

## **FACULTY OF HUMANITIES, SOCIAL SCIENCES AND EDUCATION 2025 CALENDAR CORRESPONDENCE**

**Please address all correspondence to:**

**The University Registrar University of Venda Private Bag X5050 THOHOYANDOU  
LIMPOPO PROVINCE 0950**

**TELEPHONE NUMBER : (015) 9628000**

**FACSIMILE NUMBER : (015) 9624749**

**WEBSITE : [www.univen.ac.za](http://www.univen.ac.za)**

### **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:**

- |    |  |        |
|----|--|--------|
| 1. | GENERAL INFORMATION  | PART 1 |
|    | Academic Year Plan Mission<br>Statement Officers of the<br>University Council of the University<br>Senate<br>Academic Staff and Departments<br>Administrative Staff<br>Colours and Hoods for Degrees<br>Admission and Registration General<br>Regulations<br>Library<br>General Rules for Degrees, Diplomas and Certificates |        |
| 2. | Faculty of Health Sciences   | PART 2 |
| 3. | Faculty of Humanities, Social Sciences and Education   | PART 3 |
| 4. | Faculty of Management, Commerce and Law  | PART 4 |
| 5. | Faculty of Science, Engineering and Agriculture  | PART 5 |

## **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 ten (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)	Vacant
Faculty Manager	MJ Baloyi, STD (Tivumbeni College of Education), FDE (Science and Maths), 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)
Director (Professor) School of Education	Vacant
Deputy Dean - Teaching and Learning (Associate Professor)	PE Matshidze, BA, (Hons), UED, Postgraduate Diploma in Higher Education (Rhodes), PGDIP (HE), LLB (Univen), LLM (Unisa), MPhil (Stellenbosch), Masters in Educational Leadership and Management. Botho University, Botswana, PhD (Unizulu)
Deputy Dean - Research and Postgraduate Studies (Professor)	TS Mashau DEd (Univen), MEd (NWU), BEd (Hons) (NWU), FDE (UJ), Cert in HR Postgraduate Studies (UJ), Cert in CNB (BEIT BERL–ISRAEL), Cert in DM (UNISA), STD (Veco)

Research Professor	MC Mashige, BEd (Hons), M.A, D Lit et Phil (English)(RAU), Postgraduate (Professor) Diploma (Higher Education Management), (Bath, UK)
Research Assistant	Vacant
Faculty Administrator	GM Tshimange Nat. Dip. Pub. Management (Unisa)
Faculty Administrator	MS Mainganye, MPA (UP), BTech (TSA), Nat. Dip Commercial Practice (TNT), Certificate in Project Management (Unisa)
Executive Secretary	E Chauke, B Admin (Univen)
Executive Secretary	B Dongola, Nat. Dip. Pub. Management (Unisa)
PA to Executive Dean	Vacant
Secretary	Vacant
Clerk	T Muditambi, Nat. Dip. in Office Management and Technology (TUT) Certificate in Management (TUT)

#### **ACADEMIC STAFF AND DEPARTMENTS:**

Heads of Departments are indicated by means of an asterisk\*

##### **Educational Studies**

Associate Professor	NF Litshani: D.Ed, M.Ed (UJ), B.Ed, B.A (Unisa), HED (Commerce) (UJ) PGDipHE (Rhodes), SPTC (Tshisimani), AMDP (UP), Cert. in Theo, Dip. In Theo, B. Theo (Faith Bible College), CPC: Creating Postgraduate Collaborations (2020)-Rhodes, Research Ethics Evaluation Clinical Trials Centre, (TRREE) (The University of Hong Kong).
Senior Lecturers	DA Sinthumule, D.Ed (Univen), MTech (TUT), ACE(SML), B.Ed, BA(Hons), BA (Ed) (Univen), Cert.in Pastoral Ministry (LUMKO Institute), Cert. in Doctoral Supervision (Stellenbosch University), Cert. in Resources in Research Ethics Evaluation Clinical Trials Centre, (TRREE) (The University of Hong Kong).  MG Muremela, D. Ed (UniZulu), M. Ed (Univen), B. Ed, BA (Unisa), FDE (Unisa), STD (Makhado College of Education), Diploma in Theology (Living Gospel World Mission).
Lecturers	NE Thenga, D.Ed (UniZulu), MEd (Psych Edu) (Univen) , BEDGC (Hons), BA (Ed) (Univen)  TM Badugela, PhD in African Studies (Univen), M. Ed (Curriculum Studies) (Unisa), B. Ed (Hons) (North-West), BA (Unisa), Advanced Certificate in English (Unisa), Advanced Certificate in Technology (Unisa), ACE in Tourism (SACTE), STD (Makhado College of Education), Certificate in Computer Literacy (IT Development and Training).  HC Mudau, M. Ed in Psychology of Learning (UJ), B. Ed Honours (UJ), B. Tech (TUT), FDE (SA College of Education), STD (Ramaano Mbulaheni Training College). Diploma in Ministry (Rhema School of Ministry), Certificate in HIV/AIDS Care and Counselling (UNISA)

AA Mokwebo, M.Ed(Educ Leadership and Management) (UP), B.Ed (Educ Management) (UNIVEN), PGDip (Labour Law) (UJ), PGCE (UNIVEN), B.Com (Economics) (UNIVEN)

## Early Childhood Education

Professor *SA Mulovhedzi	PhD in Early Childhood Development (UP), MEd (Univen), BA, PGDIP in HED (UKZN), BEd (ECD) (UNISA), HED (Postgraduate) (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 Lecturer	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 Lecturer	RM Makhwathana, DEd, MA (English), BA (Hons) in English, BA(Hons) UED, ACE (School Management and Leadership) (University of Venda); MTech (Education Management) (Tshwane University of Technology); 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).
(nGAP) Lecturer	LS Shirindzi. PhD in Languages, Linguistics and Literature (Unisa); MA in Xitsonga (Univen), B.A Hons (Xitsonga) (Univen), PGCE (Unisa), B.A in Media Studies (Univen).
Lecturer	NS Skhosana. MEd in Early Childhood Development (UMP); BEd Hons in Education Management, Law and Policy (UP); BEd FP (UMP).
(nGAP) Junior Lecturer	NC Nedambale. Med in Childhood Education (UJ); B.Ed-Hons (Early Childhood Development), B.Ed Hons (Edu. Management) (Unisa), B.Ed Foundation Phase (Univen).
Junior Lecturer	M Nyamuswa. B.Ed Hons in Early Childhood Education (Univen), B.Ed Foundation Phase (Univen), Certificate in Women in Leadership (Univen).
Junior Lecturer	L. Randima. MEd in Early Childhood Education (Univen); BEd Hons in Early Childhood Education (Univen), BEd Foundation Phase (Univen), Certificate in Implementation of ICT Integration in Education (Wits).
Junior Lecturer	Z. Tshidzumba. B.Ed Hons in Early Childhood Development (Univen), B.Ed Foundation Phase (Univen).
Junior Lecturer	MD Lebepe. B.Ed Hons in Childhood Education (UJ), B.Ed Foundation Phase (Univen). National Diploma in Marketing (UJ)

## Professional & Curriculum Studies

Senior Lecturers	*M Mpeti, BSc, PGCE (National University of Lesotho), MSc (ETSD) (University of Twente, The Netherlands); PhD (Pretoria), PGDipHE (UKZN), PGCert (Entrepreneurial Management & Leadership in HE) (Univen)
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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), PGDipHE (UKZN)

LP Ramabulana, BSc, BScHZO, MScEDU, DIPNRM, UED (Univen), Cert. ICT in Educ. For Policy Implementers

(Wits) D.Ed (TUT), Curriculum Development, Assessment & Moderation (Rhodes), PGDipHE (UKZN)

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

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

NM Nndwamato, STD (VECO); BA (Hons), MA; PhD (Univen), PGDipHE (Wits)

#### Lecturers

MA Nenzhelele, (STD) (Soweto College of Education), B.Com (Hons) (Univen), MBA (Mancosa), MED (Univen)

M Tsoka, DipEd; B.Ed; M.Ed (UZ); PGD Monitoring & Evaluation (SU); DEd (Unisa); PGDip (UJ)

WG Ngcobo, STD (Adams); B.Tech (TUT); B.EdHons (NWU); BPA Hons (SU); ACE Accounting; ACE Leadership (Unisa); M.Ed; M.Com (UKZN)

IC Mulaudzi, PTD (Westminister), FDE (RAU), BA (UNIVEN), BEd Hons (RAU), BA Hons (UNIVEN), Cert. in Implementation of ICT Integration in Education (Wits), MEDEM (UNIVEN), MA (UNIZULU); DED (UNIZULU), PhD (UNIVEN), PGDip (UJ)

M Rambao, BEDFET (UNIVEN), BEDHONS in Mathematics Education, M.Ed (UNISA)

#### Junior Lecturer

SL Mncube, BEDSPFET, BEDHONS in STEM Education, M.Ed ICT in Education (UJ)

#### nGAP Lecturer

K Manyatja, B.Ed (UL), B.Ed HONS (UL), M.Ed Curriculum Studies (TUT)

#### Postdoctoral Fellow

S Jere, DED (Univen), M.Ed (Science and Mathematics Education - University of Zimbabwe) B.Ed (Chemistry – University of Zimbabwe) Diploma in Education (Chemistry, Physics, Biology) (UZ)

#### Youth in Development

##### Associate Professor

\*TJ Mudau DED (Univen), MGS, HONSGS, PGCE, BA

TD Thobejane, DED (Massachusetts Amherst USA), MSc (Southern New Hampshire) (Manchester, USA), Diploma Community Development (JHB, RSA), PTC (Mokopane)

##### Senior Lecturer

MH Mukwevho, PhD (Univen), MA(Univen), UED(Univen), BA(Univen), Labour Relation Cert (UNISA)

KG Morwe, PhD (Malaga University (Spain), PHD Higher Education Studies (UFS) MSoc.SC (SW) (Northwest), B.Soc.

	TP Mulaudzi, PhD in Gender Studies (Univen), MGS (Univen), HONSGS, BA (Univen)
Lecturer	RN Mathungeni, MA (Univen), BAYID
	TP Netshidongololwe MA (Univen), BAYID
	TE Shuma, MA (Univen) BAYID

## Human Sciences

Senior Lecturers	*LM Mudimeli DTH (Unisa), MA (Univen), BA (ICI), PGDip in Higher Education (UKZN)
	EN Mathoho, D.Phil. (UCT), MPhil (UCT), BA Hons (Univen), BA (Univen)
	HS Tshamano, PhD (Univen), MA (UJ), UED (Univen), BA Hons, BA
	HP Khosa, PhD (UP), MA (UP), BA Hons (UP), Diploma in Theology (UP), PGDip Community & Health Psychology (Unisa),
	SA Mabitsela, PhD (Univen), MA (UP), BA Hons, Inter-Cultural Communication Cert. (Fredskopset Norway), Gender and Peace Support Certificate (International Peace Support Training Centre, Kenya), Secretarial Diploma (Credo Business College Pretoria) BA (Vista)
Lecturers	NMD Mabale, MA (Univen), BA (Hons) (Univen), PGDip in Arts (Heritage Studies) (Wits)
	NV Sibawu, MA (History) (UFS), HED Hons BA (History), (UFH)
	ME Muthivhi, PhD (Univen), MA (Univen), BTh in Practical Theology (Hons) (Unisa), PGDip in Higher Education (UJ)
	N Mudau, Diploma in Theology (UP), BA Hons (UP), MA (UP), PhD (Univen)
	W.C. Nwankoti, MA Anthropology (Univen), BA Hons in Anthropology (Univen), BSW (Univen)
Junior Lecturer	N. Ndanganeni, MA in History (Univen), BA Hons in History (Univen), BA Hons in International Relations (Univen)

## Indigenous Knowledge System and Heritage Studies

Senior Lecturers	*T J Makhanikhe, BA (Hons), MA (African Studies), PGDIHE (UKZN) PhD (African Studies) (Univen)
Lecturers	TJ Madima Secondary teachers Diploma (VECO), FDE (RAU), BED Hons (UJ), MA African Studies, PhD African studies (Univen)
	AE Budeli, BIKS, MA (African Studies) (Univen)
Junior lecturer	TE Nyoni, BIKS (Univen), MA (African Studies) (Univen)

## Arts and Social Sciences

Professor	MG Mapaya, BMus, HDE (UCT), MMus (Wits) PhD (Univen).
Assoc. Professors	*R Tshifhumulo, BA, BA (Hons) UED (Univen) PGDip (Rhodes University) MA (UP), PhD Soc (Univen)  P Dzimiri, Executive Certificate in Defence and Security Management, (Wits), BA, MSC- International Relations (UZ), MA Development Studies (UFS), PGDIP (HE) (SUN), PhD International Relations (UP)
Lecturers	P Mphephu, BA (Univen); BAH Soc; MA SoC and PhD Soc (Univen)  M Madzivhandila , Higher Certificate in Music, Honours Degree in Music, Masters in African Studies, PhD in African Studies (Univen)  T Zulu BMus (Univen), MAAS (Univen), PhDAS (Univen)  SF Mathagu, B.Admin (Hons) (Univen), MA (UNISA), Dip. Journalism (TF. Cardiff), Cert. Higher Education (Rhodes University), B.Th (Baptist Theological College Southern Africa).  MJ Masipa, BA (Ed), BEd, MDev (UL). PhD (Univen).  EB Bvuma, BA. PAED (UNIN), BA (Hons) (UNISA), Masters in Development Studies. (UL), PHD (Univen)
Junior Lecturers	R Mashamba, BA (Hons) (Univen)  MS Mokgola, BAIR (Univen), Hons Pol. (UL), MA (Univen)

## English, Media Studies and Linguistics

Professor	EK Klu, DEd (RAU), MEd (RAU), BA (Hons) (Ibadan)
Associate Professors	*MN Lambani, DTech (TUT), MA (PU for CHE) BA (Hons) (Unisa, J.S.T.C. (VECO)  TJ Chari, PhD (Wits), MA (UZ), BA, Post Dip-Media & Comm
Senior Lecturers	MJ Maluleke, PhD (Univen), MA (UL), BA (Hons) (UL), BA Ed (UL)  M Mabika, DSS (Fort Hare), MSSc. Comm. (UFH), BA (ZOU), Cert. DTP (UFH), (UZ), Cert. Comm. & Journalism (CCOSA), Dip Comm. & Journalism (CCOSA)  FT Nephawe, PhD (Univen), Mphil (SUN), BA, Hons (Univen), BA Hons (Univen)
Lecturers	TE Sikitime, PhD (Univen), MA (SUN), BA Ed, BA (Hons) (Univen), BA (Unisa), PGD (Unisa).  NV Demana, PhD (Univen), MA (Cum Laude, Univen) BA (Hons), (Univen), BA (Univen), STD (VECO)  VT Bvuma, MEd (Tesi Notre Dame, USA), BA Ed (UL)  F Mahori, MA (Univen) BA (Hons) (Univen), BA (Univen)

	MS Khosa, MA (Univen), BA Hons (Univen), BEd (Univen)
	T Nodoba, Dphil in Journalism (UJ) Mphil (SUN), BEd (UL) BA Hons (UL), BA Hons (UL), BA Hons (Wits)
	M Nephawe, MA, (UL), BA (Hons) (UL)
	RN Maungedzo, PhD (UP), MA (Wits), BA Hons (Vista), BAED (Vista)
	HF Chauke, PhD in Media Studies (Wits) MA Communication (Unisa), BA Hons (Unisa), BA (Unisa)
Junior Lecturers	E Sibara, BA Hons in English Lit (Univen), BA Media Studies (Univen, Cum Laude), L Netshipise, MA (Cum Laude, Univen), BA Hons Applied Linguistics (Univen), PGCE (Cum Laude, NMU), BA Media Studies (Univen) MS Nemakhavhani, MA (Univen) BA Hons ELT (Univen), PGCE (Univen), Dip Theology (The LGWN), BA (Univen) Makhafola, MA (English Literature) (Univen), BA Hons English Lit (Univen), PGCE (Cum Laude, Unisa), BA Media Studies (Univen)
nGap Lecturer	M Ligege MA (Univen) BA Hons ELT (Univen) BA (Media Studies)
Media Technician	W Mamphiswana, MA (Communication and Media) (Univen) BA Hons (Media Studies) (Univen)
<b>Social Work</b>	
Senior Lecturers	*NJ Budeli, Dphil (SW) (UL), MSW (UL), BA(SW) (Univen), BA(Hons) HIV/AIDS (Unisa), PGDIP (HE) (Rhodes), Adv. Cert. Labour Law (UFS) TC Matsea, PhD (SW), MA(SW), BA (SW), (U Stell.), PGDIP (HE) (Ustell) Dip. ECD (Univen), HC Man. (FPD) MM Mamaleka, PhD (SW) (UWC), MA (SW) (UFS) BA(SW) (Unin), PGDIP (HE) (UKZN), HRM Cert. (Unisa) TV Baloyi, Dphil (SW) (UL), MA (SW) (UP), PGDIP (HE) (UKZN) BA(SW) (Univen), H.Cert.(FPD), VEP Cert. (UNISA)
Lecturers	V Nemutandani, MSW (UL), BA(SW) (Univen), PGDIP(HE) (Rhodes) T. Sekgobela, DSW, MSW (UNISA), BSW (Univen), Adv Cert (Supervisión) (UNISA) ME Mashamba, DSW (UNISA), MSW (UNISA), Masters Diploma in HR (RAU), BA(SW) MS Muthala, MSW (Wits), MPM (Univen); BA(SW)(Univen) DE Baloyi, MSW (SU), PGDip Addiction Care (SU) BA(SW)(UL) T. Sikhitha, MSW, BSW, Bachelor of Family Ecology and Consumer Science (Univen) Mathebula, W.N (Fieldwork Coordinator), MSW, BSW (UL) 1X Vacant Lecturer's position
Junior Lecturer	L Mafela-Sibisi, MSW, BSW (Univen)



Administrative Officer    A Makuya, BAdmin (UNISA), N. Diploma: Office Admin (TUT)

### **African Languages**

Ass. Professors        MT Babane, BA(Ed), BA (Hons), M.Ed (Unin), D.Ed (UNISA).

MT Chauke, BA(ED), BA (Hons) (Unin), MA (RAU), PhD (UL).

MC Hlungwani, BA(Ed), BA (Hons) (Unin), MA, PhD (SUN).

Senior Lecturers        \*MR Raphalalani BA, HED, BA (Hons), (Unin), Mphil (SUN), D.Litt et Phil (UNISA).

KJ Nkuna, BA, UED, BA (Hons), MA, (Unizulu) PhD (Univen).

NC Netshisaulu BA, UED, BA (Hons) (Univen), MA, PhD (SUN).

LE Mphasha, STD (Setotolwane), BA, BA (Hons) (Unin), MA, D. Litt et Phil (SUN).

M Mathabi, BA, UED, BA (Hons), MA (Univen), PhD (UL).

TD Raphalalani, Secondary Teachers Diploma (VECO), Dipl. Ed. Management (Univen), Computer Diploma (Techniven), BA (Hons) (Univen), MA (SUN), PhD (Univen).

Lecturers                2 x Vacant Posts (Northern Sotho)

OI Tshovhewaho, BA(Ed) (Univen), BA (Hons), BTech (UNISA), MA (UFS), FDE (Wits), PhD (UNISA).

AJ Makhado, STD (VECO), FDE in Mathematics Education (UJ) ACE in Environmental Education (UNISA) BA (UNIVEN), BA (Hons) (SUN), BA (Ed) (Hons)(NWU), MA (SUN), PhD (UNIVEN).

NG Mdhluli, BAMS, BA (Hons), PGCE, MA (UNIVEN).

O Mathebula, BEDFET, BA (Hons), MA (UNIVEN).

MP Makhado, BA(ED) (UNIN, BA (Hons)(SUN), MA(UF), PhD (UNIVEN).

MZ Maponya BA, BA Hons, MAAFL (UL), PGCE (UNISA).

Junior Lecturers        PL Kabini, BALP (UNIVEN).

### **TSHIVENጁA NATIONAL LEXICOGRAPHY UNIT**

Editor-in-Chief        ME Takalani, BA, BA Hons, (UNIVEN), MA Language Practice (UFS), PGCE (UNIVEN)

Lexicographer        AV Mantsha, BA, UED, BA Hons (UNIVEN), MA (UL), Computer Diploma (TECHNIVEN)

Administrative Clerk:    Vacant

### **XITSONGA NATIONAL LEXICOGRAPHY UNIT**

Editor-in-Chief        HT Mashele, BA, Higher Education Diploma, BA (Hons Xitsonga), BA Hons (Engl), (UL), HLT Certificate (University of Cambridge), Certificate in UED (Coventry University), MA (UP)

Lexicographers	HA Machete, BA, HED, BA Hons, MA (UL), MA (UFS), PhD (UL)
Office Assistant	B Rikhotso, Diploma in Computer Literacy (Avuxeni Computer Academy)
Office Manager	JD Baloyi, National Diploma in Management Assistance

## **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 BEDSPFET TEACHING/BEDFP TEACHING**

##### **1.3.1 ADMISSION REQUIREMENTS FOR BACHELOR OF EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING**

- a) National Senior Certificate (NSC) with a Bachelor's 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, either through a National Diploma with work experience of the relevant field study / Recognition of Prior Learning (RPL) in teaching the relevant field / Recognition of Prior Learning (RPL) in teaching), and a minimum percentage of 50 in English.

### **1.3.2 ADMISSION REQUIREMENTS FOR BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING (BEDFP TEACHING)**

- a) National Senior Certificate (NSC) with a Bachelor's and an average of 36%, with a minimum percentage of 50 in English. Or, Candidates must have Matric/Grade 12 with a Bachelor's of less than 36 points and with Early Childhood Development experience, either a 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 a Matric/Grade 12, with exemption, and experience in Early Childhood Development, either through a certificate or work experience/ Recognition of Prior Learning (RPL), and a minimum percentage of 50 in English.

### **1.3.3 DURATION OF THE BEDSPFET TEACHING and BEDFP TEACHING 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 a 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 SPFET and B Ed FP Teaching degrees 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 (applicants must possess at least one major module to third-year level in their undergraduate degree and one at a second-year or first-year level being a year module. 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 requires one teaching subject at the third-year level. For the SP Phase, the student must have one teaching subject at either the second or first year level, (being a year module).

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

<sup>1</sup>

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 are 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 3<sup>rd</sup> year level and obtained at least an average percentage of 60 OR equivalent in the area of specialisation.
- (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 modules 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 they obtain 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 a supervisor within the School or University, who is an academic in a similar area of specialisation, 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 a higher level than 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 a candidate could not sit for the main examination due to illness or the death of an immediate family member. A medical proof from a registered medical practitioner, such as a 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/coursework, a candidate is required to write a mini-dissertation in the area of his/her specialisation. The Dissertation shall be internally supervised by the supervisor before it is externally examined.

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<sup>1</sup> Human Sciences

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
EDEHEDM-	Bachelor of Education Honours in Educational Management
SEHECE -	Bachelor of Education Honours in Comparative Education
SEHECES-	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
SEHEME-	Bachelor of Education Honours in Mathematics 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.

- 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.
- A candidate must at least have an average percentage of 60 OR equivalent in the area of specialization.
- 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 Registrar (Academic), together with a proposed topic for his study and thesis and an outline of his proposed study.
- 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.
- 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 application and study proposal.

#### **2.2.2 Duration of Programmes**

- The duration of a Master of Education degree programme shall be a minimum of one year (fulltime) 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.
- 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**

- Unless otherwise specified by Departmental rules, a Master of Education degree is awarded on the basis of a Dissertation.
- 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**

- 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.
- Other General Rules for Graduate Studies (G.18), including the format and declarations, apply.
- The PASS mark for a Master of Education degree is 50%. A mark of 75% or above is a PASS *cum laude*.
- A Master of Education degree shall be awarded after at least one academic year has passed since the candidate obtained an Honours degree.
- 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.

- An applicant for a Doctoral of Education degree programme shall have obtained a Masters degree in the same, or a similar (related), field.
- Regulations 2.1.2 to 2.1.6 under Master of Education Degree (above) apply to Doctoral degrees.

#### **2.3.2 Duration of Programme**

- 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
SEDEEM –	Doctor of Education in Educational Management
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 two external examiners, it is recommended that one should be international (examiner).
- (b) Each of the examiners (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
- (e) Before graduation, the candidate will write a short summary (citation) of 500 words on the study

#### **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, degrees, post-graduates are offered:**

#### **E3.1 PROGRAMME IMPLEMENTED IN 2022**

##### **BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING**

###### **Description**

This is a comprehensive four-year undergraduate degree, which carries 504 credits. The programme prepares teachers who will teach in the Foundation Phase (Grade R – 3).

###### **Duration**

The BEDFP Teaching is a four-year degree programme on a 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 APS, 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 pass with Bachelor and have an Early Childhood Development certificate with a minimum percentage of 50 in English.

## FIRST YEAR

### Semester 1

EAL1141	Academic Literacy for Foundation Phase Teachers:
ECL1141	Computer Literacy Application for Foundation Phase Teachers
ELF1141	Life Skills
EPE1141	Psychological Foundations of Early Childhood Development
ERY1141	Role of Reception Year in FP
ECS1141	English Communication Skills
EML1141	Mathematics
EFL1141	English First Additional Language:
EHL1141	Tshivenda/Xitsonga/Sepedi/Siswati Home Language

### Semester 2

ELF1241	Life Skills <b>Prerequisites ELF1141</b>
EML1241	Mathematics <b>Prerequisites EML1141</b>
EFL1241	English First Additional Language <b>Prerequisites EFL1141</b>
EHL1241	Tshivenda/Xitsonga/Sepedi/Siswati Home Language <b>Prerequisites EHL1141</b>
ETP1241	Introduction to Teaching Practice in Foundation Phase
EDC1241	Curriculum Development for Foundation Phase 1

## SECOND YEAR

### Semester 1

EAL2141	Academic Literacy for FP Teachers <b>Prerequisites EAL1141</b>
EDC2141	Curriculum Development for FP: Teaching, Strategies and Assessment
ELS2141	Learning Support for FP
EPS2141	Sociological Foundations of Education for Young Children
EFL2141	English First Additional Language <b>Prerequisites EFL1241</b>
ELF2141	Life Skills <b>Prerequisites ELF1241</b>
EML2141	Mathematics <b>Prerequisites EML1241</b>
ETP2141	Teaching Practice Observation in Schools <b>Prerequisites ETP1241</b>
EHL2141	Tshivenda/Xitsonga/Sepedi/ Siswati Home Language <b>Prerequisites EHL1241</b>

### Semester 2

ELF2241	Life Skills <b>Prerequisites ELF2141</b>
EML2241	Mathematics <b>Prerequisites EML2141</b>
EFL2241	English First Additional Language <b>Prerequisites EFL2141</b>
ETP2241	Micro Teaching Practice <b>Prerequisites ETP2141</b>
ECD2241	Theories of Early Childhood Development and Formal Schooling



EHL2241 Tshivenda/Xitsonga/Sepedi/Siswati Home Language  
**Prerequisites EHL2141**

### **THIRD YEAR**

#### **Semester 1**

EPH3141 Philosophy of Education for Young Children  
ELF3141 Life Skills  
**Prerequisites ELF2241**  
EFL3141 English First Additional Language  
**Prerequisites EFL2241**  
EHL3141 Tshivenda/Xitsonga/Sepedi/Siswati Home Language.  
**Prerequisites EHL2241**  
EML3141 Mathematics  
**Prerequisites EML2241**  
ESL3141 Support for Children with Learning Barriers:  
**Prerequisites ELS2141**  
ETP3141 Teaching Practice  
**Prerequisites ETP2241**

#### **Semester 2**

EFL3241 English First Additional Language  
**Prerequisites EFL3141**  
EML3241 Mathematics  
**Prerequisites EML3141**  
ELF3241 Life Skills  
**Prerequisites ELF3141**  
EPS3241 Education Foundations 2: Comparative Education in Early Childhood Education:  
ETP3241 Teaching Practice/ WIL:  
**Prerequisites ETP3141**  
EHL3241 Tshivenda/Xitsonga/Sepedi/Siswati Home Language  
**Prerequisites EHL3141**  
ESL3241 Support for Children with Learning Barriers:  
**Prerequisites ELS3141**

**NB: No student shall proceed to the final year (Fourth Year) without passing all first, second, and third years.**

### **FOURTH YEAR**

#### **Semester 1**

EDA4141 Administration and Management in Foundation Phase  
EAT4141 Art for Young Children  
EDL4141 Curriculum Theory and Practice in Early Childhood Education  
ETP4141 Teaching Practice

#### **Semester 2**

**All second-semester modules are completed through portfolios.**

EMU4241 Music for Young Children  
ETP4241 Teaching Practice

**BED FP TEACHING = BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING**

No student shall proceed to the final year (Fourth Year) without passing all first-, second and third-year modules/subjects.

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
EAL1141 Academic Literacy for Foundation Phase Teacher	<b>Semester 2</b> ELF1241 Life Skills: <b>Prerequisites</b> <b>ELF1141</b>	EAL2141 Academic Literacy for FP Teachers <b>Prerequisites</b> <b>EAL1141</b>	ELF2241 Life Skills <b>Prerequisites</b> <b>ELF2141</b>  EML2241 Mathematics <b>Prerequisites</b> <b>EML2141</b>  EFL2241 English First Additional Language <b>Prerequisites</b> <b>EFL2141</b>  ETP2241 Micro Teaching <b>Prerequisites</b> <b>ETP2141</b>  ECD2241 Theories of Early Childhood Development and Formal Schooling EHL2241 Tshivenda/ Xitsonga/Sepedi/Siswati Home Language <b>Prerequisites</b> <b>EHL2141</b>	EPH3141 Philosophy of Education for Young Children  ELF3141 Life Skills <b>Prerequisites</b> <b>ELF2241</b>  EFL3141 English First Additional Language <b>Prerequisites</b> <b>EFL2241</b>  EHL3141 Tshivenda/ Xitsonga/Sepedi/ Siswati Home Language. <b>Prerequisites</b> <b>EHL2241</b>  EML3141 Mathematics <b>Prerequisites</b> <b>EML2241</b>	EFL3241 English First Additional Language <b>Prerequisites</b> <b>EFL3141</b>  EML3241 Mathematics <b>Prerequisites</b> <b>EML3141</b>  ELF3241 Life Skills <b>Prerequisites</b> <b>ELF3141</b>  EPS3241 Education Foundations 2: Comparative Education in Early Childhood Education:  ETP3241	EDA4141 Administration and Management in Foundation Phase  EAT4141 Art for Young Children  EDL4141 Curriculum Theory and Practice in Early Childhood Education  ETP4141 Teaching Practice	EMU4241 Music for Young Children  ETP4241 Teaching Practice

ECS1141 English Communication Skills	<b>es EHL1141</b> ETP1241 Introduction to Teaching Practice in Foundation Phase	<b>Prerequisites</b> <b>EFL1241</b> ELF2141 Life Skills <b>Prerequisites</b> <b>ELF1241</b> EML2141 Mathematics <b>Prerequisites</b> <b>EML1241</b> ETP2141 Teaching Practice Observation in Schools <b>Prerequisites</b> ETP1241 EHL2141 Tshivenda/ Xitsonga/ Sepedi/ Siswati Home Language <b>Prerequisites</b> EHL1241		ESL3141 Support for Children with Learning Barriers: <b>Prerequisites</b> <b>ELS2141</b> ETP3141 Teaching Practice <b>Prerequisites</b> <b>ETP2241</b>	Teaching Practice/ WIL: <b>Prerequisites</b> <b>ETP3141</b> EHL3241 Tshivenda/ Xitsonga/ Sepedi/Sisw ati Home Language <b>Prerequisites</b> <b>ETP3141</b> EHL3141 ESL3241 Support for Children with Learning Barriers: <b>Prerequisites</b> <b>ELS3141</b>		
<b>Total credits = 132</b>		<b>Total credits = 126</b>		<b>Total credits = 120</b>		<b>Total credits = 120</b>	
						<b>Total credits for the Qualification: 498</b>	

## **E3.2 BACHELOR OF EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING**

### **NEW PROGRAMME IMPLEMENTED IN 2022**

#### **COMMERCIAL STREAM: ECONOMIC AND MANAGEMENT SCIENCES (SEBECP)**

**For this stream:** The student must choose ONE Subject from the Senior Phase (SP) + TWO Subjects that contribute to the Further Education and Training Phase (FET) teaching. You select Modules from the Faculty of Management, Commerce and Law (FMCL) and the Faculty of Humanities, Social Sciences and Education (FHSSE) plus 1 subject for the Senior Phase: 1st Semester EEM1141 and 2nd Semester EEM1241. THEN select TWO from the following ACC1141, BMA1141 & ECO1141 for 1st Semester and the corresponding ones for the second semester i.e., ACC1241, BMA1241 & ECO1241.

#### **FIRST YEAR**

##### **Semester 1**

##### **Compulsory Modules**

EAL1121	Academic Literacy 1
ECL1121	Computer Literacy for Teachers
ECS1141	English Communication Skills
EHP1141	Education Foundations 1 (History and Psychology of Education)
EEM1141	Economic and Management Sciences

##### **Elective Modules (select 2 from the following)**

ACC1141	Introduction to Financial Accounting
BMA1141	Introduction to Business Management
ECO1141	Basic Microeconomics

##### **Semester 2**

##### **Compulsory Modules**

ECS1242	English Communication Skills for Education
ESP1241	Education Foundations 2 (Sociology and Philosophy of Education)
ETP1221	Teaching Practice Observation
EEM1241	Economic and Management Sciences

##### **Elective Modules (select 2 from the following)**

ACC1241	Financial Accounting
BMA1241	Functional Areas of Business Management
ECO1241	Basic Microeconomics

#### **SECOND YEAR**

##### **Semester 1**

##### **Compulsory Modules**

EHP2141	Education Foundations 1 (History and Psychology of Education)
ETP2121	Teaching Practice – Microteaching
	<b>Prerequisite ETP1221</b>

### **Elective Modules**

ACC2141	Company Financial Statements <b>Prerequisite ACC1141</b>
BMA2141	Purchasing and Supply Management <b>Prerequisite BMA1141</b>
ECO2141	Intermediate Microeconomics <b>Prerequisite ECO1141</b>
EEM2141	Economic and Management Sciences <b>Prerequisite EEM1141</b>
EMS2141	Economics and Management Sciences Methodology <b>Prerequisite EMS1141</b>
EAC2141	Accounting Methodology <b>Prerequisite EAC1141</b>
ECN2141	Economics Methodology <b>Prerequisite ECN1141</b>
EBS2141	Business Studies Methodology <b>Prerequisite EBS1141</b>

### **SEMESTER 2**

#### **Compulsory Modules**

ESP2241	Education Foundations 2 (Sociology and Philosophy of Education)
ETP2221	Teaching Practice – WIL <b>Prerequisite ETP1221</b>

### **Elective Modules**

ACC2241	Introduction to Financial Reporting <b>Prerequisite ACC1241</b>
BMA2241	Human Resources Management <b>Prerequisite BMA1241</b>
ECO2241	Intermediate Macroeconomics <b>Prerequisite ECO1241</b>
EEM2241	Economic and Management Sciences <b>Prerequisite EEM1241</b>

### **THIRD YEAR**

#### **Semester 1**

#### **Compulsory Modules**

EHP3141	Education Foundations 1 (History and Psychology of Education)
ETP3121	Teaching Practice – Microteaching <b>Prerequisite ETP2221</b>

### **Elective Modules**

ACC3141	External Finance Reporting <b>Prerequisite ACC 2141</b>
BMA3141	Marketing Management <b>Prerequisite BMA2141</b>
ECO3141	Intermediate Trade and Finance <b>Prerequisite ECO2141</b>
EEM3141	Economic and Management Sciences <b>Prerequisite EEM2141</b>
EMS3141	Economics and Management Sciences Methodology <b>Prerequisite EMS2141</b>

EAC3141	Accounting Methodology <b>Prerequisite EAC2141</b>
ECN3141	Economics Methodology <b>Prerequisite EECN2141</b>
EBS3141	Business Studies Methodology <b>Prerequisite EEB2141</b>

## **Semester 2**

### **Compulsory Modules**

EPY3241 Education Foundations 2 (Sociology and Philosophy of Education) ETP3221 Teaching Practice - WIL

### **Elective Modules**

ACC3241	Group Company Financial Statements <b>Prerequisite ACC2241</b>
BMA3241	General Management <b>Prerequisite BMA2241</b>
ECO3241	The South African Economy <b>Prerequisite ECO2241</b>
EEM3241	Economic and Management Sciences <b>Prerequisite EEM2241</b>

NB: No student shall proceed to the fourth year having any outstanding modules from the first, second, and third year

## **FOURTH YEAR**

### **Semester 1**

#### **Compulsory Modules**

EHV4121	HIV/AIDS Education for Educators
ESM4121	School Management
ECT4121	Curriculum Theory and Practice
ETP4121	Teaching Practice - Microteaching
ELV4121/	Language of Conversational
ELX4121	Competence (Tshivenda/ Xitsonga)

#### **Elective Modules**

EMS4141	Economics and Management Sciences Methodology
EAC4141	Accounting Methodology
ECN4141	Economics Methodology
EBS4141	Business Studies Methodology

### **Semester 2**

#### **Compulsory Modules**

ETP4221	Teaching Practice - WIL
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**BEDSPFET TEACHING = BACHELOR OF EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING**

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 7	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>
EAL1121 Academic Literacy 1 ECL1121 Computer Literacy for Teachers ECS1141 English Communication Skills EHP1141 Education Foundations 1 (History and Psychology of Education) EEM1141 Economic and Management Sciences	ECS1242 English Communication Skills for Education EHP1241 Education Foundations 2 (Sociology and Philosophy of Education) ETP1221 Teaching Practice Observation EEM1241 Economic and Management Sciences	EHP2141 Education Foundations 1 (History and Psychology of Education) ETP2121 Teaching Practice – Microteaching <b>Prerequisite ETP1221</b>	ESP2241 Education Foundations 2 (Sociology and Philosophy of Education) ETP2221 Teaching Practice – WIL <b>Prerequisite ETP1221</b>	EHP3141 Education Foundations 1 (History and Psychology of Education) ETP3121 Teaching Practice – Microteaching <b>Prerequisite ETP2221</b>	EPY3241 Education Foundations 2 (Sociology and Philosophy of Education) ETP3221 Teaching Practice - WIL	EHV4121 HIV/AIDS Education for Educators ESM4121 School Management ECT4121 Curriculum Theory and Practice ETP4121 Teaching Practice - Microteaching ELC4121/ELX4121 Language for Conversational Competence (Tshivenda/Xitsonga)	ETP4221 Teaching Practice - WIL
<b>ELECTIVE MODULES (select 2 from the following)</b>	<b>ELECTIVE MODULES (select 2 from the following)</b>	<b>ELECTIVE MODULES</b>	<b>ELECTIVE MODULES</b>	<b>ELECTIVE MODULES</b>	<b>ELECTIVE MODULES</b>	<b>ELECTIVE MODULES</b>	
ACC1141 Introduction to Financial Accounting BMA1141 Introduction to Business Management ECO1141 Basic Microeconomics	ACC1241 Financial Accounting BMA1241 Functional Areas of Business Management ECO1241 Basic Microeconomics	ACC2141 Company Financial Statements <b>Prerequisite ACC1141</b> BMA2141 Purchasing and Supply Management <b>Prerequisite BMA1141</b> ECO2141 Intermediate Microeconomics <b>Prerequisite ECO1141</b> EEM2141 Economic and Management Sciences <b>Prerequisite EEM1141</b> EMS2141 Economics and Management Sciences Methodology	ACC2241 Introduction to Financial Reporting <b>Prerequisite ACC1241</b> BMA2241 Human Resources Management <b>Prerequisite BMA1241</b> ECO2241 Intermediate Macroeconomics <b>Prerequisite ECO1241</b> EEM2241 Economic and Management Sciences <b>Prerequisite EEM1241</b>	ACC3141 External Finance Reporting <b>Prerequisite ACC2141</b> BMA3141 Marketing Management <b>Prerequisite BMA2141</b> ECO3141 Intermediate Trade and Finance <b>Prerequisite ECO2141</b> EEM3141 Economic and Management Sciences <b>Prerequisite EEM2141</b> EMS3141 Economics and Management Sciences Methodology <b>Prerequisite EEM2141</b> EAC3141 Accounting Methodology <b>Prerequisite EAC2141</b> ECN3141 Economics Methodology <b>Prerequisite EECN2141</b>	ACC3241 Group Company Financial Statements <b>Prerequisite ACC2241</b> BMA3241 General Management <b>Prerequisite BMA2241</b> ECO3241 The South African Economy <b>Prerequisite ECO2241</b> EEM3241 Economic and Management Sciences <b>Prerequisite EEM2241</b>		
						<b>NB: No student shall proceed to the fourth year having any outstanding modules from the first, second, and third year</b>	

		<b>Prerequisite</b> <b>EMS1141</b> EAC2141 Accounting Methodology <b>Prerequisite</b> <b>EAC1141</b> ECN2141 Economics Methodology <b>Prerequisite</b> <b>ECN1141</b> EBS2141 Business Studies Methodology <b>Prerequisite</b> <b>EBS1141</b>		EBS3141 Business Studies Methodology <b>Prerequisite</b> <b>EBS2141</b>			
Total credits = 126		Total credits = 120		Total credits = 128		Total credits = 132	
						Total credits for the qualification = 506	



## **HUMANITIES, LANGUAGES AND SOCIAL SCIENCES STREAM (HISTORY, GEOGRAPHY AND LANGUAGES) (SEBELP)**

**For this stream:** You have to choose ONE Subject from the Senior Phase (SP) + TWO Subjects that contribute to the Further Education and Training Phase (FET) You select Modules from FHSSE 1 subject for the Senior Phase 1st Semester EHG1141 & 2nd Semester EHG1241. THEN Select TWO from the following 1st Semester: English ENG1161, IsiNdebele ISN1141, Siswati ISW1141, Northern Sotho NSO1141, Tshivenda TVE1141 & Xitsonga XTS1541, History HIS1143, Geography GEO1120, & Geography GEO1141

### **FIRST YEAR**

#### **Semester 1**

##### **Compulsory Modules**

EAL1121	Academic Literacy 1
ECL1121	Computer Literacy for Teachers
ECS1141	English Communication Skills
EPH1141	Education Foundations 1 (History and Philosophy of Education)
EHG1141	Social Sciences (History)

##### **Elective Modules (select 2 from the following)**

ENG1161	Introduction to the English Language (Structure and Usage)
ISN1141	Introduction to IsiNdebele Grammar
ISW1141	Introduction to Siswati Grammar
NSO1141	Introduction to Northern Sotho Grammar
TVE1141	Introduction to Tshivenda Grammar
XTS1141	Introduction to Xitsonga Grammar
GEO1120	Remote sensing and Geomatics
GEO1141	Integrated study of Major World Environments 1
HIS1141	Twentieth Century Africa

#### **Semester 2**

##### **Compulsory Modules**

ECS1242	English Communication Skills for Education
ESP1241	Education Foundations 2 (Philosophy and Sociology of Education)
ETP1221	Teaching Practice - Observation
EHG1241	Social Sciences (Geography)

##### **Elective Modules (select 2 from the following)**

ISN1241	Introduction to IsiNdebele Literature
ISW1241	Introduction to Siswati Literature
NSO1241	Introduction to Northern Sotho Literature
TVE1241	Introduction to Tshivenda Literature
XTS1241	Introduction to Xitsonga Literature
ENG1261	Introduction to Literary Studies
HIS1244	Contemporary Middle East
GEO1241	Integrated Study of Major World Environments 2

## SECOND YEAR

### Semester 1

#### Compulsory Modules

EHP2141	Education Foundations 1 (History and Psychology of Education)
ETP2121	Teaching Practice – Microteaching
	<b>Prerequisite ETP1221</b>

#### Elective Modules

EHG2141	Social Sciences
	<b>Prerequisite EHG1141</b>
ENG2161	English Structure and Usage: Intermediate Level
	<b>Prerequisite ENG1161</b>
ISN2141	Meaning, Sound, Word and Sentence in IsiNdebele
ISN 2142	Orthography and Terminology in IsiNdebele
	<b>Prerequisite ISN1141</b>
ISW2141	Meaning, Sound, Word and Sentence in Siswati
ISW2142	Orthography and Terminology in Siswati
	<b>Prerequisite ISW1141</b>
NSO2141	Meaning, Sound, Word and Sentence in Northern Sotho
NSO2142	Orthography and Terminology in Northern Sotho
	<b>Prerequisite NSO1141</b>
TVE2141	Meaning, Sound, Word and Sentence in Tshivenda
TVE2142	Orthography and Terminology in Tshivenda
	<b>Prerequisite TVE1141</b>
XTS2141	Meaning, Sound, Word and Sentence in Xitsonga
XTS2142	Orthography and Terminology in Xitsonga
	<b>Prerequisite XTS1141</b>
GEO2141	Spatial organization of Society
	<b>Prerequisite GEO1241</b>
GEO2142	Quantitative and Qualitative
	<b>Prerequisite GEO1120</b>
HIS2141	The Making of Modern South Africa 1899-1961
	<b>Prerequisite HIS1143</b>
ESS2141	Social Sciences Methodology
	<b>Prerequisite EHG1141</b>
ENM2141	English Methodology
EIN2141	IsiNdebele Methodology
	<b>Prerequisite ISN2141 &amp; ISN2142</b>
EWI2141	Siswati Methodology
	<b>Prerequisite ISW2141 &amp; ISW2142</b>
ENS2141	Northern Sotho Methodology
	<b>Prerequisite NSO2141 &amp; NSO2142</b>
ETV2141	Tshivenda Methodology
	<b>Prerequisite TVE2141 &amp; TVE2142</b>
EXT2141	Xitsonga Methodology
	<b>Prerequisite XTS2141 &amp; XTS2142</b>
EGE2141	Geography Methodology
	<b>Prerequisite GEO2141 &amp; GEO2142</b>
EH2141	History Methodology
	<b>Prerequisite HIS2141</b>

## Semester 2

### Compulsory Modules

ESP2241	Education Foundations 2 (Sociology and Philosophy of Education) <b>Prerequisite ESP1241</b>
ETP2221	Teaching Practice – WIL <b>Prerequisite ETP1221</b>

### Elective Modules

EHG2241	Social Sciences <b>Prerequisite EHG1241</b>
ENG2261	Postcoloniality and the African World in Literature <b>Prerequisite ENG1261</b>
NSO2241	Origin and Development of Traditional and Modern Northern Sotho Literature <b>Prerequisite NSO2141</b>
IWS2241	Origin and Development of Traditional and Modern Siswati Literature <b>Prerequisite ISW2141</b>
ISN2241	Origin and Development of Traditional and Modern IsiNdebele Literature <b>Prerequisite ISN2141</b>
TVE2241	Origin and Development of Traditional and Modern Tshivenda Literature <b>Prerequisite TVE2141</b>
XTS2241	Origin and Development of Traditional and Modern Xitsonga Literature <b>Prerequisite XTS2141</b>
GEO2241	Patterns and Processes in Physical Geography <b>Prerequisite GEO1141</b>
GEO2242	Themes on the Geography of South Africa
HIS2241	Europe and South America since 1945 <b>Prerequisite HIS1244</b>

