542/2641/2642
	LIN 3543	LIN 2543/2643
	LIN 3641	LIN 2541/2542/2641/2642
	LIN 3642	LIN 2541/2542/2641/2642
	LIN 3643	LIN 2543/2643
Media Studies	MST 1541	
	MST 1641	MST 1541
	NTA 1641	GPN 1541
	MST 2541	MST 1541/1641
	MST 2641	MST 2541
	MST 2642	MST 2541
	NRR 2541	NTA 1641
	NDA 1541	NTA 1641
	VLV 2641	NRR 2541
	MST 3541	MST 2641/2642
	MST 3542	MST 2641/2642

	MST 3641	MST 2641/2642
	MST 3642	MST 2641/2642

Department of Development Studies

Development Studies	DST 1541	
	DST 1542	
	DST 1543	
	DST 1641	
	DST 1642	
	DST 1643	
	DST 2541	DST 1541/2/3/DST 1641/2/3
	DST 2542	DST 1541/2/3/DST 1641/2/3
	DST 2543	DST 1541/2/3/DST 1641/2/3
	DST 2544	DST 1541/2/3/DST 1641/2/3
	DST 2642	DST 1541/2/3/DST 1641/2/3
	DST 2643	DST 1541/2/3/DST 1641/2/3
	DST 2644	DST 1541/2/3/DST 1641/2/3
	DST 3541	DST 2541/2/3/4 DST 2642/3/4
	DST 3542	DST 2541/2/3/4 DST 2642/3/4
	DST 3543	DST 2541/2/3/4 DST 2642/3/4
	DST 3544	DST 2541/2/3/4 DST 2642/3/4
	DST 3641	DST 2541/2/3/4 DST 2642/3/4
	DST 3642	DST 2541/2/3/4 DST 2642/3/4
	DST 3643	DST 2541/2/3/4 DST 2642/3/4
	DST 3644	DST 2541/2/3/4 DST 2642/3/4
History	HIS 1541	
	HIS 1542	
	HIS 1543	
	HIS 1641	
	HIS 1642	
	HIS 1643	
	HIS 1644	
	HIS 2541	HIS 1543/HIS 1644
	HIS 2544	ECO 1542/ECO 1642
	HIS 2641	
	HIS 2642	HIS 1543/HIS 1644
	HIS 2644	ECO 1542/ECO 1642
	HIS 3541	HIS 2541/2542/2642/2644
	HIS 3542	HIS 2541/2542/2642/2644
	HIS 3545	HIS 2541/2542/2642/2644
	HIS 3641	HIS 2541/2542/2642/2644
	HIS 3642	HIS 2541/2542/2642/2644
	HIS 3643	HIS 2541/2542/2642/2644
	HIS 3645	HIS 2541/2542/2642/2644
International Relations	ITR 1541	
	ITR 1641	
	ITR 2541	ITR 1541/1641
	ITR 2542	ITR 1541/1641
	ITR 2641	ITR 1541/1641
	ITR 2642	ITR 1541/1641
	ITR 3541	ITR 2541/2542/ ITR 2641/2642