## THIRD YEAR

### Semester 1

### Compulsory Modules

EHP3141	Education Foundations 1 (History and Psychology of Education) <b>Prerequisite EHP2141</b>
ETP3121	Teaching Practice – Microteaching <b>Prerequisite ETP2121</b>

### Elective Modules

EHG3141	Social Sciences <b>Prerequisite EHG2141</b>
ENG3141	Advanced English Structure
ENG3142	Advanced English Usage <b>Prerequisite ENG2161 &amp; ENG2261</b>
NSO3141	The Study of Meaning in Northern Sotho
NSO3142	Language Planning and Policy in Northern Sotho <b>Prerequisite NSO2141 &amp; NSO2142</b>
ISW3141	The Study of Meaning in Siswati
ISW3142	Language Planning and Policy in Siswati <b>Prerequisite ISW2141 &amp; ISW 2142</b>
ISN3141	The Study of Meaning in IsiNdebele
ISN3142	Language Planning and Policy in IsiNdebele <b>Prerequisite ISN2141 &amp; ISN 2142</b>

TVE3141	The Study of Meaning in Tshivenda
TVE3142	Language Planning and Policy in Tshivenda <b>Prerequisite TVE2141 &amp; TVE2142</b>
XTS3141	The Study of Meaning in Xitsonga
XTS3142	Language Planning and Policy in Xitsonga <b>Prerequisite XTS2141 &amp; XTS 2142</b>
GEO3141	Geography of South Africa <b>Prerequisite GEO2242</b>
GEO3142	Geomorphology <b>Prerequisite GEO2241</b>
GEO3144	Population and Demography <b>Prerequisite GEO2141</b>
GEO3145	Settlement and Industrial Development <b>Prerequisite GEO2141</b>
HIS3142	Inter African Relations <b>Prerequisite HIS1244</b>
ESS3141	Social Sciences Methodology <b>Prerequisite ESS2141 &amp; ESS2142</b>
ENM3141	English Methodology <b>Prerequisite ENG2161 &amp; ENG2261</b>
EIN3141	IsiNdebele Methodology <b>Prerequisite ISN2141 &amp; ISN2142</b>
EWI3141	Siswati Methodology <b>Prerequisite ISW2141 &amp; ISW2142</b>
ENS3141	Northern Sotho Methodology <b>Prerequisite NSO2141 &amp; NSO2142</b>
ETV3141	Tshivenda Methodology <b>Prerequisite TVE2141 &amp; TVE2142</b>
EXT3141	Xitsonga Methodology <b>Prerequisite XTS2141 &amp; XTS2142</b>
EGE3141	Geography Methodology <b>Prerequisite EGE2141</b>
EH13141	History Methodology <b>Prerequisite HIS2242</b>

## Semester 2

### Compulsory Modules

EPY3241	Education Foundations 2 (Sociology and Philosophy of Education) Prerequisite ESP2241
ETP3221	Teaching Practice – WIL Prerequisite ETP2221

### Elective Modules

EHG3241	Social Sciences <b>Prerequisite EHG2241</b>
ENG3241	Post Coloniality and the Novel <b>Prerequisite ENG2261</b>
Choose one from the following:	
ENG3242	The Poetry of Love, Protest, and Resistance <b>Prerequisite ENG2261</b>
ENG3243	The Drama of Class, Race, and Cultural Differences <b>Prerequisite ENG 2161 &amp; ENG2261</b>
NSO3241	Society and Literature

NSO3242	Language and Society in Northern Sotho <b>Prerequisite NSO2241</b>
ISW3241	Society and Literature
ISW3242	Language and Society in Siswati <b>Prerequisite ISW2241</b>
ISN3241	The Study of Meaning in IsiNdebele
ISN3242	Language and Society in IsiNdebele <b>Prerequisite ISN2241</b>
TVE3241	Society and Literature
TVE3242	Language and Society in Tshivenda <b>Prerequisite TVE2241</b>
XTS3241	Society and Literature
XTS3242	Language and Society in Xitsonga <b>Prerequisite XTS2241</b>
GEO3241	Remote Sensing and Geographic Information System A
GEO3242	Climatology <b>Prerequisite GEO2241</b>
GEO3243	Geography of Tourism <b>Prerequisite GEO2141</b>
GEO3244	Rural Geography and Development <b>Prerequisite GEO2141</b>
HIS3244	Africa and the World <b>Prerequisite HIS2242</b>
NB:	No student shall proceed to the fourth year having any outstanding modules from the first, second, and third year

## FOURTH YEAR

### Semester 1

#### Compulsory Modules

EHV4121	HIV/AIDS Education for Educators
ESM4121	School Management
ECT4121	Curriculum Theory and Practice
ETP4121	Teaching Practice – Microteaching
ELV2141/ELX4121	Language of Conversational Competence (Tshivenda/Xitsonga)

#### Elective Modules

ESS4141	Social Sciences Methodology
ENM4141	English Methodology
EIN4141	IsiNdebele Methodology
EWI4141	Siswati Methodology
ENS4141	Northern Sotho Methodology
ETV4141	Tshivenda Methodology
EXT4141	Xitsonga Methodology
EGE4141	Geography Methodology
EH14141	History Methodology

### Semester 2

#### Compulsory Modules

ETP4221	Teaching Practice – WIL
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**BEDSPFET TEACHING = BACHELOR OF EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING**

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 7	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>
EAL1121 Academic Literacy 1 ECL1121 Computer Literacy for Teachers ECS1141 English Communication Skills EHP1141 Education Foundations 1 (History and Psychology of Education) EHG1141 Social Sciences (History)	ECS1242 English Communication Skills for Education ESP1241 Education Foundations 2 (Sociology and Philosophy of Education) ETP1221 Teaching Practice - Observation EHG1241 Social Sciences (Geography)	EHP2141 Education Foundations 1 (History and Psychology of Education) ETP2121 Teaching Practice – Microteaching Prerequisite ETP1221	ESP2241 Education Foundations 2 (Sociology and Philosophy of Education) Prerequisite ESP1241 ETP2221 Teaching Practice – WIL Prerequisite ETP1221	EHP3141 Education Foundations 1 (History and Psychology of Education) Prerequisite EPH2141 ETP3121 Teaching Practice – Microteaching Prerequisite ETP2121	EPY3241 Education Foundations 2 (Sociology and Philosophy of Education) Prerequisite ESP2241 ETP3221 Teaching Practice – WIL Prerequisite ETP2221	EHV4121 HIV/AIDS Education for Educators ESM4121 School Management ECT4121 Curriculum Theory and Practice ETP4121 Teaching Practice – Microteaching ELC4121/ELX4121 Language for Conversational Competence (Tshivenda/Xitsonga)	ETP4221 Teaching Practice – WIL
<b>ELECTIVE MODULES (select 2 from the following)</b> ENG1161 Introduction to the English Language (Structure and Usage) ISN1141 Introduction to IsiNdenbele Grammar ISW1141 Introduction to Siswati Grammar NSO1141 Introduction to Northern Sotho Grammar TVE1141 Introduction to Tshivenda Grammar XTS1141 Introduction to Xitsonga Grammar GEO1120	<b>ELECTIVE MODULES (select 2 from the following)</b> ISN1241 Introduction to IsiNdebele Literature ISW1241 Introduction to Siswati Literature NSO1241 Introduction to Northern Sotho Literature TVE1241 Introduction to Tshivenda Literature XTS1241 Introduction to Xitsonga Literature ENG1261 Introduction to Literary Studies HIS1244 Contemporary Middle East GEO1241	<b>ELECTIVE MODULES</b> EHG2141 Social Sciences <b>Prerequisite EHG1141</b> ENG2161 English Structure and Usage: Intermediate Level <b>Prerequisite ENG1161</b> ISN2141 Meaning, Sound, Word and Sentence in IsiNdebele ISN2142 Orthography and Terminology in IsiNdebele <b>Prerequisite ISN1141</b> ISW2141 Meaning, Sound, Word and Sentence in Siswati ISW2142	<b>ELECTIVE MODULES</b> EHG2241 Social Sciences <b>Prerequisite EHG1241</b> ENG2261 Postcoloniality and the African World in Literature <b>Prerequisite ENG1261</b> NSO2241 Origin and Development of Traditional and Modern Northern Sotho Literature <b>Prerequisite NSO2141</b> IWS2241 Origin and Development of Traditional and Modern Siswati Literature <b>Prerequisite ISW2141</b> ISN2241	<b>ELECTIVE MODULES</b> EHG3141 Social Sciences <b>Prerequisite EHG2141</b> ENG3141 Advanced English Structure ENG3142 Advanced English Usage <b>Prerequisite ENG2161 &amp; ENG2261</b> NSO3141 The Study of Meaning in Northern Sotho NSO3142 Language Planning and Policy in Northern Sotho <b>Prerequisite NSO2141 &amp; NSO2142</b> ISW3141 The Study of Meaning in Siswati ISW3142 Language Planning and Policy in Siswati <b>Prerequisite ISW2141 &amp; ISW2142</b> ISN3141	<b>ELECTIVE MODULES</b> EHG3241 Social Sciences <b>Prerequisite EHG2241</b> ENG3241 Post-coloniality and the Novel Prerequisite ENG2261 Choose one from the following: ENG3242 The Poetry of Love, Protest, and Resistance <b>Prerequisite ENG2261</b> ENG3243 The Drama of Class, Race, and Cultural Differences <b>Prerequisite ENG2161 &amp; ENG2261</b> NSO3241 Society and Literature NSO3242 Language and Society in Northern Sotho Prerequisite NSO2241 ISW3241 Society and Literature ISW3242 Language and Society in Siswati <b>Prerequisite ISW2241</b>	<b>ELECTIVE MODULES</b> ESS4141 Social Sciences Methodology ENM4141 English Methodology EIN4141 IsiNdebele Methodology EWI4141 Siswati Methodology ENS4141 Northern Sotho Methodology ETV4141 Tshivenda Methodology EXT4141 Xitsonga Methodology EGE4141 Geography Methodology EHI4141 History Methodology	

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 7	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Remote sensing and Geomatics GEO1141 Integrated study of Major World Environments 1 HIS1141 Twentieth Century Africa	Integrated Study of Major World Environments	Orthography and Terminology in Siswati <b>Prerequisite ISW1141</b> NSO2141 Meaning, Sound, Word and Sentence in Northern Sotho NSO2142 Orthography and Terminology in Northern Sotho <b>Prerequisite NSO1141</b> TVE2141 Meaning, Sound, Word and Sentence in Tshivenda TVE2142 Orthography and Terminology in Tshivenda <b>Prerequisite TVE1141</b> XTS2141 Meaning, Sound, Word and Sentence in Xitsonga XTS2142 Orthography and Terminology in Xitsonga <b>Prerequisite XTS1141</b> GEO2141 Spatial organisation of Society <b>Prerequisite GEO1241</b> GEO2142 Quantitative and Qualitative	Origin and Development of Traditional and Modern IsiNdebele Literature <b>Prerequisite ISN2141</b> TVE2241 Origin and Development of Traditional and Modern Tshivenda Literature <b>Prerequisite TVE2141</b> XTS2241 Origin and Development of Traditional and Modern Xitsonga Literature <b>Prerequisite XTS2141</b> GEO2241 Patterns and Processes in Physical Geography <b>Prerequisite GEO1141</b> GEO2242 Themes on the Geography of South Africa HIS2241 Europe and South America since 1945 <b>Prerequisite HIS1244</b>	The Study of Meaning in IsiNdebele ISN3142 Language Planning and Policy in IsiNdebele <b>Prerequisite ISN2141 &amp; ISN2142</b> TVE3141 The Study of Meaning in Tshivenda TVE3142 Language Planning and Policy in Tshivenda <b>Prerequisite TVE2141 &amp; TVE2142</b> XTS3141 The Study of Meaning in Xitsonga XTS3142 Language Planning and Policy in Xitsonga <b>Prerequisite XTS2141 &amp; XTS2142</b> GEO3141 Geography of South Africa <b>Prerequisite GEO2242</b> GEO3142 Geomorphology <b>Prerequisite GEO2241</b> GEO3144 Population and Demography <b>Prerequisite GEO2141</b> GEO3145 Settlement and Industrial Development <b>Prerequisite HIS142</b> Inter African Relations <b>Prerequisite HIS1244</b>	ISN3241 The Study of Meaning in IsiNdebele ISN3242 Language and Society in IsiNdebele <b>Prerequisite ISN2241</b> TVE3241 Society and Literature TVE3242 Language and Society in Tshivenda <b>Prerequisite TVE2241</b> XTS3241 Society and Literature XTS3242 Language and Society in Xitsonga <b>Prerequisite XTS2241</b> GEO3241 Remote Sensing and Geographic Information System A GEO3242 Climatology <b>Prerequisite GEO2241</b> GEO3243 Geography of Tourism <b>Prerequisite GEO2141</b> GEO3244 Rural Geography and Development <b>Prerequisite GEO2141</b> HIS3244 Africa and the World <b>Prerequisite HIS2242</b>  <b>NB: No student shall proceed to the fourth year having any outstanding modules from the first, second, and third year</b>		

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 7	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
		<b>Prerequisite</b> <b>GEO1120</b> HIS2141 The Making of Modern South Africa 1899-1961 <b>Prerequisite</b> <b>HIS1143</b> ESS2141 Social Sciences Methodology <b>Prerequisite</b> <b>EHG1141</b> ENM2141 English Methodology EIN2141 IsiNdebele Methodology <b>Prerequisite</b> <b>ISN2141 &amp;</b> <b>ISN2142</b> EWI 2141 Siswati Methodology <b>Prerequisite</b> <b>ISW2141 &amp;</b> <b>ISW2142</b> ENS2141 Northern Sotho Methodology <b>Prerequisite</b> <b>NSO2141 &amp;</b> <b>NSO2142</b> ETV2141 Tshivenda Methodology <b>Prerequisite</b> <b>TVE2141 &amp;</b> <b>TVE2142</b> EXT2141 Xitsonga Methodology <b>Prerequisite</b> <b>XTS2141 &amp;</b> <b>XTS2142</b> EGE2141		ESS3141 Social Sciences Methodology <b>Prerequisite</b> <b>ESS2141 &amp; ESS2142</b> ENM3141 English Methodology <b>Prerequisite</b> <b>ENG2161 &amp; ENG2261</b> EIN3141 IsiNdebele Methodology <b>Prerequisite</b> <b>ISN2141</b> <b>&amp; ISN2142</b> EWI3141 Siswati Methodology <b>Prerequisite</b> <b>ISW2141 &amp; ISW2142</b> ENS3141 Northern Sotho Methodology <b>Prerequisite</b> <b>NSO2141 &amp; NSO2142</b> ETV3141 Tshivenda Methodology <b>Prerequisite</b> <b>TVE2141 &amp; TVE2142</b> EXT3141 Xitsonga Methodology <b>Prerequisite</b> <b>XTS2141 &amp; XTS2142</b> EGE3141 Geography <b>Methodology</b> <b>Prerequisite</b> <b>EGE2141</b> EHI3141 History Methodology <b>Prerequisite</b> HIS2242			



Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 7	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
		Geography Methodology <b>Prerequisite</b> <b>GEO2141 &amp;</b> <b>GEO2142</b> EH12141 History Methodology <b>Prerequisite</b> <b>HIS2141</b>					
<b>Total credits = 126</b>		<b>Total credits = 120</b>		<b>Total credits = 128</b>		<b>Total credits = 132</b>	
						<b>Total credits for the qualification = 506</b>	

## SCIENCE, MATHEMATICS AND TECHNOLOGY STREAM (SEBESP)

**For this stream:** In this Section, you select from Modules in the Faculty of Science, Engineering and Agriculture (FSEA) as well as in the Faculty of Humanities Social Sciences and Education (FHSSE). You must choose ONE Subject from the Senior Phase (SP) + TWO Subjects that contribute to the Further Education and Training Phase (FET). For now, there is only one SP module (NSM1141 in first semester and NSM1241 in the Second semester). CHOOSE TWO FROM THESE

1. For Life sciences: 1st semester: Choose BIO1142 and BIO1141, 2nd Semester BIO1243 & BIO1244
2. Mathematics: 1st Semester MAT1141, 2nd Semester MAT1241;
3. Computer: Take 1st Semester COM1122 & COM1124; 2nd Semester COM1226(you need MAT1141& MAT1241) & COM1321;
4. Physical Sciences: Choose A or B not both (A) With Physics as a main: Take PHY1121 & CHE1140 AND PHY1224 & CHE1222 OR (B) With Chemistry as a main 1ST Semester PHY1121 OR PHY1122 & CHE1140;
- 2nd Semester CHE1221 + CHE1222 & PHY1223 or PHY1224

### FIRST YEAR

#### Semester 1

##### Compulsory Modules

EAL1121	Academic Literacy 1
ECL1121	Computer Literacy for Teachers
ECS1141	English Communication Skills
EHP1141	Education Foundations 1 (History and Psychology of Education)
NSM 1141	Natural Sciences (Life and Living)

##### Elective Modules (select 2 from the following)

BIO1141	The Tree of Life
BIO1142	Cell Biology
CHE1140	General Chemistry for the Applied Sciences
COM1122	Introduction to Computer Systems
COM1124	Fundamentals of Computer Architecture
MAT1141	Mathematics: Differential Calculus
PHY1121	Physics: Mechanics
PHY1122	Physics: Waves and Optics I
PHY1125	Physics for Natural (Biological & Health) Sciences I

#### Semester 2

##### Compulsory Modules

ECS1242	English Communication Skills for Education
ESP1241	Education Foundations 2 (Sociology and Philosophy of Education)
ETP1221	Teaching Practice - Observation
NSM1241	Natural Sciences: Matter and Materials

**Prerequisite NSM1141**

##### Elective Modules (select 2 from the following)

BIO1243	Biology: Ecology, Adaptation and Evolution
BIO1244	Biology: Introductory Human Anatomy and Physiology
CHE1221	Inorganic Chemistry I
	<b>Prerequisite CHE1140</b>
CHE1222	Organic Chemistry I
	<b>Prerequisite CHE1140</b>
COM1226	Computer Technology
	<b>Prerequisite COM1124; Co-requisites: MAT1141, MAT1241</b>

COM1321	Computer: Object Oriented Programming
MAT1241	Mathematics Foundation II <b>Prerequisite MAT1142</b>
PHY1223	Physics Properties of Matter and Heat <b>Prerequisite MAT1241</b>
PHY1224	Physics: Electricity and Magnetism <b>Prerequisite MAT1241</b>
PHY1225	Physics for Natural (Biological & Health) Sciences II <b>Prerequisite PHY1225</b>

## SECOND YEAR

### Semester 1

#### Compulsory Modules

EHP2141	Education Foundations 1 (History and Psychology of Education)
ETP2121	Teaching Practice – Microteaching <b>Prerequisite ETP1221</b>

#### Elective Modules

NSM2141	Natural Sciences <b>Prerequisite NSM1141 &amp; NSM1241</b>
BIO2142	Biology Population Ecology <b>Prerequisite BIO1141 &amp; 1243</b>
BOT2144	Plant Anatomy and Morphology <b>Prerequisite BIO1141 &amp; 1243</b>
CHE2121	Inorganic Chemistry II <b>Prerequisite CHE1222</b>
CHE2122	Organic Chemistry II <b>Prerequisite CHE1222</b>
COM2123	Computer Systems Imperative Programming <b>Prerequisite COM1321</b>
COM2128	Computer Systems: Artificial Intelligence Fundamentals <b>Prerequisite COM1321</b>
COM2129	Database Fundamentals <b>Prerequisite COM1321, COM1124</b>
MAT2141	Linear Algebra <b>Prerequisite MAT1242</b>
MAT2142	Multivariable Calculus
PHY2121	Classical Mechanics <b>Prerequisite PHY1121; MAT1141; MAT1241</b>
PHY2122	Waves and Optics II <b>Prerequisite PHY1121; MAT1141; MAT1241</b>
ZOO2144	Biology Principles of Genetics <b>Prerequisite BIO1141, BIO1142</b>
EIT2141	Information Technology Methodology
ELS2141	Life Sciences Methodology
EMA2141	Mathematics Methodology
ENA2141	Natural Sciences Methodology
EPM2141	Physical Science Methodology

## Semester 2

### Compulsory Modules

ESP2241	Education Foundations 2 (Sociology and Philosophy of Education) <b>Prerequisite ESP1241</b>
ETP2221	Teaching Practice – WIL <b>Prerequisite ETP1221</b>

### Elective Modules

NSM2241	Natural Sciences: Planet Earth and Beyond <b>Prerequisite NSM2141</b>
BOT2245	Plant Taxonomy & Reproductive Biology <b>Prerequisite BIO1141, BIO1243</b>
CHE2220	Analytical Chemistry <b>Prerequisite CHE1140, Co-requisite: CHE2121</b>
CHE2223	Physical Chemistry I <b>Prerequisite CHE1140, Co-requisite: CHE2121</b>
COM2224	Algorithms and Data Structures <b>Prerequisite COM1321; co-requisites: COM2123</b>
COM2226	Data Communication and Computer <b>Prerequisite COM1122, COM1124, COM1321, MAT1141, MAT1142</b>
ZOO2248	Animal Phylogeny <b>Prerequisite BIO1141, BIO1243</b>
MAT2241	Real Analysis 1 <b>Prerequisite MAT1241</b>
MAT2242	Ordinary Differential Equations I <b>Prerequisite MAT1241</b>
PHY2223	Electrodynamics <b>Prerequisite PHY1224, MAT1141, MST1241</b>
PHY2224	Modern Physics <b>Prerequisite PHY1121, MAT1141, MST1241</b>

## THIRD YEAR

### Semester 1

### Compulsory Modules

EHP3141	Education Foundations 1 (History and Psychology of Education) <b>Prerequisite EHP2141</b>
ETP3121	Teaching Practice – Microteaching <b>Prerequisite ETP2121</b>

### Elective Modules

NSM3141	Natural Sciences: Diversity and Evolution of Life on Earth and Life beyond Earth <b>Prerequisite NSM2141</b>
BIO3141	Biology
BOT3143	Plant Ecology Pre-requisites: BIO2142 or BOT2144
CHE3120	Analytical Chemistry: Instrumental Techniques Pre-requisites: CHE2220 Co-requisite CHE3123
CHE3123	Physical Chemistry II <b>Prerequisite CHE2623</b>
COM3120	Software Engineering I

MAT3147	<b>Prerequisite COM1321</b> Partial Differential Equations
MAT3149	<b>Prerequisite MAT2242</b> Ordinary Differential Equations
PHY3121	<b>Prerequisite MAT2242</b> Atomic and Nuclear Physics
PHY3122	<b>Prerequisite PHY2224</b> Solid State Physics
EIT3141	<b>Prerequisite PHY2121, PHY2224</b> Information Technology Methodology
ELS3141	<b>Prerequisite EIT2141</b> Life Sciences Methodology
EMA3141	<b>Prerequisite ELS2141</b> Mathematics Methodology
ENA3141	<b>Prerequisite EMA2141</b> Natural Sciences Methodology
EPM3141	<b>Prerequisite ENA2141</b> Physical Science Methodology
	<b>Prerequisite EMP2141</b>

## Semester 2

### Compulsory Modules

EPY3241	Education Foundations 2 (Sociology and Philosophy of Education) Prerequisite ESP2241
ETP3221	Teaching Practice – WIL Prerequisite ETP2221

### Elective Modules

NSM3241	Natural Sciences Project <b>Prerequisite NSM3141; NSM 3241</b>
BOT3246	Plant Physiology <b>Prerequisite BOT2242; CHE1221</b>
BOT3247	Plant Ecophysiology <b>Prerequisite BOT2144, BOT2245</b>
CHE3221	Inorganic Chemistry III <b>Prerequisite CHE2121</b>
CHE3222	Organic Chemistry III <b>Prerequisite CHE2122; Co-requisite: CHE3221</b>
COM3217	Professional Issues in Computing and Information Technology <b>Prerequisite COM3120</b>
COM3220	Software Engineering II <b>Prerequisite COM3120</b>
PHY3223	Thermodynamics and Statistical Physics <b>Prerequisite PHY2121</b>
PHY3224	Quantum Mechanics <b>Prerequisite PHY2224,</b>

NB: No student shall proceed to fourth year having any outstanding modules from first, second and third year

## **FOURTH YEAR**

### **Semester 1**

#### **Compulsory Modules**

EHV4121	HIV/AIDS Education for Educators
ESM4121	School Management
ECT4121	Curriculum Theory and Practice
ETP4121	Teaching Practice – Microteaching
ELV4121/ELX4121	Language of Conversational Competence (Tshivenda/Xitsonga)

#### **Elective Modules**

EIT4141	Information Technology Methodology
ELS4141	Life Sciences Methodology
EMA4141	Mathematics Methodology
ENA4141	Natural Sciences Methodology
EPM4142	Physical Science Methodology

### **SEMESTER 2**

#### **Compulsory Modules**

ETP4221	Teaching Practice – WIL
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**BEDSPFET TEACHING = BACHELOR OF EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING**

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 7	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>
EAL1121 Academic Literacy 1 ECL1121 Computer Literacy for Teachers ECS1141 English Communication Skills EHP1141 Education Foundations 1 (History and Psychology of Education) NSM1141 Natural Sciences (Life and Living)	ECS1242 English Communication Skills for Education ESP1241 Education Foundations 2 (Sociology and Philosophy of Education) ETP1221 Teaching Practice - Observation NSM1241 Natural Sciences: Matter and Materials <b>Prerequisite NSM1141</b>	EHP2141 Education Foundations 1 (History and Psychology of Education) ETP2121 Teaching Practice Microteaching <b>Prerequisite ETP1221</b>	ESP2241 Education Foundations 2 (Sociology and Philosophy of Education) <b>Prerequisite ESP1241</b> ETP 2221 Teaching Practice – WIL <b>Prerequisite ETP1221</b>	EHP3141 Education Foundations 1 (History and Psychology of Education) <b>Prerequisite EPH2141</b> ETP3121 Teaching Practice – Microteaching <b>Prerequisite ETP2121</b>	EPY3241 Education Foundations 2 (Sociology and Philosophy of Education) <b>Prerequisite ESP2241</b> ETP3221 Teaching Practice – WIL <b>Prerequisite ETP2221</b>	EHV4121 HIV/AIDS Education for Educators ESM4121 School Management ECT4121 Curriculum Theory and Practice ETP4121 Teaching Practice – Microteaching ELC4121/ELX4121 Language for Conversational Competence (Tshivenda/Xitsonga)	ETP4221 Teaching Practice – WIL
<b>ELECTIVE MODULES (select 2 from the following)</b> BIO1141 The Tree of Life BIO1142 Cell Biology CHE1140 General Chemistry for the Applied Sciences	<b>ELECTIVE MODULES (select 2 from the following)</b> BIO1243 Biology: Ecology, Adaptation and Evolution BIO1244 Biology: Introductory	<b>ELECTIVE MODULES</b> NSM2141 Natural Sciences <b>Prerequisite NSM1141 &amp; NSM1241</b> BIO2142 Biology Population Ecology <b>Prerequisite BIO1141 &amp; 1243</b> BOT2144 Plant Anatomy and Morphology	<b>ELECTIVE MODULES</b> NSM2241 Natural Sciences: Planet Earth and Beyond <b>Prerequisite NSM2141</b> BOT2245 Plant Taxonomy & Reproductive Biology <b>Prerequisite BIO1141 &amp; BIOL1243</b> CHE2220	<b>ELECTIVE MODULES</b> NSM3141 Natural Sciences: Diversity and Evolution of Life on Earth and Life beyond Earth <b>Prerequisite NSM2141</b> BIO3141 Biology BOT3143 Plant Ecology <b>Pre-requisites: BIO2142 or BOT2144</b> CHE3120	<b>ELECTIVE MODULES</b> NSM3241 Natural Sciences Project <b>Prerequisite NSM3141 &amp; NSM3241</b> BOT3246 Plant Physiology <b>Prerequisite BOT2242</b> BOT3247 Plant Ecophysiology <b>Prerequisite BOT2144 &amp; BOT2245</b> CHE3221	<b>ELECTIVE MODULES</b> EIT4141 Information Technology Methodology ELS4141 Life Sciences Methodology EMA4141 Mathematics Methodology ENA4141 Natural Sciences Methodology EPM4142 Physical Science Methodology	

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 7	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
COM1122 Introduction to Computer Systems COM1124 Fundamentals of Computer Architecture MAT1141 Mathematics: Differential Calculus PHY1121 Physics: Mechanics PHY1122 Physics: Waves and Optics I PHY1125 Physics for Natural (Biological & Health) Sciences I	Human Anatomy and Physiology CHE1221 Inorganic Chemistry I <b>Prerequisite</b> <b>CHE1140</b> CHE1222 Organic Chemistry I <b>Prerequisite</b> <b>CHE1140</b> COM1226 Computer Technology <b>Prerequisite</b> <b>COM1124;</b> <b>Corequisites:</b> <b>MAT1141, MAT</b> <b>1242</b> COM1321 Computer: Object Oriented Programming MAT1242 Mathematics Foundation II <b>Prerequisite</b> <b>MAT1142</b> PHY1223 Physics Properties of Matter and Heat <b>Prerequisite</b> <b>MAT1241</b> PHY1224	<b>Prerequisite</b> <b>BIO1141 &amp;</b> <b>1243</b> CHE2121 Inorganic Chemistry II <b>Prerequisite</b> <b>CHE1222</b> CHE2122 Organic Chemistry II <b>Prerequisite</b> <b>CHE1222</b> COM2123 Computer Systems Imperative Programming <b>Prerequisite</b> <b>COM1321</b> COM2128 Computer Systems: Artificial Intelligence Fundamentals <b>Prerequisite</b> <b>COM1321</b> COM2129 Database Fundamentals <b>Prerequisite</b> <b>COM1321 &amp;</b> <b>COM 1124</b> MAT2141 Linear Algebra <b>Prerequisite</b> <b>MAT1242</b>	Analytical Chemistry <b>Prerequisite</b> <b>CHE1140,</b> <b>Corequisite:</b> <b>CHE2121</b> CHE2223 Physical Chemistry I <b>Prerequisite</b> <b>CHE1140,</b> <b>Corequisite:</b> <b>CHE2121</b> COM2224 Algorithms and Data Structures <b>Prerequisite</b> <b>COM1321;</b> <b>corequisites:</b> <b>COM2123</b> COM2226 Data Communication and Computer Prerequisite COM1122, COM1124, COM1321, MAT1141, MAT1142 ZOO2248 Animal Phylogeny <b>Prerequisite</b> <b>BIO1141 &amp;</b> <b>BIO1243</b>	Analytical Chemistry: Instrumental Techniques <b>Pre-</b> <b>requisites: CHE2220</b> <b>Co-</b> <b>requisite CHE3123</b> CHE3123 Physical Chemistry II Prerequisite CHE2623 COM3120 Software Engineering I <b>Prerequisite</b> <b>COM1321</b> MAT3147 Partial Differential Equations <b>Prerequisite</b> <b>MAT2242</b> MAT3149 Ordinary Differential Equations <b>Prerequisite</b> <b>MAT2242</b> <b>MAT2141</b> PHY3121 Atomic and Nuclear Physics <b>Prerequisite</b> <b>PHY2224</b> PHY3122 Solid State Physics <b>Prerequisite</b> <b>PHY2121 &amp;</b> <b>PHY2224</b> EIT3141	Inorganic Chemistry III Prerequisite CHE2121 CHE3222 Organic Chemistry III <b>Prerequisite</b> <b>CHE2122;</b> <b>Corequisite:</b> <b>CHE3221</b> COM3217 Professional Issues in Computing and Information Technology <b>Prerequisite</b> <b>COM3120</b> COM3220 Software Engineering II <b>Prerequisite</b> <b>Prerequisite</b> <b>MAT3145</b> PHY3223 Thermodynamics and Statistical Physics <b>Prerequisite</b> <b>PHY2121</b>		



Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 7	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
	Physics: Electricity and Magnetism <b>Prerequisite</b> <b>MAT1241</b> PHY1225 Physics for Natural (Biological & Health) Sciences II <b>Prerequisite</b> <b>PHY1225</b>	MAT2142 Multivariable Calculus PHY2121 Classical Mechanics <b>Prerequisite</b> <b>PHY1121;</b> <b>MAT1141;</b> <b>MAT1241</b> PHY2122 Waves and Optics II <b>Prerequisite</b> <b>PHY1121;</b> <b>MAT1141;</b> <b>MAT1241</b> ZOO2144 Biology Principles of Genetics <b>Prerequisite</b> <b>BIO1141,</b> <b>BIO1142</b> EIT2141 Information Technology Methodology ELS2141 Life Sciences Methodology EMA2141 Mathematics Methodology ENA2141 Natural Sciences Methodology	MAT2241 Real Analysis 1 <b>Prerequisite</b> <b>MAT1241</b> MAT2242 Ordinary Differential Equations I <b>Prerequisite</b> <b>MAT1241</b> PHY2223 Electrodynamics <b>Prerequisite</b> <b>PHY1224,</b> <b>MAT1141,</b> <b>MST1241</b> PHY2224 Modern Physics <b>Prerequisite</b> <b>PHY1121,</b> <b>MAT1141,</b> <b>MST1241</b>	Information Technology Methodology <b>Prerequisite</b> <b>EIT2141</b> ELS3141 Life Sciences Methodology <b>Prerequisite</b> <b>ELS2141</b> EMA3141 Mathematics Methodology <b>Prerequisite</b> <b>EMA2141</b> ENA3141 Natural Sciences Methodology <b>Prerequisite</b> <b>ENA2141</b> EPM 3141 Physical Science Methodology <b>Prerequisite</b> <b>EMP2141</b>	PHY3224 Quantum Mechanics <b>Prerequisite</b> <b>PHY2224,</b>  <b>NB: No student shall proceed to fourth year having any outstanding modules from first, second and third year</b>		

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 7	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
		EPM2141 Physical Science Methodology					
Total credits = 126		Total credits = 120		Total credits = 128		Total credits = 132	
						Total credits for the qualification = 506	

### **E3.3 CERTIFICATES**

Post Graduate Certificate in Education

PGCE (PGCE SP &FET)

### **E3.4 POST GRADUATE CERTIFICATE IN EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING (PGCE SP & FET) NEW DEGREE**

#### **3.4.1 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.

#### **3.4.2 Duration of the Programme**

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

#### **3.4.3 Admission Requirements**

Students should be in possession of a recognized university degree. For the FET subject, the Bachelor's Degree requires one teaching subject at the third-year level. For the SP Phase, the student must have one teaching subject at either the second or first year level, (being a year module). The Department of Professional and Curriculum Studies offers the following modules for the PGCE SP &FET:

#### **3.4.4 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	
ELV4121/ELX4121	Language for Conversational Competence (Tshivenda/Xitsonga)	

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

##### **Stream 1: Human and Social Sciences**

EIW4141	Imetodoloji yelilwimi Lwasekhaya: Siswati
ENM4141	English First Additional Language Methodology
ENP4141	English First Additional Language Methodology (Senior Phase)
ENS4141	Thutamoruto ya Leleme la Gae: Sesotho sa Lebowa
ETV4141	Ngudamaitela ya Luambo lwa Hayani: Tshivenda
EVP4141	Ngudamaitela ya Luambo lwa Hayani (Senior Phase): Tshivenda
EXT4141	Meaendlelo Ya Ririmi Ra Le Kaya: Xitsonga
ELO4141	Life Orientation Methodology
EGE4141	Geography Methodology
EH14141	History Methodology
ESS4141	Social Sciences 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)
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**All PGCE SP & FET 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
ENP4241	English First Additional Language Methodology (Senior Phase)
ENS4241	Thutamoruto ya Leleme la Gae: Sesotho sa Lebowa
ETV4241	Ngudamaitele ya Luambo lwa Hayani: Tshivenda
EVP4241	Ngudamaitele ya Luambo lwa Hayani (Senior Phase): Tshivenda
EXT4241	Meaendlelo Ya Ririmi Ra Le Kaya: Xitsonga
ELO4241	Life Orientation Methodology
EGE4241	Geography Methodology
EH14241	History Methodology
ESS4241	Social Sciences 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 SP & FET 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 ONE**

#### **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

**Year Module**

EDU 5300 Research Project

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

Module Code	Module Name
<b>Semester</b>	<b>One</b>
EDL5121	Educational Leadership and Management
EDA5121	Law in Education
EDR5121	Introduction to Educational Research
<b>Semester</b>	<b>Two</b>
EDF5221	Financial Management in Education
EDR5221	Educational Research
ECM5221	Curriculum Management and Evaluation
<b>Year Module</b>	
EDU5300	Research Project

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

Module Code	Module Name
<b>Semester</b>	<b>One</b>
EDM5121	Developing and Managing Schools
ETP5121	Counselling Theory and Practice
EDR5121	Introduction to Educational Research
<b>Semester</b>	<b>Two</b>
EVC5221	Counselling Orphans and Vulnerable Children
EHD5221	Human Growth and Development
EDR5221	Educational Research
<b>Year Module</b>	
EDU5300	Research Project

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

Module Code	Module Name
<b>Semester</b>	<b>One</b>
EMP5121	Modern Philosophies of Education
I	African Educational Thought and Practice
EDR5121	Introduction to Educational Research
<b>Semester</b>	<b>Two</b>
EPE5221	Social Philosophy of Education
ESS5221	Sociology of the School
EDR5221	Educational Research
<b>Year Module</b>	
EDU5300	Research Project

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

Subject Code	Subject Name
<b>Semester</b>	<b>One</b>
EDR5121	Introduction to Educational Research
<b>Semester</b>	<b>Two</b>
ESI5221	Scope of Inclusive Education
ELB5221	Learning Barriers
EAI5221	Approaches to Inclusive Education
ECO5221	Counselling Orphans and Vulnerable Children
EDR5221	Educational Research
<b>Year Module</b>	
EDU5300	

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

Module Code	Module Name
<b>Semester</b>	<b>One</b>
EIC5121	Contemporary Education Issues: Comparative Perspectives
EDR5121	Introduction to Educational Research
EFS5121	Education Systems: Structure and Functions
<b>Semester</b>	<b>Two</b>

EME5221	Modern Education System
EPE5221	Social Philosophy of Education
EDR5221	Educational Research

#### **Year Module**

EDU5300	Research Project
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### **E6.8 Bachelor of Education Honours in Sociology of Education (SEHESO)**

<b>Module Code</b>	<b>Module Name</b>
<b>Semester</b>	<b>One</b>
ESP5121	Sociological Perspectives in Education
ESE5121	Culture, Socialisation and Education
ESS5121	Sociology of the School
EDR5121	Introduction to Educational Research
<b>Semester</b>	<b>Two</b>
EPE5221	Social Philosophy of Education
EDR5221	Educational Research
EDU5300	<b>Research Project</b>

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

#### **YEAR 1**

#### **Bachelor of Education Honours in Curriculum Studies (SEHECS)**

<b>Subject Code</b>	<b>Subject Name</b>
<b>Semester</b>	<b>1</b>
ECT5121	Curriculum Design and Development
ECM5121	Curriculum Management
EDR5121	Introduction to Educational Research
<b>Semester</b>	<b>2</b>
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)**

<b>Subject Code</b>	<b>Subject Name</b>
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<b>Semester</b>	<b>1</b>
EPN5121	History, Philosophy and Nature of Science
EST5121	Science, Technology, and Society
EPS5121	Electronics, Electricity and Magnetism
ETC5221	Curriculum Design and Development (Elective)
EDR5121	Introduction to Educational Research
<b>Semester</b>	<b>2</b>
EPS5221	Statics, Dynamics & Kinematics
EDR5221	Educational Research
EDU5300	Research Project

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

<b>Subject Code</b>	<b>Subject Name</b>
<b>Semester</b>	<b>1</b>
EPN5121	History, Philosophy and Nature of Science
EST5121	Science, Technology, and Society
ELS5121	Cell biology and Genetics
EDR5121	Introduction to Educational Research
ETC5221	Curriculum Design and Development (Elective)
<b>Semester</b>	<b>2</b>
EBE5221	Biodiversity and Evolution
EDR5221	Educational Research
EDU5300	Research Project

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

<b>Subject Code</b>	<b>Subject Name</b>
<b>Semester</b>	<b>1</b>
EPN5121	History, Philosophy and Nature of Science
EST5121	Science, Technology, and Society
CHM5121	Inorganic and Organic Chemistry
ETC5121	Curriculum Design and Development (Elective)
EDR5121	Introduction to Educational Research
<b>Semester</b>	<b>2</b>
CHM5221	Physical and Analytical Chemistry
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)  
Module Code  
EDU6001
- E7.3 MASTER OF EDUCATION IN SCIENCE EDUCATION (SEMESE)  
Module Code  
EDU 6001
- E7.4 MASTER OF EDUCATION IN PHYSICS EDUCATION (SEMEPS)  
Module Code  
EDU 6001
- E7.5 MASTER OF EDUCATION IN CHEMISTRY EDUCATION (SEMECH)  
Module Code  
EDU 6001
- E7.6 MASTER OF EDUCATION IN LIFE SCIENCES EDUCATION (SEMELS)  
Module Code  
EDU 6001
- E7.7 MASTER OF EDUCATION IN MATHEMATICS EDUCATION (SEMEME)  
Module Code  
EDU 6001
- E7.8 MASTER OF EDUCATION IN EDUCATIONAL MANAGEMENT (SEMEEM)  
Module Code  
EDU 6001
- E7.9 MASTER OF COMPARATIVE EDUCATION ()  
Module Code  
EDU 6001
- E7.10 MASTER OF EDUCATION IN PHILOSOPHY OF EDUCATION (SEMEPH)  
Module Code  
EDU 6001
- E7.11 MASTER OF EDUCATION IN SOCIOLOGY OF EDUCATION (SEMESO)  
Module Code  
EDU 6001
- E7.12 MASTER OF EDUCATION IN PSYCHOLOGY OF EDUCATION (SEMEPE)  
Module Code  
EDU 6001
- E7.13 MASTER OF EDUCATION IN GUIDANCE AND COUNSELLING (SEMEGC)  
Module Code  
EDU 6001
- E7.14 MASTER OF EDUCATION IN INCLUSIVE EDUCATION (SEMEIE)  
Module Code  
EDU 6001

## **E8. DOCTOR OF EDUCATION**

- E 8.1 DOCTOR OF EDUCATION IN EARLY CHILDHOOD EDUCATION (SEDEEC)  
Module Code  
EDU 7001
- E8.2 DOCTOR OF EDUCATION IN CURRICULUM STUDIES (SEDEMECS)  
Module Code  
EDU 7001
- E8.3 DOCTOR OF EDUCATION IN MATHEMATICS EDUCATION (SEDEME)  
Module Code  
EDU 7001
- E8.4. DOCTOR OF EDUCATION IN CHEMISTRY EDUCATION (SEDECH)  
Module Code  
EDU 7001
- E8.5 DOCTOR OF EDUCATION IN PHYSICS EDUCATION (SEDEPS)  
Module Code  
EDU 7001

E8.6	DOCTOR OF EDUCATION IN SCIENCE EDUCATION (SEDESE) Module Code EDU 7001
E8.7	DOCTOR OF EDUCATION IN GUIDANCE AND COUNSELLING (SEDEGC) Module Code EDU 7001
E8.8	DOCTOR OF EDUCATION IN EDUCATIONAL MANAGEMENT (SEDEEM) Module Code EDU 7001
E8.9	DOCTOR OF EDUCATION IN SOCIOLOGY OF EDUCATION (SEDESE) Module Code EDU 7001
E8.10	DOCTOR OF EDUCATION IN INCLUSIVE EDUCATION (SEDEIE) Module Code EDU 7001
E8.11	DOCTOR OF EDUCATION IN PHILOSOPHY EDUCATION (SEDEPH) Module Code EDU 7001
E8.12	DOCTOR OF EDUCATION IN PSYCHOLOGY OF EDUCATION (SEDEPE) Module Code EDU 7001
E8.13	DOCTOR OF EDUCATION IN GUIDANCE AND COUNSELLING (SEDEGC) Module Code EDU7001

#### **MODULE CODE    MODULE DESCRIPTION**

CHM5121	Inorganic and Organic Chemistry
CHM5221	Physical and Analytical Chemistry
EAC 4141	Accounting Methodology
EAE5121	African Educational Thought and Practice
EAL1121	Academic Literacy 1
EAL 1141	Academic Literacy for Foundation Phase Teachers:
EAL 2141	Academic Literacy for FP Teachers
EAT 4141	Art for Young Children
EBE5521	Biodiversity and evolution
EBS 4141	Business Studies Methodology
ECD 2241	Theories of Early Childhood Development and Formal Schooling
ECD 4521	Child Development
ECD 5121	Child Development and Schooling
ETC5121	Curriculum Design and Development
ECE5221	Curriculum Innovation and Evaluation
ECI 5121	Contemporary Issues in Early Childhood Education
ECL1121	Computer Literacy for Teachers
ECL 1141	Computer Literacy Application for Foundation Phase Teachers
ECM5121	Curriculum Management
ECM5221	Curriculum Management and Evaluation
ECN 4141	Economics Methodology
ECS1141	English Communication Skills
ECS1242	English Communication Skills for Education
ECT 4121	Curriculum Theory and Practice
EDA 4141	Administration and Management in Foundation Phase

EDC 1241	Curriculum Development for Foundation Phase 1
EDC 2141	Curriculum Development for FP: Teaching, Strategies and Assessment
EDF5121	Educational Leadership and Management
EDF5221	Financial Management in Education
EDL 4141	Curriculum Theory and Practice in Early Childhood Education
DR5121	Educational Research
DR5121	Introduction to Educational Research
DR5221	Educational Research
DR5221	Educational Research
EDT5121	Teaching, learning and assessment strategies
EDT5221	Teaching, learning and assessment strategies
EDU 6001	Dissertation
EDU 7001	Dissertation
EEL 5121	Early Literacy
EER 5221	Educational Research
EFL 1141	English First Additional Language:
EFL 1241	English First Additional Language:
EFL 2141	English First Additional Language
EFL 2241	English First Additional Language
EFL 2241	English First Additional Language
EFL 3141	English First Additional Language
EFL 3241	English First Additional Language
EGE 2141	Geography Methodology
EGE 3141	Geography Methodology
EGE 4141	Geography Methodology
EHG 1141	Social Sciences (History)
EHG 1241	Social Sciences (Geography)
EHG 1241	Social Sciences (Geography)
EHG 2141	Social Sciences
EHG 2141	Social Sciences
EHG 2241	Social Sciences
EHG 3141	Social Sciences
EHG 3241	Social Sciences
EH1 2141	History Methodology
EH1 3141	History Methodology
EH1 4141	History Methodology
EHL 1141	Tshivenda/Xitsonga/Northern Sotho/Siswati Home Language
EHL 1241	Tshivenda/Xitsonga/Northern Sotho/Siswati Home Language
EHL 2141	Tshivenda/Xitsonga/Northern Sotho/Siswati Home Language
EHL 2241	Tshivenda/Xitsonga/Northern Sotho/Siswati Home Language
EHL 3141	Tshivenda/Xitsonga/Northern Sotho/Siswati Home Language
EHL 3241	Tshivenda/Xitsonga/Northern Sotho/Siswati Home Language
EHV 4121	HIV/AIDS Education for Educators
EIN 2141	IsiNdebele Methodology
EIN 3141	IsiNdebele Methodology
EIN 4141	IsiNdebele Methodology
EIT 2141	Information Technology Methodology
EIT 3141	Information Technology Methodology
EIT 4141	Information Technology Methodology
ELC4121	Leading and Managing Extra Curricula Activity
ELF 3141	Life Skills
ELF 3241	Life Skills
ELF 1141	Life Skills
ELF 1241	Life Skills
ELF 2141	Life Skills

ELF 2241	Life Skills
ELF 2241	Life Skills
ELM 4511	Language Skills in School Leadership
ELM 5121	Leadership and Management in Early Childhood Education
ELM4121	Leading and Managing Learning
ELS 2141	Learning Support for FP
ELS 3141	Support for Children with Learning Barriers:
ELS 3241	Support for Children with Learning Barriers
ELS 4141	Life Sciences Methodology
ELS5121	Cell biology and genetics
ELV4121	Language for Conversational Competence (Tshivenda)
ELX4121	Language for Conversational Competence (Xitsonga)
EMA 2141	Mathematics Methodology
EMA 3141	Mathematics Methodology
EMA 4141	Mathematics Methodology
EMC 5221	Mathematics and Young Child
EML 1141	Mathematics
EML 1241	Mathematics:
EML 2141	Mathematics
EML 2241	Mathematics
EML 2241	Mathematics
EML 3141	Mathematics
EML 3241	Mathematics
EMP5221	Modern Philosophies of Education
EMS 2141	Economics and Management Sciences Methodology
EMS 3141	Economics and Management Sciences Methodology
EMS 4141	Economics and Management Sciences Methodology
ENA 2141	Natural Sciences Methodology
ENA 3141	Natural Sciences Methodology
ENA 4141	Natural Sciences Methodology
ENB 3521	Numeracy Learning Programme
ENM 2141	English Methodology
ENM 2521	Numeracy Learning Programme
ENM 3141	English Methodology
ENM 4141	English Methodology
ENM 4241	English Methodology
ENP 4141	English Methodology (Senior Phase)
ENP 4241	English Methodology (Senior Phase)
ENS 2141	Northern Sotho Methodology
ENS 3141	Northern Sotho Methodology
ENS 4141	Northern Sotho Methodology
EPC4121	Leading and Managing people and change
EPE 1141	Psychological Foundations of Early Childhood Development
EPE5221	Social Philosophy of Education
EHP 1141	Education Foundations 2 (Psychology and History of Education
EHP2141	Education Foundations 1 (History and Psychology of Education
EHP3141	Education Foundations 1 (History and Psychology of Education
EHP1141	Education Foundations 1 (History and Psychology of Education
EPM 2141	Physical Science Methodology
EPM 3141	Physical Science Methodology
EPM 4142	Physical Science Methodology
EPN5121	History, Philosophy and Nature of Science
EPS 2141	Sociological Foundations of Education for Young Children
ESP 2241	Education Foundations 2 (Sociology and Philosophy of Education)
ESP 3241	Education Foundations 2 (Sociology and Philosophy of Education)
EPY3241	Sociology and Philosophy of Education
EPS 3241	Education Foundations 2: Comparative Education in Early Childhood
EPS5121	Electronics, Electricity and Magnetism
EPS5221	Statics, dynamics & kinematics

ERY 1141	Role of Reception Year in FP
ESE5121	Sociology of the School
ESM 4121	School Management
ESP5121	Sociological Perspectives in Education
ESS 2141	Social Sciences Methodology
ESS 3141	Social Sciences Methodology
ESS 4141	Social Sciences Methodology
ESS 4221	Working within and for the school system
ESS5221	Sociology of the School
EST5121	Science, Technology, and Society
ETC5121	Curriculum design and development
ETP1221	Teaching Practice Observation
ETP 1241	Introduction to Teaching Practice in Foundation Phase
ETP 2121	Teaching Practice – Microteaching
ETP 2141	Teaching Practice Observation in Schools
ETP 2221	Teaching Practice - WIL
ETP 2241	Micro Teaching Practice
ETP 3121	Teaching Practice – Microteaching
ETP 3141	Teaching Practice
ETP 3221	Teaching Practice - WIL
ETP 3241	Teaching Practice/ WIL:
ETP 4121	Teaching Practice – Microteaching
ETP 4141	Teaching Practice
ETP 4221	Teaching Practice - WIL
ETP 4241	Teaching Practice/
ETV 2141	Tshivenda Methodology
ETV 3141	Tshivenda Methodology
ETV 4141	Tshivenda Methodology
EWI2141	SiswatiMethodology
EWI3141	Siswati Methodology
EWI 4141	Siswati Methodology
EXT 2141	Xitsonga Methodology
EXT 3141	Xitsonga Methodology
EXT 4141	Xitsonga Methodology
NSM 1141	Natural Sciences: Life and Living
NSM 1241	Natural Sciences: Matter and Materials
NSM 2141	Natural Sciences
NSM 2241	Natural Sciences: Planet Earth and Beyond
NSM 3141	Natural Sciences: Diversity and Evolution of Life on Earth and Life beyond Earth
NSM 3241	Natural Sciences Project
SLE 2141	Life Sciences Methodology
SLE3141	Life Sciences Methodology
SLE4141	Life Sciences Methodology

## SYLLABUS

### NEW PROGRAMME IMPLEMENTED IN 2022

#### BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING

##### EAL1122: ACADEMIC LITERACY FOR FOUNDATION PHASE TEACHERS

This module aims to equip students to understand and use a range of discipline specific terminology, the strategies of critical academic literacy, and apply the conventions of academic writing to their own writing within Foundation Phase teaching and learning contexts. It introduces students to Academic Literacy for Foundation Phase in developing language abilities with regard to academic language instructions. Using the

process approach to produce intelligible academic texts and use the correct referencing techniques as required.

#### **ECL1122: COMPUTER LITERACY APPLICATION FOR FOUNDATION PHASE TEACHERS**

The main aim of this module is for student teachers to be able to understand how to use and integrate information technology in teaching and learning-based activities in the Foundation Phase. Students are introduced to the computer and its components, powering on a computer, using the mouse, keyboard, CD-ROM, starting an application, playing a game, intro to a network, a general guide into the capabilities of a computer (using a media file), opening a file, closing a file, etc.

#### **ELF1141: LIFE SKILLS**

The module aims to equip students with knowledge, skills, attitudes and values that will enable them to teach Life Skills effectively in the Foundation Phase; and to guide students to acquire sufficient and effective teaching skills for the Foundation Phase classroom. Students will be required to prepare suitable Life Skills activities to encourage critical thinking and problem-solving skills relevant to Foundation Phase learners. Students should also be able to develop or design lesson plan.

#### **ERY1141: ROLE OF RECEPTION YEAR IN FP**

The purpose of the module is to equip students with knowledge on the importance of the development of the whole child as an active, social, emotional, intellectual and creative person and to highlight the difference between the classroom management, materials and equipment and the teaching approach of a Grade R class, how learning outcomes are achieved through play; how to create stimulating indoor and outdoor learning environments with low budgets and how the Grade R programme is intended to prepare learners for formal learning and teaching to be encountered in Grade 1 and higher.

#### **ECS1141: ENGLISH COMMUNICATION SKILLS**

The module aims to equip and inculcate a variety communication skills in English that are relevant for FP educators so that they can effectively read, write, pronounce, express themselves, conceptualise, theorise, critically think, analyse, synthesise, select appropriate terms/words, critique, summarise and logically present oral and written information in English to learners, other educators and stakeholders in the school and in any other situation or context.

#### **EML1141: MATHEMATICS**

The module is intended to equip students with the fundamental knowledge of Foundation Phase Mathematics curriculum that enabling them to understand Mathematics. Students should also be able to define mathematical concepts, understand mathematical specific aims, mathematical specific skills, planning mathematical learning experiences, cultural factors influencing the teaching and learning process in the mathematics classroom.

#### **EFL1141: ENGLISH FIRST ADDITIONAL LANGUAGE**

The module aims to equip students be able to interpret the Curriculum Assessment Policy Statement (CAPS) document and demonstrate an understanding of the application of English First Additional Language for the teaching and learning in the Foundation Phase, introduce students to English First Additional Language and its importance to Foundation Phase Educators. Students will be introduced to grammatical aspects of English and strategies for promoting listening and speaking, reading and speaking and writing.

#### **EHL1141: TSHIVENḌA/XITSONGA HOME LANGUAGE XITSONGA HOME LANGUAGE**

This module aims to assist students with knowledge that will guide them in teaching Tshivendḍa/Xitsonga Home language. This module sets out to assist students to understand the principles of language acquisition and discuss how learners in the Foundation Phase learn Home Language.

#### **EPE2521: EDUCATION FOUNDATIONS 1: PSYCHOLOGICAL FOUNDATIONS OF EARLY CHILDHOOD EDUCATION**

The module aims to prepare students to understand and apply knowledge on early childhood physical, social, emotional and cognitive development that will enhance their ability to effectively facilitate quality teaching and learning in the Foundation Phase (FP) grades. Students identify and explain the importance

and application of psychological theories on physical, social, emotional and cognitive development of young children to Foundation Phase teaching and learning.

#### **ELF1241: LIFE SKILLS**

The module aims to equip students to work cooperatively, reflect on their classroom experiences and share them with peers' teachers and become aware of the principles that inform Life Skills Learning, teaching and assessment. Students should also understand different concepts of Life Skills as described in CAPS policy and apply sound knowledge of Life Skills theories that are relevant in understanding and contribute to holistic development of the whole child.

#### **EML1241: MATHEMATICS**

The module aims to equip students with algebraic thinking, geometric as well as measurement skills that will enable them to teach Mathematics effectively and acquire detailed knowledge of and apply learning theories appropriate to a mathematics classroom and other unfamiliar contexts.

#### **EFL1241: ENGLISH FIRST ADDITIONAL LANGUAGE**

The module aims to develop and enhance students' ability to select relevant information on English FAL and communicate logically for effective teaching and learning of English FAL at FP, as well as evaluate performance on lesson planning and presentation in English and address common English FAL problems among FP learners.

#### **EHL1241: TSHIVENDA/XITSONGA/SEPEDI/SISWATI HOME LANGUAGE**

This module aims to equip students with knowledge that will provide them with theoretical and practical understanding of Home Language and dealing with issues pertaining to Home Language instruction in Foundation Phase.

#### **ETP1241: INTRODUCTION TO TEACHING PRACTICE IN FOUNDATION PHASE**

This module aims to equip students with skills and knowledge on how to handle and communicate information regarding challenges that may arise within a Foundation Phase teaching and learning contexts, grades and subjects while they practise teaching.

#### **EDC1241: CURRICULUM DEVELOPMENT FOR FOUNDATION PHASE 1**

This module aims to equip students with understanding that early childhood developmental theories are central to our understanding of holistic child development and have important implications for teaching and learning in the Foundation Phase (FP).

#### **EAL2141: ACADEMIC LITERACY FOR FOUNDATION PHASE TEACHERS**

This module is designed to students with knowledge about (1) Reading for Learning: active reading skills and strategies across a range of disciplines: predicting, skimming, scanning, understanding textual organization and recognizing key discourse features, making notes, and summarizing. Using discourse and language clues to track the development of an argument and identify/evaluate the author's position and evidence. Critical language awareness: recognizing the impact of language choices and patterns. (2) Writing for Learning: Explore a range of strategies and processes for improving writing skills which include an ability to identify and make appropriate language choices at the levels of genre, register, global and local coherence relations, modality, etc. Understanding that writing takes place in particular contexts and situations and has goals for particular audiences. Developing authorial voice and adapting that voice to different audiences. Planning, brainstorming, drawing up outlines, structuring an argument using appropriate discourse features, etc. Drafting and editing, carrying out on-line writing or other tasks. Using technological tools to convert data into charts or graphs. Accurately interpreting tables, graphs and charts, manipulating or transforming data, and writing up analyses.

#### **EDC2141: CURRICULUM DEVELOPMENT FOR FOUNDATION PHASE (TEACHING STRATEGIES AND ASSESSMENT)**

This module introduces Teaching as a profession: Teacher competencies in education (Mediator of learning, interpreter and designer of the learning programmes, assessor, leader, administrator, and manager, scholar, researcher and lifelong learner, subject specialist, community and pastoral leader). Teaching strategies/methodology: Expository or lecture method, Interactive teaching method, Small-group teaching/discussion method, Inquiry teaching or problem solving, Individual teaching method, Cooperative learning approach, Models of reality teaching, Curriculum evaluation and assessment, Product and process

evaluation, Nature and functions of curriculum assessment and evaluation in education, Models and forms of curriculum evaluation.

#### **ELS2141: LEARNING SUPPORT FOR FOUNDATION PHASE**

This module is designed to equip students with knowledge on the Context of Exclusion in Education, understanding how Inheriting exclusions from the past has affected the present. Inclusive education policies, laws and agreements: South Africa and beyond, International human rights instruments and inclusive education. Inclusive education policies and laws: South African and African context, Combatting exclusion through school policy changes, Societal values underpinning inclusive education, Schwartz's theory of basic values, Human rights values for inclusive education, Linking human rights principles to the philosophy of ubuntu/botho, Values that promote an inclusive classroom culture, Academic Theories and Models of inclusive education, Theories and models related to inclusive education, Medical deficit theories vs Social model of disability, Ecological systems theory and Bronfenbrenner's bio-ecological model, Critical diversity literacy (CDL), Models of inclusive education in practice, Self-contained classrooms (or Segregation), Integration, Mainstreaming, Full inclusion, Inclusive education in the South African context, The South African approach to inclusive education, A humanrights-based approach, A strengths-based approach, An Afrocentric approach, Inclusive teaching, Sociocultural consciousness and affirming views about diversity, Teachers'/Parents' roles in inclusive school communities, Indigenous knowledge systems as part of inclusive teaching and learning in the foundation phase classroom, Teacher and learner agency, Power dynamics in school communities, Inclusive teacher characteristics .

#### **EPS2141: EDUCATION FOUNDATIONS 2: SOCIOLOGICAL FOUNDATIONS OF EDUCATION FOR EARLY CHILDHOOD**

This module is intended to equip students with Introduction to Sociology of Education and its importance to Foundation Phase educators. Social Action theory and implications on child thought and behavior processes. Primary and secondary socialisation and implications school adjustment and achievement in FP. Social construction of gender roles in early childhood development. Implications of Structural functionalist and conflict Marxist theoretical perspectives on home and school cultures on FP teaching and learning. Symbolic interactionist theory and the study of schooling at FP. Implications of nature-nurture debate for FP educators. Utility of Mead and Cooley concepts of "Role Play" and "Looking Glass Self" to teaching and learning at FP. Application of Howard Becker's Labelling Theory to teaching, learning and school achievement at FP. Child rearing styles and implications on Early Childhood Education. Nature and effects of child abuse on education in African settings.

#### **EFL2141: ENGLISH FIRST ADDITIONAL LANGUAGE**

This module is designed to equip students with Language skills for English second additional language, Phonological awareness and phonemic awareness, Language structure and conventions, Phonics, Word recognition, Storytelling, Literal comprehension: how to locate details, understanding sequence, following directions, recognising cause and effect relationships, Development of concepts, vocabulary and language structures and fluency.

#### **ELF2141: LIFE SKILLS**

This module is intended to equip students with Prominence of Life Skills CAPS policy as one of the main documents that teachers need to consider in the Foundation Phase. Life Skills study areas relevant for the Foundation Phase grades. Technology education and Life Skills in the Foundation Phase. Life Skills education and Bronfenbrenner's Bio-Ecological systems theory and implications on the technological development of the young learner. Landscape of the technology knowledges areas. Integration of technology with the other programmes in the Foundation Phase curriculum. Aspect to consider when planning Life Skills social rights and responsibilities for appreciation of own and respect for diverse cultures, inclusivity and social justice, appreciation of one's own and different "belief systems" and morals and ethics-fibre of any strong society.

#### **EML2141: MATHEMATICS**

This module intends to equip students with Theories in Mathematics education: Gardner's Theory of Multiple Intelligence, Multiple Intelligence in the classroom, importance of multiple intelligence, eight intelligences of Gardner and how they influence teaching and learning. Developing Counting number concept among Foundation Learning. Counting as the origin of number sense, concrete and semi-concrete levels of understanding, counting in multiples, counting imagined items, substituting, ordinal counting, estimation. Theoretical model of levels of number concept development, innate number knowledge, core systems of a number, count forwards and backwards, number symbols and number names, describe, compare and order



numbers, mental Maths, problem solving techniques. Ordering, seriation and patterning. Ordering different sizes and shapes, length, sets, ordinal numbers, double seriation. Patterning objects, auditory, exploring patterns in shapes, organising patterns in space, geometrical shapes, cardinal numbers, equidistance number line intervals, halving.

#### **ETP2141: TEACHING PRACTICE OBSERVATION IN SCHOOLS**

This module is designed to equip students with the difference between Teaching Practice Observation and integrating theory and practice. Lesson plan development and presentation. Critical review the parts of a lesson. Review of presentation skills: introduction, presentation of new subject matter application/conclusion. Critical Review of the relationship between the work schedule and lesson plan. Selection of Learning styles and teaching strategies. Teaching Practice Observation: Handling learners and general classroom management, Tools for managing classrooms, Critical review of Observed lesson presentations in a school setting.

#### **EHL2141: TSHIVENDA/XITSONGA HOME LANGUAGE**

This module is aimed to equip students with Text types covered in Foundation Phase: Personal and factual recounts, Procedures (Instructions), Information reports, Narratives. Thinking and reasoning. Bloom's taxonomy. Use of pictures. Drawings and graphic presentations. Language games and word puzzles. Teaching plan, lesson planning and presentation.

#### **ELF2241: LIFE SKILLS**

This module is intended to equip students with the Importance of Life Skills CAPS policy as one of the main documents that teachers need to consider in the Foundation Phase. Teaching drama in the Foundation Phase and outline theories that promote holistic development of the learners through engage them in drama. Development of the whole child through drama activities. Integration of drama with other subjects in the Foundation Phase. Design and plan a lesson that all phases of the lesson integrated into theme. Dramatic play that form the basis of drama activities in the Foundation Phase. The Core Life Skills qualities/strategies and techniques. Development of communication skills in the classroom.

#### **EML2241: MATHEMATICS**

This module is intended to equip students with Learning about Patterns, Functions and Algebra Teaching Mathematics in the Foundation Phase Development of algebraic thinking in Foundation Phase, discovering patterns, functions, expressions and equality, progression in patterns and functions, teaching algebraic concepts (reasoning), repeating and growing patterns, number patterns, geometric patterns. Learning about Space and Shape in the Foundation Phase. What is space, three kinds of knowledge and geometry, Theory of Van Hiele and implications for mathematics Instructions in Foundation Phase classrooms, Van Hiele model of geometric thinking, characteristics of the Van Hiele levels. Space and Shape (Geometry), teaching geometric concepts (thinking), teaching direction and maps, teaching geometry through play. Symmetry, discovering the properties of shapes, creating with shapes, relationship between shapes and objects, position, orientation and view, 3-D objects, 2-D shapes. Teaching Measurement in Foundation Phase. Developing measurement concepts and skills, units of measurement. Time, length, area, volume and capacity, temperature, weight and mass, as constructs of measurement. Perimeter, measuring distance, problem solving in measurement.

#### **EFL2241: ENGLISH FIRST ADDITIONAL LANGUAGE**

This module is intended to equip students with Teaching reading for literacy and pleasure. Exposure to environmental print and shared reading. Reading methods and approaches. Listening and storytelling. Development of teaching and learning activities and materials in English FAL lessons. Teaching strategies in diverse English FAL classrooms. Lesson plans and presentation in English FAL for listening, comprehension, speaking, reading and writing, and language use. Teaching English for different FP contexts, grades and subjects.

#### **ETP2241: MICRO-TEACHING PRACTICE**

This module is intended to equip students with the Interpretation of CAPS and design of teaching plans and lesson plans. Effective classroom management and discipline. Discipline in the classroom. Creating a productive learning environment. Skills of lesson development and presentation. Evaluation of lesson development and presentation. Reflection on performance. Assessment in the classroom. The teacher as an interpreter and designer of programmes.

### **ECD2241: THEORIES OF EARLY CHILDHOOD DEVELOPMENT AND FORMAL SCHOOLING**

This module is intended to equip students with the Introduction to Theories of early childhood education. Meaning, and importance of theories of child development for FP teachers. Contribution of Thinkers on Early Childhood Development: Psycho-social development, Cognitive development, Psycho-sexual development, Socio-cultural theory, Behavioural child development, Attachment theory, Theories of Play, Implications and application of early childhood development to teaching and learning in FP, Factors impacting on development: family, school, media and society. Importance and impact on early years from the perspective of family, community.

### **EHL2241: TSHIVENDA/XITSONGA HOME LANGUAGE**

This module is intended to equip students with Introduction to language structure and use. Sounds. Written language. Relate sounds to letters and words. Working with words. Teaching of spelling in the Foundation Phase. Working with sentences. Working with texts. Use of language for interaction. Developing critical awareness of language.

### **EPH3141: PHILOSOPHY OF EDUCATION FOR YOUNG CHILDREN**

This module introduces the fundamental principles of philosophy, education, and Philosophy of Education, as well as branches of philosophy of education in early childhood education. Matthew Lipman and the Philosophical Community of Inquiry present Philosophy for Children (P4C). Understanding the Naturalism concept: Maria Montessori and early childhood education, as well as human rights and democracy Education: Understand the rights of children and different sorts of authority and discipline for children. Traditional African parenting and education, and its implications for modern early childhood education. The Ubuntu ideology and modern schooling for children Professionalism and the education of young children, African epistemology and the influence of (indigenous Knowledge Systems) IKS in formal schooling for the young.

### **ELF3141: LIFE SKILLS**

The module is designed to provide future teachers with the necessary fundamental skills to ensure student achievement in the FP classroom. Learn everything you can about teaching and using the Life Skills subject matter, which includes foundational knowledge, personal and social well-being, physical education, and the arts. Methods for incorporating the learner's regular routine into life skill development. In the early grades, students need opportunities to develop their creative and critical thinking skills. Learners in the Foundational Stage might benefit greatly from time spent playing. The value of initiative, self-discipline, interaction, analysis, and interest in one's own education. Understand the Life-skills education that promotes students' well-being for the benefit of present and future generations.

### **EFL3141: ENGLISH FIRST ADDITIONAL LANGUAGE**

The module is designed to equip prospective teachers to know how to make learners to be reader of the text and reading context. The student teacher should know how to promote higher order comprehension, cause and effect and comparison contrast, chronological order paragraphs and the writing processes, reading- writing connection, selecting reading materials for FP, distinction of facts and opinions in informational narratives and the application of English FAL knowledge to practical teaching and learning. It also equip student teacher with a good knowledge of vocabulary and grammar provides the foundation for skills development (listening, speaking, reading and writing) in the First Additional Language.

### **EHL3141: TSHIVENDA/XITSONGA/SEPEDI/SISWATI LANGUAGE**

The module aims at equipping student teachers with the knowledge of teaching Home Language, mother tongue and First language, Culture, Intercultural language learning. It also intends to make student teachers to learn language, culture and identity, to learn about other cultures, consult authentic sources such as news outlets, podcasts, and literature. When it's safe to do so, consider traveling to communities in which the target language is spoken. Seek the perspectives of individuals of the cultural heritage that you are teaching about in your classroom. Dealing with linguistic diversity in the classroom and understand the Home Language teaching and folklore.

**EML3141: MATHEMATICS**

The module is designed to equip you with knowledge and skills that will enable you to teach Mathematics effectively in the Foundation Phase. Helping children comprehend and use data, stages in the development of collecting, displaying and analysing data, logic and classification of data, graphical and other forms of data representations, descriptive statistics, collect and sort objects, represents sorted collection of objects, discuss and report on sorted collection of objects, collect and organize data, represent data, analyze and interpret data. Teaching Fractions to Foundation Phase learners that making sense of fractions, concept of sharing, models of teaching fractions, approach to effective teaching of fractions, teaching fractions using multiple intelligence of learners. Fraction symbols, grouping and sharing leading to division, sharing leading to fractions.

**ESL3141: SUPPORT FOR CHILDREN WITH LEARNING BARRIERS**

This module designed to equip student teachers with the understanding of 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. Understand Learner diversity, intersectionality and equity. 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.

**ETP3141: TEACHING PRACTICE**

This module presents the review parts of a lesson and able to know how to designing and review work schedules. Reviewing skills of introduction, presentation of new subject matter application/conclusion. Different teaching strategies and learning styles. Reviewing skills of questioning, prompting and probing, planning, presentation and reflection of different micro lessons, reflection and Ethics in teacher education.

**EFL3241: ENGLISH FIRST ADDITIONAL LANGUAGE**

This module presents the use of dictionary and Thesaurus. Learning English as a first additional language during the foundation phase offers several educational benefits that improved reading and writing skills: Early exposure to English can enhance children's literacy abilities in their first language and English. The ability to revisit previous work completed to find new ideas or refine existing ones. During teaching EFL, the student teachers will promote writing processes continue, Literary genres, Figurative language, Teaching special words, synonyms, antonyms, homonyms, homophones, Multiple meanings of words, Effective questioning styles, Vocabulary for teaching and learning and know teaching and learning strategies and activities in English FAL.

**EML3241: MATHEMATICS**

This module is designed to equip student teachers to understand teaching Place Value which lead to composing and decomposing numbers. Understand grouping and counting in tens, grasping numeration of place value, using money as place value model, using tokens and flash cards to compose and decompose number values, counting and grouping units, adding and subtracting tens and units. The value of digits in numbers using money. Teaching the four basic operations through problem solving. Developing basic number operations, concepts and skills, basic number operations, problem solving as a point of departure, learner errors in using basic number operations, addition and subtraction problems, multiplication and division problems. Developing a number concept, order, compare and describe whole numbers by representation of quantities and numbers.

**ELF3241: LIFE SKILLS**

This module is designed to equip student teachers to identify Life Skills study areas: Beginning knowledge, Personal and social well-being, physical education and creative arts in the Foundation Phase. Understand the role of creative arts for improved creativity and critical skills of Foundation Phase learners. Identify Life Skills Theoretical Underpinnings and Application: Social learning theory of Bandura, Problem Behavior Theory of Jessor and social influence theory of McGuire. Describe physical movement for

Foundation Phase learners for physical coordination development and able to integrating Music, Drama, and Dance for learning enhancement Life Skills and promotion of learners' general wellbeing at FP.

### **EPS3241: EDUCATION FOUNDATIONS 2: COMPARATIVE EDUCATION IN EARLY CHILDHOOD EDUCATION**

This module presents the development of comparative education and implications on ECE such as Conceptualisation of comparative education, Significance of the study of evolution and development of comparative education, Overview of the development of comparative education in ECE and Contemporary emerging trends in ECE in South Africa and other Southern African countries (Botswana, Zimbabwe, Eswatini, Namibia). Identify the significance of comparative education in ECE and able to analyse South African apartheid and post-apartheid education system in provision of ECE.

### **ETP3241: TEACHING PRACTICE/ WIL**

The module is designed to provide future teachers with knowledge of integrating theory and practice in the classroom such as designing a work schedule, planning lessons: introduction, presentation of new subject matter application/conclusion, different teaching strategies and learning styles and strategies regarding types of questioning, prompting and probing and know the planning and presentation of different micro lessons and reflection

### **EHL3241: TSHIVENጁA/XITSONGA LANGUAGE**

The module is designed to provide future teachers with the knowledge of teaching Literacy in the Foundation Phase such as teaching and learning strategies in the Foundation Phase, learning styles, teaching and learning strategies, workstation and learning corners, games and fun activities. The student teachers will be able to know stages of reading development the early reader, reading theories and reading strategies.

### **ESL3241: SUPPORT FOR CHILDREN WITH LEARNING BARRIERS:**

The module is designed to provide future teachers to understand inclusive pedagogy and conceptualization of inclusive teaching and learning, creating an inclusive school culture and perceptions to inclusive pedagogy. The student teachers able to use diversity as an asset: practical strategies that support learning for all, creating an inclusive classroom environment, planning and catering for accessibility and engagement Classroom layout, positive discipline and affirming diversity through Indigenous Knowledge Systems.

### **EDA4141: ADMINISTRATION AND MANAGEMENT IN FOUNDATION PHASE**

This module aims to equip students with knowledge that will guide them to plan and manage age-appropriate programmes for young children effectively and prepare them to play the main role in planning, leading, controlling, organizing and managing teaching and learning procedures/processes in the Foundation Phase.

### **EAT4141: 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. Students will also learn to acquire and apply knowledge and understanding of the content, context, and/ or purpose of art in the Foundation Phase.

### **EDL4141: CURRICULUM THEORY AND PRACTICE IN EARLY CHILDHOOD EDUCATION**

This module aims to equip students to understand the different models of curriculum development and designs and place them in the school context and apply different teaching, learning and assessment strategies and understand, unpack, interpret and explain the general aims of the South African school curriculum at Foundation Phase. Students also learn to understand the different models of curriculum development and how they fit into the institution's context.

### **ETP4141: TEACHING PRACTICE**

The module aims to equip student teachers with broad and deep knowledge and skills on teaching and learning standards within the Foundation Phase school, grades and subjects in preparation for their final Work Integrated Learning (WIL) in FP schools. Students demonstrate and apply knowledge on engagement in TP and an understanding of the teaching and learning theories, research methodologies and how to apply such knowledge in a Foundation Phase teaching and learning context.

## **ALL SECOND SEMESTER MODULES ARE COMPLETED THROUGH PORTFOLIOS**

### **EMU4241: MUSIC FOR YOUNG CHILDREN**

This module aims 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. Students will be able to apply sound knowledge of defining and explaining music education for Foundation Phase learners. They develop competencies of ability to plan and present music activities and be able to use music example to motivate the development of young learners.

## **BACHELOR OF EDUCATION SENIOR & FURTHER EDUCATION AND TRAINING**

### **BACHELOR OF EDUCATION HONOURS IN EDUCATIONAL MANAGEMENT (EDHEDM)**

#### **EDL5121: EDUCATIONAL LEADERSHIP AND MANAGEMENT**

##### **THE CONTEXT FOR LEADERSHIP AND MANAGEMENT (Key areas of South African principalship)**

Leading the teaching and learning in the school, Shaping the direction and development of the school, Managing the school as an organisation, Managing quality of teaching and learning and securing accountability, Managing human resources in the school, Managing and advocating extramural activities, Developing and empowering self and others, Working with and for the community. **MODELS OF EDUCATIONAL LEADERSHIP**, Managerial leadership model, Transactional leadership model, Transformational leadership model, Distributive leadership model, Moral leadership model, **LEADING AND MANAGING FOR DIVERSITY**, Leading a learning school, **LEADING AND DIRECTING PEOPLE**, **LEADERSHIP AND COMMUNICATION FOR SOUND INTERPERSONAL RELATIONSHIPS**, The aim of effective communication, The communication process, Communication media, Communication skills, Written communication skills, The leader and negotiations.

#### **EDA5121: LAW IN EDUCATION**

**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 A Caring 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.

#### **ECM5221: CURRICULUM MANAGEMENT AND EVALUATION**

**CONTENT: CURRICULUM REFORMS & CURRICULUM MANAGEMENT:** Curriculum reforms from 1954-1994, Pedagogy of Reconciliation and Curriculum diversity, Curriculum Reforms after 1994: C2005, Revised National Curriculum Statement-grades R-9, Revised Curriculum Statement grades R-12, Curriculum and

Assessment Policy Statement: associated documents for implementing CAPS: **CAPS subject policies, NPPPR, NPA, National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), Language in Education Policy, Education White Paper 1** on Education and Training, **White Paper 6** on Special Needs, and **Admission policy for ordinary public schools** as published as Government Notice 2432, Government Gazette, Vol. 400, No 19377 of 19 October 1998, **Norms on Roles and Responsibilities of Education**. The POLC roles of the principal, principal as a Curriculum manager-managing conditions for curriculum management: legislative requirements, professional requirements, national standards, international standards, managing policies (e.g., school policy), managing teaching and learning, managing co-curricular activities, managing NCS examinations, managing school and community relations, managing multi-grade classes. **CURRICULUM EVALUATION:** Purpose of curriculum evaluation, types of evaluation decisions, goal of curriculum evaluation, levels of curriculum evaluation, curriculum evaluation approaches, models, and techniques of evaluation.

#### **EDR5121: INTRODUCTION TO EDUCATIONAL RESEARCH**

**CONTENT:** Why educational research is important, components of a research proposal, how to write an abstract, formation of the statement of the problem, research questions or hypothesis, reviewing the literature, the specific purpose of literature review, the importance of literature review, functions of literature review, procedure for reviewing the literature, search for existing literature, definition of terms.

#### **EDF5221: FINANCIAL MANAGEMENT IN EDUCATION**

**CONTENT:** Financial Management in Education have the following sub-topic divided as Units. Each point represents the unit and there are 6 Units to cover in this module: Orientation to financial management in education, Systems approach to financial management in education, Regulatory framework underpinning financial management in schools, Understanding the school as an organization, Budgeting and risk management, Managing the school's physical resources.

#### **EDR5221: EDUCATIONAL RESEARCH**

**CONTENT:** Research design and methodology, qualitative (gathering insights), main types qualitative research, quantitative (establishing statistical reliability), mixed methods, population, determining sample design, types of samples, data collection strategies, guidelines to construct a research tool, data analysis, significance of the study, delimitation and limitation of the study, ethical considerations,

#### **EDU5300: RESEARCH PROJECT**

### **RULES FOR THE SCHOOL OF HUMAN AND SOCIAL SCIENCES**

#### **HSS1 GENERAL RULES**

##### **HSS1.1 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.

##### **HSS1.2 ADMISSION REQUIREMENTS FOR A DEGREE**

Certificate:	The minimum admission requirement is a NSC as certified by UMALUSI. (points and percentages %)
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. (other certificates? Senior Certificate, NCV, International? And Admission points score?)

**Further requirements may be stipulated by specific Departments.**

### **HSS1.3 DURATION OF STUDY PROGRAMMES**

- Certificate programmes have a minimum of one year 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.

### **HSS1.4 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.

### **HSS1.5 ACADEMIC PROGRESS**

1. A student shall not repeat a module at first or second year level more than once, in case of failure.
2. 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.
3. 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.

## **HSS2 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	Linguistics
Applied Anthropology	Music
Archaeology	Northern Sotho
Development Studies	Political Studies
English	Siswati
History	Sociology
Industrial Sociology	Tshivenda

IsiNdebele

Xitsonga

**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

### **HSS3 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.

#### **3.1 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 circumstances, register as a full-time student.

##### **Requirements for Awarding the Degree**

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%.

## **HSS3.2            MASTERS DEGREE PROGRAMMES**

### **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])

## **HSS3.3            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.

**HSS4 QUALIFICATIONS OFFERED IN THE SCHOOL**

The following degrees, diplomas and certificates are offered:

**CERTIFICATES**

Certificate in Music	HSCHCM
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**DIPLOMAS**

PGDIP in African Studies	HSBDAS
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**UNDERGRADUATE DEGREES**

Bachelor of Arts	HSBBA
Bachelor of Arts (English Language and Literature)	HSBAEL
Bachelor of Arts (Media Studies)	HSBAMS

Bachelor of Arts in Development Studies	HSBADS
Bachelor of Arts in History	HSBBAH

Bachelor of Arts in International Relations	HSBAIR
Bachelor of Theology	HSBBT

**PROFESSIONAL DEGREES**

Bachelor of Arts in Language Practice	HSBALP
Bachelor of Arts in Youth Development	HSBAYD
Bachelor of Indigenous Knowledge System	HSBIKH
Bachelor of Social Work	HSBBSW

**POSTGRADUATE DEGREES**

BA Honours in African Studies	HSHHAS
BA Honours in Media Studies	HSHAMS
Bachelor of Arts Honours Archaeology	HSHAAH
Bachelor of Arts Honours in English Language Teaching	HSHELT
Bachelor of Arts Honours in 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 in Archaeology	HSHAAH
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
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	
Honours Degree in Gender Studies	
Master of Arts (Communication and Media Studies)	HSMCMS
Master of Arts (English Language and Literature)	HSMMA
Master of Arts in African Studies	H SMAAS
Master of Arts Anthropology	HSMMA
Master of Arts Archaeology	HSMMA
Master's degree in Gender Studies	HSMAGS
Master of Arts in International Relations	H SMAIR
Master of Human Sciences ( <i>not available in 2021</i> )	
Master of Arts in Linguistics	HSMMAL
MA in English Language Studies	HSMELS
MA in English Literature	H SMAEL
MA History	HSMMA

MA in Northern Sotho	HSMANS
MA in Political Science	HSMAPS
MA in Psychology	HSMMAP
MA in Sociology	HSMMAS
MA Theology	HSMMMA
MA in Tshivenda	HSMMAT
MA in Tshivenda by Research	HSMTBR
MA in Tshivenda Literature	HSMATL
MA in Xitsonga	HSMMAX
MSC in African Studies	HSMSAS
Master of Social Work	HSMMSC
Doctor of Philosophy	HSPDP
Doctor of Philosophy in African Studies	HSPDAS
Doctoral Degree in Gender Studies	HSPPGS
Doctor of Philosophy in Linguistics	HSPDPL
PhD in Anthropology	HSPDP
PhD in Archaeology	HSPDP
PhD in Arts and Social Sciences	HSPASS
PHD in English Literature	HSPPEL
Doctor of Philosophy in English Language	HSPPEL
PHD in History	HSPDPH
PHD in Sociology	HSPDPS
PHD in Theology	HSPPTH
PHD in Xitsonga	HSPDPX

## **HSS5 DEPARTMENT ARTS AND SOCIAL SCIENCES**

### **CERIFICATE, DIPLOMA AND BA DEGREE PACKAGES HIGHER CERTIFICATE IN MUSIC**

#### **Duration**

1 year

**Credit:** 120

#### **Admission Requirements**

National Higher Certificate/Diploma/Bachelor 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 the music industry 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

The certificate leads students to music industry and other related fields.

### Prerequisites

None

### Academic Structure – Composition of the Curriculum/ Modules Outline

The programme consists of four modules per semester. Each first semester module is a prerequisite for its second semester module.

#### (A) - HSCHCM

Year 1		NQF Level
Semester 1	Semester 2	
CML1121 (20) CMP1111 (10) CMH1121 (20) CIS1111 (10)	CML1221 (20) <i>Pre-requisite CML1121</i> CPM1211 (10) <i>Pre-requisite CMP1111</i> CMH1211 (20) <i>Pre-requisite CMH1121</i> CIS1211 (10) <i>Pre-requisite CIS1111</i>	120
60	60	

### BA (Generic) -HSBBA

#### 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.

**Credits : 360**

#### 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

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>	<b>COMPULSORY MODULES</b>
ECS1141 English Communication Skills LEX1142 Introduction to Lexicography LIN1141 Introduction to Linguistics <b>ARCHAEOLOGY MAJOR STREAM</b> ARC1141 Introduction to Archaeology <b>ANTHROPOLOGY MAJOR STREAM</b> APA1141 Introduction to Applied Anthropology <b>PSYCHOLOGY MAJOR STREAM</b> PSY1141 Introduction to Psychology <b>SOCIOLOGY MAJOR STREAM</b> SOC1141 Introduction to Sociology ELS1141 Introduction to Literary Studies (Short Story) ENG1141 Introduction to Language (English Grammar and Usage) <b>INTERNATIONAL RELATIONS MAJOR STREAM</b> POL1141 Introduction to Political Studies	LEX1242 Advanced Lexicography LEX1243, Lexical Studies. LIN1241 ,Descriptive Linguistics <b>ARCHAEOLOGY MAJOR STREAM</b> ARC1241, Archaeological Methods and Techniques. <b>ANTHROPOLOGY MAJOR STREAM</b> ANT1241 Cultural Anthropology, APA1241 Applied Anthropology in Practice <b>PSYCHOLOGY MAJOR STREAM</b> PSY1241, Developmental Psychology <b>SOCIOLOGY MAJOR STREAM</b> SOC1241 Social Theory <b>ENGLISH &amp; LITERARY STUDIES MAJOR STREAM</b> ENG1241 Introduction to Language II (English Grammar and Usage). ELS1241 Introduction to Poetry Studies <b>INTERNATIONAL RELATIONS MAJOR STREAM</b> POL1241 Comparative politics. ISN1241 Isindebele Literature ISW1241 Isiswati Literature NSO1241 Northern Sotho Literature TVE1241 Tshivenda Literature XTS1241 Xitsonga Literature	ITR2141 International and Regional organisations <i>Pre-requisite: ITR1241</i> ITR2142 International Political economy <i>Pre-requisite: ITR1241</i> <b>POLITICAL STUDIES MAJOR STREAM</b> POL2141 Political Transition in South Africa <i>Pre-requisite: POL1141</i> POL2142 International Political Economy POL2141 AFRICAN LANGUAGES <b>MAJOR STREAMS</b> ISN2141 Meaning, Sound, Word, and sentence structure in Isindebele <i>Pre-requisite: ISN1141</i> ISN2142 Isindebele Phonology and Morphology. <i>Pre-requisite: ISN1241</i> NSO2141 Advanced Study of Northern Sotho Grammar. <i>Pre-requisite: NSO1141</i> NSO2142 Northern Sotho Syntax <i>Pre-</i>	LEX2243 Lexical Semantics LEX2143 Sociolinguistics <i>Pre-requisite: LIN2142</i> LIN2242 Psycholinguistics <i>Pre-requisite: LIN2141</i> <b>ARCHAEOLOGY MAJOR STREAM</b> ARC2241. Archaeological Theory and Interpretation <i>Pre-requisite: ARC2141</i> <b>ANTHROPOLOGY MAJOR STREAM</b> ANT2241 Applied Anthropological Research <i>Pre-requisite: ANT2141</i> APA2241 Community Development and Applied Anthropology <i>Pre-requisite: APA2141</i> <b>PSYCHOLOGY MAJOR STREAM</b> PSY2241 Cognitive Psychology <i>Pre-requisite: PSY2141</i> PSY2242 Abnormal Psychology. <i>Pre-requisite: PSY2142</i> PSY2211 Research methodology practical PSY2111 <b>SOCIOLOGY MAJOR STREAM</b> SOC2241 Advanced Social Research	<b>ARCHAEOLOGY MAJOR STREAM</b> ARC3141 Past Environment and Climatic Reconstruction <i>Pre-requisite: ARC2141</i> ANT3141 Fieldwork Techniques, Environment, Culture and Human Activity <i>Pre-requisite: ANT2141</i> APA3141 Fieldwork and Ethics in Applied Anthropology <i>Pre-requisite: APA2141</i> <b>PSYCHOLOGY MAJOR STREAM</b> PSY3141 Personality theories <i>Pre-requisite: PSY2141</i> PSY3142 Therapeutic interventions <i>Pre-requisite: PSY2142</i> PSY3111 Practicum: Basic counselling Techniques <i>Pre-requisite: PSY2111</i> <b>SOCIOLOGY MAJOR STREAM</b> SOC3141 Social Science Research Methods <i>Pre-requisite: SOC2142</i> SOC3142	<b>ARCHAEOLOGY MAJOR STREAM</b> ARC3241 Fieldwork Techniques and Cultural Resource Management (CRM) <i>Pre-requisite: ARC2241</i> <b>ANTHROPOLOGY MAJOR STREAM</b> ANT3241 Migration and resettlement, Contemporary Issues in Anthropology <i>Pre-requisite: ANT2241</i> APA3241 Culture, Health and Healers: The Anthropology of Medical. <i>Pre-requisite: APA2242</i> <b>PSYCHOLOGY MAJOR STREAM</b> PSY3211 Research project practical <i>Pre-requisite: PSY2211</i> PSY3241 Psychological assessments. <i>Pre-requisite: PSY2242</i> PSY3242 Research methodologies. <i>Pre-requisite: PSY2242</i> <b>SOCIOLOGY MAJOR STREAM</b> SOC3241 Social change and development. <i>Pre-requisite: SOC2241</i> SOC3242 Environmental sociology. <i>Pre-requisite: SOC2242</i> ISO3242 Industrial relations ISO2241 <b>POLITICAL STUDIES MAJOR STREAM</b> ENG3241 Advanced English Structure