	ITR 3542	ITR 2541/2542/ ITR 2641/2642
	ITR 3641	ITR 2541/2542/ ITR 2641/2642
	ITR 3642	ITR 2541/2542/ ITR 2641/2642
Philosophy	PHI 1541	
	PHI 1641	
	PHI 2541	PHI 1541/1641
	PHI 2542	PHI 1541/1641
	PHI 2641	PHI 1541/1641
	PHI 2642	PHI 1541/1641
	PHI 3541	PHI 2541/2542/ PHI 2641/2642
	PHI 3542	PHI 2541/2542/ PHI 2641/2642
	PHI 3641	PHI 2541/2542/ PHI 2641/2642
	PHI 3642	PHI 2541/2542/ PHI 2641/2642
Religious Studies	RST 1541	
	RST 1542	
	RST 1641	
	RST 1642	
	RST 2541	RST 1541/1641 or 1542/1642
	RST 2542	RST 1541/1641 or 1542/1642
	RST 2543	RST 1541/1641 or 1542/1642
	RST 2544	RST 1541/1641 or 1542/1642
	RST 2641	RST 1541/1641 or 1542/1642
	RST 2642	RST 1541/1641 or 1542/1642
	RST 2643	RST 1541/1641 or 1542/1642
	RST 2644	RST 1541/1641 or 1542/1642
	RST 3541	RST 2541/2641 or 2542/2642 or 2543/2643 or 2544/2644
	RST 3542	RST 2541/2641 or 2542/2642 or 2543/2643 or 2544/2644
	RST 3543	RST 2541/2641 or 2542/2642 or 2543/2643 or 2544/2644
	RST 3544	RST 2541/2641 or 2542/2642 or 2543/2643 or 2544/2644
	RST 3641	RST 2541/2641 or 2542/2642 or 2543/2643 or 2544/2644
	RST 3642	RST 2541/2641 or 2542/2642 or 2543/2643 or 2544/2644
	RST 3643	RST 2541/2641 or 2542/2642 or 2543/2643 or 2544/2644
	RST 3644	RST 2541/2641 or 2542/2642 or 2543/2643 or 2544/2644
Political Studies	POL 1541	
	POL 1641	
	POL 2541	POL 1541/1641
	POL 2542	POL1541/1641
	POL 2641	POL 1541/1641
	POL 3541	POL 2541/2542/2641
	POL 3542	POL 2541/2542/2641
	POL 3641	POL 2541/2542/2641
	POL 3642	POL 2541/2542/2641

Department of Social Work

Anthropology	CST 1541	
	CST 1641	
	ANT 2541	CST 1641/CST1541

	ANT 2641	CST 1641/CST1541
	ANT 3541	ANT 2541/ANT2641
	ANT 3641	ANT 2541/ANT2641
Applied Anthropology	APA 2541	CST 1541/CST 1641
	APA 2641	CST 1541/CST 1641
	APA 3541	APA 2541/APA 2641
	APA 3641	APA 2541/APA 2641
Archaeology	ARC 2541	CST 1541/CST 1641
	ARC 2641	CST 1541/CST 1641
	ARC 3541	ARC2641/ARC 2541
	ARC 3641	ARC2641/ARC 2541
Industrial Sociology	ISO 1541	
	ISO 1641	
	ISO 2541	ISO 1541/1641
	ISO 2641	ISO 1541/1641
	ISO 3541	ISO 2541/2641
	ISO 3642	ISO 2541/2641
Social Work	SCW 1541	
	SCW 1641	
	SCW 1741	
	SCW 2541	SCW 1541/1641/1741
	SCW 2542	SCW 1541/1641/1741
	SCW 2641	SCW 1541/1641/1741
	SCW 2642	SCW 1541/1641/1741
	SCW 2741	SCW 1541/1641/1741
	SCW 2742	SCW 1541/1641/1741
	SCW 3541	SCW 2641/2642/2741/2742
	SCW 3542	SCW 2641/2642/2741/2742
	SCW 3641	SCW 2641/2642/2741/2742
	SCW 3642	SCW 2641/2642/2741/2742
	SCW 3741	SCW 2641/2642/2741/2742
	SCW 3742	SCW 2641/2642/2741/2742
	SCW 4741	SCW 3641/3642/3741/3742
	SCW 4742	SCW 3641/3642/3741/3742
	SCW 4743	SCW 3641/3642/3741/3742
	SCW 4744	SCW 3641/3642/3741/3742
	SCW 4745	SCW 3641/3642/3741/3742
	SCW 4746	SCW 3641/3642/3741/3742
	SCW 4747	SCW 3641/3642/3741/3742
Sociology	SOC 1541	
	SOC 1641	
	SOC 2541	SOC 1541/1641
	SOC 2641	SOC 1541/1641
	SOC 2642	SOC 1541/1641
	SOC 2643	SOC 1541/1641
	SOC 3541	SOC 2541/2641or 2642 or 2643
	SOC 3542	SOC 2541/2641or 2642 or 2643
	SOC 3641	SOC 2541/2641or 2642 or 2643
	SOC 3642	SOC 2541/2641or 2642 or 2643

Department of English

English	ENG 1561

ENG 1661	ENG 1561	
ENG 2561	ENG 1561/ENG 1661	
ENG 2661	ENG 2561	
ENG 3541	ENG 2561/ENG 2661	
ENG 3542	ENG 2561/ENG 2661	
ENG 3641	ENG 3541/ENG 3542	
ENG 3642	ENG 3541/ENG 3542	
ENG 3643	ENG 3541/ENG 3542	