<p>ISN1141, Introduction to Isindebele Grammar.</p> <p>ISW1141, Introduction to Isiswati Grammar.</p> <p>TVE1141, Introduction to Northern Sotho Grammar.</p> <p>XTS1141, Introduction to the study of Xitsonga Grammar.</p> <p><b>ELECTIVES</b> - Free choice from any department to complete credits.</p> <p><b>INTERNATIONAL RELATIONS MAJOR STREAM</b></p> <p>ITR1141 Theories of International Relations</p> <p><b>ECONOMICS MAJOR STREAM</b></p> <p>ECO1141 Economic Principles</p> <p><b>HISTORY MAJOR STREAM</b></p> <p>HIS1141 Transformation in Southern Africa After 1750s, HIS1142 South African Mining History</p> <p><b>ENGLISH, MEDIA STUDIES AND LINGUISTICS</b></p> <p>MST1141 Introduction to Media Studies</p>	<p><b>ELECTIVES</b> - Free choice from any department to complete credits</p> <p><b>INTERNATIONAL RELATIONS MAJOR STREAM</b></p> <p>ITR1241, International Organizations</p> <p><b>ECONOMICS MAJOR STREAM</b></p> <p>ECO1241, Microeconomics</p> <p><b>HISTORY MAJOR STREAM</b></p> <p>HIS1241, HIS1242 The Southern African Development Community.</p> <p>MST1241 Media and Society.</p>	<p><i>requisite:</i> NSO1241</p> <p>TVE2141 Meaning, sound, word, and sentence structure in Tshivenda. <i>Pre-requisite:</i> TVE1141</p> <p>TVE2142 Tshivenda Semantics. <i>Pre-requisite:</i> TVE1241</p> <p>XTS2141 Meaning, Sound, Word, and sentence structure in Xitsonga. <i>Pre-requisite:</i> XTS2142</p> <p>Xitsonga Pragmatics <i>Pre-requisite:</i> XTS1241</p> <p>ISW2141 Meaning, sounds word and sentence structure in ISIWATI <i>Pre-requisite:</i> ISW1241</p> <p>ISW2142 Isiswati Advanced Studies <i>Pre-requisite:</i> XTS2142</p> <p>ISW1241 <b>ELECTIVES</b> - Free choice from any department.</p> <p>ENG2161 English Structure and Usage</p> <p>Intermediate Level <i>Pre-requisite:</i> ENG1161.</p> <p>HIS2141 The Making of Modern South Africa, 1899-1961 <i>Pre-requisite:</i> HIS1141</p> <p>HIS2144. Nationalism: South Africa, Africa, and the Middle East. <i>Pre-requisite:</i> HIS1142</p> <p>ECO2141 Intermediate macroeconomics <i>Pre-requisite:</i> ECO1241</p> <p><b>ENGLISH, MEDIA STUDIES AND LINGUISTICS</b></p> <p>MST2141 Print Journalism <i>Pre-requisite:</i> MST1241</p> <p>MST2142 New Media and Society <i>Pre-requisite:</i> MST2142.</p>	<p>Methodology. SOC2141</p> <p>ISO2241 Industrial Sociology Theory. <i>Pre-requisite:</i> ISO2141</p> <p><b>ENGLISH &amp; LITERARY STUDIES MAJOR STREAM</b></p> <p>ENG2241 English Grammar and Usage (Advanced) <i>Pre-requisite:</i> ENG2141</p> <p>ELS2241 Contemporary South African Literature. <i>Pre-requisite:</i> ELS2141</p> <p><b>POLITICAL STUDIES MAJOR STREAM</b></p> <p>POL2241 South African Politics and Government <i>Pre-requisite:</i> POL2141</p> <p>POL2242 Comparative Political Systems <i>Pre-requisite:</i> POL2142</p> <p><b>AFRICAN LANGUAGES MAJOR STREAMS</b></p> <p>ISN2241 Isindebele Discourse Analysis <i>Pre-requisite:</i> ISN2142</p> <p>NSO2241 Northern Sotho Discourse Studies. <i>Pre-requisite:</i> NSO2142</p> <p>TVE2241 Tshivenda Literary Analysis <i>Pre-requisite:</i> TVE2142</p> <p>XTS2241 Xitsonga Critical Studies. <i>Pre-requisite:</i> XTS2142</p> <p>ISW2241 Isiswati Advanced Literary Studies. <i>Pre-requisite:</i> ISW2142</p> <p><b>ELECTIVES</b> - Free choice from any department</p> <p>ENG2261 English Language Advanced Studies. ENG2161</p> <p><b>HISTORY MAJOR STREAM</b></p> <p>HIS2241 Communism and Capitalism, 1900-1940s <i>Pre-requisite:</i> HIS1241. HIS2243</p>	<p>Sociological theories. <i>Pre-requisite:</i> SOC2142.</p> <p>ISO3141 Management sociology <i>Pre-requisite:</i> ISO2141</p> <p><b>ENGLISH &amp; LITERARY STUDIES MAJOR STREAM</b></p> <p>ENG3141 Advanced English Usage. <i>Pre-requisite:</i> ENG2241</p> <p>ENG3142 Discourse and Semantics. <i>Pre-requisite:</i> ENG2242</p> <p>POL3141 African Politics <i>Pre-requisite:</i> POL2241</p> <p>POL3142 Political Science Research Methods <i>Pre-requisite:</i> ENG2141</p> <p><b>AFRICAN LANGUAGES MAJOR STREAMS</b></p> <p>ISN3141 Isindebele Advanced Studies <i>Pre-requisite:</i> ISN2241</p> <p>ISN3142 Introduction to Translation, Interpretation and Editing. <i>Pre-requisite:</i> ISN2142</p> <p>NSO3141 The study of meaning in Northern Sotho. <i>Pre-requisite:</i> ENG2141/NSO2141</p> <p>NSO3142 Language Planning <i>Pre-requisite:</i> NSO2141</p> <p>TVE3141 The study of meaning in Tshivenda <i>Pre-requisite:</i> TVE2141</p> <p>TVE3142 Comparative Linguistics and Semantics. <i>Pre-requisite:</i> TVE2142</p> <p>XTS3141 In-Depth Study of</p>	<p>(All first and second year ENG and ELS modules are pre-requisite for Third year modules).</p> <p><b>AFRICAN LANGUAGES MAJOR STREAMS</b></p> <p>ISN3241 Society and Literature <i>Pre-requisite:</i> ISN2241</p> <p>ISN3242 Isindebele Research Project. <i>Pre-requisite:</i> ISN2241. NSO3241 Further Advanced Study of Northern Sotho Literature. <i>Pre-requisite:</i> NSO2241</p> <p>NSO3242 Northern Sotho Capstone Project. <i>Pre-requisite:</i> NSO2241</p> <p>TVE3241 Further advanced study of Tshivenda Literature. <i>Pre-requisite:</i> TVE2241</p> <p>TVE3242 Tshivenda Advanced Project. <i>Pre-requisite:</i> TVE2241</p> <p>XTS3241 In-depth Study of Xitsonga Literature. <i>Pre-requisite:</i> XTS2241.</p> <p>XTS3242 Xitsonga Literature Analysis <i>Pre-requisite:</i> XTS2241</p> <p>ISW3241 Society and Literature <i>Pre-requisite:</i> ISW2241</p> <p>ISW3242 Language and Society <i>Pre-requisite:</i> ISW2241.</p> <p><b>HISTORY MAJOR STREAM</b></p> <p>HIS3241 Global History Since 1945. <i>Pre-requisite:</i> HIS2241</p> <p>HIS3242 Civil Rights Movements in America. <i>Pre-requisite:</i> HIS2241</p> <p>HIS3243 South-East Asia since 1945 <i>Pre-requisite:</i> HIS2243</p> <p><b>INTERNATIONAL RELATIONS MAJOR STREAM</b></p> <p>ITR3241 Conflict and Cooperation in International Relations. <i>Pre-requisite:</i> ITR2241</p> <p>ITR3242 Seminar on International Relations. <i>Pre-requisite:</i> ITR2242.</p>
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			<p>Race and Racism in the late 19th and 20th Centuries HIS1242</p> <p><b>INTERNATIONAL RELATIONS MAJOR STREAM</b> ITR2241Contemporary International Issues <i>Pre-requisite: ITR2141</i> ITR2242International Development ITR2242 <b>ECONOMICS MAJOR STREAM</b> ECO2241 Development Economics. <i>Pre-requisite: ECO2141</i> <b>ENGLISH, MEDIASTUDIES AND LINGUISTICS</b> MST2241Radio Studies. <i>Pre-requisite: MST2141</i> MST2242Film and Television Studies. <i>Pre-requisite: MST2141</i></p>	<p>Xitsonga Grammar <i>Pre-requisite: XTS2141</i> XTS3142Xitsonga a Advanced Research. <i>Pre-requisite: XTS2241</i> ISW3141Introduction to translation, interpretation and editing.<i>Pre-requisite :ISW2241</i> ISW3142Language planning and Policy. <i>Pre-requisite. ISW2241</i> <b>ECONOMICS MAJOR STREAM</b> ECO3141International Trade and Finance. <i>Pre-requisite: ECO2141</i> <b>HISTORY MAJOR STREAM</b> HIS3141Independent Africa. <i>Pre-requisite: HIS2141</i> HIS3142Towards Democratisation in South Africa, 1970s to the present. HIS2141 HIS3145African Economics, 1945 to the Present HIS2144. ITR3141International politics after the Cold War. <i>Pre-requisite ITR2141</i> ITR3142International Relations Research Methods.<i>Pre-requisite ITR2141.</i> MST3141 Media Law and Ethics <i>Pre-requisite: MST 2241 AND 2242</i> MST3142The Economics of the Media <i>Pre-requisiteMST 2241 AND 2242.</i></p>	<p><b>ECONOMICS MAJOR STREAM</b> ECO3241The South African Economy <i>Pre-requisite: ECO2241.</i> MST3241Political Economy and the Media. <i>Pre-requisite: MST 2241 AND 2242</i> MST3242 Communication Planning and Media Management. <i>Pre-requisite: MST 2241 AND 2242.</i></p>
Total credits = 120		Total credits = 180	Total credits = 60	Total credits = 360	
				Total credits for the qualification = 360	



## BA in DEVELOPMENT STUDIES (HSBADS)

### 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, analysing 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. It has a vocational component, including problem formulation, project identification, project management, project evaluation, and appropriate research methods embedded it has a vocational component, including problem formulation, project identification, project management, project evaluation, and appropriate research methods with cognitive and practical skills derived from other disciplines (e., economics, management, technology, rural development, entrepreneurship, gender studies, 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.

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
DST1141	DST1241	DST2141	ITR2241	DST3321	DST3242
DST1142	DST1242	DST2142	DST2243	DST3143	DST3243
ECS1141	ECS1241	DST2143	DST2244	DST3144	DST3244
			YID2245		
<b>Electives</b>	<b>Electives</b>	<b>Electives</b>	<b>Electives</b>	<b>Electives</b>	<b>Electives</b>
DST1143/ SOC1141	DST1243/ SOC1141	DST2144/ SOC 2141/ ISO2141	SOC 2243/ SOC2242/ DST2242/ SOC 2241	SOC3142/ DST3141/ ISO3141/ SOC3141/	SOC3241/ SOC3242/ ISO3241/

## BA IN INTERNATIONAL RELATIONS: BA (HSBAIR)

### Aim

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's 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, 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 1141 HIS 1143 ECO1141/1142* * 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
ITR5121 ITR5122 ITR5123 ITR5321 Research Project	HIS5226 ITR5222 ITR5224 HIS5225

### MASTER'S IN INTERNATIONAL RELATIONS: HSMAIR (Course work) (NOT ON OFFER IN 2026)

#### 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 FROM 2020:

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

### (NOT ON OFFER IN 2026)

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

## (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 92arginalize 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
POL1141	POL1241	POL2141 POL2142	POL2241	POL3141 POL3142	POL3241 POL3242

## HONOURS IN POLITICAL STUDIES (HSHHPS)

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

## MASTER'S IN POLITICAL STUDIES (RESEARCH ONLY) – HSMAPS

### Description

This degree program prepares students to do independent research, contribute to knowledge at an advanced level, and critically think through political issues.

### Duration

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 (POL6300) Dissertation

### PhD (POL7300). HSPDP

The aim of the doctoral programme is to enable students to demonstrate a critical understanding of political theories and contribute new knowledge.

### Duration

A minimum of 2 years and a maximum of 3 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 Political Science/ International Relations/ Development studies will be required to visit the Department and present their research proposal within six months. Applicants with foreign qualifications will be assessed as per current legislation and university policy. Before being admitted, students will be required to submit a concept paper (40 pages). Students will also have to come to the Department and present their research proposal within 6 months after registration.

### Career Opportunities

Government, NGO's, IGOs, consultancy, diplomacy, and Defence.

### INDUSTRIAL SOCIOLOGY

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
SOC1141	SOC1241	SOC2141	SOC2241 SOC2242	SOC3141 SOC3142	SOC3241 SOC3242

### BA (HONS) IN SOCIOLOGY - HSHAHS

#### Aim

The Honours Degree in Sociology aims to develop critically engaged scholars who possess a comprehensive understanding of social phenomena, structures, and processes that shape human societies. This programme seeks to equip students with advanced theoretical knowledge and empirical research skills to analyse, interpret, and critically evaluate contemporary social issues, inequalities, and transformations at local, national, and global levels. The degree fosters intellectual independence, methodological rigor, and ethical awareness necessary for producing original sociological scholarship.

#### Duration

1-year full time

#### Admission Requirements

Bachelor's degree in Sociology or related fields majoring in Sociology

#### 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.
- Expand 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 in sociology/ industrial sociology or Masters 's degree in Social Science.

**ACADEMIC STRUCTURE**

The programme consists of two modules per semester and a mini dissertation to be submitted at the end of the year.

**(HSHAHS) BA Honours in Sociology**

Year 1		NQF LEVEL 7
Semester 1	Semester 2	
SOC 5111 SOC 5112	(The student should select 2 modules) SOC 5211 SOC 5212 ISO 5213 SOC 5212	
SOC 5300-mini dissertation (Compulsory)		120

**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.

### **Aim**

The aim of the doctoral programme is to enable students to demonstrate a critical understanding of Sociological theories and contribute new knowledge.

### **Duration**

A minimum of 2 years and a maximum of 3 years. Beyond the maximum duration, a candidate shall re-apply for the programme for a further one year.

### **Career Opportunities**

Academia, consultancy, policy analysis, and community development, as well as government and NGOs.

### **Credits**

360

## **MASTERS (ARTS AND SOCIAL SCIENCE) (HSPASS)**

### **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
[] 6300: Dissertation	

## **DEPARTMENT OF ENGLISH, MEDIA STUDIES AND LINGUISTICS**

### **ENGLISH COMMUNICATION SKILLS (ECS)**

English Communication Skills (ECS) is a language-orientated and study skills module designed to help year 1 students cope with university studies. The module also introduces students to basic digital and information literacy. The following should be taken into consideration:

- ECS is compulsory for all students in all faculties.

- ECS consists of two modules of 15 weeks each. ECS1141 is offered in the first semester while the faculty specific electives are offered in the second semester.
- SCS1141 is offered to students registered for Bcom Accounting Science (SAICA).
- Students who fail any of the modules will be allowed to repeat.

**The following Modules are offered in the First Semester:**

ECS1141: English Communications Skills (Generic Module)

SCS1141: Business English (for SAICA students)

**The following Electives are offered in the Second Semester:**

ECS1241: English Communications Skills for Humanities and Social Sciences

ECS1242: English Communications Skills for Education

ECS1243: English Communications Skills for Management and Commerce

ECS1244: English Communications Skills for Law

ECS1245: English Communications Skills for Science, Engineering and Agriculture

ECS1246: English Communications Skills for Health Sciences

SCS1243: Business English (For SAICA students)

Successful completion of the modules is a prerequisite for completing any study programme at the University of Venda.

**BACHELOR OF ARTS (ENGLISH LANGUAGE AND LITERATURE) (HSBAEL)**

NB. Students from other programmes, can either register for English Language or Literature.

**NB: First Semester Modules are pre-requisites for Second Semester Modules throughout all levels.**

**Choose only two electives for the first year.**

**Choose only two electives for second year.**

**No electives for third year.**

Year 1		Year 2		Year 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2

<p>ECS1141(12) (English Communication Skills) AND ENG1141 (15) (Introduction to English Language Usage) AND ELS1141 (15) (Introduction to Literary Studies (Short Story) (15) AND ISN1141 (Introduction to IsiNdebele Grammar) (16) OR Siswati Grammar) (16) OR ITR114 (introduction to international relations ) (15) MST1141 (Introduction to media studies) (14) OR NSO (Introduction to 97arginal Sotho Grammar) (16) OR PSY1141 (Introduction to Psychology)((10) OR SOC1141 (Introduction to Sociology) (15) OR TVE1141(Introduc tion to Tshivenda Grammar) (16) OR XTS1141 (Introduction to Xitsonga Grammar) (16)</p>	<p>ECS1241(English Communication Skills: Human Sciences) (12) AND ENG1241 (Introduction to English Language Structure) (15) AND ELS1241 (Introduction to Literary Studies: Novels) (15) AND ISN1241 (Introduction to IsiNdebele Literature) (16) OR ISW1241 (Introduction to siSwati Literature) (16) OR ITR1241 (Theories of International Relations) (15) OR MST1241 (Media and Society) (14) OR NSO1241 (Introduction to Northern Sotho Literature) (16) OR PSY1241 (Introduction to Applied Psychology) (10) OR SOC1241 (Social Institutions) (15) OR TVE1241(Introduc tion to Tshivenda Literature) (16) OR XTS1241 (Introduction to Xitsonga Literature) (16)</p>	<p>ENG2141 (Intermediate Language Usage)(15) AND LSE2141 (Literary Studies: Pre- and Apartheid South African Novel) (15) AND ISN2141 (Meaning, Sound Word and Sentence Structure) (14) OR ISN2142 (Orthography and Terminography) (14) OR ISO2141 (Sociology of Organisations) (10) OR ISW2141 (Meaning, Sound, Words and Sentence Structure) (14) OR ISW2142 (Orthography and Terminography) (14) OR ITR2141(Internati onal and Regional Organisations) (15) AND ITR2142 (International Politics) (15) AND (Print Journalism) (14) OR NSO2141 (Meaning, Sound, Word and Sentence Structure) 14) OR NSO2142 (Orthography and Terminology in 97arginal Sotho) (14) PSY2111 (Research Proposal Writing Practicals) (8) PSY2141 (Basic Research Methodology) (8) PSY2142 (Human Development) (8) SOC2141 (Social</p>	<p>ENG2241(Engl ish Morphology, Syntax) (15) AND LSE2241(Liter ary Studies: Post-Apartheid South African Novel) (15) AND ITR2241 (Political Philosophy) (15) AND ITR2242 (Foreign Policy Analysis) (15) OR ISN2241 (Original and Dev of Traditional and Modern Lit) (14) OR TVE2241 (Origin and Dev. Of Traditional and Modern Lit) (14) OR PSY2241 (Psychopathology) (8) AND PSY2242 (Social Psychology) (8) OR SOC2241 (The Sociology of Health and Illness) (10) AND SOC2242 (Deviance and Social Problems) OR ISO2241 (Industrial Sociology) (10) AND SOC2243 (Sociology of the Family) (10) OR ITR2241 (Political Philosophy) (15) AND ITR2242 (Foreign Policy Analysis) (15) OR</p>	<p>ENG3141 (Advanced English Usage) (15) AND ENG3142 (Discourse Analysis) (15) AND LSE3141 (Novel: Africa and the World) (15) AND LSE3143 (Life Writing: Auto/Biograp hy) (15)</p>	<p>ENG3241 (Advanced English Structure) (15) AND ENG3242 (Pragmatic s) (15) AND LSE3242 (Poetry and Poetics: Local and Global) (15) AND LSE3243 (Drama: Modern and Contempor ary Plays) (15)</p>
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		Research Methodology) (10) TVE2141 (Meaning, Sound, Word and Sentence Structure) (14) TVE2142 (Orthography and Terminography) (14) XTS2141 (Meaning, Sound, Word and Sentence Structure) (14) XTS2142 (Orthography and Terminography) (14)	MST2241 (Film and Television Studies) (14) AND MST2243 (Political Philosophy) (14) OR ISN2241 (Origin and development of Traditional and Modern Literature) (16) OR TVE2241 (Origin and Development of Traditional and Modern Literature) (14) OR XTS2241 (Origin and Development of Traditional and Modern Literature) (14) OR NSO2241 (Origin and Development of Traditional and Modern Literature) (16)		
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### **Career Opportunities**

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

### **BACHELOR OF ARTS HONOURS IN ENGLISH LANGUAGE TEACHING**

The Honours programme in English Language Teaching aims at equipping 98arginaliz language educators and researchers who intend to advance their English teaching and research skills.

The student has to register two core modules, ELT5122 and ELT5129 for Sem 1 and ELT 5222 and ELT5229 for Sem 2, and two electives, ELT5123 and ELT5127 for Sem 1 and ELT5223 and ELT5227 for Sem 2.

The full list of modules is as follows:

Year	
Sem 1	Sem 2
ELT5122: English Language Theory (Core) ELT5129 English Language Research Method (Core) ELT5123 English Language Teaching Methodology (Elective) ELT5124: Psycholinguistics (Elective) ELT5125: Language Testing (Elective) ELT5126: Discourse Analysis (Elective) ELT5127: Sociolinguistics: Language in Society (Elective)	ELT5222: English Language Theory (Core) ELT5229: English Language Research Method (Core) ELT5223: English Language Syllabus Design (Elective) ELT5224: Psycholinguistics (Elective) ELT5225: Language Testing (Elective) ELT5226: Discourse Analysis (Elective) ELT5227: Language and Gender (Elective) ELT5321: Mini-Dissertation (Core)

### Duration

The programme shall be offered over a period of one academic year. 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 regulations be allowed to extend the period of study by one year.

### Admission Requirements

The minimum requirements for admission to the Honours programme is an average mark of 65% in ENG level three modules. 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.

### Career Opportunities

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

### BA HONOURS IN ENGLISH LITERATURE (HSHHEL)

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

The full list of modules is as follows:

Year 1	
Sem 1	Sem 2
ESH5121: Poetics: Plato to the Nineteenth Century (Core) ESH5122: Black South Africa Literature in English (Elective) ESH5123: Backgrounds to Modern African Literature in English (Elective) ESH5124: American Literature (Elective) ESH5125: Shakespeare: Background and Place (Elective) ESH5126: The Romantic Background and Essays (Elective) ESH5321: Mini Dissertation (Core)	ESH5221: Modern Critical Theory and Practice (Core) ESH5222: Liberalism and Protest in South African English Literature (Elective) ESH5223: Post Colonial African Literature in English (Elective) ESH5224: American Literature (Elective) ESH5225: Shakespearian Sonnets (Elective) ESH5226: The Romantic Period Poetry (Elective)

### Duration

The programme shall be offered over a period of one academic year. 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 regulations be allowed to extend the period of study by one year.

**Admission Requirements**

The minimum requirements for admission to the Honours programme is an average mark of 65% in ENG or LSE level three modules. 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.

**Career opportunities**

Teaching, research, curriculum advice, media, communication, language advice, editing, academia.

**MASTER OF ARTS IN ENGLISH LANGUAGE STUDIES – BY RESEARCH (HSMELS)  
MASTER OF ARTS IN ENGLISH LITERATURE (HSMAL)**

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.

**Duration**

A minimum of 1 year and a maximum of 2 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.

**Career Opportunities**

Research, curriculum advising, radio, print journalism, publishing, public relations, editing, speech writing, language practice, advertising, television, 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.

**DOCTOR OF PHILOSOPHY IN ENGLISH LANGUAGE OR LITERATURE**

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

**Duration**

A minimum of 2 years and a maximum of 3 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 assessed as per current legislation and university policy. Before being admitted, students will be required to submit a concept paper (78 pages). Students will also have to come to the Department and present their research proposal within 6 months after registration.

**Career Opportunities**

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

## 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 Requirements

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.
- The students should have passed English Home Language or English FAL, and any other language in Grade 12 (Bachelor pass with achievement level 4).
- Recognition of prior learning will be administered as per the University RPL Policy.

### Aim

This programme is designed, through its critical and theoretical approaches to Media Studies, to enable students to gain and maintain a sound epistemological, theoretical, and practical understanding of the media.

### Career Opportunities

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

### Specific Outcomes

At the end of this programme, students should be able to:

- Demonstrate 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 news production
- Offer reasoned responses to debates and critical issues in the various media industries
- Demonstrate an understanding of the developments in South African media law and ethics
- Demonstrate knowledge of the various stages in the creation, dissemination and consumption of media messages
- Demonstrate the relationship between media, culture and society
- Apply literary analytical skills in media reporting

### ARTICULATION

The qualification articulates to Bachelor of Arts Honours in Media Studies and or equivalent fields.

**NB:** Refer to the academic structure for more information on how to combine Media Studies modules with others, refer to the BA (Media Studies) academic structure.

## ACADEMIC STRUCTURE

### BACHELOR OF ARTS IN MEDIA STUDIES– HSBAMS

Year 1		Year 2		Year 3		NQF Level
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	7

MST1141: Introduction to Media Studies (14) AND ENG1141: Introduction to the English Language AND ELS1141: Introduction to Literary Studies (Short Story)	MST1241: Media and Society (14) AND ENG1241: Introduction to English Structure: Phonology and Morphology (15) (15) OR ELS1241: Introduction to Literary Studies: Novel (15) OR ISN1241: Introduction to Language	MST2141: Print Journalism (16) AND ENG2141: English Grammar and Usage (Intermediate AND (15) LSE2141: Pre- and Apartheid South African Novel (15) OR	MST2241: Radio Studies (16) AND MST2242: Television Studies (16) MST2243: Media in Africa AND ENG2241: English, Morphology and Syntax (15) OR ELS2241: Literary Studies:	MST3141: Media Law and Ethics (16) AND MST3142: The Economics of Media (16)  <b>Second major (one of the following):</b>	MST3241: Political Economy and the Media (16) AND MST3242: Communication Planning and Media
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Year 1		Year 2		Year 3		NQF Level
(15) OR ISN1141: Introduction to IsiNdebele Grammar (16) OR ISW1141: Introduction to Siswati Grammar (16) OR LIN1141: Introduction to the Study of Language (16) OR NSO1141: Introduction to Northern Sotho Grammar (16) OR TVE1141: Introduction to Tshivenda Grammar (16) OR XTS1141: Introduction to Xitsonga Grammar (16)  <b>Fundamental            Modules</b>  MST 1142: News Writing (14) ECS1141: English Communication Skills (12)	(Phonology and Morphology) (16) OR ISW1241: Introduction to Siswati Literature (16) OR LIN1241: The Structure of Words, Phrases and Sentences (15) OR NSO1241: Introduction to Northern Sotho Literature (16) OR TVE1241: Introduction to Tshivenda Literature (16) OR XTS1241: Introduction to Xitsonga Literature (16)  <b>Fundamental            modules</b>  ECS1241: English Communication Skills (12) MST1242: Media and Society	ISN2141: Meaning, Sound, Word and Sentence Structure in IsiNdebele (10) AND ISN2142: Orthography and Terminography (10) OR ISW2141: Meaning, Sound, Word and Sentence Structure in Siswati (10) AND ISW2142: Orthography and Terminography (10) OR LIN2141: Phonology and Syntax (12) AND LIN2142: Text Production 2 – Professional Writing (12) OR NSO2141: Meaning, Sound, Words and Sentence Structure (10) AND LEX1142: Introduction to Lexicography (10) OR TVE2141: Meaning, Sound, Word and Sentence Structure (10) AND TVE2142: Orthography and Terminography (10) OR XTS2141: Meaning, Sound, Word and Sentence Structure (10) AND XTS2142: Orthography and Terminography (10)  <b>Fundamental            modules</b>  MST2142: New Media and Society MST2143: Broadcasting Journalism	Post-Apartheid South African Novel (15) OR ISN2241: Origin and Development of Traditional Modern Literature (10) OR ISW2241: Origin and Development of Traditional Modern Literature (10) OR LIN2241: Psychology and Sociolinguistics (12) AND LIN2242: Introduction to Instrumental Phonetics (12) OR NSO2241: Origin and Development of Traditional Modern Literature (10) OR TVE2241: Origin and Development of Traditional Modern Literature (10) OR XTS2241: Origin and Development of Traditional Literature (10)  <b>Fundamental            modules</b>  MST 2243: Media in Africa	ENG3141: Advanced English Usage and Discourse (15) AND ENG3142: Advanced English Usage (15) OR LSE3141 Novel: Africa and the World LSE31423: Life Writing: Auto/Biography OR ISN3141: The Study of Meaning in IsiNdebele (10) ND ISN3142: Language Planning and Policy (10) OR ISW3141: The Study of Meaning in Siswati (10) AND ISW3142: Language Planning and Policy (10) OR LIN3141: Topics in Applied Linguistics (12) AND LIN3142: Topics in Non- Linear Phonology (12) OR NSO3141: The Study Meaning in Northern Sotho (10) AND NSO3142: Language Planning and Policy (10) OR TVE3141: The Study of Meaning in Tshivenda (10) AND TVE3142: Language Planning and Policy (10) OR XTS3141: The Study of Meaning in Xitsonga (10) AND XTS3142: Language Planning and Policy (10)	Management (16)  <b>Second major            (one of the            following):</b> ENG3241: Advanced English Structure (15 & ENG3242: Pragmatics (12) OR LSE3242: Poetry and Poetic: Local and Global LSE3243: Drama: Modern and Contemporary Place (15) OR ISN3241: Society and Literature (10) & ISN3242: Language and Society (10) OR ISW3241: Society and Literature (10) AND ISW3242: Language and Society (10) OR LIN3241: Logical Semantics and Pragmatics (12) AND LIN3242: Transformation al Syntax 2 (12) OR NSO3241: Society and Literature (10) AND NSO3242: Language and Society (10) or TVE3241: Society and Literature (10) AND	360BA

Year 1		Year 2		Year 3		NQF Level
				<b>Ancillary (one of the following):</b> LIN1142: Text Production 1- Professional Writing (10) OR PHI1141: Introduction to Philosophy and its Meaning to Africa (10) OR POL1141: Introduction to Political Science (10) OR PSY1141: Introduction to Psychology (10) OR SOC1141: Introduction to Sociology (10)	TVE3242: Language and Society (10) OR XTS3241: Society and Literature (10) AND XTS3242: Language and Society (10)  <b>Ancillary (to be taken of one of the ancillaries offered in the first semester was not taken):</b>  CST1241: (10)	
60	60	60	60	60	60	

## BACHELOR OF ARTS HONOURS IN MEDIA STUDIES (HSHAMS)

### Admission

To be admitted into the programme, a student shall:

- Have satisfied the provisions 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.
- A BA (Media Studies) degree or the equivalent will be a requirement for admission. 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.

### Duration

The programme shall be offered over a period of one academic year. 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.

### 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, Media Practitioners, etc.

## ACADEMIC STRUCTURE

Year 1		NQF Level
Semester 1	Semester 2	8
<b>Core Modules</b> MST5121: Mini-Research Dissertation (30) MST5122: Digital Media and Society (25) <b>Elective Modules</b> (one of the following) MST5123: Mass Media Theory (20) MST5124: Africa Media System (20) MST5125: Media Sociology (20) MST5126: Advanced Radio Studies (20) MST5127: Gender, Race Class and Media (20)	<b>Core Modules</b> MST5221: Media and Development (25) <b>Elective Modules</b> (one of the following) MST5222: African Media Systems (20) MST5223: Global Media Systems (20) MST5224: Advanced Television Studies (20) MST5225: Advanced Media Management (20)	<b>120 Credits</b>
<b>75 Credits</b>	<b>45 Credits</b>	

## MASTER OF ARTS (MEDIA STUDIES) (HSMMA)

MST6300: Dissertation Only

### Duration

A minimum of 1 year and a maximum of 2 years.

### 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 Master of Arts (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 of Arts in Media Studies 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.



## LINGUISTICS MODULES

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
<u>Compulsory</u> LIN1141: Introduction to the Study of Language LIN1142: Production 1 – Professional Writing	<u>Compulsory</u> LIN1241: The Structure of Language Studies	<u>Compulsory</u> LIN2141: Phonology and Syntax LIN2142: Text Production 2 – Professional Writing	<u>Compulsory</u> LIN2241: Psycholinguistics and Sociolinguistics LIN2242: Introduction to Instrumental Phonetics	<u>Compulsory</u> LIN3141: Applied Linguistics LIN3142: Topics in Non-Linear Phonetics	<u>Compulsory</u> LIN3241: Logical Semantics and Pragmatics LIN3242: Transformational Syntax 2

## BACHELOR OF ARTS HONOURS IN APPLIED LINGUISTICS (HSHHAL)

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.

Year 1		NQF Level
Semester 1	Semester 2	8
<b>Core Modules</b> LIN5141 Linguistics Research Methodology (25) LIN5144 Topics in Sociolinguistics (25)  <b>Elective Modules</b> LIN5142 Historical and Comparative Linguistics (20) LIN5146 Linguistics in Educational Context (20)	<b>Core Modules</b> LIN5241 Mini Dissertation (30)  <b>Elective Modules</b> LIN5244 Topics in Psycholinguistics (20) LIN5245 Language and Gender (20) LIN5246 Linguistics in a Clinical Context (20)	120
70	50	

### 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 Requirements

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.
- 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.

### 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

## MASTER OF ARTS IN LINGUISTICS (HSMML) LIN6300

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

### 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 concept paper (5-6 pages).

### Duration

A minimum of 1 year and a maximum of 2 years.

### 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.

## DOCTOR OF PHILOSOPHY IN LINGUISTICS (HSPDPL)

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.

### Duration

A minimum of 2 years and a maximum of 3 years.

### Admission Requirements

- Only students who have attained 65% in the MA in Linguistics or related field will be considered for enrolment for a Doctor of Arts 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 of 7-8 pages before registration.

### 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.

## AFRICAN LANGUAGES

### ISINDEBELE FROM 2020

YEAR 1 Prerequisites: Grade 12 with isiNdebele Home Language/First Additional Language		YEAR 2 Prerequisites: All First-year modules (ISN1141 and ISN1241)		YEAR 3 Prerequisite: All Second- year modules (ISN2141, ISN 2142 and ISN 2241)	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
ISN1141 Introduction to isiNdebele Grammar  Grade 12 with isiNdebele Home Language.	ISN1241 Introduction to isiNdebele Literature	ISN2141 Meaning, Sound, word and sentence structure in isiNdebele  ISN2142: Orthography and Terminography	ISN2241) Origin and development of traditional & modern literature	ISN3141 The study of meaning in isiNdebele.  ISN3142 Language planning and Policy	ISN3241 Society and literature  ISN3242 Language and society

## SISWATI FROM 2020

<b>YEAR 1</b> Prerequisites: Grade 12 with Siswati Home Language/First Additional Language	<b>YEAR 2</b> Prerequisites: All First-year modules (ISW1141 and ISW1241)	<b>YEAR 3</b> <b>YEAR 3</b> Prerequisite: All Second-year modules (ISW2141, ISW 2142 and ISW 2241)
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Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
ISW1141 Introduction to Siswati Grammar	ISW1241 Introduction to Siswati Literature	ISW2141 Meaning, Sound, word and sentence structure in Siswati  ISW2142: Orthography and Terminography	ISW2241 Origin and development of traditional & modern literature	ISW3141 The study of meaning in Siswati.  ISW3142 Language planning and Policy Prerequisite: ISW 2141 and ISW2142	ISW3241 Society and Literature  ISW3242 Language and society

## NORTHERN SOTHO FROM 2020

<b>YEAR 1</b> Prerequisite: Grade 12 with Northern Sotho Home Language/First Additional Language		<b>YEAR 2</b> Prerequisites: All First-year modules (NSO1141 and NSO1241)		<b>YEAR 3</b> Prerequisites: All Second-year modules (NSO2141, NSO2142 and NSO2241)	
<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 1</b>	<b>Semester 2</b>
NSO1141 Introduction to Northern Sotho Grammar	NSO1241 Introduction to Northern Sotho Literature	NSO2141 Meaning, Sound, word and sentence structure in Northern Sotho  NSO2142: Orthography and Terminography	NSO2241 Origin and development of traditional & modern literature	NSO3141 The study of meaning in Northern Sotho.  NSO3142 Language planning and Policy	NSO3241 Society and Literature  NSO3242 Language and society

## TSHIVENDA FROM 2020

<b>YEAR 1</b> Prerequisites: Grade 12 with Tshivenda Home Language/First Additional Language		<b>YEAR 2</b> Prerequisites: All First-year modules (TVE1141 and TVE1241)		<b>YEAR 3</b> Prerequisite: All Second-year modules (TVE2141, TVE2142 and TVE 2241)	
<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 1</b>	<b>Semester 2</b>
TVE1141 Introduction to Tshivenda Grammar	TVE1241 Introduction to Tshivenda Literature	TVE2141 Meaning, Sound, word and sentence structure in Tshivenda  TVE2142: Orthography and Terminography	TVE2241 Origin and development of traditional & modern literature	TVE3141 The study of meaning in Tshivenda.  TVE3142 Language planning and Policy	TVE3241 Society and Literature  TVE3242 Language and society

**XITSONGA FROM 2020**

<b>YEAR 1</b> Prerequisites: Grade 12 with Xitsonga Home Language/First Additional Language		<b>YEAR 3</b> Prerequisite: All Second-year modules (XTS2141, XTS2142 and XTS2241)		<b>YEAR 3</b> Prerequisite: All Second-year modules (XTS2141, XTS2142 and XTS2241)	
<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 1</b>	<b>Semester 2</b>
XTS1141 Introduction to Xitsonga Grammar	XTS1241 Introduction to Xitsonga Literature	XTS2141 Meaning, sound, word and sentence structure in Xitsonga	XTS2241 Origin and development of traditional & modern literature	XTS3141 The study of meaning in Xitsonga.  XTS3142 Language Planning and Policy	XTS3241 Society and Literature  XTS3242/ Language and Society

**POSTGRADUATE LEVEL****Additional Admission Requirements**

An average of 60% for IsiNdebele/Siswati/Northern Sotho/Tshivenda/Xitsonga in third - year level is required OR RPL according to the University Policy. Students with less than 60% 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 marginalized.

**Objectives**

1. To undertake a critical appraisal of the major developments in the core elements of linguistics description,
2. i.e. phonetics, syntax, morphology, semantics and lexicography.
3. 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.
6. To be able to apply various literary approaches to the study of ISINDEBELE / SISWATI/ NORTHERN SOTHO/ TSHIVENḌA/XITSONGA
7. 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.

**ISINDEBELE FROM 2026**

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

<b>ONE YEAR</b> Prerequisites: All third-year modules in IsiNdebele with a 60% average pass or RPL according to University policy.		
<b>Semester 1</b>	<b>Semester 2</b>	<b>Year course</b>

ISN5141	ISN5241	ISN5301: Research Methodology and an Article
ISN5142	ISN5242	
ISN5143	ISN5243	
ISN5144	ISN5244	
ISN5146	ISN5245	
	ISN5248	

#### SISWATI FROM 2026

<b>ONE YEAR</b> Prerequisites: All third-year modules in IsiNdebele with a 60% average pass or RPL according to University policy		
<b>Semester 1</b>	<b>Semester 2</b>	<b>Year course</b>
ISW5141	ISW5241	ISW5301: Research Methodology and an Article
ISW5142	ISW5242	
ISW5143	ISW5243	
ISW5144	ISW5244	
ISW5146	ISW5245	
	ISW5248	

#### NORTHERN SOTHO FROM 2026

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

<b>ONE YEAR</b> Prerequisites: All third-year modules in Northern Sotho with a 60% average pass or RPL according to University Policy.		
<b>Semester 1</b>	<b>Semester 2</b>	<b>Year course</b>
NSO5121	NSO5221	NSO5301: Research Methodology and an Article
NSO5122	NSO5222	
NSO5123	NSO5223	
NSO5124	NSO5224	
NSO5125	NSO5225	
NSO5126	NSO5226	

#### TSHIVENDA FROM 2020

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

<b>ONE YEAR</b> Prerequisites: All third-year modules in Tshivenda with a 60% average pass.		
<b>Semester 1</b>	<b>Semester 2</b>	<b>Year course</b>
TVE5141	TVE5241	TVE5341: Research Methodology and an Article
TVE5142	TVE5242	
TVE5143	TVE5243	
TVE5144	TVE5244	
TVE5145	TVE5245	
TVE5146		

#### XITSONGA FROM 2020

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

<b>ONE YEAR</b> Prerequisites: All third year modules in Xitsonga with a 60% average pass or RPL according to University Policy.		
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Semester 1	Semester 2	Year course
XTS5110 XTS5122 XTS 5113	XTS5211 XTS5212 XTS5213 XTS5214 XTS5215 XTS5216 XTS5217 XTS5218 XTS5219	XTS5114: Research Methodology and an Article

## **MASTER IN ISINDEBELE/ SISWATI/NORTHERN SOTHO/ /TSHIVENḐA/ XITSONGA (HSMMA)**

### **Additional Admission Requirements**

An Honours degree with an average of 60% for IsiNdebele/Siswati/Northern Sotho/TshivenḐa/Xitsonga. Students with less than 60% average may be admitted to the course subject to the approval by the Head of the Department OR RPL according to the University Policy.

### **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,
2. i.e. phonetics, syntax, morphology, semantics and lexicography.
3. 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.
6. To be able to apply various literary approaches to the study of IsiNdebele / Siswati /Northern Sotho/ TshivenḐa/Xitsonga
7. To equip students with the necessary skills required in language careers 6. 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**

MASTERS IN ISINDEBELE (ISN6300)

#### **SISWATI**

MASTERS IN SISWATI (ISW6300)

#### **NORTHERN SOTHO**

MASTERS IN NORTHERN SOTHO (NSO6300)

#### **TSHIVENḐA**

MASTERS IN TSHIVENḐA (TVE6300)

#### **XITSONGA**

MASTERS IN XITSONGA (XTS6300)

### **LANGUAGE PRACTICE**

MASTERS IN LANGUAGE PRACTICE (HSMALP 6300)

### **MASTERS IN TSHIVENḐA (COURSE WORK)**

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

## **COURSE CONTENT FOR LANGUAGE – MATL**

### **OPTION 1:**

TVE6121: An Advanced Study of Tshivenda Phonetics  
TVE6221: An Advanced Study of Tshivenda Phonology

### **OPTION 2:**

TVE6122: An Advanced Study of Tshivenda Syntax  
TVE6222: An Advanced Study of Tshivenda Morphology

### **OPTION 3:**

TVE6123: An Advanced Study of Tshivenda Semantics  
TVE6223: An Advanced Study of Tshivenda Sociolinguistics

## **COURSE CONTENT FOR LITERATURE- MATM**

### **OPTION 1**

TVE6124: An Advanced Study of Tshivenda Prose  
TVE6224: An Advanced Study of Tshivenda Drama

### **OPTION 2**

TVE6125: An Advanced Study of Tshivenda Poetry  
TVE6225: An Advanced Study of Tshivenda Oral Tradition

## **COMPULSORY MODULE FOR BOTH LANGUAGE AND LITERATURE STUDY**

TVE6325: Mini dissertation

## **XITSONGA**

MASTERS OF ARTS (XTS6000)  
MASTERS IN XITSONGA (XTS6300)

## **MASTERS IN XITSONGA (COURSE WORK) (HSM MAX)**

### **COURSE CONTENT FOR LANGUAGE OPTION 1:**

XTS6221: An Advanced Study of Xitsonga Syntax  
XTS6321: An Advanced Study of Xitsonga Morphology **OPTION 2:**  
XTS6222: An Advanced Study of Xitsonga Semantics  
XTS6322: An Advanced Study of Xitsonga Sociolinguistics

## **COURSE CONTENT FOR LITERATURE**

### **OPTION 1**

XTS6223: An Advanced Study of Xitsonga Prose  
XTS6323: An Advanced Study of Xitsonga Drama

### **OPTION 2**

XTS6224: An Advanced Study of Xitsonga Poetry  
XTS6324: An Advanced Study of Xitsonga Oral Tradition

## **COMPULSORY MODULE FOR BOTH LANGUAGE AND LITERATURE STUDY**

XTS6325: Mini dissertation

## **DOCTORAL IN ISINDEBELE/ SISWATI /NORTHERN SOTHO/TSHIVENḐA/ XITSONGA**

### **Admission Requirements**

A Master's degree with an average of 60% for IsiNdebele/Siswati/Northern Sotho/Tshivenda/Xitsonga. Students with less than 60% average may be admitted to the course subject to the approval by the Head of the Department OR RPL according to the University Policy.

### **Aim**

To develop learners as socially responsible and globally aware citizens who value critical thought and ethical action.

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 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 (ISN7300) FROM 2020

### **SISWATI**

PHD IN SISWATI (ISW7300) FROM 2020

### **NORTHERN SOTHO**

PHD IN NORTHERN SOTHO (NSO7300) FROM 2020

### **TSHIVENḐA**

PHD IN TSHIVENḐA (TVE7300) FROM 2020

### **XITSONGA**

PHD IN XITSONGA (XTS7300) FROM 2020

## **BACHELOR OF ARTS IN LANGUAGE PRACTICE**

### **Duration**

6 years

### **Aims**

To train students in the language and culture knowledge, communication skills, and copywriting needed to work as lexicographers, professional translators, interpreters, text editors, language planners, copywriters, literary reviewers, and/or language teachers.

### **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). The student must have passed English and one of the following African Languages: IsiNdebele/Northern Sotho/Siswati/Tshivendḓa/Xitsonga.

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



# BACHELOR OF ARTS IN LANGUAGE PRACTICE – FROM 2020

Year 1 Prerequisites: Grade 12 with a pass in a Home Language and English		Year 2 Prerequisites: All first-year modules		Year 3 Prerequisites: All second-year modules		Year 4 Prerequisites: All third- year modules		NQF Level
Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	8
<b>Fundamental modules</b> LEX1142 (12) ECS1141 (10) LIN1141 (10) <b>Core Module</b> TIE1141 (16) ISW/NSO /TVE/XTS /ISN1141 (14)	<b>Fundamental modules</b> ECS1241 (10) LIN1241 (10)  <b>Core module</b> TIE1241 (16) ISW/NSO /TVE/XTS /ISN1241 (14)	<b>Fundamental module</b> ENG1161 (16)  <b>Core Modules</b> TIE2141 (16) TIE2142 (16) ISW/NSO /TVE/XTS /ISN1541 (14) ISW/NSO /TVE/XTS /ISN2142 (14)  <b>Elective modules</b> COM1122/ NDA1141/ LIN1142 (10)	<b>Fundamental modules</b> ENG1261(16) LEX1243 (12)  <b>Core Modules</b> TIE2241 (16) ISW/NSO /TVE/XTS /ISN2241 (14)	<b>Fundamental module</b> ENG2161 (16)  <b>Core Modules</b> TIE3141 (16) TIE3142 (16) ISW/NSO /TVE/XTS /ISN3141 (14) ISW/NSO /TVE/XTS /ISN3142 (14)  <b>Elective modules</b> INT1141/IKS 1143/LIN1143 (10)	<b>Fundamental module</b> ENG2261 (16)  <b>Core Modules</b> TIE3241 (16) TIE3242 (16) ISW/NSO /TVE/XTS /ISN3241 (14) ISW/NSO /TVE/XTS /ISN3242 (14)  <b>Elective modules</b> INT1241/ IKS 1243 (10)	<b>Core Module</b> TIE4141 (25)  <b>Elective modules</b> GPN1141 (10) Or LIN2143 (10)	<b>Core Module</b> TIE4241 (50)	
62	50	86	58	86	86	35	50	

# BACHELOR OF ARTS IN LANGUAGE PRACTICE – FROM 2026

Year 1 Prerequisites: Grade 12 with a pass in a Home Language and English		Year 2 Prerequisites: All first-year modules.			Year 3 Prerequisites: All second-year modules		Year 4 Prerequisites: All third year modules	
Sem 1	Sem 2		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
<b>Fundamental modules</b> LEX1141 (10) ECS1141 (12) SSL 1141(10) <b>Core Module</b> TIE1141 (14) ISW/NSO /TVE/XTS /ISN1141 (14)	<b>Fundamental modules</b> ECS1241 (10) ECS1244(12) SSL1241(10) LEX1241(10)  <b>Core module</b> TIE1241 (14) ISW/NSO /TVE/XTS /ISN1241 (14)		<b>Fundamental module</b> ENG1141 (15) ELS1141(15)  <b>Core Modules</b> TIE2141 (14) ISW/NSO /TVE/XTS /ISN1541 (14) ISW/NSO /TVE/XTS /ISN2142 (14)	<b>Fundamental modules</b> ENG1241(15) ELS1241(15)  <b>Core Modules</b> TIE2241 (14) ISW/NSO /TVE/XTS /ISN2241 (14)	<b>Fundamental module</b> ENG2141(15) ELS2141(15)  <b>Core Modules</b> TIE3141 (14) ISW/NSO /TVE/XTS /ISN3141 (14) ISW/NSO /TVE/XTS /ISN3142 (14)	<b>Fundament al module</b> ENG2241 (15) ELS2241(15)  <b>Core Modules</b> TIE3241 (14) ISW/NSO /TVE/XTS /ISN3241 (14) ISW/NSO /TVE/XTS /ISN3242 (14)	<b>Core Module</b> TIE4141 (50)  <b>Core Modules</b> TIE3142(14)	<b>Core Module</b> TIE4241 (60)
60	70		72	58	72	72	64	60

## **MASTER OF ARTS IN LANGUAGE PRACTICE: HSMLP6300**

### **Admission Requirements**

An Honours degree with an average of 60% in level 4. Students with less than 60% average may be admitted to the course subject to the approval by the Head of the Department OR RPL according to the University Policy.

### **Credits**

180

### **Duration**

As per University requirements

### **Aim**

To help students to identify societal challenges in translation, interpreting, South African Sign Language Interpreting, and Lexicography; and come up with relevant solutions through their research.

### **Objectives**

The Master of Arts in Language Practice (By Research) aims to:

Develop advanced, independent researchers who can investigate and solve complex language-related problems in multilingual societies.

Equip graduates with the theoretical, analytical, and methodological skills required for high-level research in applied linguistics, translation studies, editing, interpreting, and language policy.

Produce specialists capable of contributing new knowledge through rigorous academic inquiry, empirical investigation, and critical engagement with language in professional and social contexts.

Prepare students for leadership roles in language occupations, research institutions, government departments, and communication-oriented industries.

Serve as a pathway to doctoral studies in linguistics, language practice, translation, or related fields.

### **Career Opportunities**

On completion of this degree learners will be able to fit well in the following professions:

Graduates of this qualification may pursue careers such as:

Translator (technical, literary, legal, scientific), Editor / Proofreader / Language Practitioner, Interpreter (community, legal, conference), Terminologist / Lexicographer, Technical Writer / Documentation Specialist, Professional Writer / Content Specialist, Research, Academic, Researcher in language practice, linguistics, communication, or translation, University lecturer / tutor

## **BACHELOR OF SOCIAL WORK (BSW) SAQA QUALIFICATION ID: 96522**

### **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 admitted 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 online application from Univen website
- have attached to the application a *of Matric results, ID document, a testimonial, as well as - if so, indicated by the university Student Administration Office - payment receipt of the application fee.*

As necessary, the Office of the School Administrator for Faculty of Humanities, Social Sciences, and Education (Ms. M. Mainganye: 015-962-8969) and the Department of 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.

### **Aim/Purpose**

The purpose of the Bachelor of Social Work degree is to provide a well-grounded, generic, professional education that prepares reflexive graduates who are able to engage with people from micro- to macro- levels of social work, within a dynamic socio-political and economic context. The qualification is designed to equip graduates to engage people in problem-solving, promote social change and development, social cohesion and the empowerment and liberation of people. Underscored by principles of respect for human dignity and diversities, social justice, balancing human rights and its corollary duties and collective responsibilities, and underpinned by theories of social work, social and human sciences and locally specific bodies of knowledge such qualification, which is benchmarked against the Global Standards for Social Work Education and Trainingiii, allows for registration to practice as a social worker in South Africa.

### **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 offer 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:

- 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 550.

### BACHELOR OF SOCIAL WORK – HSBBSW

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) SCW4343 (10) SCW4344 (30) SCW4345 (30) SCW4346 (30) SCW4347 (30)	
<b>Fundamental modules</b> ECS1141 (10)	<b>Fundamental modules</b> ECS1241 (10)	<b>Core modules</b> SCW2141 (10) SCW2142 (10)	<b>Core modules</b> SCW2241 (10) SCW2242 (10)	<b>Core modules</b> SCW3141 (10) SCW3142 (10)	<b>Core modules</b> SCW3241 (10) SCW3242 (10)		
<b>Core module</b> SCW1141 (10) <b>Elective modules (any two)</b> PSY1141 (15) SOC1141 (15) CST1141(15)	<b>Core Module</b> SCW1241 (10) <b>Elective modules (any two)</b> PSY1241 (15) SOC1241 (15) CST1241(15)	<b>Elective modules any two modules</b> PSY2141 (10) PLUS PSY2142 (10) ANT2141 (10) SOC2141 (10)	<b>Elective modules -any two modules</b> PSY2241 (10) Plus PSY2242 (10) ANT2241 (10) SOC2241 (10) Or SOC2242 (10)	<b>Elective modules - choose a combination of any ONE of the three modules</b>  PSY3111 (10) Plus PSY3141 (10) Plus PSY3142 (10) Or ANT3141 (10) Or SOC3141 (10) Plus SOC3142 (10)	<b>Elective modules - choose a combination of any ONE of the three modules</b> PSY3241 (10) Plus PSY3242 (5) Plus PSY3211 (10) Or ANT3241 (20) Or SOC3241 (10) Plus SOC3242 (10)		
50	50 +20	50	50 + 40	50	50 +40	150	550

### MASTER OF SOCIAL WORK (MSW) SAQA ID: 112078

**HSMMC 6300:** Dissertation only

#### Admission Requirements

The minimum average percentage for admission into the MSW program is 65% in a bachelor's degree in social work (BSW). 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 the following:

- a 4-year bachelor's degree in social work, or
- both a three-year bachelors' and an honours degree, both in Social Work, and
  - must be a registered social worker with the SASSCP (if resident in South Africa), and proof of such registration and updated membership must be provided with their application.
- Application forms shall be accompanied academic transcripts.

For candidates who require admission through Recognition of Prior Learning (RPL), the Department will follow institutional Policy on Postgraduate Training and Recognition of Prior Learning and Criteria Policy.

#### Additional Admission Requirements

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. Applicants can only register as students after their applications and study proposals have been approved.

**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 General rule. 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 after successful completion of a dissertation with a passing mark allocated by the external examiners and approved by the university. 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 Faculty 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 HSBAYD FROM 2025

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
<b>Fundamental module</b> ECS1141 (12)  <b>Core modules</b> YID 1140 (10) YID1144(10)  <b>Elective Modules</b> PSY1141 (15) SOC1141 (15)	<b>Fundamental module</b> ECS1241 (12)  <b>Core modules</b> YID1240 (10) YID1244 (10)  <b>Elective Modules</b> PSY1241 (14) SOC1241 (15)	<b>Core modules</b> YID2140 (12) YID2144 (12)  <b>Elective modules</b> PSY2111 (14) SOC2141 (10)	<b>Core modules</b> YID2240 (12) YID2244 (12) YID2245 (12)  <b>Elective modules</b> PSY2241 (14) SOC2241(10)	<b>Core modules</b> YID3140 (14) YID3144 (14)  <b>Elective modules</b> PSY3141 (14) SOC3141(10)	<b>Core modules</b> YID3240 (14) YID3244 (14) YID3246 (14)  <b>Elective modules</b> PSY3241 (14) SOC3241(10)	<b>Core modules</b> YID4140 (16) YID4144 (16)  <b>Core modules</b> YID4240 (30) YID4244 (90)		
								Total credits =486

## POSTGRADUATE DIPLOMA IN GENDER STUDIES (PGDIGS) (SAQA ID 19053) (NOT AVAILABLE IN 2026)

### 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 assess 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
<b>Semester 1</b>	<b>Semester 2</b>	<b>8</b>
GDS4410 (22.5) DGS4430 (22.5) DGS4420 (30)	DGS4425 (22.5) DGS4440 (22.5)	
<b>75</b>	<b>45</b>	
		<b>120</b>

**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 assess 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 honours 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)  <b>The following modules will not be available in 2026</b> HGS5122 (20) HGS5123 (20) HGS1524 (20) HGS5125 (20) HGS5127 (20) HGS5128 (20)	HGS5229 (20) HGS5224 (20)  <b>The following modules will not be available in 2026</b> HGS5223 (20) HGS5224 (20) HGS5225 (20) HGS5226 (20) HGS5227 (20) HGS5228 (20)	
80	40	120

## SHHGS FROM 2026

Year 1		NQF Level
Semester 1	Semester 2	8
HGS5120 (20) HGS5121 (20) HGS5130 (40)  <b>The following modules will not be available in 2026</b> HGS5122 (20) HGS5123 (20) HGS5124 (20) HGS5125 (20) HGS5127 (20) HGS5128 (20)	HGS5229 (20) HGS5224 (20)  <b>The following modules will not be available in 2026</b> HGS5223 (20) HGS5224 (20) HGS5225 (20) HGS5226 (20) HGS5227 (20) HGS5228 (20)	
80	40	120

### 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). Recognition of prior learning for applicants who have work related experience. Submission of POE is a requirement for students applying for RPL.

## MASTERS DEGREE IN GENDER STUDIES (HSMGS) (SAQA ID 19052)

### (1) MGS 6300 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 concept paper an honours level will be considered for enrolment in an honours level will be considered for enrolment in the an honours level will be considered for enrolment in the (5-6 pages) by not later than 27 February. Students will also have to come to the Department and present a concept paper 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 assess 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 2026)**

### **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 miniresearch 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 assess 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
<b>NB: Students to choose ONE of the following modules</b>					
	MGS 6523	Gender and Education	9	2099	30
	MGS 6524	Gender and Religion	9		30

Second Semester					
<b>NB: Students to choose any Two of the following modules</b>					
	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	8
IKS1141 (12) IKS1142 (12) IKS1143 (12) IKS1144 (12) IKS1145 (12)	IKS1241 (12) IKS1242 (12) IKS1243 (12) IKS1244 (12) IKS1247 (12)	IKS2141 (12) IKS2142 (12) IKS2143 (12) IKS2144 (12) IKS2145 (12)	IKS2241 (12) IKS2242 (12) IKS2243 (12) IKS2244 (12) IKS2245 (12)	In year 3 and four students have elective options of choosing a professional stream from one of the following streams: <b>Stream 1 – African Indigenous Science and Technology</b>  IKS3141 (16) IKS3142 (16) IKS3143 (16) IKS3144 (16) <b>OR</b> <b>Stream 2 – African Indigenous Health Care Systems</b> IKH3141 (16) IKH3142 (16) IKH3143 (16) IKH3144 (16) <b>OR</b> <b>Stream 3 – African Indigenous Agricultural Systems</b> IKA3141 (16) IKA3142 (16) IKA3143 (16) IKA3144 (16)  <b>OR</b> <b>Stream 4 – African Indigenous Arts and Culture</b> IKC3141 (16) IKC3142 (16) IKC3143 (16) IKC3144 (16)	In year 3 and four students have elective options of choosing a professional stream from one of the following streams: <b>Stream 1 – African Indigenous Science and Technology</b>  IKS3241 (16) IKS3242 (16) IKS3243 (16) IKS3244 (16) <b>OR</b> <b>Stream 2 – African Indigenous Health Care Systems</b> IKH3241 (16) IKH3242 (16) IKH3243 (16) IKH3244 (16) <b>OR</b> <b>Stream 3 – African Indigenous Agricultural Systems</b> IKA3241 (16) IKA3242 (16) IKA3243 (16) IKA3244 (16)  <b>OR</b> <b>Stream 4 – African Indigenous Arts and Culture</b> IKC3241 (16) IKC3242 (16) IKC3243 (16) IKC3244 (16)	<b>Stream 1 – African Indigenous Science and Technology</b>  IKS4141 (16) IKS4142 (16) IKS4143 (16) <b>OR</b> <b>Stream 2 – African Indigenous Health Care Systems</b> IKH4141 (16) IKH4142 (16) IKH4143 (16)  <b>OR</b> <b>Stream 3 – African Indigenous Agricultural Systems</b> IKA4141 (16) IKA4142 (16) IKA4143 (16)  <b>OR</b> <b>Stream 4 – African Indigenous Arts and Culture</b> IKC4141 (16) IKC412 (16) IKC4143 (16)	<b>Stream 1 – African Indigenous Science and Technology</b>  IKS4254 (42) IKS4255 (30)  <b>OR</b> <b>Stream 2 – African Indigenous Health Care Systems</b> IKH4254 (42) IKH4255 (30)  <b>OR</b> <b>Stream 3 – African Indigenous Agricultural Systems</b> IKA4254 (42) IKA4255 (30)  <b>OR</b> <b>Stream 4 – African Indigenous Arts and Culture</b> IKC4254 (42) IKC4155 (30)	

## POST-GRADUATE DIPLOMA IN AFRICAN STUDIES (AFC 4000) (NOT ON OFFER FOR 2026)

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.

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) (NOT ON OFFER FOR 2026)**

### **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.

### **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

## **MASTER OF ARTS IN AFRICAN STUDIES AFC (6000) (NOT ON OFFER FOR 2026)**

### **Prerequisites**

An Honours degree from this university or equivalent qualification acceptable to the university of Venda. Students must have obtained an average of 65% from the previous Honours program or a satisfactory track record program.

### **Requirements**

A dissertation on a topic to be approved by the Department and Participation in seminars as arranged by the department and the school.

## **MASTER OF SCIENCE IN AFRICAN STUDIES AFC (SAS 6300)**

### **Prerequisites**

An Honours degree from this university or equivalent qualification acceptable to the university of Venda. Students must have obtained an average of 65% from the previous Honours program or a satisfactory track record program.

### **Requirements**

A dissertation on a topic to be approved by the Department and Participation in seminars as arranged by the department and the school.

## **DOCTOR OF PHILOSOPHY AFC (7000)**

### **Prerequisites**

Masters degree from the university of Venda or equivalent qualification acceptable by the university of Venda.



**Requirements**

A thesis of a topic to be approved by the Department and Participation in seminars as arranged by the Department and the school.

**DEPARTMENT OF HUMAN SCIENCES- HSBBAH****BA HISTORY STREAM****Admission Requirements**

NSC 30+ an Adequate achievement (50-59) or better in History and English.

The program is meant for students doing Bachelor of Arts in History, a Bachelor of Arts (BA) generic, Bachelor of Education Further Education and Training (BEDFET), and Bachelor of Education Foundation Phase (BEDTEF).

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
HIS1141 HIS1142 ECS1141	HIS1241 HIS1242 ECS1241	HIS2141 HIS2144  PRE- REQUISITES:	HIS2241 HIS2243  PRE- REQUISITES:	HIS3141 HIS3142 HIS3145  PREREQUISITES:	HIS3241 HIS3242 HIS3243  PRE-REQUISITES:
<b>2 ELECTIVES:</b> ELS1141 or ENG1141 or ISW1141 or NSO1141 or TVE1141 or XTS1141 or	<b>2 ELECTIVES:</b> ELS1241 or ENG1241 or ISW1241 or NSO1241 or TVE1241 or XTS1241	HIS1141 for HIS2141 HIS1142 for HIS2144  <b>2 ELECTIVES:</b> ELS2141 or ENG2141 or SW2141 or NSO2141 or TVE214 or XTS2141	HIS1241 for HIS2241 HIS1242 for HIS2243  <b>2 ELECTIVES:</b> ELS2241 or ENG2241 or ISN2241 or ISW2241 or NSO2241 or TVE2241 or XTS2241	HIS2141 for HIS3141 HIS2144 for 3145	HIS2241 for HIS3241 HIS2144 for HIS3243

**BACHELOR OF ARTS HONOURS IN HISTORY -HSHAHH****Admission Requirements**

A bachelor's degree with History as a major subject at the third year level from this or another university. Students must have obtained an average of 65% in History at third year level. The Bachelor of Arts Honours in History is by course work and a mini dissertation. Students who are admitted to the Bachelor of Arts Honours in History will register four modules and a research project (4+1)

YEAR	
Semester 1	Semester 2
HIS 5121 HIS 5123 HIS 5326 Research Project	HIS 5221 HIS 5224

## MASTER OF ARTS HISTORY - HSMMA (HIS6300)

### Admission Requirements

An Honours degree in History from this or another university. Students must have obtained an average of 65% in the Honours degree. The MA in History is by dissertation only. Students must submit a concept paper (5-6 pages) together with their application which will be vetted by the appointed supervisor(s).

## PhD – HSPDPH (HIS7300)

### Admission Requirements

A master's degree in history from this or another university. Students must have obtained an average of 65% in the Masters degree. The PhD in History is by thesis only. Students must submit a concept paper (7-8 pages) together with their application which will be vetted by the appointed supervisor(s).

## BACHELOR OF ARTS IN PHILOSOPHY (NOT ON OFFER IN 2026)

### CURRICULUM 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 ON OFFER IN 2026)

Duration of the qualification is three years and has 360 credits.

Entry Level Requirements: Grade 12 or RPL according to University Policy.

### Modules from 2020:

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
RST1141 RST1142	RST1241 RST1242	RST2141 RST2142 RST2143 RST2144	RST2241 RST2242 RST2243 RST2244	RST3141 RST3142 RST3143 RST3144	RST3241 RST3242 RST3243 RST3244

## BA HONOURS (RELIGIOUS STUDIES) – (NOT ON OFFER IN 2026)

### 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 from 2020:

YEAR	
Semester 1	Semester 2
B. RST 5521 RST5122 RST5123 RST5124	RST5221 RST5222 RST5223 RST5224 RST5301 Research Project

## BACHELOR OF THEOLOGY - HSB BT

### Admission Requirements

NSC 30+ an adequate achievement (50-59) or better in English or RPL according to University Policy.

**Duration** of the qualification is three years and has 360 credits.

### 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 embedded 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  360
THE1141 (16) THE1142 (16) THE1143 (16) ECS1141 (12)	THE1241 (16) THE1242 (16) THE1243 (16) ECS1241 (12)	THE2141 (15) THE2142 (15) THE2143 (15) THE2144 (15)  <b>PREREQUISITES</b> THE1141 for THE2141 THE1142 for THE2142 THE1143 for THE2143	THE2241 (15) THE2242 (15) THE2243 (15) THE2244 (15)  <b>PREREQUISITES</b>  THE1241 for THE2241 THE1242 for THE2242 THE1243 for THE2243 THE1143 for THE2244	THE3141 (10) THE3142 (10) THE3143 (10) THE3144 (15) THE33021 (15)  <b>PREREQUISITES</b> THE2141 for THE3141 THE2142 for THE3142 THE2143 for THE3143 THE2244 for THE3144	THE3241 (10) THE3242 (10) THE3243 (10) THE3244 (15) THE33021 (15)  <b>PREREQUISITES</b> THE2241 for THE3241 THE2242 for THE3242 THE2243 for THE3243 THE3144 for THE3244	
60	60	60	60	60	60	

## **BACHELOR OF ARTS HONOURS IN THEOLOGY - HSHATH**

### **Admission Requirements**

Minimum qualification is an undergraduate degree in theology or related field with an average of at least 65% 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:**

THE 5141 & THE 5241 are not active in 2025

<b>Module Code</b>	<b>Module Name</b>
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 Methodology
THE 5321	Research Project

## **MASTER OF ARTS THEOLOGY - HSMMA**

**Module Code: 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 65% in the Honours degree. The MA in Theology is by dissertation only. Students must submit a concept paper (5-6 pages) together with their which paper\_vetted by the appointed supervisor(s).

## **DOCTOR OF PHILOSOPHY IN THEOLOGY - HSPPTH**

**Module Code: THE7300**

### **Admission Requirements**

A Master's Degree (Theology) or in a related field acceptable to the University of Venda from this or another university.

### **Additional Requirements**

An average of 65% for the Master's degree.

Students with less than 65% average may be admitted to the degree subject to the approval of the Head of the department. A concept paper 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, Faculty and University.

## ANTHROPOLOGY, APPLIED ANTHROPOLOGY & ARCHAEOLOGY

From 2026, the new generic BA degree which specialises in Anthropology, Archaeology & Applied Anthropology will be offered. It is structured as in below:

### Bachelor of Arts (Generic) Archaeology-2002/Anthropology

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Introduction to Anthropology 1141 Applied Anthropology 1141 Introduction to Archaeology 1141 English Communication Skills 1141  <b>SELECT 1 FROM THE FOLLOWING:</b>  History 1141 Sociology 1141	Anthropology 1241 Applied Anthropology 1241 Archaeology ARC 1241 English Communication Skills 1241  <b>SELECT 1 FROM THE FOLLOWING:</b>  History 1241 Sociology 1241	Anthropology 2141 Applied Anthropology 2141 Archaeology 2141  <b>SELECT 1 FROM THE FOLLOWING:</b>  History 2141 Sociology 2141	Anthropology 2241 Applied Anthropology 2241 Archaeology ARC 2241 Archaeology 2242 (Fieldwork)  <b>SELECT 1 FROM THE FOLLOWING:</b>  History 2241 Sociology 2241	Anthropology ANT 3141 Archaeology ARC 3141 Applied Anthropology 3141  <b>SELECT 1 FROM THE FOLLOWING:</b>  History 3141 Sociology 3141	Anthropology ANT 3241 Archaeology ARC 3241 Archaeology 3242 (Fieldwork) Applied Anthropology 3241  <b>SELECT 1 FROM THE FOLLOWING:</b>  History 3241 Sociology 3241
Total credits = 129		Total credits = 132		Total credits = 132	
Total credits for the Qualification = 393					

### Cultural Studies Modules

CST 1541/1141	Cultural Studies I: Introducing Culture
CST 1641/1241	Cultural Studies II: History, Theories and Methods

**Cultural Studies - CST1541/1141 will no longer be offered in 2026 and has been replaced by ANT 1141 & 1241, APA 1141 & 1241 and ARC 1141 & 1142 as in below**

ANT 1141	Introduction to Anthropology
ANT 1241	History, Theories and Methods
APA 1141	Introduction to Applied Anthropology
APA1141	History, Theories and Methods
ARC 1141	Introduction to Archaeology
ARC 1241	History, Theories and Methods

**Anthropology 2141 & 2241 Modules Pre-requisites: ANT 1141 & ANT 1241**

<b>ANT 2141</b>	<b>Semester 1 modules</b>
ANT 2141	Culture and education
	Family, Household and Kinship
	Culture and gender
	Future, Power and Politics
<b>ANT 2241</b>	<b>Semester 2 modules</b>
	Magic, Science, and culture
	Anthropology of material culture
	Creative Culture
	Folklore and Folktales: Methods of passing unwritten history

**Anthropology 3141 & 3241 Pre-requisites: ANT 2141 & ANT 2241**

<b>ANT 3141</b>	<b>Semester 1 modules</b>
	Research Methods
	Environment, Culture and Human Activity
	Globalization: One World, One Culture?
	Violence and Aggression
<b>ANT 3241</b>	<b>Semester 2 modules</b>
	Migration and resettlement
	Contemporary Issues in Anthropology
	Ethnicity and multiculturalism
	Tourism and Culture

**BACHELOR OF ARTS HONOURS ANTHROPOLOGY: HSHAHA****Admission Requirements**

Minimum qualification is an undergraduate degree with an average of at least 65% pass mark in Anthropology/Socio-cultural Anthropology/Social Anthropology/Applied Anthropology third year level modules. Students will be required to complete five (5) 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 two (2) electives from the six Second Semester modules to complete the programme package.

Module Code	Module Description	Major
<b>ANT 5121</b>	Research methodology	<b>Yes</b>
<b>ANT 5122</b>	Anthropological theories	<b>Yes</b>
<b>ANT 5123</b>	Research Project	<b>Yes</b>

**Semester 2 Modules: Choose two only from the following: (ELECTIVE MODULES)**

Module Code	Module Description	Major/Elective
<b>ANT 5221</b>	Culture and technology	Elective
<b>ANT 5222</b>	Museum Anthropology	Elective
<b>ANT 5223</b>	Advanced Studies in Culture, Power and Politics	Elective

<b>ANT 5224</b>	Urban Anthropology	Elective
<b>ANT 5225</b>	Gender and Anthropology	Elective
<b>ANT 5226</b>	Ethnicity and nationalism/ nation building	Elective
<b>ANT 5227</b>	Medical Anthropology	Elective

## **MASTER OF ARTS ANTHROPOLOGY - HSMMA**

### **Module Code 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. All prospective students must submit a concept paper before registration.

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 vetted by the appointed supervisor(s).

#### **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.

## **PhD ANTHROPOLOGY -HSPDP**

### **Module Code ANT 7300**

#### **Admission Requirements**

A Masters degree in Anthropology from this or another university. Students must have obtained an average of 65% in the Masters degree. The PhD in Anthropology is by thesis only. Students must submit a concept paper (7-8 pages) together with their application and this proposal will be 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**

### **APA 1141 First Semester APA 1241 Second Semester**

#### **Applied Anthropology 2141 & 2241 Pre-requisites: APA 1141 & APA 1241**

<b>APA 2141</b>	<b>Semester 1 module content</b>
	Nature and Scope of Applied Anthropology
	Nature and Characteristics of Less Developed Communities
	Traditional Worlds and Development

	Quality of Life and Cultural Attitudes
<b>APA 2241</b>	<b>Semester 2 module content</b>
	Culture Change in the modern world
	Analysing Human Variation
	Applying Anthropology to Business and Industry
	Helping the Police: The Forensic Identification of Human

#### **Applied Anthropology 3141 & 3241 Pre-requisites: APA 2141 & 2241**

<b>APA 3141</b>	<b>Semester 1 module content</b>
	Fieldwork and Ethics in Applied Anthropology
	Gender and Development
	Forced Relocation and Resettlement
	Applying Anthropology to Development
<b>APA 3241</b>	<b>Semester 2 module content</b>
	Culture, Health and Healers: The Anthropology of Medical
	Anthropological Perspectives on Sustainable Development
	Contemporary issues in Applied Anthropology
	Selected topics in applying Anthropology to the Museum

#### **Bachelor of Arts Honours in Applied Anthropology - HSHHAA**

##### **Admission Requirements**

Minimum qualification is an undergraduate degree with an average of at least 65% pass mark in Applied Anthropology/Anthropology/Socio-cultural Anthropology/Social Anthropology third year level modules. Students will be required to complete five (5) 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 two (2) electives from the six Second Semester modules to complete the programme package.

##### **Semester 1 Modules (core modules-All compulsory)**

<b>Module Code</b>	<b>Module Description</b>
APA 5121	Research methodology
APA 5122	Contemporary debates in Applied Anthropology
APA 5123	Research project

##### **Semester 2 Modules: Choose two only from the following: (ELECTIVE MODULES)**

<b>Module Code</b>	<b>Module Description</b>	<b>Major/Elective</b>
<b>APA 5221</b>	The Fieldwork Paradigm	Elective
<b>APA 5222</b>	Health	Elective
<b>APA 5223</b>	Education	Elective
<b>APA 5224</b>	Violence	Elective
<b>APA 5225</b>	Agricultural Development	Elective
<b>APA 5226</b>	Tourism	Elective



<b>APA 5227</b>	Land reform and resettlement	Elective
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## Archaeology

**Archaeology 2141 & 2241 Pre-requisites: ARC 1141 & ARC 1241**

<b>ARC 2141</b>	<b>Semester 1 Modules</b>
	Man and his Environment
	Specialised Archaeological Analysis
<b>ARC 2241</b>	<b>Semester 2 Modules</b>
	Recreating and Restoring the Artefact
	Beginning: Technology and Culture

**Archaeology 3141 & 3241 Pre-requisites: ARC 2141 & ARC 2241**

<b>ARC 3141</b>	<b>Semester 1 Modules</b>
	Fieldwork: Before and After
	In the Field
<b>ARC 3241</b>	<b>Semester 2 Modules</b>
	Managing the Culture Heritage
	Current Issues in Archaeology

## BACHELOR OF ARTS HONOURS IN ARCHAEOLOGY - HSHAHH

### Admission Requirements

Bachelor's degree in Archaeology or related fields. The minimum qualification is an undergraduate degree with an average of at least 65% 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 two (2) electives from the six Second Semester modules to complete the programme package.

A minimum requirement for this programme is a generic Bachelor of Arts in Archaeology. This is a four plus one programme students are allowed four taught modules and a research component.

### Semester 1

ARC 5121	Methodology for the World of work
ARC 5122	Historical and Theoretical window on archaeology
ARC 5123	Research Project

Students should choose two modules from below

## Semester 2

ARC 5221	Current Readings, debates and Professional codes of ethics in cultural Resource Management
ARC 5222	Topics in Paleo-environmental studies
ARC 5223	Origin of Complex Societies
ARC 5224	Advanced studies in Early Trade and exchange
ARC 5225	The role of gender in the interpretation of the Past

## MASTER OF ARTS ARCHAEOLOGY - HSMMA

### Admission Requirements

Honours Degree in Archaeology or related fields. 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 Archaeology degree.

## PHD ARCHAEOLOGY - HSPDP

### Admission Requirements

A master's degree in Archaeology from this or another university. Students must have obtained an average of 65% in the master's degree. The PhD in Archaeology is by thesis only. Students must submit a concept paper (7-8 pages) together with their application which will be 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.

## 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	
PhD	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	<b>Semester 1</b> PSY 5131 Research Methodology PSY 5132 Developmental Psychology PSY 5221 Research Project  <b>Semester 2</b> PSY 5232 Psychotherapeutic Systems PSY 5234 Neuropsychology	<b>Semester 1</b> PSY 5133 Personality Theories  <b>Semester 2</b> PSY 5231 Psychopathology	120	8

**G. MODULE CODES AND TITLE 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 Egypt, 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-Economy 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 2141	Semester module consisting of the following:
	Indigenous Knowledge and the Cultural Dimensions of Education
	Family, Household and Kinship
	Tying the Knot: Different Perspectives of Marriage
	Culture, Power and Politics
ANT 2241	Semester module consisting of the following:
	Magic, Science, Religion and Witchcraft
	Culture, Economies and Resources: Foundations of Economic Anthropology
	Creative Culture
	Folklore and Folktales: Methods of passing unwritten history
ANT 3241	Semester module consisting of the following:
	Fieldwork Techniques
	Environment, Culture and Human Activity
	Globalization: One World, One Culture?
	Violence, Aggression and Terrorism in the Modern World
ANT 3241	Semester module consisting of the following:
	People on the move: Understanding the Reasons for Population Migration
	Contemporary Issues in Anthropology
	Refugees and the Problems of Repatriation and Resettlement
	Travel, Tourism and Culture
ANT 5121	Research Methodology
ANT 5122	Anthropological Theories
ANT 5223	Research Project
ANT 5221	Culture and technology
ANT 5222	Museum Anthropology

ANT 5223	Advanced Studies in Culture, Power and Politics
ANT 5224	Urban Anthropology
ANT 5225	Gender and Anthropology
ANT 5226	Ethnicity and nationalism/ nation building
ANT 5227	Medical Anthropology
ANT 6300	Dissertation
ANT 7300	Thesis
APA 2141	Semester module consisting of the following:
	Nature and Scope of Applied Anthropology
	Nature and Characteristics of Less Developed
	Traditional Worlds and Development
	Quality of Life and Cultural Attitudes
APA 2241	Semester module consisting of the following
	Culture Change in the modern world
	Analysing Human Variation
	Applying Anthropology to Business and Industry
	Helping the Police: The Forensic Identification of Human
APA 3141	Semester module consisting of the following:
	Fieldwork and Ethics in Applied Anthropology
	Gender and Development
	Forced Relocation and Resettlement
	Applying Anthropology to Development
APA 3241	Semester module consisting of the following:
	Culture, Health and Healers: The Anthropology of Medical
	Anthropological Perspectives on Sustainable Development

	Contemporary issues in Applied Anthropology
	Selected topics in applying Anthropology to the Museum
APA 5121	Research Methodology
APA 5122	Contemporary debates in Applied Anthropology
APA 5523	Research Project
APA 5221	The Fieldwork Paradigm
APA 5222	Health
APA 5223	Education
APA 5224	Violence
APA 5225	Agricultural Development
APA 5226	Tourism
APA 5227	Land reform and resettlement
ARC 2141	Semester Module consisting of the following:
	Man and his Environment
	Specialised Archaeological Analysis
ARC 2241	Semester Module consisting of the following:
	Recreating and Restoring the Artefact
	Beginning: Technology and Culture
ARC 3141	Semester Module consisting of the following:
	Fieldwork: Before and After
	In the Field
ARC 3241	Semester Module consisting of the following:
	Managing the Culture Heritage
	Current Issues in Archaeology
ARC 5121	Methodology for the World of Work

ARC 5122	Historical and Theoretical Windows on Archaeology
ARC 5123	Research Project
ARC 5221	Current Readings, debates and Professional codes of ethics in cultural Resource Management
ARC 5222	Topics in Paleo-environmental studies
ARC 5223	Origin of Complex Societies
ARC 5224	Advanced studies in Early Trade and exchange
ARC 5225	The role of gender in the interpretation of the Past
ARC 6300	Dissertation
ARC 7300	Thesis
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 1111	Instrument study
CIS 1211	Instrument study
CMH 1151	History of Music
CMH 1241	History of Music
CML 1141	Music Literacy

CML 1241	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 1242	Political Development
DST 1243	Religious Perspectives on Economic Development
DST 2141	Research methods
DST 2142	Economic History of Africa (I)
DST 2143	International Political Economy
DST 2144	Religious Perspectives on Women Empowerment and Development
DST 2242	Economic History of Africa (II)
DST 2243	Tradition and Development
DST 2244	The Ethics of Sustainable Development
DST 3141	Religion Responses to the Environment and Development

DST 3142	Political Economy of African Development
DST 3143	Anthropological Perspective on Development
DST 3144	South Africa since the Mineral Revolution
DST 3241	Social Change and Development
DST 3242	Demographics and Migration
DST 3243	Philosophy of Technology in Development
DST 3244	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 1141	Transformation in Southern Africa after the 1750s
HIS 1142	South African Mining History
HIS 1143	Twentieth Century Africa
HIS 1241	An Overview of World History around the 1600s
HIS 1242	The Southern African Development Community
HIS 1243	Major Contemporary Conflicts in Africa
HIS 1244	Contemporary Middle East
HIS 2141	The Making of Modern South Africa, 1899-1961
HIS 2144	Economic Development of Africa (For BAIR)
HIS 2144	Nationalism: South Africa, Africa and the Middle East (For BAHIS, BA Generic and BEDFET)
HIS 2241	Communism and Capitalism, 1900-1940s
HIS 2242	Europe and South America since 1945
HIS 2243	Race and Racism in the late 19 <sup>th</sup> and 20 <sup>th</sup> Centuries
HIS 2244	The Colonial Economics of Africa, 1920-1945
HIS 3141	Independent Africa
HIS 3142	Inter African Relations
HIS 3142	Towards Democratization in South Africa, 1970s to the Present
HIS 3145	African Economics, 1945 to the Present
HIS 3241	Global History since 1945
HIS 3242	Civil Rights Movements in America
HIS3243	South-East Asia, 1945 to the Present
HIS 3244	Africa and the World
HIS 3245	African Economics, 1970-2000



HIS5121	Methodology, Techniques, and Theories of History
HIS 5123	South Africa's place in the Global Village, 1945 to the present
HIS 5221	Introduction to South African Historiography and Philosophy of History
HIS 5224	Africa Before and After 1900
HIS 5225	African Political Philosophy
HIS 5226	Advanced Studies: Africa and the World
HIS 5326	Research Project: HIS 5326
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 1141	Introduction to IsiNdebele Grammar
ISN 1241	Introduction to IsiNdebele Literature
ISN 2141	Meaning, sound, word and sentence structure in IsiNdebele
ISN 2142	Orthography and Terminography
ISN 2241	Origin and development of traditional and modern literature
ISN 3141	The study of meaning in IsiNdebele
ISN 3142	Language planning and policy
ISN 3241	Society and literature
ISN 3242	Language and society
ISN 5141	Sociolinguistic
ISN 5142	Speech sound in IsiNdebele
ISN 5143	Figurative language and interpretation in poetry
ISN 5144	Modern prose
ISN 5146	Sentence structure in IsiNdebele
ISN 5147	Research Project
ISN 5241	Dramatic forms in IsiNdebele
ISN 5242	Folklore
ISN 5243	IsiNdebele semantics
ISN 5244	Word structure in IsiNdebele
ISN 5245	Speech sound in function in IsiNdebele
ISN 5248	Historical linguistics
ISN 5301	Research methodology in oral and written literature
ISO1141	Industrial Sociology
ISO 1241	Industrial Sociology
ISO 2141	Sociology of organizations
ISO 2241	Sociology of Labour, Industry and Industrialization
ISO 3141	Management Sociology
ISO 3242	Industrial Relations
ISO 5213	Labour relations
ISW 1141	Introduction to Siswati Grammar
ISW 1241	Introduction to Siswati Literature
ISW 2141	Meaning, sound, word and sentence structure in Siswati
ISW 2142	Orthography and Terminography
ISW 2241	Origin and development of traditional and modern literature
ISW 3141	The study of meaning in Siswati

ISW 3142	Language planning and policy
ISW 3241	Society and literature
ISW 3242	Language and society
ISW 5141	Sociolinguistic
ISW 5142	Speech sound in Siswati
ISW 5143	Figurative language and interpretation in poetry
ISW 5144	Modern prose
ISW 5146	Sentence structure in Siswati
ISW 5147	Research Project
ISW 5241	Dramatic forms in Siswati
ISW 5242	Folklore
ISW 5243	Siswati semantics
ISW 5244	Word structure in Siswati
ISW 5245	Speech sound in function in Siswati
ISW 5248	Historical linguistics
ISW 5301	Research methodology in oral and written literature
ISW 6300	Dissertation
ISW 7300	Thesis: ISW 7000
ITR 1141	Introduction to International Relations
ITR 1241	Theories of International Relations
ITR 2141	International and Regional Organisations
ITR 2142	International Political Economy
ITR 2241	Political Philosophy
ITR 2242	Foreign Policy Analysis
ITR 3141	International Politics after the Cold War
ITR 3142	International Relations Research Methods
ITR 3241	Conflict and Cooperation in International Politics
ITR 3242	Seminar on international relations
ITR 5121	Research Methods: ITR 5521
ITR 5122	Strategic Studies: Conflict and Management
ITR 5123	International Organisations: ITR 5523
ITR 5222	South Africa's Foreign Policy
ITR 5224	Public Policy Analysis
ITR 5321	Extended Essay (continued in Second
ITR 6121	International Relations Theory
ITR 6122	International Organisations
ITR 6123	International Political Economy
ITR 6124	International Law
ITR 6221	South African Foreign Policy
ITR 6222	Africa's International Relations
ITR 6224	Political Science Research Methods
ITR 6321	Mini Dissertation
LEX 1142	Introduction to Lexicography
LEX 1242	The Art and Science of dictionary-making
LEX 1243	Introduction to Computer Lexicography
LEX 2143	Planning and Management of Lexicographic Projects
LEX 2243	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 1141	Introduction to Northern Sotho Grammar
NSO 1241	Introduction to Northern Sotho Literature
NSO 2141	Meaning, sound, word and sentence structure in Northern Sotho

NSO 2142	Orthography and Terminography
NSO 2241	Origin and development of traditional and modern literature
NSO 3141	The study of meaning in Northern Sotho
NSO 3142	Language planning and Policy
NSO 3241	Society and Literature
NSO 3242	Language and Society
NSO 5121	Morphological Theory with special reference to Northern Sotho
NSO 5122	Critical analysis of different types of Northern Sotho
NSO 5123	Northern Sotho Modern Drama
NSO 5124	Historical and Comparative Linguistics

NSO 5125	Northern Sotho Folklore
NSO 5126	A critical analysis of acoustic phonetics
NSO 5221	Syntactical Theory with special reference to Northern Sotho
NSO 5222	Lexicography
NSO 5223	Sociolinguistics
NSO 5224	Semantic Theory with special reference to Northern Sotho
NSO 5225	Northern Sotho Poetry
NSO 5226	Phonological Theory of Northern Sotho
NSO 5301	Research Project.
NSO 6300	Dissertation: NSO 6000
NSO 7300	Thesis: NSO 7000
NTA 1641	News Transmission and Audience Interpretation
PAD 1541	Public Administration
PAD 1641	Public Administration
PHI 1141	Introduction to Philosophy: And its Meaning for Africa
PHI 1241	The Beginnings of Scientific Thinking: Philosophical
PHI 2141	Scientific Revolutions: Medieval and Modern Contexts
PHI 2142	Philosophy in Action: Social and Political Contexts
PHI 2241	Theory of Knowledge and Logic
PHI 2242	Ethics: The Problem of Moral Thinking and Action
PHI 3141	Contemporary Philosophy and the Critique of Eurocentrism
PHI 3142	African Philosophy and other philosophical perspectives
PHI 3241	Technology, Religion and Values: A Philosophical Inquiry
PHI 3242	Philosophy of the Sciences
POL 1141	Introduction to Political Sciences
POL 1241	Political Studies
POL 2141	Political Transition in South Africa
POL 2242	International Political Economy
POL 2241	Political Philosophy
POL 3141	African Politics
POL 3142	Political Science Research Methods
POL 3241	Comparative Politics
POL 3242	International Relations
POL 5121	Research Methods: POL 5521
POL 5122	International Organisations: POL 5522
POL 5221	South Africa's Foreign Policy
POL 5222	Public Policy
POL 5321	Mini Dissertation
POL 6300	Dissertation: POL 6000
POL 7300	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
RST1141	Introduction to the Academic Study of Religion
RST1142	An Inter-Religious Approach to Sacred Writings
RST1241	World Religions
RST1242	The Origins of the Sacred
RST 2241	Religion in Global Context

RST 2142	African Traditional Healers
RST 2143	Introducing Women, Religion and Culture
RST 2144	Religion and Economic Justice
RST 2241	African Religion: Religion, Philosophy, Culture, and Human
RST 2242	Religion, Technology and Values
RST 2243	Afrocentric Rites of Passages for Human Development
RST 2244	Religion and Human Rights
RST 3141	Religion, Economics and Ethics
RST 3142	Christian Studies: Foundational Literature
RST 3143	Religious critique of African Renaissance
RST 3144	Science and Religion: Introducing the Issues
RST 3241	Religion and Human Rights
RST 3242	Jewish Religion: Religion and Society in Ancient Israel
RST 3243	The Feminist Study of Religion
RST 3244	Phenomenology of African Religion: The meaning and the
RST 5121	African Religion
RST 5122	African Christianity
RST 5123	New Religions in Southern Africa
RST 5124	Research Methods
RST 5221	The Doctrine of God in near Eastern Religions
RST 5222	The Doctrine of Salvation in Indian Religions
RST 5223	Ancestral beliefs
RST 5224	Research Methods
RST 5301	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 Counselling 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 1141	Introduction to Sociology
SOC 1241	Social Institutions
SOC 2141	Social research methodology
SOC 2241	The Sociology of health and illness
SOC 2242	Deviance and Social Problems
SOC 2243	Sociology of the Family
SOC 3141	Social science research methods
SOC 3142	Sociological Theories
SOC 3241	Social change and development: SOC 3641
SOC 3242	Environmental Sociology
SOC 5111	Social research methodology: SOC 5511
SOC 5112	Social theory

SOC 5113	Industrial Sociology
SOC 5211	The Sociology of health and illness
SOC 5212	Social change and development
SOC 6300	Dissertation: SOC 6300
SOC 7300	Thesis: SOC 7300
THE 1141	Old Testament: Studies on the background of the Old Testament and the Historical books of the Old Testament
THE 1142	Introduction to Systematic Theology & Christian Ethics
THE 1143	Introduction to Practical Theology
THE 1241	New Testament: Background and Canon of the New Testament, Synoptic Problem and the Gospel of Mark
THE 1242	History of the Early Church
THE 1243	Missiology and Science of Religion
THE 2141	Old Testament Studies on the Early Prophets, the Poetical and Apocalyptic Literature
THE 2142	Systematic Theology: Anthropology, Christology and Soteriology
THE 2143	Practical Theology – Pastoral Counselling & Homiletics
THE 2144	Research Methods
THE 2241	New Testament: Hermeneutics, the Gospel of John, the Gospel of Luke and Acts
THE 2242	Church history – Modern Church history
THE 2243	Missiology and Science of Religion II
THE 2244	Practicals in Practical Theology I: Preaching, Counselling and Church Ministry
THE 3141	Old Testament Studies on the Pentateuch and the Theology of the Old Testament
THE 3142	Contemporary Trends in Systematic Theology
THE 3143	Christian Leadership and Church Management
THE 3144	Practicals in Practical Theology II: Preaching, Counselling and Church Ministry
THE 3241	New Testament: Theology and Ethics of the New Testament, the Pauline Letters and General letters
THE 3242	Church History – Africa and South Africa

THE 3243	Missiology and Science of Religion III
THE 3244	Practicals in Practical Theology III: Preaching, Counselling, and Church Ministry
THE 5141	Old Testament
THE 5142	Systematic Theology
THE 5143	Practical Theology
THE 5144	Research Project
THE 5241	New Testament
THE 5242	Church History
THE 5243	Missiology and Science of Religion
THE 5244	Research Project
THE 3021	Research Project
THE 6300	Mini dissertation
THE 7300	Thesis
TIE 1141	Introduction to Interpreting Skills
<b>TIE 1241</b>	Intercultural communication Skills
TIE 2141	Liaison Interpreting Skills
TIE 2142	Translation Skills
TIE 2241	Intermediate Translation & Interpreting Practice
TIE 3141	Advanced liaison Interpreting Skills
TIE 3142	Proofreading and Language Editing
TIE 3241	Advanced Translation Skills
TIE 3242	Advanced Translation, Interpreting and Language Editing
TIE 4141	Research Methodology and Research project
TIE 4241	Experiential Learning
MALP 6300	Dissertation
TML 5624	Theoretical approach to mass communication(core)
TVE 1141	Introduction to Tshivenda Grammar
TVE 1241	Introduction to Tshivenda Literature

TVE 2141	Meaning, sound, word and sentence structure in Tshivenda
TVE 2142	Orthography and Terminography
TVE 2241	Origin and development of traditional and modern literature
TVE 3141	The study of meaning in Tshivenda
TVE 3142	Language planning and Policy
TVE 3241	Society and Literature
TVE 3242	Language and Society
TVE 5141	Phonetics of Tshivenda
TVE 5142	Phonology of Tshivenda
TVE 5143	Morphology of Tshivenda
TVE 5144	Semantics and Sociolinguistics of Tshivenda
TVE 5145	African Linguistics
TVE 5146	Lexicography and Terminology in Tshivenda
TVE 5241	Syntax of Tshivenda
TVE 5242	Tshivenda Modern Prose
TVE 5243	Drama of Tshivenda
TVE 5244	Tshivenda Modern Poetry
TVE 5245	Tshivenda Traditional Literature
TVE 5246	Tshivenda Lexicography
TVE 5341	Research Methodology and an Article
TVE 6300	Dissertation: TVE 6000
TVE 6121	Advanced study of Tshivenda Phonetics.
TVE 6221	An Advanced study of Tshivenda Phonology.
TVE 6122	An Advanced study of Tshivenda Syntax.