MER Mathivha Centre for African Languages

Northern Sotho	NSO 1541	
	NSO 1641	
	NSO 2541	NSO 1541/NSO 1641
	NSO 2542	NSO 1541/NSO 1641
	NSO 2641	NSO 1541/NSO 1641
	NSO 3541	NSO 2541/2542/2641
	NSO 3542	NSO 2541/2542/2641
	NSO 3641	NSO 2541/2542/2641
	NSO 3642	NSO 2541/2542/2641
Tshivenda	TVE 1541	
	TVE 1641	
	TVE 2541	TVE 1541/1641
	TVE 2542	TVE 1541/1641
	TVE 2641	TVE 1541/1641
	TVE 3541	TVE 2541/2542/2641
	TVE 3542	TVE 2541/2542/2641
	TVE 3641	TVE 2541/2542/2641
	TVE 3642	TVE 2541/2542/2641
Xitsonga	XTS 1541	
	XTS 1641	
	XTS 2541	XTS 1541/1641
	XTS 2542	XTS 1541/1641
	XTS 2641	XTS 1541/1641
	XTS 3541	XTS 2541/2542/2641
	XTS 3542	XTS 2541/2542/2641
	XTS 3641	XTS 2541/2542/2641
	XTS 3642	XTS 2541/2542/2641
	XTS 3643	XTS 2541/2542/2641

NB: All first and second year modules must be completed before attempting third-year modules.

MODULE CONTENT

CML1121/1121: Music literacy: A first semester module, which aims at introducing students to the elements of music with continued emphasis on music notation.

CCM 1511/1111: History of choral music: This module will trace the development of Western choral music from the gothic period to the 21st century. There will be an in-depth study of different musical styles of periods.

CTD 1521/1121: Choral training and directing: students will be introduced to human voice and the important aspects of choir training such as posture/ breathing, tone, balance, blending, dynamics and rhythm.

CPM 1511/1111: Practical musicianship: students will be assisted to develop a good musical ear by teaching them how to sight sing, rhythmic and melodic dictation.

CBK 1511/1111: Basic keyboard training: This module will equip a student with a working knowledge of a keyboard to assist him or her in choir training.

CML 1621/1221: Music literacy: A continuation from first semester. Students will further be equipped with knowledge concerning chord construction and modulations/transitions.

CCM 1611/1211: History of choral music: This module will trace the development of South African choral music. Students will be equipped with knowledge pertaining to choral eisteddfods and also prolific South African choral music composers.

CTD 1621/1221: Choral training and directing: A continuation from first semester. Special emphasis will be put on training techniques. Students will be expected to demonstrate their practical knowledge by handling choirs themselves.

CPM 1611/1211: Practical musicianship: A continuation from first semester. Students will then be expected to demonstrate perfect pitch, which addresses intonation.

CBK 1611/1211: Basic keyboard training: A continuation from first semester. Students will be required to extend their practical abilities with more technical keyboard technique.

DML 1521/1121: Music Literacy: A first year module, which aims at introducing students to the elements of music with continued emphasis on music notation and rudimentary theory. Concomitant with this, special attention will be paid to dual notation (staff and tonic solfa) reading and singing.

DPM 1521/1121: Aural skills: A first year module, during the course of which students will be assisted to develop the perception of pitch, rhythm and metre organisation. Sight–singing and dictation, based mainly on the tonic solfa system, will be accorded special attention.

DKT 1521/1121: Keyboard technique 1: This course will provide a student with a working knowledge of the keyboard to assist him or her in choir training, arranging, improvisation, harmony and composition.

DKT 2521/2121: Keyboard technique 2: Only students who have passed Keyboard
technique 1 take this course. It is a continuation from the first year of study. Students will be required to extend their practical abilities with more technical and specialised keyboard techniques.

DCT 1521/1121: Choir training 1: Students will be introduced to knowledge about the human voice and the important aspects in choir training such as: stance/posture, breathing techniques, voice production, intonation, dynamics, blend, balance, rhythm and tempo.

DCT 2521/2121: Choir training 2: Only students who have passed choir training 1 take this course. It is a continuation from the first year of study. Special emphasis will be put training techniques. Students will extend their practical skills by handling choirs themselves.