TVE 6222	An Advanced study of Tshivenda Morphology.
TVE 6123	An Advanced study of Tshivenda Semantics
TVE 6223	An Advanced study of Tshivenda Sociolinguistics.
TVE 6124	An Advanced study of Tshivenda Prose.
TVE 6224	An Advanced study of Tshivenda Drama.
TVE 6125	An Advanced study of Tshivenda Poetry.
TVE 6225	An Advanced study of Tshivenda Oral Tradition.
TVE 6325	Mini dissertation
TVE 7300	Thesis
VLV 2641	Visual Literacy and Verbal Significations in Media
XTS 1141	Introduction to Xitsonga Grammar
XTS 1241	Introduction to Xitsonga Literature
XTS 2141	Meaning, sound, word and sentence structure in Xitsonga
XTS 2142	Orthography and Terminography
XTS 2241	Origin and Development of traditional and modern literature
XTS 3141	The Study of meaning in Xitsonga
XTS 3142	Language planning and Policy
XTS 3241	Society and Literature
XTS 3242	Language and Society
XTS 3243	Xitsonga Lexicography and Terminology
XTS 5110	Oral Tradition of Xitsonga
XTS 5111	Xitsonga Prose
XTS 5112	Xitsonga Drama
XTS 5113	Xitsonga Poetry
XTS 5114	An article (compulsory for all students)
XTS 5211	Phonetics of Xitsonga
XTS 5212	Phonology of Xitsonga
XTS 5213	Morphology of Xitsonga
XTS 5214	Syntax of Xitsonga
XTS 5215	Semantics of Xitsonga
XTS 5216	Socio-linguistics of Xitsonga
XTS 5217	Lexicography
XTS 5218	Historical comparative linguistics
XTS 5219	Translation and interpretation
XTS 6300	Dissertation: XTS 6000
XTS 6221	An advanced study of Xitsonga syntax.
XTS 6222	An advanced study of Xitsonga semantics.
XTS 6223	An advanced study of Xitsonga prose.
XTS 6224	An advanced study of Xitsonga poetry
XTS 6321	An advanced study of Xitsonga morphology.
XTS 6322	An advanced study of Xitsonga sociolinguistics.
XTS 6323	An advanced study of Xitsonga drama.
XTS 6324	An advanced study of Xitsonga oral tradition.
XTS 6325	Mini dissertation.
XTS 7300	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
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### Department of Communication and Applied Languages

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 1141
	DST 1142
	DST 1143
	DST 1241
	DST 1242
	DST 1243

	DST 2141	DST 1141/2/3/DST 1241/2/3
	DST 2142	DST 1141/2/3/DST 1241/2/3
	DST 2143	DST 1141/2/3/DST 1241/2/3
	DST 2144	DST 1141/2/3/DST 1241/2/3
	DST 2242	DST 1141/2/3/DST 1241/2/3
	DST 2243	DST 1141/2/3/DST 1241/2/3
	DST 2244	DST 1141/2/3/DST 1141/2/3
	DST 3141	DST 2141/2/3/4 DST 2242/3/4
	DST 3142	DST 2141/2/3/4 DST 2242/3/4
	DST 3143	DST 2141/2/3/4 DST 2142/3/4
	DST 3144	DST 2141/2/3/4 DST 2242/3/4
	DST 3241	DST 2141/2/3/4 DST 2242/3/4
	DST 3242	DST 2141/2/3/4 DST 2242/3/4
	DST 3243	DST 2141/2/3/4 DST 2242/3/4
	DST 3244	DST 2141/2/3/4 DST 2242/3/4
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 1141	ITR 1241	
	ITR 2141	ITR 1141/1241
	ITR 2242	ITR 1141/1241
	ITR 2241	ITR 1141/1241
	ITR 2242	ITR 1141/1241
	ITR 3141	ITR 2141/2142/ ITR 2241/2242
	ITR 3142	ITR 2141/2142/ ITR 2241/2242
	ITR 3241	ITR 2141/2142/ ITR 2241/2242
	ITR 3242	ITR 2141/2142/ ITR 2241/2242
Philosophy	PHI 1541	
	PHI 1641	
	PHI 2541	PHI 1141/1241
	PHI 2542	PHI 1141/1241
	PHI 2641	PHI 1141/1241
	PHI 2642	PHI 1141/1241
	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 1141	
	POL 1241	
	POL 2141	POL 1141/1241
	POL 2142	POL 1141/1241
	POL 2241	POL 1141/1241
	POL 3141	POL 2141/2142/2241
	POL 3142	POL 2241/2142/2241
	POL 3241	POL 2141/2142/2241
	POL 3242	POL 2141/2142/2241
<b>Department of Social Work</b>		
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 1141	
	ISO 1241	
	ISO 2141	ISO 1141/1241

Social Work	ISO 2241	ISO 1141/1241
	ISO 3141	ISO 2141/2241
	ISO 3242	ISO 2141/2241
	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 1141	
	SOC 1241	
	SOC 2141	SOC 1141/1241
	SOC 2241	SOC 1141/1241
	SOC 2242	SOC 1141/1241
	SOC 2243	SOC 1141/1241
	SOC 3141	SOC 2141/2241 or 2242 or 2243
	SOC 3142	SOC 2141/2241 or 2242 or 2243
	SOC 3241	SOC 2141/2241 or 2242 or 2243
	SOC 3242	SOC 2141/2241 or 2242 or 2243
<b>Department of English, Media Studies and Linguistics</b>		
English	ENG 1161	ENG 1161
	ENG 1261	ENG 1161/ENG 1261
	ENG 2261	ENG 2161
	ENG 2261	ENG 2161/ENG 2261
	ENG 3541	
	ENG 3142	ENG 2561/ENG 2161
	ENG 3241	ENG 3541/ENG 3141
	ENG 3242	ENG 3542/ENG 3142
	ENG 3243	
<b>Department of African Languages</b>		
Northern Sotho	NSO 1141	
	NSO 1241	
	NSO 2141	NSO 1141/1241
	NSO 2142	NSO 1141/1241
	NSO 2241	NSO 1141 /1241
	NSO 3141	NSO 2141/2142/2241

	NSO 3142	NSO 2141/2142/2241
	NSO 3241	NSO 2141/2142/2241
	NSO 3242	NSO 2141/2142/2241
Tshivenda		
	TVE 1141	
	TVE 1241	
	TVE 2141	TVE 1141/1241
	TVE 2142	TVE 1141/1241
	TVE 2241	TVE 1141/1241
	TVE 3141	TVE 2141/2142/2241
	TVE 3142	TVE 2141/2142/2241
	TVE 3241	TVE 2141/2142/2241
	TVE 3242	TVE 2141/2142/2241
Xitsonga		
	XTS 1141	
	XTS 1241	
	XTS 2141	XTS 1141/1241
	XTS 2142	XTS 1141/1241
	XTS 2241	XTS 1141/1241
	XTS 3141	XTS 2141/2142/2241
	XTS 3142	XTS 2141/2142/2241
	XTS 3241	XTS 2141/2142/2241
	XTS 3242	XTS 2141/2142/2241
Siswati		
	ISW 1541/1141	
	ISW 1241	
	ISW 2141	ISW 1141/1241
	ISW 2142	ISW 1141/1241
	ISW 2241	ISW 1141 /1241
	ISW 3141	ISW 2141/2142//2241
	ISW 3142	ISW 2141/2142/2241
	ISW 3241	ISW 2141/2142/2241
	ISW 3242	ISW 2141/2142/2241
isiNdebele	ISN 1141	
	ISN 1241	
	ISN 2141	ISN 1141 /1241
	ISN 2142	ISN 1141/1241
	ISN 2241	ISN 1141 /1241
	ISN 3141	ISN 2142/2241
	ISN 3142	ISN 2142/2241
	ISN 3241	ISN 2141/2142/2241
	ISN 3242	ISN 2141/2142//2241

**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 21<sup>st</sup> 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 from 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 repertoire, 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.

#### **Bachelor of Arts: HSBAYID**

**YID 1140** : **Introduction to Youth in Development**  
**Prerequisites** : **None**  
**Credits** : **10**

**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 1144** : **Introduction to youth in development Outreach I**  
**Prerequisites** : **None**  
**Credits** : **10**

**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 1240** : **Principles and Practice of Youth in Development**  
**Prerequisites** : **YID1140**  
**Credits** : **10**

**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 1244** : **Youth Outreach 1: Observation**  
**Prerequisites** : **YID1144**  
**Credits** : **10**

**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 2140** : **Youth and Health**  
**Prerequisites** : **YID 1140**  
**Credits** : **12**

**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 2144** : **Youth Outreach II : Community Development.**  
**Prerequisites** : **YID1244**  
**Credits** : **12**

**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 2240** : **Conflict Resolution Strategies and Skills**  
**Prerequisites** : **YID 2140**  
**Credits** : **12**

**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 2244** : **Outreach II: Youth at Risk**  
**Prerequisites** : **YID2144**  
**Credits** : **12**

**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 2245** : **Gender and Development**  
**Prerequisites** : **None**  
**Credits** : **12**

**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 3140** : **Entrepreneurship and Business Plan Development**  
**Prerequisites** : **YID 2140**  
**Credits** : **14**

**Module Content:** This module focuses on the essentials of developing effective business plans tailored to address challenges and opportunities within the youth sector. Students will learn about various business models and strategies that can support youth initiatives. The course will also cover the analysis of market needs and how to align business objectives with the welfare of youth. Additionally, students will explore the role of youth workers in advocating for sustainable business practices that empower young people and foster entrepreneurial skills.



**YID 3144** : **Youth Outreach III: Theories in Youth Development**  
**Prerequisites** : **YID 2244**  
**Credits** : **14**

**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 3240** : **Social Research Methods**  
**Prerequisites** : **YID 2240**  
**Credits** : **14**

**Module Content** : The students will be taught the basics of the research process and the operationalization of various research concepts.

**YID 3244** : **Youth Outreach III : Youth Policy formulation and analysis**  
**Prerequisites** : **YID 3144**  
**Credits** : **14**

**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 3246** : **Project Management**  
**Prerequisites** : **YID 3140**  
**Credits** : **14**

**Module Content** : This module focuses on the principles and practices of project management within community development, particularly aimed at youth empowerment. Students will learn how to establish and manage community development projects effectively while initiating and implementing training programs that target youth development.

**YID 4140** : **Theories in Youth Development**  
**Prerequisites** : **YID 3240**  
**Credits** : **16**

**Module Content:** This is a practical process to engage students in understanding and implementing Theories in Youth work. Theories will be used as intervention strategies to the challenges facing young people in the communities. The students will each identify their research problem, research design, and data collection within a practitioner framework, reliability, as well as the reliability and validity of their approach, and the impact of cultural, social, and validity, and the impact of cultural, social and other factors. Approaches and use of different methods of data collection.

**YID4144** : **Leadership and Management Skills**  
**Prerequisites** : **YID 3244**  
**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, organisational 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.

**YID4240** : **Research Project**  
**Prerequisites** : **YID 4140**  
**Credits** : **30**

**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.

<b>YID4244</b>	:	<b>Work- integrated learning IV</b>
<b>Prerequisites</b>	:	<b>YID 3244</b>
<b>Credits</b>	:	<b>90</b>

**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.

## **SYLLABUS**

### **BACHELOR OF INDIGENOUS SYSTEM AND HERITAGE STUDIES**

#### **IKS 1141: The Nature and Patterns of Indigenous Knowledge Systems (IKS) and Innovations**

This module seeks students to know that Africa underwent many changes since the continent's first set of people began the process of state formation. Though African civilisation was and remains extremely diverse and varied, this module uses the common experiences of Africans in general to provide an analysis of the nature and patterns of Indigenous Knowledge Systems throughout the African continent. The module stresses the resiliency and ability of the African people to adapt from early state formation to the present day. It demonstrates how Africa was generally harmed by Western influence from the dawn of the transatlantic slave trade to colonial domination to disproportionate commerce in today.

Students should be able to differentiate between the different types of African knowledge and innovation systems, the nature and characteristics of indigenous knowledge systems, their implications as well as being able to compare and differentiate between African Indigenous knowledge and Western Scientific Knowledge. They should also be able to discuss the implications of indigenous knowledge and innovation systems on sustainable development in Africa.

#### **IKS 1142: African Indigenous Languages and Communication Systems**

To develop an understanding of the psycho - social and cultural role of indigenous languages and communication systems in sustainable community livelihood. At the end of the module students will be able to analyze the impact of indigenous languages and communication systems in addressing the psycho - social and cultural needs of the African society.

Students should understand the different mediums of communication such as symbols, poetry, proverbs, drama etc. They should have an understanding of the socialization from childhood and the way it changes to adulthood, the role of different gender roles in language and communication as well as decision making procedures

#### **IKS1143: Introduction to African Indigenous Life Skills Education**

The purpose of this model is to develop knowledge on the socio - cultural context of African indigenous life skills education and counselling.

At the end of the module students will demonstrate knowledge and critical understanding of the concepts and approaches to life skills and counselling from an African indigenous socio - cultural perspective.

Student should find themselves in a position to differentiate the African indigenous way life skill to comparison to those of Western approaches as well as in the setting of a cultural environment. They should be able to discuss about the role of the family as well as the role of the community in the development of life skills. They

should be able to discuss about the different strength and weaknesses of African of these approaches to life skills.

#### **IKS 1144: Introduction to Health Care Systems in relation to Indigenous Knowledge Systems (IKS)**

Purpose of this model is to introduce the students to different healthcare systems in relation to IKS. At the end of the module students will be able to analyze health care systems in relation to IKS. They should be able to discuss about the different healthcare systems, the indigenous healthcare modalities in relation to different diseases at primary healthcare, current trends, and challenges in relation to public health in south Africa as well as the challenges and opportunities in the interfacing of the indigenous and modern healthcare systems.

#### **IKS 1145: The Role of Indigenous Knowledge Systems in Climate Change**

The purpose of this model is created knowledge and awareness on the causes and effects of climate change and the role of IKS in mitigating its effects on sustainable community livelihood.

At the end of the module students will be able to identify the causes and effects of climate change and the role of IKS in mitigating its effects on sustainable community livelihood. The contents of this model involve, theories on the causes of climate change within the agricultural context (Human and Natural); Effects of climate change on community sustainable livelihoods in Southern Africa; The role of IKS in mitigation against the effects of climate change in Southern Africa with specific reference to: Water sources, forest resources, food security, biodiversity, ecosystems, peace building, health, children, gender issues, etc.

#### **IKS 1241: Introduction to Tools of Indigenous Knowledge Management**

This course focuses on how knowledge is created, captured, represented, stored, and reused to fully leverage the intellectual assets of a firm. The tools and techniques for knowledge acquisition, assessment, evaluation, management, organization, and dissemination are applied to business situations and Indigenous Knowledge Systems (IKSs). Topics include knowledge generation, knowledge coordination and codification, knowledge transfer and reuse, technologies and knowledge management and knowledge management strategies.

The goal is to enable you to learn about this practice in the context of managing the design, development and operation of information technologies that can facilitate KM.

#### **IKS1242: The Use and Roles of Signs and Symbols in African Communities**

The purpose of this model is to develop the skills and knowledge of interpreting socio-cultural symbols in language and communication systems.

At the end of the module students will be able to analyze the use and roles of signs and symbols in Indigenous languages and communication systems as they link up with the needs of the different African cultures and societies. They should be able to understand the purposes of these signs and symbols and their different uses as well as what objects they are used on .EG Masks and paintings. Students should also understand the role of music in African cultures as well. Then includes types of African indigenous symbols and signs; *Natural* and *artificial signs*; Colour symbolism: i.e. beadwork, basketry, paintings (Ndebele), textiles etc; Socio - cultural Symbolism of African living and non - living organisms; African oral tradition and symbolism; the role of masks in African cultural symbolism. The role of music in African cultures.

#### **IKS1243: The Nature and Roles of African Indigenous Health Care Providers**

The purpose of this model is to explore the nature, roles, and the impact of health care providers in African indigenous health care systems.

At the end of the module students will demonstrate an understanding of the nature, roles, and the impact of health care providers in African indigenous health care systems. The students should understand the correlation of roles, processes, referral system systems in healthcare systems as well as the overall impact of the different primary healthcare providers in African Indigenous healthcare systems. The content of this model involves Differentiating between primary health care providers from IKS perspective in terms of, Roles, processes, referral systems and Theories of IK wellness from conception to adulthood; Comparative rites of passage, Impact of health care givers

#### **IKS1244: African Indigenous Food Security Systems**

The purpose of this model is to gain knowledge and understanding on African indigenous food security systems including for sustainable community livelihood in Southern Africa. At the end of the module students will be able to explain the nature and characteristics of African indigenous food security systems for sustainable community

livelihood in Southern Africa. The students should have a working understanding to the overall approach in farming and food security and the way it is done in terms of innovation and technology and the approaches taken from e.g., soil preparation and classification to harvesting and storing. The contents of this model include : theories of food security; African indigenous farming systems (plant and animal production); African indigenous soil classification systems; African indigenous natural resource management (land and water); African community innovation systems; African socio - cultural protocols (planting, harvesting, food processing and consumption); African indigenous post-harvest technologies (food processing, preservation, storage, transport and distribution); Microbiological systems on African indigenous food processing, preservation and storage: brewing (beer, magueu, ghee) and drying (sun drying, smoking).

#### **IKS1247: A Historiography of African Indigenous Science and Technology**

The purpose of this model is to develop knowledge and understanding of the development of African indigenous science and technology. At the end of the module students will demonstrate an understanding of the development of African indigenous science and technology. Contents of this model involve the Historiography of African science and technology; The nature and characteristics of African science and technology; Implications of the historiography of African science and technology; Gender reflections in the historiography of African science and technology.

#### **IKS 2141: The Rights of Indigenous Peoples**

The purpose of this model is to introduce students to the rights and major concerns of indigenous peoples and the national, regional, and international legal mechanisms to address them.

At the end of the module students will be able to understand the rights and major concerns of indigenous peoples and the national, regional, and international legal mechanisms to address them. Contents of this model involve knowing who the indigenous people are, the impact of colonialism and other forms of imperialism on the rights of indigenous peoples; the major concerns of indigenous peoples, The political, legal, socio - economic and cultural environmental factors impacting on the rights of indigenous peoples in different parts of the world as well as the international, regional and national mechanisms to address the rights of indigenous peoples.

#### **IKS 2142: African Cultural Astronomy**

The purpose of this model is to develop an understanding of African cultural astronomy and its role in sustainable community livelihood.

At the end of the module students will be able to analyze the nature and characteristic of *African cultural astronomy and its role in sustainable community livelihood*. The contents of this model involve the *analysis of the nature and characteristics of African cultural astronomy; Theories on African cultural astronomy; The role of African cultural astronomy in sustainable community livelihood (natural disaster management, navigation, health care systems, agricultural cycles etc.); The relevance of African cultural astronomy in contemporary astronomy.*

#### **IKS 2143: The Nature and Characteristics of African Indigenous Health Care Systems**

**The purpose of this model is to provide an understanding of the nature and characteristics of African indigenous health care systems.**

At the end of the module students will be able to explain the nature and characteristics of African indigenous health care systems. This involves the nature and Characteristics of African indigenous health care systems; Theories underlying African indigenous health care systems and the challenges and prospects of African indigenous health care Systems in Southern Africa.

#### **IKS 2144: African Indigenous Knowledge Development and Management**

The purpose of this model is to understand the nature and characteristics of African indigenous knowledge development and management systems.

At the end of the module student will be able to demonstrate an understanding of the nature and characteristics of African indigenous knowledge development and management systems. The contents involved in this model are have to do with understanding the key concepts and theories of knowledge development and management; The nature and characteristics of African indigenous knowledge development and management systems; The role of technology in knowledge sharing in relation to EastAfricans Socio - cultural protocols in effective knowledge development and management; Development of programmes in Africa that incorporate African Indigenous knowledge development and management principles (e.g. Ubuntu, Ujamaa, Harambee, Batho

Pele, etc.); Implications of the African indigenous knowledge development and management on contemporary knowledge development and management in Africa.

### **IKS 2145: Implications of Intellectual Property Rights (IPR) on Indigenous Knowledge Systems (IKS) / Traditional Knowledge**

This module deals with the legal and social principles applied in Africa. This course aims, through a treatment of laws relating to patents, trademarks, confidential information, designs, and copyright, to examine the protection provided by the law regarding ideas, inventions, information, and other forms of creative effort. The course also aims to explore how the law must balance interests and protect investment while considering public welfare and technological developments. The course will explore the interrelationship of the different regimes of protection and will also consider practical issues arising in the commercialisation or exploitation of intellectual property. Students completing this course should have a basic grounding in the law of the area, its limitations, policies, and objectives, including the basic features of the various systems of protection.

### **IKS 2241: African Indigenous Architecture and Design**

The purpose of this model is to develop a critical understanding of African indigenous architecture and design and its contribution to contemporary designs and housing needs.

At the end of the module students will be able to critically interrogate theories and principles on African architectural designs and its contribution to contemporary designs and housing needs. The contents involved are the history of African Ancient Architecture and design; Archaeological evidence of African indigenous architecture (Axum in the horn of Africa, Egyptian pyramids, the great Zimbabwe, Mapungubwe etc.); Theories and principles on African architecture and design; "Stolen" monuments of Africa in European and their original locations in Africa – i.e. obelisk from Ethiopia and the Implications of African architecture and design on contemporary architecture, designs and housing needs.

### **IKS 2242: African Indigenous Approaches to Peace and Conflict Resolution.**

You will explore the processes, and dimensions of conflict management. Important concepts in these processes discussed include: Third party intervention, mediation, negotiation, arbitration, and African traditional conflict management forms. It also explores several issues, such as ethnicity, culture, communication, and public policy making and their implications for conflict management. Other issues include disarmament and arms control, preventive and multi-track diplomacy.

As a theoretical course it deals with the various attempts to create taxonomy of conflicts worldwide with special attention on causes and sources of conflicts in Africa. The global framework of conflict management is also dealt with in great detail. These include international and national peace promotion agencies, including non-state actors. Particular attention is paid to the United Nations role in conflict management.

It enables you to understudy conflict management as a part of the larger process of ensuring that man lives in peace, and in order also that conflict is channelled towards positive effects in every human community. It will also provide an overview of the types of conflict management principles that are so essential for dealing with a variety of conflicts that are commonplace in our world today.

This course will be valuable for leaders or anyone planning a career in public or private organizations, nongovernmental agencies, and community development organizations.

### **IKS 2243: Socio - Cultural Protocols associated with African Traditional Medicine and Health Care Systems**

The purpose of this model is to provide knowledge and understanding of the different socio - cultural protocols in African traditional medicine and health care systems. At the end of the module students will be able to demonstrate an understanding of the socio - cultural protocols in African traditional medicine and health care systems. Contents in this model involve Theories and practices of socio - cultural protocols in African traditional medicine and health care systems, Taboos, Rituals Protocols and Professionalism, Processes, Ethics, Mores, Myths and Facts as well as the Challenges and prospects in the application of socio - cultural protocols in African traditional medicine and health care systems

### **IKS 2244: TITLE: African Indigenous Cultural, Bio - Diversity and Heritage**

The purpose of this model is to develop knowledge and understanding of the concepts and theories associated with African indigenous cultural, bio - diversity and heritage. At the end of the module students will be able to understand and apply concepts and theories associated with African indigenous cultural, bio - diversity and

heritage. Contents in this model involve understanding the Concepts and theories associated with African indigenous cultural, bio - diversity and heritage; The significance of African indigenous cultural, bio - diversity and heritage for sustainable community livelihood and development ;The African indigenous cultural, bio - diversity and heritage crisis; Globalization and its impact on African indigenous cultural, bio - diversity and heritage; Impact of Climate change on African indigenous cultural, bio - diversity and heritage and Gender dimensions in African indigenous cultural, bio - diversity and heritage.

#### **IKS 2245: Foundations of African Indigenous Education**

The purpose of this model is to introduce students to the nature, structure, and content of African indigenous education. At the end of the module students will demonstrate an understanding of the nature, structure and content of African indigenous education; the impact of colonialism and other forms of imperialism on pre - colonial education and the interfacing of African indigenous and modern forms of education. Concepts in this chapter involve understanding the Nature, structure, and content of African indigenous education; Nature, structure, and content of African indigenous education; The impact of colonialism and other forms of imperialism on African indigenous education; Challenges and prospects of African indigenous education.

Interface between African indigenous and other forms of modern education. The impact of colonialism and other forms of imperialism on African indigenous education; Challenges and prospects of African indigenous education. Interface between African indigenous and other forms of modern education.

### **STREAM 1 AFRICAN INDIGENOUS SCIENCE AND TECHNOLOGY**

#### **IKS 3141: Introduction to African Ethno-Mathematics**

The purpose of this, model is to develop knowledge and understanding of the significance of African Ethnos – Mathematics.

At the end of the module students will demonstrate knowledge and understanding of the African Ethnos – Mathematics.

Key concepts involved in this chapter are comparative concepts, principles, and elements of African indigenous Ethnos Mathematics and contemporary Mathematics; History and nature of African Ethnos – Mathematics; Numbers and patterns in African cultures and Numerical systems in Africa and African indigenous mathematical games.

#### **IKS 3142: Comparative African Indigenous and Western Science and Technology Systems**

The purpose of this model is to develop a critical and comparative analysis of the development of African indigenous and western science and technology. At the end of the module students will demonstrate a critical and comparative analysis of the development of African indigenous and western science and technology. Key concepts in this model involve Theories on the development of African indigenous and western science and technology; Euro - and Afro – centric etc; Implications of the African indigenous science and technology on the management of contemporary science and technology in Southern Africa and The challenges and prospects of interfacing African indigenous and western science and technology for sustainable development in Southern Africa.

#### **IKS 3143: Theories of Indigenous Community Innovation Systems and Technologies for Sustainable Livelihood**

The purpose of this model is to develop critical knowledge and awareness of African community innovation systems and technologies for sustainable livelihood. AT the end: At the end of the module students will acquire critical knowledge and awareness of African community innovation systems and technologies for sustainable livelihood. Key concepts involve Concepts and theories of community innovation systems and technologies for sustainable livelihood; The nature and characteristics of African community innovation systems and technologies; The challenges and prospects of African community innovation systems and technologies for sustainable livelihood and an analysis of practical cases of African community innovation systems and technologies for sustainable livelihood from different African regions. To develop critical knowledge and awareness of African community innovation systems and technologies for sustainable livelihood.

#### **IKS 3144: Understanding the Cultural World**

The purpose of this module is to develop critical knowledge and awareness of African community innovation systems and technologies for sustainable livelihood. At the end of the module, student will be able to have a solid and systematic knowledge of the most important foundational issues in the field of IKS and demonstrate a critical understanding of the meta-theoretical assumptions underscoring foundational issues; demonstrate

knowledge and a critical understanding of specific forms of ethics that apply to the field of IKS, such as a personalized code of conduct or the general human rights charter, and be able to apply such forms of ethics discriminately to analyze, evaluate and pose possible solutions to some current themes or issues salient to the field of IKS; demonstrate the ability to analyze, synthesize and critique the assumptions on which a chosen theme or issue are based, formulate a personal opinion about the theme or issue that gives evidence of an own coherent world view, and communicate the findings in a presentation making use of applicable technology, as well as in a proof-based report written in a typically academic format Key concepts involve understanding theories on the development of African indigenous and western science and technology: Euro - and Afro – centric etc, the Implications of the African indigenous science and technology on the management of contemporary science and technology in Southern Africa as well as the challenges and prospects of interfacing African indigenous and western science and technology for sustainable development in Southern Africa.

#### **IKS 3241: African Indigenous Metallurgy 1**

The purpose of this model is to develop critical knowledge and understanding of the scientific and technological processes involved in African indigenous metallurgy. At the end of the module students will be able to analyze and apply the scientific and technological processes involved in African indigenous metallurgy for sustainable community livelihood. Key concepts involve understanding the history, nature, types and characteristics of African indigenous metallurgy; Theories of African indigenous metallurgy; African indigenous metal production techniques; The role of African Indigenous metallurgy for sustainable community livelihood and Practical demonstrations and participation in African indigenous metallurgy processes.

#### **IKS 3243: Comparative African Indigenous Textile Technologies**

**The purpose of this model** is developed critical knowledge and understanding of the scientific and technological processes involved in African indigenous metallurgy. At the end of the module students will acquire critical knowledge and skills of the scientific and technological processes involved in African indigenous textile technologies. Key concepts involve understanding the history, nature and characteristics of African indigenous textile technologies; Theories of African indigenous textile technologies and An analysis of best practices of African indigenous textile technologies; (**Mohair textile in Lesotho, African Textile in West Africa, making of the Kenta cloth in Ghana**, African Textile in East Africa) and Practical demonstrations and participation in African indigenous textile productions.

#### **IKS 3244: Indigenous Knowledge and Renewable Energy Sources for Sustainable Livelihood**

The purpose of this model is provided students with critical knowledge and understanding of the relationship between Indigenous Knowledge Systems (IKS), community - based renewable energy sources, and sustainable development and livelihood in African local communities.

At the end of the module, student will demonstrate a critical knowledge and understanding of the relationship between indigenous knowledge systems (IKS), community-based renewable energy sources, and sustainable development and livelihood in African local communities. Key concepts involve the following: The nature, types and characteristics of renewable energy; The nature and characteristics of sustainable community-based energy systems; The benefits of renewable energy sources for sustainable community livelihood; the relationship between IKS and community-based renewable energy; and Policy implications of using IK and innovations on renewable energy for sustainable community livelihood.

#### **IKS 4141: Recording and Using Indigenous Knowledge Systems (IKS)**

**The purpose of this model is** To develop knowledge and skills among students of recording and using IKS for promoting sustainable community livelihood in local communities. At the end of the module students will be able to demonstrate an understanding and skills of recording and using IKS for promoting sustainable community livelihood in local communities. Key concepts involve understanding the Types of IKS; IK recording sources; Selecting methods and approaches for recording IK; Preparations, Entering the community; Recording and validating IK; Documenting IK; Storage of IK and Dissemination of IK.

#### **IKS 4142: Qualitative and Quantitative Research Methods in Indigenous Knowledge Systems (IKS)**

This module is aimed at providing students with knowledge and skills of qualitative and quantitative research methods for conducting research in IKS related issues. The module does this by introducing students to the three research methodology paradigms. These research paradigms are qualitative, quantitative, and mixed method. The module explores the history of qualitative, quantitative, and mixed research methods. The module also discusses in detail the difference between qualitative and quantitative research. Students are also familiarized with ways of using both research approaches in one research projects successfully. Step by step

process of conducting both qualitative and quantitative research from the topics up until the final chapter of the research project including issues of sampling, data collection and data analysis.

#### **IKS 4143: African Indigenous Metallurgy II**

This module seeks to develop critical knowledge and understanding of the scientific and technological processes involved in African Indigenous metallurgy. This will be achieved through an analysis of best practices of African indigenous metallurgy in different regions of Africa (East, West, Southern and North Africa). The module also explores challenges and prospects of African indigenous metallurgy in the development of science and technology in sustainable development in Africa. In this module students are exposed to practical demonstrations and participation in African indigenous metallurgy practices. At the end of the module students will be able to analyze and apply the scientific and technological processes involved in African Indigenous metallurgy for sustainable community livelihood.

#### **IKS 4255: Internship and Research Project**

**The purpose of this model is to provide students with practical experience in their area of professional specialization.**

At the end of the module students will be able to gain practical experience and skills in their field of IKS specialization; and will be able to write an independent research paper based on the field experience (internship) in their area of specialization as well as perform practical demonstrations. From here, students are to be placed at identified workplaces.

### **STREAM 2: AFRICAN INDIGENOUS HEALTH CARE SYSTEMS**

#### **IKH 3141: Comparative Health Care Systems**

The module provides a comparative analysis of the nature, characteristics, and limitations underlying different health care systems in the world. It also enables students to analyze critically the nature and characteristics and limitations underlying different health care systems in the world. Comparative Health Care Systems covers the following scope; Exploration of different health care systems; Theories underlying different health care systems in the world; Comparative Health Systems (African, Western, Asian and other Health Systems) in relation to: medicine administration, diagnosis, treatment and healing processes; Implications of the different health care systems for Southern Africa and practical demonstrations and participation in African indigenous health care practices.

#### **IKH 3142: African Indigenous Medicinal and Nutritional Significance of Living Organisms**

Welcome to the exciting and amazing world of living things. Go outside and look around you. Look at the sky, the soil, trees, plants, people, and animals. Nature is all around you if you have the eyes to see it. Count how many living things you can see. What is it that makes living things different from things that are not alive? Biology is the study of living things. It deals with what all living things can do, how they do it and why they do it. In biology, there is always a relationship between the structure of an organism, its function, and its adaptation to its function or environment. Biology also tackles the important topics such as population, environmental issues as well as health issues. In this module, you will learn to identify different kinds of living things and how to classify them. Armed with this knowledge, you will focus on the African indigenous medicinal and nutritional significance of living organisms.

#### **IKH 3143: Comparative Theories on African Indigenous Community Innovation Systems and Technologies for Sustainable Livelihood.**

The purpose of this module is to develop critical knowledge and awareness on African indigenous community innovation systems and technologies for sustainable livelihood. At the end of the module students will be able to analyze critically the role of African indigenous community innovation systems and technologies for sustainable livelihood. Concepts and comparative theories on community innovation systems and technologies for sustainable livelihood; An analysis of practical cases of community innovation systems and technologies for sustainable livelihood from different African regions; Practical demonstration / experience and participation in community innovation systems and technologies for sustainable livelihood community practice.

#### **IKH 3144: Understanding the Cultural World**

At the end of the module, student will be able to have a solid and systematic knowledge of the most important foundational issues in the field of IKS and demonstrate a critical understanding of the meta-theoretical assumptions underscoring foundational issues; demonstrate knowledge and a critical understanding of specific forms of ethics that apply to the field of IKS, such as a personalized code of conduct or the general human rights



charter, and be able to apply such forms of ethics discriminately to analyze, evaluate and pose possible solutions to some current themes or issues salient to the field of IKS; demonstrate the ability to analyze, synthesize and critique the assumptions on which a chosen theme or issue are based, formulate a personal opinion about the theme or issue that gives evidence of an own coherent world view, and communicate the findings in a presentation making use of applicable technology, as well as in a proof-based report written in a typically academic format. Theories on the development of African indigenous and western science and technology: Euro - and Afro – centric etc; Implications of the African indigenous science and technology on the management of contemporary science and technology in Southern Africa; The challenges and prospects of interfacing African indigenous and western science and technology for sustainable development in Southern Africa.

#### **IKH 3145: Gender in African Indigenous Health Care Systems**

Gender is encountered in every aspect of our lives. It informs public debate, legislation, how much money we earn, who dies younger and our exposure to risk and sexual violence. The module examines contemporary gender relations in society, in our everyday lives, the school, the workplace, and the home. To what extent can we explain these relations in terms of women's and men's choices and to what extent in terms of masculinities and femininities, laws and institutions, and the distribution of power and resources in African society? Above all, the module gives emphasis on gender issues in the context of African indigenous health care systems. Moreover, the module explains why human rights, gender and health important concepts for all South Africans are to understand. After beginning with an exploration of certain key concepts and terms, it considers the factors that bring about good health in both men and women, while describing what gender barriers prevent the different sexes from accessing appropriate health care services.

#### **IKH 3241: The Nature and Role of African Indigenous Health Care Providers**

The Nature and Role of African Indigenous Health Care Providers enables students to develop a critical knowledge and understanding of the nature, roles and impact of African indigenous health care providers. It also opportune students to demonstrate a critical knowledge and understanding of the nature, roles and impact of African indigenous health care providers. The scope of the modules covers the following; Categories and roles of African indigenous health care providers in African primary health care systems; Comparative theories on African indigenous health care providers; African indigenous education system for community health care providers; Challenges and prospects of African indigenous health care providers in contemporary health care systems and Practical experience and participation in of African indigenous health care providers practices.

#### **IKH 3242: Indigenous Knowledge Systems (IKS) and Innovation Systems in Public Health Care 1.**

In many regions of the world where modern healthcare is not readily available or affordable, public continue to rely on traditional medicines which are based on locally available natural resources and cultural knowledge. In a public health context, availability, accessibility, affordability, utility, quality, efficiency and equity have relevance in respective order in promotion of traditional medicine. While much of the attention in TCAM sector has been given to address clinical, regulatory and supply oriented issues, there is a general neglect of wider public health dimensions.

Traditional medical knowledge is widely prevalent around the world and the larger public has integrated them for their various health needs. While continued community or public patronage is sustaining and even fostering their growth both in developing and developed countries, there exists a gap between public choice and national, institutional efforts for integration. High external resource use and technology orientation in development coupled with markets as major determinant of distribution is continuing to marginalize traditional medical cultures in the health systems. It is evident that any model of healthcare based on a single system of medicine will find it difficult to cope with the health care demands in near future. It is also obvious that traditional and cultural medical knowledge has a catalysing effect in meeting health sector development objectives and will continue to be so in both the worlds. But there exist major differences in the usage of TCAM in developed and developing world. While safety is the prime concern in developed countries, access and cost seem to be issues in developing countries. Challenges and issues also seem to be quite different in the eyes of various stakeholders such as regulators, consumers, practitioners, and the industry.

#### **IKH 3243: African Traditional Medicine and Health Care Systems I**

The module provides students with knowledge and skills of African traditional medical health care systems. It also enables students to demonstrate skills and an understanding of African traditional medical health care systems. History (pre - colonial, colonial and modern periods); Diagnostics; Treatment (medicinal plants and spirituality); Traditional medicinal practitioners (payments, learning the trade, importance); Relationship with western medicine and practical experience and participation in an African traditional medical care systems practice.

**IKH 3244: Indigenous Knowledge and Renewable Energy Sources for Sustainable Livelihood.**

This module provides students with critical knowledge and understanding of the relationship between indigenous knowledge systems (IKS), community - based renewable energy sources and sustainable development and livelihood in African local communities. It also enables students to demonstrate a critical knowledge and understanding of the relationship between indigenous knowledge systems (IKS), community - based renewable energy sources and sustainable development and livelihood in African local communities. The scope of the modules covers the following aspects; The nature, types and characteristics of renewable energy; The nature and characteristics of sustainable community - based energy systems; The benefits of renewable energy sources for sustainable community livelihood; The relationship between IKS and community - based renewable energy; Policy implications of using IK and innovations on renewable energy for sustainable community livelihood; Practical experience and participation in IK and renewable energy sources for sustainable livelihood practices.

**IKH 4141: Recording and Using Indigenous Knowledge Systems (IKS)**

The purpose of this model is to develop knowledge and skills among students of recording and using IKS for promoting sustainable community livelihood in local communities. At the end of the module students will be able to demonstrate an understanding and skills of recording and using IKS for promoting sustainable community livelihood in local communities. Key concepts involve understanding the Types of IKS; IK recording sources; Selecting methods and approaches for recording IK; Preparations, Entering the community; Recording and validating IK; Documenting IK; Storage of IK and Dissemination of IK.

**IKH 4142: Qualitative and Quantitative Research Methods in Indigenous Knowledge Systems (IKS)**

This module is aimed at providing students with knowledge and skills of qualitative and quantitative research methods for conducting research in IKS related issues. The module does this by introducing students to the three research methodology paradigms. These research paradigms are qualitative, quantitative, and mixed method. The module explores the history of qualitative, quantitative, and mixed research methods. The module also discusses in detail the difference between qualitative and quantitative research. Students are also familiarized with ways of using both research approaches in one research projects successfully. Step by step process of conducting both qualitative and quantitative research from the topics up until the final chapter of the research project including issues of sampling, data collection and data analysis.

**IKH 4143: Comparative African Traditional Medicine Care Systems II**

This module deals with the legal and social principles applied in Africa. This module seeks to students to know that Africa underwent many changes since the continent's first set of people began the process of state formation. Though African civilisation was and remains extremely diverse and varied, tis chapter uses the common experiences of Africans in general to provide an analysis of civilisation throughout the African continent. The module stresses the resiliency and ability of the African people to adapt from early state formation to the present day. It demonstrates how Africa was generally harmed by Western influence from the dawn of the transatlantic slave trade to colonial domination to disproportionate commerce in today.

**IKH 4255: Internship and Research Project**

The purpose of this model is to provide students with practical experience in their area of professional specialization. At the end of the module students will be able to gain practical experience and skills in their field of IKS specialization; and will be able to write an independent research paper based on the field experience (internship) in their area of specialization as well as perform practical demonstrations. From here, student is to be place at identified workplaces. are held by a community or researchers. For most of the 20th century the quantitative paradigm was dominant. During the 1980s, the qualitative paradigm came of age as an alternative to the quantitative paradigm, and it was often conceptualized as the opposite of quantitative research. Finally, although the modern roots of mixed research go back to the late 1950s, I think that it truly became the legitimate third paradigm with the publication of the Handbook of Mixed Methods in Social and Behavioral Research (2003, by Tashakkori and Teddlie). At the same time, mixed research has been conducted by practicing researchers throughout the history of research.

**IKH 3142: African Indigenous Medicinal and Nutritional Significance of Living Organisms**

Welcome to the exciting and amazing world of living things. Go outside and look around you. Look at the sky, the soil, trees, plants, people, and animals. Nature is all around you if you have the eyes to see it. Count how many living things you can see. What is it that makes living things different from things that are not alive? Biology is the study of living things. It deals with what all living things can do, how they do it and why they do it. In biology, there is always a relationship between the structure of an organism, its function, and its adaptation to its function

or environment. Biology also tackles the important topics such as population, environmental issues as well as health issues. In this module, you will learn to identify different kinds of living things and how to classify them. Armed with this knowledge, you will focus on the African indigenous medicinal and nutritional significance of living organisms.

#### **IKH 3145: Gender in African Indigenous Health Care Systems**

Gender is encountered in every aspect of our lives. It informs public debate, legislation, how much money we earn, who dies younger and our exposure to risk and sexual violence. The module examines contemporary gender relations in society, in our everyday lives, the school, the workplace, and the home. To what extent can we explain these relations in terms of women's and men's choices and to what extent in terms of masculinities and femininities, laws and institutions, and the distribution of power and resources in African society? Above all, the module gives emphasis on gender issues in the context of African indigenous health care systems. Moreover, the module explains why human rights, gender and health important concepts for all South Africans are to understand. After beginning with an exploration of certain key concepts and terms, it considers the factors that bring about good health in both men and women, while describing what gender barriers prevent the different sexes from accessing appropriate health care services.

#### **IKH 3242: Indigenous Knowledge Systems (IKS) and Innovation Systems in Public Health Care 1**

In many regions of the world where modern healthcare is not readily available or affordable, public continue to rely on traditional medicines which are based on locally available natural resources and cultural knowledge. In a public health context, availability, accessibility, affordability, utility, quality, efficiency and equity have relevance in respective order in promotion of traditional medicine. While much of the attention in TCAM sector has been given to address clinical, regulatory and supply oriented issues, there is a general neglect of wider public health dimensions.

Traditional medical knowledge is widely prevalent around the world and the larger public has integrated them for their various health needs. While continued community or public patronage is sustaining and even fostering their growth both in developing and developed countries, there exists a gap between public choice and national, institutional efforts for integration. High external resource use and technology orientation in development coupled with markets as major determinant of distribution is continuing to marginalize traditional medical cultures in the health systems. It is evident that any model of healthcare based on a single system of medicine will find it difficult to cope with the health care demands in near future. It is also obvious that traditional and cultural medical knowledge has a catalysing effect in meeting health sector development objectives and will continue to be so in both the worlds. But there exist major differences in the usage of TCAM in developed and developing world. While safety is the prime concern in developed countries, access and cost seem to be issues in developing countries. Challenges and issues also seem to be quite different in the eyes of various stakeholders such as regulators, consumers, practitioners, and the industry.

#### **IKH 4142: Qualitative and Quantitative Research Methods in Indigenous Knowledge Systems (IKS)**

This module is our introduction to the two research methodology paradigms. A paradigm is a perspective based on a set of assumptions, concepts, and values that are held by a community or researchers. For most of the 20th century the quantitative paradigm was dominant. During the 1980s, the qualitative paradigm came of age as an alternative to the quantitative paradigm, and it was often conceptualized as the opposite of quantitative research. Finally, although the modern roots of mixed research go back to the late 1950s, I think that it truly became the legitimate third paradigm with the publication of the Handbook of Mixed Methods in Social and Behavioral Research (2003, by Tashakkori and Teddlie). At the same time, mixed research has been conducted by practicing researchers throughout the history of research.

#### **IKH 4143: Comparative African Traditional Medicine Care Systems II**

This module deals with the legal and social principles applied in Africa. This module seeks to students to know that Africa underwent many changes since the continent's first set of people began the process of state formation. Though African civilisation was and remains extremely diverse and varied, tis chapter uses the common experiences of Africans in general to provide an analysis of civilisation throughout the African continent. The module stresses the resiliency and ability of the African people to adapt from early state formation to the present day. It demonstrates how Africa was generally harmed by Western influence from the dawn of the transatlantic slave trade to colonial domination to disproportionate commerce in today.

## **STREAM 3 AFRICAN INDIGENOUS AGRICULTURAL SYSTEMS**

### **IKA 3141: Impact of Climate Change on African Indigenous Food Security System**

The module focuses on how climate change could potentially have profound implications for food security and regional stability, adding to the pressure on indigenous people. The aim is to help you to develop knowledge and understanding of how African people deal with the impacts of climate change on their indigenous food security systems and their natural recourses. Topics will also include relationship between indigenous food security, food systems and climate change, challenges, and prospects of African indigenous food systems against climate change. We will also look on the challenges and prospects of interfacing African indigenous and modern food systems for sustainable livelihood. The goal is to help you to analyze critically the impact of climate change on African indigenous food security systems.

### **IKA 3142: African Indigenous Medicinal and Nutritional Significance of Living Organisms**

The purpose of this module is to develop a critical knowledge and understanding of African indigenous medicinal and nutritional significance of living organisms for sustainable livelihood. You will also learn about how plants and animals (humans included) are interdependent on each other for many reasons. These also include adaptation of different living organism to the environment, how African indigenous understanding of life processes in an ecosystem like a forest, the main consequence of this dependence is the food chain. Energy Flow in an Ecosystem. The main goal of this module is to help students to be able to analyze and explain critically the interdependence between human beings and other living organisms from IKS health care perspective.

### **IKA 3143: Theories of Indigenous Community Innovation Systems and Technologies for Sustainable Livelihood**

The module intends to demonstrate how are the processes of community innovation altered in an indigenous context approach in using technology to improve alternative and sustainable livelihood, to explore trust, balance, respect, and understanding in intercultural relationships between indigenous and non-indigenous peoples. Community is trained Agriculture: to farm indigenous fish as a business. They receive technology in terms of infrastructure (production cages) and training to manage a fish farm, including diseases and harvesting. They may also be taught to grow indigenous herbs commercially (Indigenous medicinal plants) These plants have special medicinal properties which have been scientifically proven. Communities receive training in farming methods and in how to start a commercial enterprise and their businesses are linked to local markets. The purpose is to let students to develop critical analysis of the different debates on community innovation systems and technologies for sustainable

### **IKA 3144: Understanding the Cultural World**

In this module, student will be able to have a solid and systematic knowledge of the most important foundational issues in the field of IKS and demonstrate a critical understanding of the meta-theoretical assumptions underscoring foundational issues; demonstrate knowledge and a critical understanding of specific forms of ethics that apply to the field of IKS, such as a personalized code of conduct or the general human rights charter, and be able to apply such forms of ethics discriminately to analyze, evaluate and pose possible solutions to some current themes or issues salient to the field of IKS; demonstrate the ability to analyze, synthesize and critique the assumptions on which a chosen theme or issue are based, formulate a personal opinion about the theme or issue that gives evidence of an own coherent world view, and communicate the findings in a presentation making use of applicable technology, as well as in a proof-based report written in a typically academic format

### **IKA 3241: African Indigenous Agriculture and Sustainable Community Livelihood and Development in Southern Africa**

The purpose of this module is to develop a critical understanding of the role of African indigenous agriculture for sustainable community livelihood and development in Southern Africa. This course focuses on how indigenous people use agriculture as one of the most beneficial assets a country can have. It also look at the nature and characteristics of African indigenous agriculture; The savanna and forest - margin complexes, the migration of African indigenous crops to other regions of the world, e.g. Asia; Imported crop complexes in Africa; types of African indigenous agricultural and farming Systems; principles of African indigenous plant and animal domestication; African indigenous agricultural techniques.

### **IKA 3242: Comparative African Indigenous Cultural, Bio - diversity and Heritage**

The main aim of this module is to develop comparative and critical knowledge and understanding of the concepts and theories associated with African indigenous cultural, biodiversity and heritage. The module also looks at the

role of African indigenous cultural, bio - diversity and heritage for sustainable community livelihood and development; indigenous cultural, bio - diversity and heritage crisis in Africa; Globalization and its impact on indigenous cultural, bio - diversity and heritage in Africa; Impact of climate change on cultural and bio - diversity in Africa.

#### **IKA 3243: Comparative African Indigenous and Western Food Security Systems**

The module focus on a comparative critical knowledge and understanding of the differences between African indigenous and western food security systems and their role in sustainable community livelihood in Southern Africa. The module also look at the Theories on food security (Afro - and Euro-centric ); farming systems (plant and animal production); soil classification systems; natural resource management (Land and water); community innovation systems for food security as well as Microbiological systems on African indigenous and western food processing, preservation and storage; challenges and prospects of interfacing the two food security systems for sustainable community livelihood in Southern Africa.

#### **IKA 3244: Indigenous Knowledge and Renewable Energy Sources for Sustainable Livelihood**

In this module, you will explore types and characteristics of renewable energy; the nature and characteristics of sustainable community - based energy systems; the benefits of renewable energy sources for sustainable community livelihood; the relationship between IKS and community-based renewable energy; policy implications of using IK and innovations on renewable energy for sustainable community livelihood. The aim of this module is to provide people with critical knowledge and understanding of the relationship between indigenous knowledge systems (IKS), community - based renewable energy sources and sustainable development and livelihood in African local communities.

#### **IKA 4141: Recording and Using Indigenous Knowledge Systems (IKS)**

The purpose of this module is to develop knowledge and skills among students of recording and using IKS for promoting sustainable community livelihood in local communities. At the end of the module students will be able to demonstrate an understanding and skills of recording and using IKS for promoting sustainable community livelihood in local communities. Key concepts involve understanding the Types of IKS; IK recording sources; Selecting methods and approaches for recording IK; Preparations, Entering the community; Recording and validating IK; Documenting IK; Storage of IK and. Dissemination of IK.

#### **IKA 4142: Qualitative and Quantitative Research Methods in Indigenous Knowledge Systems (IKS)**

This module is aimed at providing students with knowledge and skills of qualitative and quantitative research methods for conducting research in IKS related issues. The module does this by introducing students to the three research methodology paradigms. These research paradigms are qualitative, quantitative, and mixed method. The module explores the history of qualitative, quantitative, and mixed research methods. The module also discusses in detail the difference between qualitative and quantitative research. Students are also familiarized with ways of using both research approaches in one research projects successfully. Step by step process of conducting both qualitative and quantitative research from the topics up until the final chapter of the research project including issues of sampling, data collection and data analysis.

#### **IKA 4143: African Indigenous Metallurgy II**

This module seeks to develop critical knowledge and understanding of the scientific and technological processes involved in African Indigenous metallurgy. This will be achieved through an analysis of best practices of African indigenous metallurgy in different regions of Africa (East, West, Southern and North Africa). The module also explores challenges and prospects of African indigenous metallurgy in the development of science and technology in sustainable development in Africa. In this module students are exposed to practical demonstrations and participation in African indigenous metallurgy practices. At the end of the module students will be able to analyze and apply the scientific and technological processes involved in African Indigenous metallurgy for sustainable community livelihood.

#### **IKA 4255: Internship and Research Project**

The purpose of this module is to provide students with practical experience in their area of professional specialisation. At the end of the module students will be able to gain practical experience and skills in their field of IKS specialization; and will be able to write an independent research paper based on the field experience (internship) in their area of specialization, as well as perform practical demonstrations. From here, student is to be place at identified workplaces.

## **STREAM 4: AFRICAN INDIGENOUS ARTS AND CULTURE**

### **IKC 3141: Comparative Western and African Indigenous Life Skills Education**

Arts and culture are the basis of identity in all communities, whether African or Western. People are identified by the cultural practices, values, norms, and customs. In this module students should be able to develop a comparative and critical understanding, knowledge, and skills of differentiating the socio-cultural context of western and African indigenous life skills education. Indigenous Knowledge is about local knowledge for a specific indigenous community and the comparison with Western life skills education enables communities to sustain themselves on livelihoods. Knowing the difference between the two knowledge systems provide to them the solutions to address the gaps left by these two systems.

### **IKC 3142: Comparative African Indigenous and Western Peace and Conflict Resolution Approaches**

African indigenous communities had their way of peace building in the communities amongst their community members. They used to practice conflict indigenous law which is now addressed as customary law to resolve conflicts amongst all members of the communities. This module compares the two peace and conflict resolution approaches for the purpose of the students to develop comparative and critical knowledge and understanding of differentiating African indigenous and Western peace and conflict resolution approaches. The module enables students to demonstrate the following: Comparative concepts and theories on indigenous and western peace and conflict resolution approaches influence of historical, geographical, language, racial, ethnic economic, political, and spiritual diversities of indigenous and western peace and conflict resolution approaches; Comparative socio - cultural context of conflict and conflict resolution in African and western societies; Comparative gender and conflict resolution in African and western cultures and Challenges and prospects of interfacing African indigenous and western approaches to conflict resolution for sustainable livelihood and development in Africa.

### **IKC 3143: Theories of Indigenous Community Innovation Systems and Technologies for Sustainable Livelihood**

Indigenous Community Innovation and Systems and Technologies for Sustainable Livelihood enables students to develop awareness of African community innovation systems and technologies for sustainable livelihood and to analyses the associated debates and theories. At the end of the course module students will also be able to develop critical analysis of the different debates on community innovation systems and technologies for sustainable livelihood. This module also enables students know and understand the following: Concepts and theories of community innovation systems and technologies for sustainable livelihood, and An analysis of practical cases of community innovation systems and technologies for sustainable livelihood from different African regions.

### **IKC 3144: Understanding the Cultural World**

Cultural world is about the global understanding of different cultures, especially the indigenous and western. This module then enable the students student to have a solid and systematic knowledge of the most important foundational issues in the field of IKS and demonstrate a critical understanding of the meta-theoretical assumptions underscoring foundational issues; demonstrate knowledge and a critical understanding of specific forms of ethics that apply to the field of IKS , such as a personalized code of conduct or the general human rights charter, and be able to apply such forms of ethics discriminately to analyze, evaluate and pose possible solutions to some current themes or issues salient to the field of IKS; demonstrate the ability to analyze, synthesize and critique the assumptions on which a chosen theme or issue are based, formulate a personal opinion about the theme or issue that gives evidence of an own coherent world view, and communicate the findings in a presentation making use of applicable technology, as well as in a proof-based report written in a typically academic format. The following will form the scope of learning: Theories on the development of African indigenous and western science and technology: Euro - and Afro – centric etc; Implications of the African indigenous science and technology on the management of contemporary science and technology in Southern Africa and indigenous student challenges and prospects of interfacing African indigenous and western science and technology for sustainable development in Southern Africa.

### **IKC 3241: African Traditional Governance and Democracy**

African Traditional governance and Democracy opportune students to develop critical knowledge and understanding of African traditional governance and democracy. At the end of the module, students can be conversant with the nature and characteristics of African traditional authority; able to demonstrate knowledge and understanding of the role of African traditional authorities in the promotion of democracy and socio–economic development in local communities. The students also have the opportunity to demonstrate their knowledge and understanding of Nature and characteristics of African traditional governance systems; Theories

on African traditional governance and democracy; African traditional versus western governance systems; Administrative and developmental functions of African traditional leadership and Gender in traditional African governance systems;

#### **IKC 3242: African Indigenous Music and Dance**

African Indigenous Music and Dance Provide students with skills, knowledge and values of African indigenous music and dance. It also enable students to develop skills and critical understanding of the nature, characteristics, principles and practices of different African indigenous music and dances, Rudiments or elements of African indigenous music; Theories and practice of African indigenous music; Performance principles of African indigenous music; Theories and practice of African indigenous dance; Rudiments or elements of African indigenous dance and Performance principles of African indigenous dance.

#### **IKC 3243: Gender in African Indigenous Arts and Culture**

The module provides students with critical knowledge on the role of gender in African indigenous arts and culture. Through this module students are also able to critically explain the role of gender in African indigenous arts and cultural issues, nature and characteristics of African indigenous arts and culture, Comparative theories and practices of African indigenous arts and culture; Performance principles of African indigenous arts; The comparative roles of gender in African arts and cultural practices; Gender in arts and cultural industries, cultural tourism, arts festivals, visual arts, Africa's symbols and Practical demonstration and participation in African indigenous art and cultural practice.

#### **IKC 3244: Indigenous Knowledge and Renewable Energy Sources for Sustainable Livelihood**

Indigenous Knowledge and Renewable Energy Sources for Sustainable Livelihood provide students with critical knowledge and understanding of the relationship between indigenous knowledge systems (IKS), community - based renewable energy sources and sustainable development and livelihood in African local communities. At the end of the module student will demonstrate a critical knowledge and understanding of the relationship between indigenous knowledge systems (IKS), community - based renewable energy sources and sustainable development and livelihood in African local communities, The nature, types and characteristics of renewable energy; sustainable community - based energy systems; The benefits of renewable energy sources for sustainable community livelihood; The relationship between IKS and community - based renewable energy, Policy implications of using IK and innovations on renewable energy for sustainable community livelihood and Practical participation in indigenous knowledge and renewable energy sources practice.

#### **IKC 4141: Recording and Using Indigenous Knowledge Systems (IKS)**

The purpose of this model is to develop knowledge and skills among students of recording and using IKS for promoting sustainable community livelihood in local communities. At the end of the module students will be able to demonstrate an understanding and skills of recording and using IKS for promoting sustainable community livelihood in local communities. Key concepts involve understanding the Types of IKS; IK recording sources; Selecting methods and approaches for recording IK; Preparations, Entering the community; Recording and validating IK; Documenting IK; Storage of IK and Dissemination of IK.

#### **IKC 4142: Qualitative and Quantitative Research Methods in Indigenous Knowledge Systems (IKS)**

This module is aimed at providing students with knowledge and skills of qualitative and quantitative research methods for conducting research in IKS related issues. The module does this by introducing students to the three research methodology paradigms. These research paradigms are qualitative, quantitative, and mixed method. The module explores the history of qualitative, quantitative, and mixed research methods. The module also discusses in detail the difference between qualitative and quantitative research. Students are also familiarized with ways of using both research approaches in one research projects successfully. Step by step process of conducting both qualitative and quantitative research from the topics up until the final chapter of the research project, including issues of sampling, data collection and data analysis.

#### **IKC 4143: African Indigenous Metallurgy II**

This module seeks to develop critical knowledge and understanding of the scientific and technological processes involved in African Indigenous metallurgy. This will be achieved through an analysis of best practices of African indigenous metallurgy in different regions of Africa (East, West, Southern and North Africa). The module also explores challenges and prospects of African indigenous metallurgy in the development of science and technology in sustainable development in Africa. In this module, students are exposed to practical demonstrations and participation in African indigenous metallurgy practices. At the end of the module, students

will be able to analyze and apply the scientific and technological processes involved in African Indigenous metallurgy for sustainable community livelihood.

#### **IKC 4255: Internship and Research Project**

The purpose of this model is to provide students with practical experience in their area of professional specialization. At the end of the module students will be able to gain practical experience and skills in their field of IKS specialization; and will be able to write an independent research paper based on the field experience (internship) in their area of specialization as well as perform practical demonstrations. From here, the student is to be placed at identified workplaces.

<b>AFC 4541</b>	:	Nature of Kingship in Ancient Egypt, the Great Lakes Region and Southern Africa.
<b>Credits</b>	:	
<b>Module Content</b>	:	* 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
<b>AFC 4542</b>	:	Women and Men as Priests, Diviners, Healers, Medicine People and Curers.
<b>Credits</b>	:	
<b>Module Content</b>	:	* Geography, terrain and history of the Great Lakes Kingdom Nature of Divine 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 Scientific Ideas and Practices in the Great Lakes Area: Astronomy; Medicine, Mathematics, Chemistry, Architecture.
<b>AFC 4543</b>	:	Men and Women's Participation in Communal and Individual Economic Activities: Then and Now.
<b>Credits</b>	:	
<b>Module Content</b>	:	
<b>AFC 4544</b>	:	Gendered Indigenous Education, Rites of Passage, Games and Sports, Personal and Social Maturation.
<b>Credits</b>	:	
<b>Module Content</b>	:	
<b>AFC 4545</b>	:	Rock Art and Wall Paintings; Ethnic Handcrafts in Southern Africa.
<b>Credits</b>	:	
<b>Module Content</b>	:	
<b>AFC 4546</b>	:	An elective from any Departmental Final year Undergraduate Programme or Postgraduate Diploma Programme that is related to African Studies or has vocational relevance.
<b>Credits</b>	:	
<b>Module Content</b>	:	

#### **SECOND SEMESTER**

<b>AFC 4647</b>	:	Causes of European Migration, Nature of their Settlement, Colonisation and Dispossession of Africa.
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<b>Credits</b>	:	
<b>Module Content</b>	:	
<b>AFC 4648</b>	:	Women and Men's Roles in the Family; Kinship Structure and Ubuntu.
<b>Credits</b>	:	
<b>Module Content</b>	:	
<b>AFC 4649</b>	:	Indigenous Scientific and Technological Principles, Productions and Products.
<b>Credits</b>	:	
<b>Module Content</b>	:	
<b>AFC 4650</b>	:	Dance and Dances, Music and Musicians, Songs and Songsters among Southern African Communities.
<b>Credits</b>	:	
<b>Module Content</b>	:	
<b>AFC 4651</b>	:	Historical and Cultural Heritage Holdings and Sites, and Touristic Attractions of Southern Africa.
<b>Credits</b>	:	
<b>Module Content</b>	:	
<b>AFC 4652</b>	:	An elective from any Departmental Final Year Undergraduate Programme or Postgraduate Diploma Programme that is related to African Studies or has vocational relevance.

#### (BACHELOR OF SOCIAL WORK SYLLABUS (Program Contents))

<b>MODULE CODE</b>	<b>MODULE NAME</b>	<b>Module Descriptors</b>
<b>SCW1141</b> (10 credits)	<b>Introduction to Social Work (first semester)</b>	SCW1141 is a first-year theory module in the BSW programme (first semester; 10 credits). The module introduces students to Social Work by focusing on three themes that helps them understand the background and practice context of the discipline. These three themes are history of Social Work (in South Africa, continentally and internationally), its philosophy, values and ethics, as well as introduce initial aspects of social welfare legislation that are relevant to the discipline and profession. In addition to lectures, students will also learn through critical reflection, group discussions and self-study. The module is assessed through both formative (assignments, tests and presentations) and summative (written examinations) formats.
<b>SCW1241</b> (10 credits)	<b>Core Elements of Social Work (second semester)</b>	SCW1241 is a first-year theory module in the BSW programme (second semester; 10 credits). It introduces students to developmental welfare policy in South Africa; the general approaches of social work and the concept of helping as a planned, purposeful process and explores the core helping qualities, values and skills associated with developing and maintaining ethical and effective helping relationships. The module also provides an overview of the professional roles in which social workers become involved, in their day to day professional practice. In addition to lectures, students will also learn through critical reflection, group discussions and self-study. The module is assessed formatively through assignments, tests, and presentation, and summatively through written examination at the end of the semester.

<b>SCW1341</b> (20 credits)	<b>Fieldwork in Social Work Practice (year)</b>	SCW1341 is a first-year practical work module in the BSW programme (full year; 20 credits). This module provides exploratory lessons and discussions on self-awareness, life skills and an overview of social matters affecting students' everyday life. Students are equipped with the knowledge and understanding of human behavior and social systems. The module requires students to explore the community and get an understanding of social issues affecting their own communities. It familiarizes students with the environment in which social workers render services through observational visits. Other key aspects include significance of recording and report writing as part of social work administration. The module is offered through lecturers and interactive class discussions. Students learn by engaging in critical reflection, group discussions and self-study. The module is assessed in formative (presentations, assignments) and summative (written examination) forms.
<b>SCW2141</b> (10 credits)	<b>Introduction to Social Work Methods of Intervention (first semester)</b>	SCW2141 is a second-year theory module in the BSW programme (first semester; 10 credits). The module constitutes of two themes, namely, integrated approach is Social Work practice and casework as method in the profession. For the first theme, the module introduces and focus on the importance of integrated use of basic methods of practice (i.e. casework, group work and community work) and application of relevant approaches within each. Matters for discussion within each method also include their rationale, objectives and process related to helping individuals, couples, families, groups and communities. For the second theme, the module focusses on in-depth examination of casework as a method of professional practice. Matters for discussion include integration of theory into practice, development of professional relationship, interviewing, assessment, interpretation, planning, and report writing. In addition to lectures, students will also learn through group discussions and self-study. The module is assessed through both formative (assignment, tests, group presentations and portfolio of evidence) and summative (oral and written examinations) formats.
<b>SCW2142</b> (10 credits)	<b>Assessment in Social Work (first semester)</b>	SCW2142 is a second-year theory module in the BSW programme (first semester; 10 credits). The module highlights the importance of assessment in the Social Work context, as well as the critical role of social functioning in professional assessment (i.e. a holistic approach). Other factors highlighted are those targeted (namely, individuals, families and communities) and current technology, the difference between assessment and diagnosis, as well as that it

<b>MODULE CODE</b>	<b>MODULE NAME</b>	<b>Module Descriptors</b>
		(i.e. assessment) forms part of the helping process. Various assessment tools (e.g. genogram, eco-map, schedules, tests, questionnaires), assessment in diversity and in multi-cultural practice, in special areas (e.g. foster care, adoption), assessment by other professionals (e.g. psychologists, occupational therapists) are also discussed. The module is taught through lectures, interactive class discussions, group discussions, and self-study. This module is assessed formatively through written tests and assignments and summatively by written examination.

<b>SCW2241</b> (10 credits)	<b>Human Behavior &amp; the Social Environment (second semester)</b>	SCW2241 is a second-year theory module in the BSW programme (second semester; 10 credits). It focuses on human behavior and the social environment, and social security measures and grants. For the first aspect, two areas of focus are about developmental tasks that form part of the human life cycle, as well as resources and obstacles experienced in the human life cycle (bio-psychosocial). For the second aspect, discussions focus on social policies and social security legislation, in relation to life tasks. For context, the module touches on national philosophy and approach to social security, social grants and benefits that are applicable to provide relief to individuals, families and communities. Students are expected to understand theories, policies and legislation which they will utilize during their practicals to promote well-being, as well as sustain social environment. In addition to lectures, students will also learn through group discussions and self-study. The module is assessed formatively (through assignments, presentations and test) and summatively (through a written examination).
<b>SCW2242</b> (10 credits)	<b>Legislation &amp; Social Functioning (second semester)</b>	SCW2242 is a second-year theory module in the BSW programme (second semester; 10 credits). The module equips students with understanding of the major social issues, policies, and legislation in the South African social welfare context and the social worker's role and contribution. The module prepares students to understand the SA Constitution and the Bill of rights with more emphasis on human rights and the role of the social worker in protecting and promoting human rights. It assists students to understand the available resources for the protection of human rights and to know the Acts that Constitute a legal framework for the development of social welfare. In addition to lectures, students also learn through group discussions and self-study. The module is assessed through both formative (assignment, tests, group presentations and portfolio of evidence) and summative (oral and written examinations) formats.
<b>SCW2341</b> (20 credits)	<b>Fieldwork in Social Work Practice (Practical Work in Social Work (Integrated Methods) (year)</b>	SCW2341 is a second-year practical work module in the BSW programme (full year; 20 credits). The module is about preparation for students for future professional practice. In mostly preparatory laboratory discussions, simulation and presentation sessions, the module provides exposure for students to required knowledge, skills and professionalism for practice in all primary methods (i.e. for casework, group work and community work, supervision and management). The module is assessed through both formative (assignment, tests, individual and group presentations, and portfolio of evidence (PoE)) and summative (oral and written examinations) formats.
<b>SCW2342</b> (20 credits)	<b>Practical Work in Social Work (Casework) (year)</b>	SCW2342 is a second-year practical work module in the BSW programme (full year; 20 credits). The first semester entails preparations through discussions and simulation exercises, while in the second semester, students are placed at local social service agencies with the aim of integrating theory into practice. Students are exposed to actual social work practice, where they interact with real clients on one-to-one basis (casework). Students are expected to discuss and reflect critically, compile various reports about their interactions and interventions rendered to clients, using relevant policies and legislation. The module is assessed through both formative (assignments, presentations, PoEs) and summative (oral and written examinations) formats.
<b>SCW3141</b> (10 credits)	<b>Intermediate Social Work</b>	SCW3141 is a third-year theory module in the BSW programme (first semester; 10 credits). The module focuses on both groupwork and community work as primary methods of intervention in social work, as well as resource networking.

<b>MODULE CODE</b>	<b>MODULE NAME</b>	<b>Module Descriptors</b>
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	<b>Intervention (first semester)</b>	Students are equipped with the knowledge to enhance social functioning and well-being of groups, organizations and communities. For groupwork, themes covered include definitions and concepts, processes, skills and roles applied, applicable models and theory, group formation, interactional analysis, group dynamics (e.g. subgroups), growth /therapeutic properties of groups, engaging with people, brainstorming, obstacles and resources in groups. For community work, themes covered include definitions and concepts; processes, skills and roles applied; models and theories applicable; ethical considerations and the importance of establishing networks during interventions. The module is assessed through both formative (assignments, tests, presentations) and summative (written examinations) formats.
<b>SCW3142</b> (10 credits)	<b>Specialized Areas in Social Work (first semester)</b>	SCW3142 is a third-year theory module in the BSW programme (first semester; 10 credits). It is geared towards enhancing social work students' knowledge of the specialized areas in the discipline and profession. This module provides an overview of various specialized areas in which social workers render services. These specialized areas include social work in health care setting, social work in the workplace, and social work in other institutional settings (e.g. probation and correctional setting, places of care, children's home, school). The module is assessed through both formative (assignments, tests, presentations) and summative (written examinations) formats.
<b>SCW3241</b> (10 credits)	<b>Social Work- Related Policies, Legislation &amp; Practice (second semester)</b>	SCW3241 is a third-year theory module in the BSW programme (second semester; 10 credits). It equips students with knowledge to challenge structural sources of poverty, inequality, oppression, discrimination and exclusion. Reference is also made to Social Work and court procedures. Students are equipped with the knowledge related to both South African and global welfare context, as well as the understanding of various social development approach in social work services. The module is taught through lectures and interactive class discussions, with students also learning through group discussions and selfstudy. The module is assessed through both formative (assignment, tests, group presentations and portfolio of evidence) and summative (oral and written examinations) formats.
<b>SCW3242</b> (10 credits)	<b>Introduction to Research in Social Work (second semester)</b>	SCW3242 is a third-year theory module in the BSW programme (second semester; 10 credits). In addition to assisting students with the knowledge of crucial social research theory and its implementation into future projects, the module aims to assist them with the knowledge that should assist in daily professional practice (e.g. planning, critical reflection, communication, presentation, report writing). Thus, the module focuses on aspects of social research that serves social work, as well as prepare students to put these into practice. Themes covered include the nature, types, designs and processes of social research, ethics and planning for a research project (proposal writing), types of and preparation of research reports, as well as critical assessment of research outputs. In addition to lectures, students also learn through critical reflection, group discussions and self-study. The module is assessed through both formative (assignments, tests, group presentations and portfolio of evidence) and summative (oral and written examinations) formats.
<b>SCW3341</b> (20 credits)	<b>Practical Work: Group Work (year)</b>	SCW3341 is a practical work module offered in the third year of BSW programme (year module; 20 credits). It provides initial overview and practical exposure of groupwork /community work practice in Social Work, in preparation to intensive practice in the fourth-year level. Thus, students are exposed to professional work through acquiring knowledge and practical work skills (including planning, organizing, facilitating, and running meetings, resource mobilization (fundraising), communication, report writing, public presentation), while applying theoretical knowledge to practice environment. Students are expected to critically reflect, determine and defend adopted methods and strategies. In addition to presentations, students also learn through group discussions and self-study. The module is assessed through both formative (assignments, tests, self-study, group presentations, PoE) and summative (oral and written examinations) formats.

<b>MODULE CODE</b>	<b>MODULE NAME</b>	<b>Module Descriptor</b>
<b>SCW3342</b> (20 credits)	<b>Practical Work: Community Work (year)</b>	SCW3342 is a practical work module offered in the third year of BSW programme (year module; 20 credits). It provides initial overview practical exposure of groupwork /community work practice in Social Work, in preparation to intensive practice in the fourth-year level. Thus, students are exposed to professional work, through acquiring knowledge and practical work skills (including planning, organizing, facilitating and running meetings, resource mobilization (fundraising), communication, report writing, public presentation), while applying theoretical knowledge to practice environment. Students are expected to critically reflect, determine and defend adopted methods and strategies. In addition to presentations, students also learn through group discussions and self-study. The module is assessed through both formative (assignments, tests, self-study, group presentations, PoE) and summative (oral and written examinations) formats.
<b>SCW4341</b> (10 credits)	<b>Advanced Social Work: Marriage Counseling &amp; Family Guidance (year)</b>	SCW4341 is a fourth-year theory module in the BSW programme (10 credits). The module equips students with knowledge and skills to work with couples and families (counseling and guidance). Topics include discussions about principles, ethics, models and approaches in marriage counseling and family guidance. The module prepares students to help guide families and couple experiencing challenges in their units and marriages and preventing problems from surfacing, through exposing these students to critical professional skills that assist with preserving relationships and families (communication, conflict resolution, self-knowledge, and problem-solving). In addition to lectures and presentations, students also learn through group discussions and self-study. The module is assessed through both formative (assignment, tests, presentations) and summative (written examinations) formats.
<b>SCW4342: (10 credits)</b>	<b>Special Problems Areas in Social Work (year)</b>	SCW4342 is a fourth-year theory module in the BSW programme (10 credits). The module focuses on critical examination of trends and statistics, theories, plans, policies, and factors that contribute towards structural inequality and exclusion in society, all these also feeding into the work environment of social work (gender, race, education, health (e.g. HIV/AIDS), poverty, family violence, substance abuse, housing and diversity). The module is assessed through both formative (assignments, tests, presentations) and summative (written examinations) formats.
<b>SCW4343</b> (10 credits)	<b>Social Work Management &amp; Supervision (year)</b>	SCW4343 is a fourth-year theory module in the BSW programme (10 credits). The module is aimed at equipping students with theoretical knowledge about supervision, management, and administration in social work. Associated professional ethics, principles, and values are critical in the discussions of each of the three areas. Themes covered in each of the three areas include the functions, roles, and required knowledge and skills. The module is assessed through both formative (assignment, tests, self-study, group presentations) and summative (written examinations) formats.
<b>SCW4344</b> (30 credits)	<b>Social Work Research Project (year)</b>	SCW4344 is a fourth-year research project module in the BSW programme (full year; 30 credits). The module serves as a final building block from the research module offered in the third year, focusing on guiding students to produce research reports (extended essays /mini theses). Assessment of the module is both formative (presentations, assignments, research proposals) and summative (oral presentations and PoE's in the form of a maximum 50-paged research reports) formats.

<b>SCW4345</b> (30 credits)	<b>Advanced Practical: Casework (year)</b>	SCW4345 is a fourth-year practical work module in the BSW programme (full year; 30 credits). It is one-third part of advanced practical work programme (constituting SCW4345 , SCW4346 & SCW4347 modules), in the form of experiential learning through a four-months full-time block placement. Students work under the supervision of registered social workers at social service agencies. As a final building block based on work done in the previous year levels, the module serves to prepare students for professional practice. Students are expected to demonstrate their knowledge and skills within specific contexts of practice. They are also expected to critically reflect, determine and defend possible methods, solutions and evaluate intervention strategies. The module is assessed through both formative (assignments, group presentations and PoE's) and summative (oral and written examinations) formats.
<b>SCW4346</b> (30 credits)	<b>Advanced Practical: Group Work (year)</b>	SCW4346 is a fourth-year practical work module in the BSW programme (full year; 30 credits). It is one-third part of advanced practical work modules (constituting SCW4345, SCW4346 & SCW4347 modules), in the form of experiential learning through a four-months full-time block placement. Students work under the supervision of registered social workers at social service agencies. As a final building block based on work done in the previous year levels, the module serves to prepare students for professional practice. They are also expected to critically reflect, determine and defend possible methods, solutions and evaluate intervention strategies. The module is assessed through both formative (assignments, group presentations and PoE) and summative (oral and written examinations) formats.
<b>SCW4347</b> (30 credits)	<b>Advanced Practical: Community Work (year)</b>	SCW4347 is a fourth-year practical work module in the BSW programme (full year; 30 credits). It is one-third part of advanced practical work programme (constituting SCW4345, SCW4346 & SCW4347 modules), in the form of experiential learning through a four-months' full-time block placement. Students work under the supervision of registered social workers at social service agencies. As a final building block based on work done in the previous year levels, the module serves to prepare students for professional practice. Students are expected to demonstrate their knowledge and skills within specific contexts of practice. They are also expected to critically reflect, determine and defend possible methods, solutions and evaluate intervention strategies. The module is assessed through both formative (assignments, group presentations and PoE) and summative (oral and written examinations) formats.

## DEPARTMENT OF ENGLISH, MEDIA STUDIES AND LINGUISTICS

### SYLLABI

#### ECS1141: ENGLISH COMMUNICATIONS SKILLS

The module exposes first entering students to academic literacy conventions and the use of English for Specific purposes. It introduces them to academic topical issues that ground them on credible scholarly attributes which among others include: critical thinking skills, developing a balanced academic argument, writing coherently and cohesively. The module also exposes students to different categories of literacies that are emerging in response to communicative trends in contemporary communicative domain. The module content entails the following topics: academic writing, genre analysis, logical sequencing, referencing techniques, language usage and error analysis, categories of literacies, and academic vocabulary development.

#### ECS1241: ENGLISH COMMUNICATIONS SKILLS FOR HUMANITIES AND SOCIAL SCIENCES

In this module, students are introduced to fundamental concepts and development of the English Language as a medium of instruction and as a subject. This would make them think critically and utilise the language the way the academic community expect them to do. In so doing the child's image is shaped educationally, socially, emotionally, intellectually, and creatively. The module will enable them to react positively to the English language framework, in accordance with the timetable, which lays a foundation for most of the courses in students' respective lectures.

**ECS1242: ENGLISH COMMUNICATIONS SKILLS FOR EDUCATION**

The module exposes prospective teachers to different approaches they can use to transmit subject content to learners of diverse cognitive and linguistic capacity. It equips them with critical thinking skills that will enable them to evaluate propositions and arguments of pedagogic significance with sound and better judgment. The module content covers the following topics: The role of language in teaching and learning, categories of literacies; the use of code switching and code mixing for pedagogic purpose; evaluating arguments, linking personal and academic literacies with disciplinary discourse; identifying genres or text; developing academic vocabulary to communicate effectively; transmitting information visually; contesting academic issues through argumentation, interacting with text to learn from subject content, and understanding the importance of correct punctuation.

**ECS 1243: ENGLISH COMMUNICATIONS SKILLS FOR MANAGEMENT AND COMMERCE**

This module introduces students to the fundamental concepts of Business English communication skills. Students are conscientised with different English language usage in line with communicative intentions such as narration, persuasion, description, and sensationalism. It is envisaged that upon conclusion students would be able to think critically and utilise language in line with audience profile and communicative intentions. The module content includes the following: organisational communication, intercultural communication, verbal, and nonverbal communication; advertisement, report writing, official and non-official business correspondence; communication ethics, and error analysis.

**ECS1244: ENGLISH COMMUNICATIONS SKILLS FOR LAW**

This module introduces students to English language usage in legal contexts. It focuses on the teaching of four basic language skills: listening, speaking, reading and writing. It exposes them to different approaches of eliciting meaning in a legal context. It also equips them with research writing skills, ability to read case studies and critically apply the knowledge gained practically, acquisition of legal vocabulary, understanding words nominalisation in line with legal concepts. Students are also grounded with debating skills with special focus on how propositions are augmented with factual and logically plausible content.

**ECS1245: ENGLISH COMMUNICATIONS SKILLS FOR SCIENCE, ENGINEERING AND AGRICULTURE**

This module aims to develop communication skills and instil the sense of cultural awareness and critical understanding to students in Agriculture, Engineering and Natural Sciences disciplines. The module focuses on four key basic language skills, namely; listening, speaking, reading, and writing. The module content covers the following topics: reading a science text, conducting research/experiments, designing an experiment, writing a paragraph and logical sequencing, developing different types of paragraphs, developing academic vocabulary for effective communication, writing for presentation and publication.

**ECS 1246**

This module maps out the four essential skills which allow students to succeed in their studies. It equips students with a step-by-step facilitation of the writing process. It guides the students on how to write a well-structured essay. Students are taught research skills and guided on how to get information for academic use; reference sources using correct conventions, writing coherently and cohesively. The module also fosters understanding of the world by exposing students to a variety of discipline specific topical issues in Environmental and Health Sciences). Academic writing, paraphrasing and summarizing, paragraph writing, topic sentences and supporting sentences, logical sequence and coherence, logical connectors, referencing, intext referencing/citation, bibliography, biography, visual Literacy, advertisements, graphs and charts, vocabulary and reading comprehension.

**SCS 1243**

This module is specifically designed for BCom Accounting Science students. Its primary aim is to lay a solid foundation for aspiring Chartered Accountants with adequate vocabulary, language usage in business context and with culturally specific norms for concise and effective communication. The content for this module includes the following topics: organisational communication, intercultural communication, verbal and non-verbal communication; advertisement, report writing, official and non-official business correspondence; communication ethics, and error analysis.

**SYLLABI****ENG1161: INTRODUCTION TO THE ENGLISH LANGUAGE (STRUCTURE AND USAGE)**

The English Language Structure and Usage component aims to deepen students' understanding of language for efficient and effective communication. The students are empowered to function linguistically in the academic

environment as well as in society. The Structure component covers topics comprising: definition and branches of linguistics, articulatory phonetics: speech organs and speech sounds, introduction to pronunciation: International Phonetic Alphabet (IPA), speech sound: voicing, voiced and voiceless consonants, place of articulation, manner of articulation, description of vowels, classification of vowels and phonetic transcription. The Usage component comprises comprehensive and thoughtful reading, word classes, types of sentences, and sentence construction. The Literature component comprises introduction to the following genres: poetry, drama, short story and novel. For each genre, focus will be on definitions and contextual background, origins and development, their role in a society, and features.

### **ENG1261: INTRODUCTION TO THE ENGLISH LANGUAGE (STRUCTURE AND USAGE)**

The English Language Structure and Usage component aims to deepen students' understanding of language for efficient and effective communication. The students are empowered to function linguistically in the academic environment as well as in society. The Structure and Usage component covers topics comprising introduction to morphology, word formation processes, inflection and derivational morphology, introduction to syntax, parts of speech, tree diagrams, comprehensive and thoughtful reading, word classes, types of texts, basic elements and patterns of sentences and essay writing. The Literature component comprises introduction to the following genres: poetry, drama, short story and novel. For each genre, focus will be on types, literary devices, and their effects, and critical analysis of texts.

### **ENG2161: ENGLISH STRUCTURE AND USAGE: INTERMEDIATE LEVEL**

The English Structure and Usage component aims to examine the nature of language as a communication system. It introduces components of the system which relate to grammatical categorisation and meaning. The topics cover: phonetics and phonology, morphology, syntax, and pragmatics at an Intermediate level. The covers the following topics: the investigation of the concepts of grammatical form and function, application of labels such as noun, adjective, verb, subject, object, phrase, clause as well as discussion of the use of grammar in written and spoken language, debates, editing and the notion of standard language. The section covers the following aspects: the colonial experience in Africa, socio-political and cultural impact of colonialism in Africa, colonial and postcolonial theory, Africa's early image in poetry, the colonial experience in poetry and post coloniality in African poetry.

### **ENG2261: POSTCOLONIALITY AND THE AFRICAN WORLD IN LITERATURE**

The syllabus on "Postcoloniality and the African World in Literature" will cover key themes such as colonial and postcolonial theory, beginning with foundational theorists like Edward Said, Frantz Fanon, and Ngũgĩ wa Thiong'o. The course will explore Africa's early image in drama, examining pre-colonial and colonial portrayals, followed by an analysis of the colonial experience and resistance in African drama. The evolution of African drama in the postcolonial era will focus on identity, resistance, and nationhood. Additionally, the course will study Africa's early image in the novel, the depiction of the colonial experience, and postcolonial themes in African literature, emphasizing identity and decolonization.

### **ENG3141: ADVANCED ENGLISH STRUCTURE (CORE)**

The Advanced English Structure (Core) aims to establish the major constituents of utterances and their features as well as familiarising students with ways of determining 'meaning' at word and sentence levels. Students are also introduced to syntactic and semantic analyses as ways of determining strengths and blemishes in texts. The topics include: types of clauses, subjunctive structures, morphology, syntax, pragmatics and discourse at an Advanced level.

### **ENG3142: ADVANCED ENGLISH USAGE (CORE)**

The Advanced English Usage (Core) aims to empower students with the knowledge to understand the connection between theoretical information on language and its practical usage. They are exposed to Editing so that they edit both their spoken and written utterances by organising, revising grammatical content when making a presentation. They are also equipped with the knowledge to critically evaluate the use of English in various domains. At an Advanced level the topics include comprehensive and thoughtful reading, paragraphing, reported speech, common errors, editing skills vocabulary development strategies, and figurative expressions.

### **ENG3241: POSTCOLONIALITY AND THE NOVEL (CORE)**

The module provides students the opportunity for detailed exploration of a range of seminal essays on the histories of imperialism and colonialism and how they impact on fiction. It introduces students to the wider cultural, philosophical and intellectual traditions of postcolonial writing and literature. The module also enables students to trace the intricate relationships between postcolonial critical and aesthetic traditions with regard to



the salient issues of race and ethnicity; gender and sexuality; diaspora and migrancy. Furthermore, it enables students to appreciate the innovative and distinctive textual and thematic features of postcolonial prose texts. The contents of the module include: The philosophical, cultural and intellectual backgrounds of colonialism, Postcolonial theories of epistemology and subjectivities; literature of Empire; race and ethnicity; language and colonialism; intersections between feminism and postcolonial discourse, interconnections between colonialism and modernity, postcolonialism and postmodernism.

#### **ENG3242: THE POETRY OF LOVE, PROTEST AND RESISTANCE (ELECTIVE)**

The module enables students to understand discourses which underline the themes of love, protest and resistance and their ramifications in poetry in general. It also deepens student's understanding of the poetic skill and diction employed by poets in their expression of, and / or addressing the themes. It further increases students' literary appreciation through a critical study of social, political, historical and aesthetic contexts within which the poetry has been produced over the centuries. The module covers the following topics: poetry definition, division of poetry, periods in poetry, Medieval Lyricism, the Renaissance Age, the Elizabethan Period, the Metaphysical tradition, the Restoration Age, the Romantic Period, the Victorian Period, the Modern Period, Irony and false consciousness, Self-doubt and the doubt of others, desolation and spiritual aridity.

#### **ENG3243: THE DRAMA OF CLASS, RACE AND CULTURAL DIFFERENCES (ELECTIVE)**

The module enables students to differentiate the thematic concerns of drama and identify their characteristics. It makes students aware of classical, contemporary and post-modernist dramatic texts, provide students with information pertaining to the nature and function of literature and equips students with the skills necessary in the analysis of dramatic texts as well as introducing students to the emotive and aesthetic attributes of performance as literature. The contents of the module are: the philosophical, cultural and intellectual backgrounds and contexts to colonialism, Postcolonial theories of epistemology and subjectivities and the politics of race and ethnicity; language and colonialism.

### **SYLLABI**

#### **ELT 5122: ENGLISH LANGUAGE THEORY**

The English Language Theory module offers students the opportunity to engage in detailed accounts of major theories of language development within the discipline of linguistics from the twentieth century to date. They also have to interrogate the key linguistic features associated with major language theoretical traditions. The students are supposed to discuss and analyse the concepts of structural linguistics laid down by de Saussure, generativist approaches established by Noam Chomsky, critiques of generative linguistics, second language acquisition theories, the usage-based theories associated with cognitive linguistics and error analysis theories. The theories also equip students with a set of skills through which to critically read, question and engage with language theories. They allow students to explore the spread of English as a global language, the changes in usage and the politics of engagement with world Englishers.

#### **ELT5123: ENGLISH LANGUAGE TEACHING METHODOLOGY**

The module seeks to equip students with a set of criteria by which to critically read, question and observe methods. It provides students with a detailed account of major twentieth-century trends in language teaching. As well as highlight the similarities and differences between approaches and methods. It also equips students with a set of criteria by which to critically read, question, and observe methods. It provides students with a detailed account of major twentieth-century trends in language teaching, as well as highlight the similarities and differences between approaches and methods. The module covers the following topics: first and second language acquisition, teaching methods and approaches, grammar translation method, audio-lingual method, the natural/communicative approach, vocabulary teaching, large classes, internet in the classroom, intervention strategies, comparing and evaluating teaching methods.

#### **ELT5124: PSYCHOLINGUISTICS**

The Psycholinguistics module aims to introduce students to the relationship between Linguistics behaviour and Psychological processes of language acquisition and learning. The module interrogates the following topics: what psycholinguistics entails, biological and social characteristics of language, language brain and cognition, theories of language acquisition and learning, critical age period and interlanguage.

#### **ELT5127: LANGUAGE IN SOCIETY**

This module familiarises the students with key concepts of sociolinguistics. The module focuses on sociolinguistics and the sociology of language, sociolinguistics phenomena, speakers and communities, varieties of language, global and specific statements, varieties of language, and speech communities, language and

dialect, standard languages, language, culture and thought, language speech and thought, language and the rest of the culture, language in social contexts, code-switching and borrowing, contact languages, mixed languages, lingua francas, social interaction and language, ethnography of communication, language attitudes, language choice, language maintenance and shift, language planning and standardisation, bilingualism, language and power, language and planning, and the non-use of African languages in education in Africa.

#### **ELT5129 LANGUAGE RESEARCH METHODS: THEORY AND PRACTICE**

The module aims to introduce students to the nature of scholarly research by providing them with the reasons and characteristics of a 'good' research within a language research context. This module is designed as an introductory course in language research. Emphasis is placed on reading basic research methodologies in the Social and Behavioural Sciences and critical analysis of published research. The module consists of the following topics: scientific research and different types of research, significance of a language research, formulation of hypothesis, developing aims and objectives for language research, designing research questions, delimitation of research topics, and identification and application of theoretical framework.

#### **ELT5222: ENGLISH LANGUAGE THEORY**

The module offers students the opportunity to engage in detailed accounts of major theories of language development within the discipline of linguistics from the twentieth century to date. They also have to interrogate the key linguistic features associated with major language theoretical traditions, multiliteracies: literacy learning and the design of social futures, the dialogic imagination, speech genres and other late essays, world Englishes, linguistic imperialism, discourses, feminism and linguistic theory language and sexuality, and mapping the language of racism.

#### **ELT5223: SYLLABUS DESIGN**

The syllabus design component provides students with an overview of the course designer's task, beginning with most fundamental aspect, needs assessment, then working through English Language curriculum and syllabus construction, how curriculum changes affect educators, and preparation of English language teaching materials. The module covers the following topics: syllabus, curriculum, programme, goals and objectives, awareness of the issues in teacher education, setting up a course programme, basis for curriculum or syllabus design, curriculum developed on communicative goals, the scope of a communicative syllabus, language text in communicative syllabus, product reading, creating material, and programme evaluation.

#### **ELT5224: PSYCHOLINGUISTICS**

The Psycholinguistics module aims to introduce students to the relationship between Linguistics behaviour and Psychological processes of language acquisition and learning. The module consists of the following: stages in language acquisition, types of linguistics knowledge and competence, role of first language in the acquisition of subsequent ones, internal and external determination for language development, competence versus performance, communication strategies, and language acquisition development disorders.

#### **ELT5227: LANGUAGE & GENDER**

The module equips the students with knowledge and how language is used to portray gender and speech activities. It differentiates between "gender and sex. The module covers the following: keeping gender order, masculinities and femininities, gender practice, linking the linguistic to the social, changing practices and ideologies, the social locus of change, linguistic resources, access to situations and events, speech situations and events, the pursuit of conversation, conversation styles and conversationalists, positioning ideas and subjects, women's language and gender positioning, showing difference or respect, backing down or opening things up, intensity and engagement, speaking indirectly, discrimination and language, expanded view of language, and the uses and forms of language.