DWH 1521/1121: History of Western Choral Music: This module for first year students will trace the development of Western choral music from the period of Palestrina, Byrd and Lassus to that of Barber and Britten. There will be an in-depth study of the different musical styles of the periods, and the relevant performance criteria.

DAH 1521/1121: History of African Choral Music: This module, also for first year students, will trace the development of African choral music form the period of master composers such as Tiyo Soga, John Knox Bokwe and Enoch Sontonga to the present generation. Emphasis will be on an in-depth study of the different musical styles of the periods. The study will also trace the gradual attempt (and the significance thereof) by South African composers through the years to incorporate indigenous traditional musical features in their works.

DCC 2521/2121: Choral Direction/Conducting: To be taken in the second year, this module will help students to develop their skills in conducting techniques, performance or/and stage etiquette, selecting repertory, auditioning, rehearsal procedures, building a concert programme, and other necessary skills. Under the supervision of a staff member of the Music Department, the student will be required to work practically with choirs/a choir. At the end of the year, the student will be required to submit a concert programme, with programme notes, after approval of which the student will give an end of- year public concert with a choir/choirs of his/her choice. Members of staff of the department and an external examiner will evaluate the concert performance.

DHC 2521/2121: Elementary Harmony and Counterpoint: This second year module will consist of elementary four-part harmony and basic counterpoint. It also entails the study of harmonic concepts as applied in improvisation, composition and arranging.

DMC 2521/2121: Introductory Composition: A second year module forming an introduction to basic composition skills. Students will be introduced to basic, systematic approaches to the art of composing in the choral idiom, such as; exploration of melodic, harmonic and rhythmic principles. The module is designed to give students, particularly those aspiring to be choral music composers, some fluency in setting down musical thoughts.

DMA 2521/2121: Arranging: In order to enable the student to learn to recreate the many different traditional and contemporary folk songs in a professional manner, or create new ones, the fundamental arranging techniques will be introduced during the second year.

MST5521: Mini-Research Project:
This module Introduces students to the concept of research as it functions in Media Studies and other related fields. It requires students to investigate a topic in Media Studies using research processes. The module, which will be taught in both the first and second semesters, provides students with an opportunity to understand the research process and to participate in it by designing their own studies, collecting and analyzing data, presenting results and writing up their research reports.

Digital Media Literacy
The emergence of new digital technologies has transformed both the global media landscape and society. New business models and communication platforms are changing established norms and practices of doing journalism. Audiences which were once mere consumers of media products have become producers, resulting in a new kind of journalism, citizen journalism. This module explores the role played by the new digital technologies in shaping and transforming both the media and society. It explores how the digital culture is related to power and social change. The module will raise questions about how the new digital technologies are impacting notions of privacy and freedom of expression.

Mass Media Theory
This module provides an overview of some of the important theories of mass communication to help students describe and explain media communication. It will help students study media communication from various

theoretical perspectives such as the perspective of content and language, media and society, audiences and effects and media organization. Major theoretical traditions such as cultural studies, post-modernism, feminism and political economy will also be examined in this module.

Advanced Radio Studies
The radio industry is changing because of the new digital technologies. This module, therefore, will enable students to gain an in-depth understanding of the radio environment. It examines the history and contemporary forms of radio broadcast in the age of digital technologies and it also provides students with an opportunity to develop specialised skills and knowledge in radio broadcasting. Students will examine a wide range of topics including the management of a radio station, writing scripts for radio, audio streaming to name a few.

Media Analysis
The primary aim of this module is to equip students with the analytical tools necessary to think critically about media texts from different perspectives. The module will introduce students to the techniques and practices which will enable them to understand meanings embedded in media texts as well as how these are a product of power structures that shape our lives, politics and economics. Through this module, students will understand the different interpretations that audiences have of media products and the institutions that produce them.

Media Sociology
This module examines the development, structure, and functions of the media in society as well as institutional factors that influence the production, dissemination and consumption of media texts. It explores both the legacy and emerging media's impact on society as well as how society impacts on them, their organizational, foundational and business practices as well as how consumers engage with them. The complex ways in which the media interact with social forces economics, politics, social, legal, technological as well as cultural forces is also examined in this module. The module will also focus on media representations of different phenomena such as race, class, and gender. Emphasis will be placed on the students' ability to critically analyse the media and their messages, including discussions on various communication theories, how they have been used to study media and the major findings from these studies.

Gender, Race, Class and the Media
This module critically examines gender, race and class issues as represented in both traditional and social media. Students will be helped to understand how, through their representation of gender, race and class, media shapes identities and people's views of others. The module explores the way media influences society's expectations of the social roles and norms of women, men and minority groups.

Media and Development
This module introduces students to the fundamentals of development and communication. It explores the key concepts, theories, case studies and practical media skills around media and development. It provides students with an opportunity to deepen their knowledge of the main approaches and theories to development, the role of media and communication in social change as well as globalization. The module will offer an interdisciplinary education and training in classical and contemporary theories on development and the application communication theories in the development process. The module will enable students to examine the interface between media, communication and development in the global South.

Advanced Media Management
This module explores the essentials of media management by closely examining the economics, social, cultural and policy contexts of media organisations. It examines classical and contemporary principles, theories and practices in media management. It exposes students to management issues, challenges, practices and approaches in different media environments, be it in the legacy media, emerging media and social media. Students will be exposed to different theoretical and practical approaches of managing media businesses, understanding of leadership styles in the changing media environments. Students will be equipped with skills of providing leadership in the creating of content for both the traditional and emerging media, management of human and financial resources as well as developing marketing communication plans for their businesses. They will also be exposed to knowledge on marketing media in competitive environments, legal and procedural aspects in digital and traditional media, as well as theoretical aspects of media leadership and content creation.

Advanced Television Studies

This module introduces students to critical approaches to understanding the significance of television as a pervasive medium of everyday and popular culture. It examines the history, economics and cultural impact of television on society placing emphasis on how television has shaped consumer desires and anxieties in relation to race, class and gender. The module equips students with a set of theoretical and practical skills to critically understand the role of television in society, its ubiquity, its formal properties and technological apparatus. It enables students to develop critical skills to understand the politics of televisual representations, its industrial formats and its changing future. Students are exposed to a range of methodological approaches for understanding television in a critical way.

Global Media Systems

This module examines mass media structures, institutions, infrastructures, ownership patterns, practices and cultures from a global perspective. It analyses international communication theories. The global media market place, international communication flows. Students will examine specific communication and media systems, and international media products such as film, music, radio, television, online media content as well as advertising and their impacts on transnational audiences using different theoretical lenses. The module will familiarize students with multi-cultural global perspective of a multi-media world. The ultimate objective of the module is to lay a foundation of media literacy by exposing students to multi-cultural media systems through an exploration of theoretical and practical concepts of global media using historical and contemporary perspectives. Issues of cultural fusion, cultural autonomy, political rights, social justice, and debates on communication flows, media systems of different world regions, global media representations will be the main emphasis of the module.

African Media Systems

This module surveys the pre-colonial, colonial and post-colonial media systems of in different African countries. It equips students with the analytical skills to interrogate the historical developments and contemporary structures in time and space. Historical, social, technological, legal, economic and political factors that shape the different media systems in different historical epochs will be examined. Students will be equipped with skills to draw comparisons between different African countries that have experienced different colonial administrative systems, be it Anglophone, Francophone or Lusophone. A case study approach will be adopted to enable students draw the comparison. These systems will be chosen according to the regions of Africa, namely Southern Africa, East Africa, West Africa and North Africa

LIN5521: Linguistics Research Methodology

The course aims to introduce students to research methods in linguistics, with special emphasis on corpus linguistics. It also focuses on the formulation of research questions and the formal requirements of a mini-dissertation and research methodology.

Phonological Theory

The course aims to advance students' knowledge of phonology by presenting the development of phonological theory and its motivations; providing students with an in-depth understanding of further areas in theoretical phonology; providing an opportunity to critically analyse theoretical approaches to phonological data; allowing students a forum in which to evaluate theoretical approaches; and enhancing students' critical reading and language analysis skill**.**

Morphological Theory

The aim of the course is to help students to use the meta-language in order to enable them to identify and define the main morphological phenomena and formation processes of English words.

Historical and Comparative Linguistics

The course aims introduces students to language change from a historical perspective and knowledge of the more important theories of language change.

The Linguistics of Sign Language

The course seeks to equip students with knowledge and information which will enable them to communicate and understand deaf and hard of hearing people through the use of sign language.

Linguistics in Educational Contexts

This course aims to enable students to evaluate typical explanations of national language policies in education; equip them with knowledge on theories and approaches to language acquisition and literacy practices in education; provide students with skills to evaluate educational discursive content across all structures of the society; and demonstrate skills for understanding, analysing and interpreting topical issues communicating and addressing societal injustices relating to education.

Linguistics Research Methodology and Mini-dissertation

The course aims to introduce students to research methods in linguistics, with special emphasis on corpus linguistics. It also focuses on the formulation of research questions and the formal requirements of a mini-dissertation and research methodology.

Topics in Sociolinguistics

The course seeks to equip students with the principal concepts of sociolinguistics. They will be taught how different varieties and features of language spread, change or disappear; the key findings of sociolinguistics; language variation and the social, linguistic and contextual characteristics which help to shape it; issues related to language in its social context; and the methodologies of analysing a piece of sociolinguistic data.

Syntactic Theory

This course will help students develop an advanced understanding of the morphosyntactic structures of human languages, and of the concepts and goals of syntactic analysis to make sense of such structures. Students will gain practical experience in solving syntactic problems through considering data from different languages.

Topics in Psycholinguistics

Psycholinguistics is the scientific study of language from a psychological point of view. This course serves as an introduction to psycholinguistics and it will examine key issues concerning how language is acquired, represented and processed in the brain (with particular focus on acquisition and learning of a second language). Major psychological mechanisms/processes involved in language comprehension and language production will be covered and contemporary research on first and second language acquisition will be discussed**.**

Language and Gender
This course equips students with knowledge and information of how language is used to portray gender in different contexts.

Linguistics in a Clinical Context
This course seeks to equip students with knowledge of theoretical approaches and practices that facilitate language structures, language acquisition and production and analysis of communication disorders; to enable students to evaluate typical explanations of language impairments from a linguistic perspectives; and to demonstrate skills for understanding, analysing and interpreting topical issues about communication difficulties for servicing the society.

YID 1540	**:**	**Youth in Development Perspective**
Prerequisites	**:**	**None**
Credits	**:**	**16**

Module Content **:** The module gives an overview of the subject of youth in development. It introduces the students to the following: The definition of youth, and development. Roles and functions of a

youth worker in a community setting. Differences between development and community work. The history of community work in South Africa. Conceptual definition of empowering. Areas where young people need development. Group dynamics and formation

YID 1544	**:**	**Youth Outreach I**
Prerequisites	**:**	**None**
Credits	**:**	**16**

Module Content **:** This is a field practical module intended to develop students as youth development practitioners. The students' use of self in professional setting will be explored. The spirit of working as a team will be promoted. The students will also be taught to understand the realities of challenges facing youths in South Africa. The module will look explaining outreach and the role of the Youth development Worker. The students will also be equipped with skills to enable them to be effective and efficient Youth Development Practitioners. The skills such as recording, facilitating meetings, preparing for outreach, time management etc. The students will undertake practical assignment intended to prepare them to their roles as interviewers, observers and evaluators in their communities.

YID 1640	**:**	**Principles and Practice of Youth Work**
Prerequisites	**:**	**YID1540**
Credits	**:**	**16**

Module Content **:** This module will cover, among others, historical overview of traditional youth development practice in South Africa, the development of youth work practice in South Africa, conceptualization of youth in different cultural settings within South Africa, the emergence of youth and civil society organizations in post-independence South Africa, the dual character of African youth, the challenges faced by youth development practitioners as well as those faced by young people, . Working with youths as individuals and as groups in organizations, the various principles underlying the youth development practice, the priority youth groups as focus of the profession, the professionalization process and the current status and the role of the professional youth development practitioner.

YID 1644	**:**	**Youth Outreach I**
Prerequisites	**:**	**YID1544**
Credits	**:**	**16**
Module Content	**:**	Understanding of critical skills needed in outreach such as presentation. The

students will be introduced to communication as an effective outreach tool. The various communication skills such as interviewing, presentation, report writing, listening, responding, assertiveness, empathy, authenticity, etc. will be explored. These skills are necessary for effective outreach.

YID 2540	**:**	**Youth and Health**
Prerequisites	**:**	**YID 1540**
Credits	**:**	**16**
Module Content	**:**	A review of the concept of health, patterns and effect social construction on

Health and well-being, health education and promotion strategies, impact of youth lifestyles on their health, sexual and health reproductive health, youth needs arising from psychological change, physical developments, behavioural change, and those arising from social environment.

YID 2544	**:**	**Youth Outreach II**
Prerequisites	**:**	**YID1644**
Credits	**:**	**16**
Module Content	**:**	This module introduces outreach in the context of community development in

South Africa. It also covers programme preparation, planning, implementation and evaluation including community development theory and practice. Students are expected to conduct community profiling and propose a project which can help to address the identified challenges facing youth.

YID 2640   **:**   **Conflict Resolution Strategies and Skills**
Prerequisites   **:**   **YID 2540**
Credits   **:**   **16**
Module Content   **:**   The module prepares the student to understand conflict as an inevitable part of their professional lives. They will be taught about various approaches, theories, strategies and tactics of conflict resolution and how to handle it. The role of the Youth Development Practitioner in conflict resolution at an individual and group level as well as the impact of conflict on youth and their development will also be explored.

YID 2644   **:**   **Youth Outreach II**
Prerequisites   **:**   **YID2544**
Credits   **:**   **16**
Module Content   **:**   This is a practical module which aims at outlining challenges such abuse, abandonment, homelessness, bullying, delinquency, poverty, depression, any self-harming/ destructive behaviour as well as developing strategies to address vulnerabilities of youth. The students will also be trained to review effectiveness of the Minimum Standards for Child and Youth Care in South Africa to provide support youth at-risk.

YID 2645   **:**   **Gender and Development**
Prerequisites   **:**   **None**
Credits   **:**   **16**
Module Content   **:**   The module will expose the students to a range of theoretical perspectives in gender, development and feminist traditions e.g. radical, social, democratic, conservative perspective. It will explore the implications of such theories for Youth in development. Students will acquire knowledge that will enable them to engender the policy and programme of development process.

YID 3540   **:**   **Youth Policy Formulation and Advocacy**
Prerequisites   **:**   **YID 2540**
Credits   **:**   **16**
Module Content   **:**   This module introduces students to the process of policy formulation to address challenges facing the youth. The students will be taught about different policies and welfare services which affect the youth. They will be familiarized with national and international policies and strategies. Students will be taught about the role of youth worker as an advocate for youth policies.

YID 3544   **:**   **Youth Outreach III**
Prerequisites   **:**   **YID 2644**
Credits   **:**   **16**
Module Content   **:**   This outreach module will teach the students about the effective outreach intervention strategies. The students will do concurrent placements in local organizations where they are required to identify challenges facing the youth and develop an action plan to address the identified problems. The students will also be required to do presentations on their action plan developed to address challenges facing the youth.

YID 3640   **:**   **Social Research Methods and Techniques I**
Prerequisites   **:**   **YID 2640**
Credits   **:**   **16**
Module Content   **:**   The students will be taught the basics of the research process and the operationalization of various research concepts.

YID 3644   **:**   **Youth Outreach III**
Prerequisites   **:**   **YID 3544**
Credits   **:**   **16**
Module Content   **:**   The students will be required to do concurrent placements in local organizations and initiate and implement developmental programmes to address challenges faced by the youth. They will also go out to the community and implement the plan they have developed in the first semester to address the

identified challenges facing the youth. Students will also be required to compile report on the action taken to address challenges facing the youth and will also have to present the report.

YID 3646	**:**	**Project Monitoring and Evaluation**
Prerequisites	:	YID 3540
Credits	:	16
Module Content	**:**	The module focuses on establishment of community development projects as

well as initiating and implementing training programs. The students will be taught on monitoring and evaluation strategies. The students will also be required to evaluate the effectiveness of the youth policies in addressing challenges facing the youth.

YID 4540	**:**	**Social Research Methods and Techniques II**
Prerequisites	:	YID 3646
Credits	:	16
Module Content	**:**	This is a practical process to engage students in conducting the research. The

students will each identify their research problem, research design, and data collection within a practitioner framework, reliability, and validity, the impact of cultural, social and other factors. Approaches and use of different methods of data collection.
Selection and Measurement of Variables
Sampling, Data Collection and Analysis
Options in Proposal and Report Writing
The students should be able to submit an acceptable research proposal at the end of the module.

YID4544	**:**	**Management and Leadership Skills in Youth Work**
Prerequisites	:	YID 3644
Credits	:	16
Module Content	**:**	This module will equip students with basic management and leadership skills.

It will focus on youth development worker as leader, covers self-management, management of youth groups, managing staff, organizational communication and development, and change management. The concepts related to social change including the model of good practice will be reviewed.
The students will be introduced to the strategic management process. They will be taught on how to compile action plans and also on conducting SWOT analysis.

YID4640	**:**	**Research Project**
Prerequisites	:	YID 4540
Credits	:	16
Module Content	**:**	Students will submit their research project proposals. Proposals will be

reviewed by supervisors and presented to the entire department. The students will collect data, analyze and write a mini dissertation/ research project.

YID4644	**:**	**Youth Internship IV**
Prerequisites	:	YID 3644
Credits	:	16
Module Content	**:**	This module will provide students with an opportunity to apply the knowledge

and theories they have learned in class because the students will be placed in an agency providing youth development services for a continuous period of not less than four months. They will preferably be placed in an organization providing youth development services. The student will form part of the agency within which they are placed. They will carry all their duties under the supervision of the field supervisor. The University will also send a Youth Outreach Coordinator or a Lecturer to the field sites during the students' placement period to assess students on placement.

On return, the students will be expected to submit their portfolios of evidence/ reports and make oral presentations on their field experiences. They will be assessed on their written work (portfolios of evidence/ reports), oral presentations as well as their evaluation by the outreach coordinator and the field supervisor. They are expected to be able to analyze the functioning of the organizations, the policies, services and the communities within which the organizations is located. The students will be expected to initiate a developmental

project independently under the supervision of the field supervisor. The use of professional self will be emphasized.

AFC 4541	:	Nature of Kingship in Ancient Eqypt, the Great Lakes Region and Southern Africa.
Credits	:	
Module Content	:	* Geography, human settlement and history of Egypt

- Agriculture and Mathematics in Egypt
- Science and Technology in Egypt
- Astrology and Religion in Egypt
- Writing. Literature, Art and Religion in Egypt
- Architecture, Astrology and Religion in Egypt
- Politics, Warfare, and Territorial Defence in Egypt

AFC 4542	:	Women and Men as Priests, Diviners, Healers, Medicine People and Curers.
Credits	:	
Module Content	:	* Geography, terrain and history of the Great Lakes Kingdom

- Nature of Devine Kingships in the Area
- Religion and Philosophy in the Great Lakes Area
- Music, dance, song and literature of the Great Lakes Area
- Settlement and Warfare in the Great Lakes Area
- Totemism and Caste or Class in the Great Lakes Area
- Scienctific Ideas and Practices in the Great Lakes Area: Astronomy; Medicine, Mathematics, Chemistry, Architecture.

AFC 4543	:	Men and Women's Participation in Communal and Individual Economic Activities: Then and Now.
Credits	:	
Module Content	:	

AFC 4544	:	Gendered Indigenous Education, Rites of Passage, Games and Sports, Personal and Social Maturation.
Credits	:	
Module Content	:	

AFC 4545	:	Rock Art and Wall Paintings; Ethnic Handcrafts in Southern Africa.
Credits	:	
Module Content	:	

AFC 4546	:	An elective from any Departmental Final year Undergraduate Programme or Postgraduate Diploma Programme that is related to African Studies or has vocational relevance.
Credits	:	
Module Content	:	

SECOND SEMESTER

AFC 4647	:	Causes of European Migration, Nature of their Settlement, Colonisation and Dispossession of Africa.
Credits	:	
Module Content	:	

AFC 4648	:	Women and Men's Roles in the Family; Kinship Structure and Ubuntu.
Credits	:	
Module Content	:	

AFC 4649	:	Indigenous Scientific and Technological Principles, Productions and Products.
Credits	:	
Module Content	:	
AFC 4650	:	Dance and Dances, Music and Musicians, Songs and Songsters among Southern African Communities.
Credits	:	
Module Content	:	

AFC 4651	:	Historical and Cultural Heritage Holdings and Sites, and Touristic Attractions of Southern Africa.
Credits	:	
Module Content	:	

| **AFC 4652** | : | An elective from any Departmental Final Year Undergraduate Programme or Postgraduate Diploma Programme that is related to African Studies or has vocational relevance. |