#### **ELT5229: LANGUAGE RESEARCH METHODS: THEORY AND PRACTICE**

The module aims to introduce students to the nature of scholarly research by providing them with the reasons and characteristics of a 'good' research within a language research context. This module is designed as an introductory course in language research. Emphasis is placed on reading basic research methodologies in the Social and Behavioural Sciences and critical analysis of published research. The module consists of the following topics: methodology and data collection instruments, presentation of findings, interpretation of findings, summary, conclusion, recommendation, identifying limitations, bibliography, use of turn-it-in.

## **SYLLABI**

### **ESH5121: POETICS: PLATO TO THE NINETEENTH CENTURY**

The module aims to help students understand literature by developing a working definition of the literary phenomenon. It enhances students' understanding of literature through a critical study of selected pre-twentieth century views on its nature through a critical study of some views on its function and value, from Plato to the nineteenth century. The module covers the following topics: What is Literature? Plato: The Republic, Book X, Aristotle: Poetics, Longinus: On the Sublime, Philip Sidney: An Apology for Poetry, John Dryden: An Essay of Dramatic Poesy, Alexander Pope: An Essay on Criticism, William Wordsworth: Preface to Lyrical Ballads, Samuel Taylor Coleridge: Biographia Literaria, Matthew Arnold: The Study of Poetry

### **ESH5122: BLACK SOUTH AFRICAN LITERATURE IN ENGLISH**

The module provides students with an overview of historical developments and the literary significance of what has become known as Black English, as a component of the study of South African literature in English. It helps students trace the rise of militancy in Black South African literature from political commitment, Black Consciousness through Resistance to Reconstruction. It empowers students with the necessary skills to link historical and literary developments in the transformation of South African socio-political and literary landscapes. The contents of the module are: Impact of colonialism, from Ntsikana to Lovedale, Drum Era, Exile and Alienation, Black Consciousness and the quest for identity, Resistance literature and Post-Revolutionary literature.

### **ESH5123: BACKGROUNDS TO MODERN AFRICAN LITERATURE IN ENGLISH**

The module provides students with the necessary background information on the oral, vernacular, and early English antecedents of modern African literature. It equips them with the knowledge of the elements, which run through the oral and written forms of African literature. It sensitises students to the essentially utilitarian quality of African literature, which predisposes it to the task of social transformation. The module contents include: the Oral and Vernacular Antecedents, transition from Oral and Vernacular to modern African literature - the Pioneer/Pilot Writers in English (West, East, Central Africa), and Literature, Society and Social Transformation in Africa.

### **ESH5126: THE ROMANTIC PERIOD: BACKGROUND AND ESSAYS**

The module aims to provide students with the necessary background information on the Romantic period in English Literature. It enhances students' understanding of specific qualities of the literature of this period that set it apart from all other forms of literature and within the parameters of the literary, political, and social background it flourished under. It enables students to appreciate the Romantic literature as well as explore it as distinct and yet integral to English literature. The module contents are: The socio-political and intellectual background of the period, Romantic prose essays (Preface to Lyrical Ballads, Appendix B to the Lyrical Ballads, Selection from 'Biographia Literaria'), Letter by John Keats (On Negative Capability, The Eolian Influence).

### **ESH5129: LITERARY RESEARCH METHODS - THEORY AND PRACTICE**

This module introduces students to the nature of scholarly research by helping them understand the nature, essence and characteristics of good research. It seeks to enhance students' effective use of the resources available in the library for their research. The module also provides students with the knowledge that they would need to choose researchable topics and gather useful information from both oral and print sources and electronic databases. Further, it introduces students to different types of methodologies suitable for literary and language research. Furthermore, it makes students aware of the rationale for the utilisation of sources in research as well as how they should be used and properly documented within the text and in the bibliography. The module contents are: What is Research? Why do we Research?, Characteristics of Good Research, Methods of Library and Field Research, Using the Library, Note-Taking, How to Choose a Topic (for a Research Project / MiniDissertation), How to Develop a Topic, Using and Documenting Source Materials, and Mechanics of Writing.

### **ESH5221: MODERN CRITICAL THEORY AND PRACTICE**

To introduce students to some of the major critical theories of the twentieth century and to offer students the opportunity to apply these theories in practical analyses of literary texts. The module contents include the following: Russian Formalism, Anglo-American New Criticism, Structuralism and Post-Structuralism, Literary Hermeneutics, Phenomenological Criticism, Modern Psychoanalytic Criticism, Marxist Literary Theories, Feminist Literary Criticism, Stylistics and Postcolonialism.

**ESH5222: WHITE SOUTH AFRICAN LITERATURE IN ENGLISH**

The module offers students an overview of the role of white South African literature in English and, thereby, enhancing their understanding of the varied influences and perspectives that help shape it. It provides students with the context within which white South African literature in English manifested itself, and continues to manifest itself, within the larger body politic of South Africa's literary production. The module also sensitises students to the different contexts and aspects which have informed white South African literature in English over the years and thus examine the role this literature has played, and continues to play, within South Africa's socio-political and economic reconstruction, transformation and development. The module contents include the following: the colonial encounter and resistance, the influence of Liberal aesthetics, Artistic conservatism, Political discontent and protest, Alienation and resistance, and Post-Revolutionary literature.

**ESH5223: POSTCOLONIAL AFRICAN LITERATURE IN ENGLISH (EXCLUDING SOUTH AFRICAN LITERATURE)**

The module helps students to explore the themes and aesthetics of modern African literature in English and their links to the postcolonial condition of Africa. It helps them to study representative works of prose, poetry and drama which treat the concepts of culture conflict, cultural identity and the complex of socio-political issues spawned by the attainment of political independence by African countries. It assists students to pay particular attention to the stylistic strategies employed in the discourse of these themes and concepts, and the impact of this treatment on the social and political attitudes of the people whose world is mirrored by the writers. It sensitises students to the issues of morality and political governance, and social relationships as they are treated in specific literary texts. The module content includes the following topics: culture conflict–alienation, dilemma, hybridity, cultural Identity–negritude, African personality, and post-independence socio-political, situational-corruption, war, and political disorder.

**ESH5226: THE ROMANTIC PERIOD: POETRY**

The module explores the Romantic Period Poetry and helps students understand the discourses that underlie all the themes of this era. The module aims to create awareness among students of one valuable and stimulating approach to literature that is based upon the awareness of the relations between the literary forms and their historical context. The contents are the following: The Romantic Period – Background, The Romantic Period - Prose and Poetry, Poets and their poetry - William Blake, William Wordsworth, Samuel Taylor Coleridge, Lord Gordon Byron, John Keats, and Percy Byssche Shelley.

**ESH5229: THE RESEARCH PROJECT - FORM AND CONTENT**

The module equips students with the skills required for the correct formatting of a mini-dissertation and guides them through the stages of writing a technically-correct research proposal. The module aims to make students aware of the rationale for utilising sources in research and helps them to understand how sources should be used and properly documented within the text and in the bibliography. The contents of the module are: methods of library and field research, using the library, note-taking, how to choose a topic (for a Research Project / MiniDissertation), how to develop a topic, mechanics of writing, the research proposal - format and content, the research report – form, and using and documenting source materials.

**SYLLABI****MST1141: INTRODUCTION TO MEDIA STUDIES**

This module aims to introduce and enhance students' knowledge of the media industry. It examines the evolution of communication, mass media systems and structures from the primaeval period. This course will also explore media's social, economic, political, technological and cultural issues. Students develop ways of understanding various media forms, reception, and influence, carefully recognising how these different media impact each other and the audience.

**MST1142: NEWS WRITING**

This module examines the basic definitions of news, the structure of news, journalistic formats of news presentation, and the methods of producing them. The course also scrutinizes the various types of leads, the inverted pyramid, writing transitions, and conclusions. For practical exposure and experience in news gathering and reporting, students should be expected to turn in news stories under given deadlines. Model news stories will also be provided to the students for studying and imitation. The students will be encouraged to submit news stories and articles to the metropolitan media for publication. This module introduces students to a broader understanding of the news as a media genre; inculcates students the appropriate skills for news writing and reporting generally; helps students understand the basic requirements for writing or reporting for either print or broadcast media of communication; introduces students to the fundamental skills required for specialized and

advanced writing and reporting, and enable students to understand the activities of various agents involved in the routine of news production.

#### **MST1241: MEDIA AND SOCIETY**

This module examines the importance of audience studies for media studies and society. It familiarizes students with the relationship between media texts and audiences, the social and cultural contexts of reception, and how meanings are generated for and by audiences. By examining these elements, the module addresses the issues of media effects, influences, and pleasures in contemporary society. It further covers theories and debates about media texts, reception processes, and text/audience relations. Central to the module is a focus on how different approaches conceptualize media texts, how they construct audiences, and the methods of reception of media texts by audiences. The module also reviews the history of audiences and audience research from the vintage point of the present digital age. It also examines critical theories of audiences' and users' interpretation, engagement, and creativity from a global and cross-media perspective. The module interrogates how mass society and social-scientific approaches could be used better to understand mass communication and the process of audience reception.

#### **MST1242: RECEPTION STUDIES**

The module examines the importance of audience studies for media studies and society. It familiarises students with the relationship between media texts and audiences, the social and cultural contexts of reception, and how meanings are generated for and by audiences. By examining these elements, the module addresses the issues of media effects, influences, and pleasures in contemporary society. It further covers theories and debates about media texts, reception processes, and text/audience relations. Central to the module is a focus on how different approaches conceptualize media texts, how they construct audiences, and the methods of reception of media texts by audiences. The module also reviews the history of audiences and audience research from the vantage point of the present digital age. It also examines critical theories of audiences' and users' interpretation, engagement, and creativity from a global and cross-media perspective. The module interrogates how mass society and social-scientific approaches could be used better to understand mass communication and the process of audience reception.

#### **MST2141: PRINT JOURNALISM**

This module is designed to give students print media journalism theory and practical skills with emphasis on features, reviews and sports writing, magazine production, the art of interviewing, and photojournalism. Students will also develop basic online news writing and editing skills, crowdsourcing, blogging, and microblogging. The course acquaints students with the legal and ethical aspects of news photography and online journalism. Students will also be made to understand the art of sourcing news from social media and distinguishing facts from opinions in journalism.

#### **MST2142: NEW MEDIA AND SOCIETY**

The module scrutinizes the importance of new media in modern society and questions their roles in public life. New media technologies have generated massive social changes in society. These technologies have penetrated virtually every sphere of life-shaping modern culture and influencing how people behave, communicate, learn, and conceive themselves and the world around them. This course interrogates how new media, such as social networking services, blogging, video games, and mobile phones, influence community, social relationships, and public and private spaces. It helps students gain an understanding of the concept of 'newness' regarding new media technologies; it helps students gain insight into the social, economic, and political impact of social media; to gain familiarity with scholarly perspectives of social media in communication studies; it assists students in developing a critical perspective on the social uses of new media; and help students develop an understanding of areas of concern such as social media use, privacy, surveillance, freedom of speech, Internet governance, digital rights, and citizen journalism.

#### **MST2143: BROADCAST JOURNALISM**

The module introduces students to the basic elements of broadcast journalism. It also provides student with skills in news gathering, writing, video recording and editing. It further equips students to identify newsworthy subject matter and develop story ideas, and skills to investigate different angles through which to approach and pitch a story. The module content covers the following topics: news gathering, basic elements of news values, writing specific to broadcasting, writing for broadcast, visual/audio audiences and photojournalism, pitching content, video recording editing written scripts, images and visuals, media law and regulation, radio broadcast, television broadcast and online broadcast.

**MST2241: RADIO STUDIES**

The module provides students with an understanding of how radio broadcasting operates and is managed. The module enables students to develop an understanding of the impact of digitization on traditional radio broadcasting. It compares public, commercial, and community models of broadcast media with contemporary modes of radio broadcasting. The course also explores the following issues; audiences, radio broadcasting formats, national broadcast regulations and policies. Thus, the course acquaints students with radio broadcasting theory and practical elements.

**MST2242: TELEVISION AND FILM STUDIES**

The module explores the social, cultural, political, economic, historical, and aesthetic dimensions of film and television internationally, and in South Africa. Moreover, the module is designed to cover both theoretical and practical elements with the aim to develop students' competence in audio-visual communication. Students will develop the ability to analyse, reflect and utilise acquired skills. The module will further enable students to understand critical differences between television and film and help them acquire the skills of using technologies such as video cameras and mobile phones to tell a story. Finally, the module enables students to understand and effectively interact using correct and suitable audio-visual scientific language and technical terminology that will enable them to easily navigate this dynamic career path.

**MST2243: MEDIA IN AFRICA**

The module examines the genesis, development, and progression of mass media systems and structures in time and space. It traces the interface between different colonial administrations and the mass media in Anglophone, Lusophone and Francophone Africa from the colonial period to contemporary times and how the mass media in the different geographical and historical spaces shaped and were shaped by political and administrative developments. History of the media in Africa- press, broadcasting, film. The module content covers the following: colonial and post-colonial media systems, African media systems and structures, roles and functions of the media in Africa, media state Relations in Africa, the role of advertisers, media ownership and control in Africa, new and emerging media in contemporary Africa, comparative analysis of media evolution and functions, Anglophone, Lusophone, and Francophone Africa, media and democratisation in Africa, press freedom in Africa, media and Propaganda, citizen Journalism, Media Policy, and media regulation regimes

**MST3141: MEDIA LAW AND ETHICS**

The module introduces students of media law and principles of media ethics. It equips students with a sound understanding of the theoretical and practical approaches to media law and ethics. It enables students to have an appreciation of the interface between media law and ethics in South Africa and other jurisdictions. Students will gain an awareness of social responsibility and professional integrity through inclusion of reasoned responses to debates on media law and ethics.

**MST3142: ECONOMICS OF THE MEDIA**

This module teaches students to understand the economic forces that drive the media to understand the business of the media. It is concerned with the changing economic forces that direct and constrain the choices of decision-makers across the media. This module introduces students to some of the main economic concepts and issues affecting the media and addresses some of the more interesting economic characteristics and industrial questions surrounding media companies and markets. It examines the distinctive economic features of media, the relationship between these features and the strategies deployed by media corporations, and a range of key forces and issues affecting the economics of the main sub-sectors of mass media. Areas that will be covered include the economics of advertising, print media, broadcasting, film, and new digital media.

**MST3241: POLITICAL ECONOMY AND MEDIA**

This module explores the relationship between media systems and economic and political power. It focuses primarily on media companies' ownership patterns, organisational structures, and business operations; the way that governments' laws shape these practices, regulations, and other policies; and the impacts of these business/regulatory interrelationships not only on media content and media audiences but also on societies' politics and culture. It introduces students to the fundamental concepts of the political economy of the media, which will help students understand how economic factors and political forces influence the production, distribution and consumption of media products.

**MST3242: COMMUNICATION PLANNING AND MEDIA MANAGEMENT**

This module introduces students to the inner being of the organisation, namely, its culture, climate and channels, its managerial and communication philosophies, public relations, marketing, advertising management, and its change processes. It assist students, develop a good communication plan and strategies for any media organisation, it help students understand the application of communication in organisations, it assist students,

gain knowledge of the different strategic roles of communication in organisations, it helps students to understand the importance of integrating communication in organisations, it help students understand the basic principles of communication integration and management of communication integration, it assist students, gain knowledge of the differences between organisational culture and organisational climate, it helps students learn about various networks in the organisation, it assists students, understand the impact of new media technology and 4<sup>th</sup> industrial revolution on organisational communication.

## **SYLLABI**

### **MST5121: MINI-RESEARCH**

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 analysing data, presenting results, and writing up their research reports.

### **MST5122 DIGITAL MEDIA AND SOCIETY**

The module informs students with the emergence of new digital technologies that 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.

### **MST5123: MASS MEDIA THEORIES**

This module allows students to review the mass communication theories studied at the undergraduate level, explore those theories at a deeper level, and become familiar with some emerging perspectives in the field. Understand students to understand the historical development of media theories and how they link with historically significant social, political and technological events/issues in the field of mass communication; to understand the strengths and limitations of mass media theories; to critically evaluate approaches as applied to practical mass media problems, to identify and describe theoretical frameworks and Perspectives associated with the social role of media; to identify and characterize critical research and writing that has advanced our understanding of the social role of the media.

### **MST 5124: 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.

### **MST5125: 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 organisational, 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.

### **MST5126: ADVANCED RADIO STUDIES**

The module enables students to gain an in-depth understanding of the radio environment. The radio industry is changing because of the new digital technologies. 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.

**MST5127: 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 media shapes identities and people's views of others through their representation of gender, race and class. The module explores how media influences society's expectations of the social roles and norms of women, men and minority groups. The module exposes students to different theoretical approaches to gender, race, and class. It enables students to interrogate and evaluate the knowledge learnt and the processes involved in producing gender, race, and class media content. The module also equips students with skills to critically interrogate links between gender, race, class, and the media. The module also enables students to examine how gender stereotypes manifest in the media and sensitise students on various ethical and legal issues, focusing on gender, race and class issues affecting the media and its audiences today.

**MST5221: 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.

**MST5222: AFRICAN MEDIA ANALYSIS**

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.

**MST5223: 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 marketplace, 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.

**MST5224: 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.

**MST5225: 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.

## **SYLLABI LINGUISTIC**

### **LIN1141: INTRODUCTION TO THE STUDY OF LANGUAGE**

This module introduces and inform the students about the significance in the study of the discipline by engaging them in acquisition of aspects of language study. It exposes the students to critical issues in effective language use relating to linguistic epistemology and creativity in the system, linguistic competence, generality and universality of grammar as related to communication. The module focuses on languages of the world, specialisation, a creative system, grammar and linguistic competence, generality and universality, cognitive grammar, language as a symbolic system, categories and concepts, schemas, and kinship

### **LIN1142: TEXT PRODUCTION 1 - PROFESSIONAL WRITING**

This module introduces the students to good writing and text production skills are fundamentally required in all areas of the mass media. It equips and helps the students to develop writing skill and exposes them to critical issues in effective writing such as types of writing styles, organisation of paragraph, and other units of writing such as words, phrases, clauses, spelling etc. It further equips the students with the importance of word choice in effective writing and text production. The module focuses on an understanding the writing process, feature writing, writing the editorial, simple story structure, rewrites, advances, follows up, professional writing: skill and practices, book and newspaper reviewing, law and ethics of professional writing, and the principles of consistency.

### **LIN1241: THE STRUCTURE OF WORDS, PHRASES AND SENTENCES**

The module introduces the students to the understanding of how lexical items function in isolation and in phrases and sentences to enable them to apply their use in different texts and contexts with confidence. It equips students to demonstrate knowledge of phonology as function of the patterning of sounds. Students are further assisted to analyse morphological structures according to their formation rules; and give responses to grammaticality and meaning in sentence structures. The module focuses on Phonology (segments contrasts, variations, syllables, derivations), morphology (words and word structure, derivation, compounding, inflections) and syntax (universal grammar, categories and structure and complement options).

### **LIN2141: PHONOLOGY AND SYNTAX**

The module equips students with knowledge and information which will enable them to communicate and understand phonology and syntax in linguistics environment. It familiarises the students with the phonetic and phonological levels of linguistic description, covering the analysis, articulation and classification of speech sounds and prosodic patterns (phonetics), and their systematic use in spoken language (phonology).

### **LIN2142: TEXT PRODUCTION 2 – PROFESSIONAL WRITING**

This module equips and helps the students to develop and alert their writing skills. It helps the students to appreciate and better understand the nitty-gritty of the study of text production. It produces well trained writers with a global passion and desire to positively impact the world. It further enables the students to write in a socially responsible and legal manner. It also helps students to creatively develop the writing skills as specialist on text production. The module focuses on the definition and description. The module content consists of the problem of relative autonomy, three strategies for research on text production, the linearity of text production, professional writing, revising and editing, designing a model, and professional writing as an academic discipline.

### **LIN2241: PSYCHOLINGUISTICS AND SOCIOLINGUISTICS**

This module serves as an introduction to the fields of psycholinguistics and sociolinguistics. It equips the students with knowledge and information of psycholinguistics and sociolinguistics. The module also elaborates on the major theories and key concepts regarding the cognitive and psychological nature of language learning and usage. The module consists of the following topics: languages, the role of language in nationism and nationalism, multilingualism and a problem and resource, bilingualism pattern and language attitudes, diglossia: Fishman's and Ferguson's concepts of diglossia, comparison between Fishman's and Ferguson's concepts of diglossia, language choice, language shift and maintenance: Shift and choice and causes of maintenance and shift, language planning, kinds of language choices, language determination, and language development, language policy, and language-in-Education Policy.

### **LIN2242: INTRODUCTION TO INSTRUMENTAL PHONETICS**

The module equips the students with knowledge and information of instrumental phonetics and speech chain. It assists student to demonstrate the knowledge of the discipline 'Instrumental Phonetics' by understanding the principles of articulation and acoustic phonetics; be able to read and critically assess current phonetic literature; be able to make empirical observations and theoretical generalizations; and apply their knowledge of the essentials of instrumental phonetics to various research problems in both phonetics and phonology. The module consists of the following topics: focuses on definition and description of instrumental phonetics, kinds of phonetics, instrumentation and the speech chain, the word of phonetician, demystification, acoustic instrumentation, loudspeakers and headphones, and the sound spectrograph.

### **LIN3141: TOPICS IN APPLIED LINGUISTICS**

The module equips the students with knowledge and information in applied linguistics, language and culture issues. Students learn Language-in-Educational Policies and rights, health, environment, language and media, discourse analysis of educational material, educational literacy, and language and technology. The modules assists students to identify key theoretical concepts and issues across a range of applied linguistics, and language and culture topics. The module consists of the following topics: Language-in-Educational Policy and rights, linguistic applications to naming, functions and preservation of nature, language and media: discourse analysis of educational material, educational literacy, language and technology, and featuring of African languages in technological communication.

### **LIN3142: TOPICS IN NON-LINEAR PHONOLOGY**

The module builds on the knowledge of linguistic theory acquired in earlier courses. It also explores the theoretical foundations of one or more dominant schools of thought in the study of language, with reference to their methodological assumptions and achievements as manifested in investigations of the core areas of phonetics, phonology, morphology, syntax and semantics. It develops the ability to develop advanced phonological analysis of linguistic data, in accordance with the goals and contents of this course. It also helps students to develop the ability to communicate, orally and through written essays, with a high level of academic proficiency, the students' own results of study and research. The module focuses on the introduction to NonLinear Phonology, basic concepts, places of articulation and manners of articulation, introduction to basic concepts, incomplete assimilation and regressive assimilation, progressive assimilation and Absolute assimilation, phonological process, sound changes, prefixal and suffixal morphemes, hierarchical nature of relationships among phonological units, and clinical application of theory for assessment and interventions.

### **LIN3241: LOGICAL SEMANTICS AND PRAGMATICS**

The module explores the distinction and relation between linguistic semantics and the pragmatics of interpersonal communication and to compare current theories and issues arising in this connection. It assists students to appreciate and possibly solve analytical problems in the light of differing; theoretical assumptions, and evaluate current theories of the semantics-pragmatics interface. The module focuses on definition and description, the nature of meaning, semantic relations in words, phrase and sentences, lexicalization of concepts, and grammatical concepts, syntax sentence interpretation, constructional meaning, structural ambiguity, thematic roles and interpretation of pronouns, pragmatics, roles of beliefs and attitudes, setting and discourses, and conversational maxims.

### **LIN3242: TRANSFORMATIONAL SYNTAX**

The module builds on the knowledge of linguistic theory acquired in earlier courses. It also explores the theoretical foundations of one or more dominant schools of thought in the study of language, with reference to their methodological assumptions and achievements as manifested in investigations of the core areas of phonetics, phonology, morphology, syntax, and semantics. The module focuses on transformational grammar, categories and structure, syntactic categories, meaning and distribution, phrase Structure, the X' schema, Heads, and Specifiers, complements, and the merge operation. complement clauses, matrix clause and complement clause, movement theory, movement and inversion, deep structure and surface structure, derivation, insertion, additional structures, sentence structure, phrasal structures, sentential structures and transformations.

## **SYLLABI**

### **LIN5141: LINGUISTICS RESEARCH METHODOLOGY**

The module introduces the students to research methods in linguistics, with special emphasis on corpus linguistics. It also introduces students on the formulation of research questions and the formal requirements of a mini-dissertation and research methodology. It equips students with the ability to conceptualise, design and

implement a research project that will contribute to existing knowledge in their chosen area of investigation. The module consists of the following topics: meaning of research objectives of research, types of research, research approaches, introduction to research methodology, significance of the study, research methods versus methodology, research process, research problem, selection of the problem, technique involved in defining a problem, and necessity of defining a research problem.

#### **LIN5143: HISTORICAL AND COMPARATIVE LINGUISTICS**

The module introduces language change from a historical perspective and knowledge of the more important theories of language change. It describes the differences between synchronic and diachronic linguistics at a general level. The module describes the historical linguistics as a field within linguistics and its historical development account for the main types of language change: (i) sound change, (ii) grammatical change, (iii) changes in syntax, (iv) semantic changes discuss the concept of grammaticalization. The module covers the following topics: nature of language change, systematic language change, causes of language change, sound change, sequential change, segmental change, auditorily based change, phonetic versus phonological change, morphological change, addition of affixes, loss of affixes, and syntactic change.

#### **LIN5144: TOPICS IN SOCILINGUISTICS**

This module familiarizes the students with the principal concepts of sociolinguistics. Different varieties and features of language spread, change or disappear. It exposes them to key concepts of sociolinguistics, examining language variation and the social and contextual characteristics which help to shape it. It further introduces the students to linguistic items, like varieties of language, and speech communities. The module content consists of the following topics: linguistics and the sociology of language, sociolinguistics phenomena, speakers and communities, varieties of language, global and specific statements, varieties of language, and speech communities, language and dialect, standard languages, language, culture and thought, language speech and thought, language and the rest of the culture, language in social contexts, code-switching and borrowing, contact languages, mixed languages, lingua francas, social interaction and language, language attitudes, language choice, language maintenance and shift, language planning and standardisation, bilingualism, language and power, language and planning and policy.

#### **LIN5146: LINGUISTICS IN AN EDUCATIONAL CONTEXT**

The module empowers the students with knowledge of theoretical approaches and practices that facilitate language structures, language acquisition and production and analysis of communication disorders. It enables the students to evaluate typical explanations of language impairments from a linguistic perspective. It also helps the students to identify, apply, reflect and critique the theories and approaches for analysis of language disorders. The module consists of the following topics: language in context, child language acquisition, language disorders and impairment, language in education policy, Language of learning and teaching, mother tongue education, linguistic literacy, language and imperialism, South African language in Education Policy.

#### **LIN5241: LINGUISTICS RESEARCH DISSERTATION**

This module helps the students to develop the ability to conceptualise, design and implement a research project; It helps the students to search for relevant information in multiple sources and to interrogate the knowledge obtained from those sources. It further equips students to gain the ability to synthesize information gathered from multiple sources. Students are introduced to the theories, research methods and techniques applicable to their chosen area of investigation. Students are further equipped with the skill of relating the outcomes of their studies to existing academic literature and also how to locate their contribution within the broader body of knowledge in their chosen area of study; and equips the students with advanced research skills and the ability to communicate their ideas coherently and independently both orally and in written form. The module consists of the following topics: research topic, introduction and background, research design, conceptualization of research, literature review, research questions and theoretical frameworks, qualitative and quantitative research methods.

#### **LIN5244: TOPICS IN PSYCHOLINGUISTICS**

This module serves as an introduction to psycholinguistics and examines key issues concerning how language is acquired, represented and processed in the brain (with particular focus on acquisition and learning of a second language). It deals with 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. The module consists of the following topics: theories and language acquisition, language comprehension and production, effects of prior knowledge on comprehension, development of psycholinguistics and approaches, behaviorism and mentalism, linguistics diversity and linguistic universals, the human information processing system, sensory store and visual sensory store, working memory or short-term memory, long-term memory and semantic memory.

### **LIN5245: LANGUAGE AND GENDER**

The module equips the students with knowledge and information language and gender and how language is used to portray gender and speech activities. The module consists of the following topics: gender order, masculinities and femininities, gender practice, linking the linguistic to the social practices, changing practices and ideologies, the social locus of change, linguistic resources, access to situations and events, speech situations and events, the pursuit of conversation, conversation styles and conversationalists, positioning ideas and subjects, women's language and gender positioning, showing difference or respect, backing down or opening things up, intensity and engagement, speaking indirectly, discrimination and language, and an expanded view of language, the uses and forms of language.

### **LIN5246: LINGUISTICS IN AN CLINICAL CONTEXT**

The module equips the students with the knowledge of theoretical approaches and practices that facilitate language structures, language acquisition and production and analysis of communication disorders. The module helps the students evaluate typical explanations of language impairments from a linguistic perspective. Students demonstrate skills for understanding, analysing and interpreting topical issues about communication difficulties in servicing the society. The module content covers the following topics: conceptualisation of clinical and remedial linguistics, acoustic phonetics and the aerodynamics of the vocal tract, language acquisition theories, brain, mind and memory in language learning, speech processing, language and cognition, children's communication: development and difficulties, language impairments, auditory, voice, language and speech disorders, medical discourses in health: verbal, nonverbal, images, symbols, and documents, and the effects of poverty, HIV/AIDS, etc. on language learning.

## **DEPARTMENT OF AFRICAN LANGUAGES**

### **SYLLABUS**

#### **First Year First Semester ISN 1141: Introduction to IsiNdebele Grammar**

The aim of this module is to introduce the students to the study of grammar. To have sound knowledge based in Phonetics, Phonology, Morphology and Syntax concepts. To have the ability to apply knowledge of Phonetics, Phonology, Morphology and Syntax concepts in IsiNdebele

#### **Second Semester ISN 1241: Introduction to IsiNdebele Literature**

The aim of the module is to introduce the students to the study of IsiNdebele literature. To have an ability to undertake more specialised and intensive learning of IsiNdebele Literature. To have general principles for analysing IsiNdebele Literature: Poetry, Drama, Novel, Short story, Drama and Traditional Literature.

#### **Second year First Semester ISN 2141: Meaning, Sound, Word and Sentence Structure in IsiNdebele**

This module aims at analysing Sounds, Meaning, Words and Sentence Structure in IsiNdebele. At the end of the module students must be able to analyse various speech sounds. Identify and know the functions of different morphemes in a word. To differentiate the usage of words in a sentence. To understand the meaning of words and sentences.

#### **ISN 2142: Orthography and Terminography**

This module aims at introducing students to the development of the writing system and Terminography in IsiNdebele. At the end of the module students must be able to: Know the development of the written language. Use both written and spoken language appropriately. Apply the principles of orthography. Apply various rules in the creation of terms.

### **Second Semester**

#### **ISN 2241: Origin and development of Traditional and Modern Literature**

The aim of the module is to provide a sound understanding of the origin and development of both traditional and modern literature of IsiNdebele. At the completion of this module students are expected to: Understand different Socio-political, religious and economic background that influenced the writing of IsiNdebele literature from the missionaries to date. Demonstrate the importance and representation of gender in traditional and modern literature in IsiNdebele.

## **Third year**

### **First Semester**

#### **ISN 3141: The Study of Meaning in IsiNdebele**

The aim of this module is to teach students about meaning of words and sentences in IsiNdebele. At the end of the module students must be able to: Use words with relevant meanings in communication. Understand and define different concepts in semantics. Distinguish between lexical, grammatical, sentence and word meaning. Identify and use various sense relations.

#### **ISN 3142: Language Planning and Policy**

This module aims at familiarizing students with the language policy in South Africa. At the end of the module students must be able to: Understand the concepts, language planning and language policies. Differentiate types of language policies and planning. To evaluate the language situation in South Africa before and after 1994.

### **Second Semester**

#### **ISN 3241: Society and Literature**

The aim of the module is to: Deepen the students' understanding of IsiNdebele literature through a survey of social, political and economic contexts. Introduce the students to the different literary theories. At the end of this module students should display the following: Sound knowledge on post-structuralism theories in IsiNdebele. Knowledge and understanding of issues of human rights, abuse, gender equity, corruption, crime, rituals and suicide, HIV and AIDS as reflected in the prescribed literary texts. To introduce the students to the Indigenous Knowledge Systems.

#### **ISN 3242: Language and Society**

The aim of this module is to enlighten the students about the relationship between language and society. At the end of the module students will be able to: Understand various concepts used in the study of language and society. Distinguish and apply various theories of sociolinguistics. Know the role played by language in the development of culture. Appreciate and respect other languages in a multilingual society.

## **NORTHERN SOTHO**

### **First Year**

#### **First Semester**

##### **NSO 1141: Introduction to Northern Sotho Grammar**

The aim of this module is to introduce the students to the study of grammar. To have sound knowledge based in Phonetics, Phonology, Morphology and Syntax concepts. To have the ability to apply knowledge of Phonetics, Phonology, Morphology and Syntax concepts in Northern Sotho.

#### **Second Semester**

##### **NSO 1241: Introduction to Northern Sotho Literature**

The aim of the module is to introduce the students to the study of Northern Sotho literature. To have an ability to undertake more specialised and intensive learning of Northern Sotho Literature. To have general principles for analysing Northern Sotho Literature: Poetry, Drama, Novel, Short story, Drama and Traditional Literature.

### **Second year**

#### **First Semester**

##### **NSO 2141: Meaning, Sound, Word and Sentence Structure in Northern Sotho**

This module aims at analyzing Sounds, Meaning, Words and Sentences Structure in Northern Sotho. At the end of the module students must be able to analyse various speech sounds. Identify and know the functions of different morphemes in a word. To differentiate the usage of words in a sentence. To understand the meaning of words and sentences.

**NSO 2142: Orthography and Terminography**

This module aims at introducing students to the development of the writing system and Terminography in Northern Sotho. At the end of the module students must be able to: Know the development of the written language. Use both written and spoken language appropriately. Apply the principles of orthography. Apply various rules in the creation of terms.

**Second Semester****NSO 2241: Origin and development of Traditional and Modern Literature**

The aim of the module is to provide a sound understanding of the origin and development of both traditional and modern literature of Northern Sotho. At the completion of this module students are expected to: Understand different Socio-political, religious and economic background that influenced the writing of Northern Sotho literature from the missionaries to date. Demonstrate the importance and representation of gender in traditional and modern literature in Northern Sotho.

**Third year****First Semester****NSO 3141: The Study of Meaning in Northern Sotho**

The aim of this module is to teach students about meaning of words and sentences in Northern Sotho. At the end of the module students must be able to: Use words with relevant meanings in communication. Understand and define different concepts in semantics. Distinguish between lexical, grammatical, sentence and word meaning. Identify and use various sense relations.

**NSO 3142: Language Planning and Policy**

This module aims at familiarizing students with the language policy in South Africa. At the end of the module students must be able to: Understand the concepts, language planning and language policies. Differentiate types of language policies and planning. To evaluate the language situation in South Africa before and after 1994.

**Second Semester****NSO 3241: Society and Literature**

The aim of the module is to: Deepen the students' understanding of Northern Sotho literature through a survey of social, political and economic contexts. Introduce the students to the different literary theories. At the end of this module students should display the following: Sound knowledge on post-structuralism theories in Northern Sotho. Knowledge and understanding of issues of human rights, abuse, gender equity, corruption, crime, rituals and suicide, HIV and AIDS as reflected in the prescribed literary texts. To introduce the students to the Indigenous Knowledge Systems.

**NSO 3242: Language and Society**

The aim of this module is to enlighten the students about the relationship between language and society. At the end of the module students will be able to: Understand various concepts used in the study of language and society. Distinguish and apply various theories of socio-linguistics. Know the role played by language in the development of culture. Appreciate and respect other languages in a multilingual society.

**SISWATI****First Year****First Semester****ISW 1141: Introduction to Siswati Grammar**

The aim of this module is to introduce the students to the study of grammar. To have sound knowledge based in Phonetics, Phonology, Morphology and Syntax concepts. To have the ability to apply knowledge of Phonetics, Phonology, Morphology and Syntax concepts in Siswati.

## **Second Semester**

### **ISW 1241: Introduction to Siswati**

The aim of the module is to introduce the students to the study of Siswati literature. To have an ability to undertake more specialised and intensive learning of Siswati Literature. To have general principles for analysing Siswati Literature: Poetry, Drama, Novel, Short story, Drama and Traditional Literature.

## **Second year**

### **First Semester**

#### **ISW 2141: Meaning, Sound, Word and Sentence Structure in Siswati**

This module aims at analyzing Sounds, Meaning, Words and Sentences Structure in Siswati. At the end of the module students must be able to analyse various speech sounds. Identify and know the functions of different morphemes in a word. To differentiate the usage of words in a sentence. To understand the meaning of words and sentences.

#### **ISW 2142: Orthography and Terminography**

This module aims at introducing students to the development of the writing system and Terminography in Siswati. At the end of the module students must be able to: Know the development of the written language. Use both written and spoken language appropriately. Apply the principles of orthography. Apply various rules in the creation of terms.

## **Second Semester**

### **ISW 2241: Origin and development of Traditional and Modern Literature**

The aim of the module is to provide a sound understanding of the origin and development of both traditional and modern literature of Siswati. At the completion of this module students are expected to: Understand different Socio-political, religious and economic background that influenced the writing of Siswati literature from the missionaries to date. Demonstrate the importance and representation of gender in traditional and modern literature in Siswati.

## **Third year**

### **First Semester**

#### **ISW 3141: The Study of Meaning in Siswati**

The aim of this module is to teach students about meaning of words and sentences in Siswati. At the end of the module students must be able to: Use words with relevant meanings in communication. Understand and define different concepts in semantics. Distinguish between lexical, grammatical, sentence and word meaning. Identify and use various sense relations.

#### **ISW 3142: Language Planning and Policy**

This module aims at familiarizing students with the language policy in South Africa. At the end of the module students must be able to: Understand the concepts, language planning and language policies. Differentiate types of language policies and planning. To evaluate the language situation in South Africa before and after 1994.

## **Second Semester**

### **ISW 3241: Society and Literature**

The aim of the module is to: Deepen the students' understanding of Siswati literature through a survey of social, political and economic contexts. Introduce the students to the different literary theories. At the end of this module students should display the following: Sound knowledge on post-structuralism theories in Siswati. Knowledge and understanding of issues of human rights, abuse, gender equity, corruption, crime, rituals and suicide, HIV and AIDS as reflected in the prescribed literary texts. To introduce the students to the Indigenous Knowledge Systems.

### **ISW 3242: Language and Society**

The aim of this module is to enlighten the students about the relationship between language and society. At the end of the module students will be able to: Understand various concepts used in the study of language and society. Distinguish and apply various theories of socio-linguistics. Know the role played by language in the development of culture. Appreciate and respect other languages in a multilingual society.

## **TSHIVENḐA**

### **First Year**

#### **First Semester**

##### **TVE 1141: Introduction to TshivenḐa Grammar**

The aim of this module is to introduce the students to the study of grammar. To have sound knowledge based in Phonetics, Phonology, Morphology and Syntax concepts. To have the ability to apply knowledge of Phonetics, Phonology, Morphology and Syntax concepts in TshivenḐa.

#### **Second Semester**

##### **TVE 1241: Introduction to TshivenḐa Literature**

The aim of the module is to introduce the students to the study of TshivenḐa literature. To have an ability to undertake more specialised and intensive learning of TshivenḐa Literature. To have general principles for analysing TshivenḐa Literature: Poetry, Drama, Novel, Short story, Drama and Traditional Literature.

### **Second year**

#### **First Semester**

##### **TVE 2141: Meaning, Sound, Word and Sentence Structure in TshivenḐa**

This module aims at analyzing Sounds, Meaning, Words and Sentences Structure in TshivenḐa. At the end of the module students must be able to analyse various speech sounds. Identify and know the functions of different morphemes in a word. To differentiate the usage of words in a sentence. To understand the meaning of words and sentences.

##### **TVE 2142: Orthography and Terminography**

This module aims at introducing students to the development of the writing system and Terminography in TshivenḐa. At the end of the module students must be able to: Know the development of the written language. Use both written and spoken language appropriately. Apply the principles of orthography. Apply various rules in the creation of terms.

#### **Second Semester**

##### **TVE 2241: Origin and development of Traditional and Modern Literature**

The aim of the module is to provide a sound understanding of the origin and development of both traditional and modern literature of TshivenḐa. At the completion of this module students are expected to: Understand different Socio-political, religious and economic background that influenced the writing of TshivenḐa literature from the missionaries to date. Demonstrate the importance and representation of gender in traditional and modern literature in TshivenḐa.

### **Third year**

#### **First Semester**

##### **TVE 3141: The Study of Meaning in TshivenḐa**

The aim of this module is to teach students about meaning of words and sentences in TshivenḐa. At the end of the module students must be able to: Use words with relevant meanings in communication. Understand and define different concepts in semantics. Distinguish between lexical, grammatical, sentence and word meaning. Identify and use various sense relations.



**TVE 3142: Language Planning and Policy**

This module aims at familiarizing students with the language policy in South Africa. At the end of the module students must be able to: Understand the concepts, language planning and language policies. Differentiate types of language policies and planning. To evaluate the language situation in South Africa before and after 1994.

**Second Semester****TVE 3241: Society and Literature**

The aim of the module is to: Deepen the students' understanding of Tshivenda literature through a survey of social, political and economic contexts. Introduce the students to the different literary theories. At the end of this module students should display the following: Sound knowledge on post-structuralism theories in Tshivenda. Knowledge and understanding of issues of human rights, abuse, gender equity, corruption, crime, rituals and suicide, HIV and AIDS as reflected in the prescribed literary texts. To introduce the students to the Indigenous Knowledge Systems.

**TVE 3242: Language and Society**

The aim of this module is to enlighten the students about the relationship between language and society. At the end of the module students will be able to: Understand various concepts used in the study of language and society. Distinguish and apply various theories of sociolinguistics. Know the role played by language in the development of culture. Appreciate and respect other languages in a multilingual society.

**XITSONGA****First Year****First Semester****XTS 1141: Introduction to Xitsonga Grammar**

The aim of this module is to introduce the students to the study of grammar. To have sound knowledge based in Phonetics, Phonology, Morphology and Syntax concepts. To have the ability to apply knowledge of Phonetics, Phonology, Morphology and Syntax concepts in Xitsonga.

**Second Semester****XTS 1241: Introduction to Xitsonga Literature**

The aim of the module is to introduce the students to the study of Xitsonga literature. To have an ability to undertake more specialised and intensive learning of Xitsonga Literature. To have general principles for analysing Xitsonga Literature: Poetry, Drama, Novel, Short story, Drama and Traditional Literature.

**Second year****First Semester****XTS 2141: Meaning, Sound, Word and Sentence Structure in Xitsonga**

This module aims at analyzing Sounds, Meaning, Words and Sentences Structure in Xitsonga. At the end of the module students must be able to analyse various speech sounds. Identify and know the functions of different morphemes in a word. To differentiate the usage of words in a sentence. To understand the meaning of words and sentences.

**Xitsonga 2142: Orthography and Terminography**

This module aims at introducing students to the development of the writing system and Terminography in Xitsonga. At the end of the module students must be able to: Know the development of the written language. Use both written and spoken language appropriately. Apply the principles of orthography. Apply various rules in the creation of terms.

## Second Semester

### **XTS 2241: Origin and development of Traditional and Modern Literature**

The aim of the module is to provide a sound understanding of the origin and development of both traditional and modern literature of Xitsonga. At the completion of this module students are expected to: Understand different Socio-political, religious and economic background that influenced the writing of Xitsonga literature from the missionaries to date. Demonstrate the importance and representation of gender in traditional and modern literature in Xitsonga.

## Third year

### First Semester

#### **XTS 3141: The Study of Meaning in Xitsonga**

The aim of this module is to teach students about meaning of words and sentences in Xitsonga. At the end of the module students must be able to: Use words with relevant meanings in communication. Understand and define different concepts in semantics. Distinguish between lexical, grammatical, sentence and word meaning. Identify and use various sense relations.

#### **XTS 3142: Language Planning and Policy**

This module aims at familiarizing students with the language policy in South Africa. At the end of the module students must be able to: Understand the concepts, language planning and language policies. Differentiate types of language policies and planning. To evaluate the language situation in South Africa before and after 1994.

### Second Semester

#### **XTS 3241: Society and Literature**

The aim of the module is to: Deepen the students' understanding of Xitsonga literature through a survey of social, political and economic contexts. Introduce the students to the different literary theories. At the end of this module students should display the following: Sound knowledge on post-structuralism theories in Xitsonga. Knowledge and understanding of issues of human rights, abuse, gender equity, corruption, crime, rituals and suicide, HIV and AIDS as reflected in the prescribed literary texts. To introduce the students to the Indigenous Knowledge Systems.

#### **XTS 3242: Language and Society**

The aim of this module is to enlighten the students about the relationship between language and society. At the end of the module students will be able to: Understand various concepts used in the study of language and society. Distinguish and apply various theories of sociolinguistics. Know the role played by language in the development of culture. Appreciate and respect other languages in a multilingual society.

## LANGUAGE PRACTICE SYLLABUS

FIRST SEMESTER		
YEAR LEVEL	CORE MODULE	CURRICULUM CONTENT
YEAR 1	<b>CODE: TIE 1141</b> <b>NAME:</b> Introduction to Interpreting Skills	Difference between translation, interpreting, and editing. Characteristics/attributes of interpreters. Different types of interpreting. Different modes of interpreting. Ethical issues in interpreting. Principles of interpreting. Interpreting short role plays in different contexts.

	<b>CODE: LEX 1142</b> <b>NAME:</b> Introduction to Lexicography	Linguistics and Lexicography. Definition of dictionary. Typological classification of Dictionaries. Definition of corpus. Types of corpora. The role of a style guide in lexicography. Spellchecker in language technology
	<b>SECOND SEMESTER</b>	
	<b>CORE MODULE</b>	<b>CURRICULUM CONTENT</b>
	<b>CODE: TIE 1241</b> <b>NAME:</b> Intercultural Communication for language practitioners	Distinguish the difference between collectivistic and individualistic cultures. Different settings where intercultural communications take place. Translation skills Skills and knowledge types and impact on the effectiveness of translations. Translation abilities Types of skills and expertise and how they affect how well translation works.
	<b>FIRST SEMESTER</b>	
	<b>CORE MODULE</b>	<b>CURRICULUM CONTENT</b>
<b>YEAR 2</b>	<b>CODE: TIE 2142</b> <b>NAME:</b> Translation skills	Translation and the translation profession in South Africa. Monolingual preparatory translation exercises (Gist exercise, identify main ideas) in English. Monolingual preparatory translation exercises (Gist exercise, identify main ideas) in African languages. Analysis of text before translation.
		The functional approach to translation. Translation problems. Basic methods and strategies at word level and above word level. Translation strategies at word level such as substitution, cultural substitution, and functional equivalent. Practical translation of both general and technical texts (9046 and 10 000 words).
	<b>SECOND SEMESTER</b>	
	<b>CODE: LEX 1243</b> <b>NAME:</b> Introduction to Computer Lexicography	<ul style="list-style-type: none"> <li>Electronic corpora as a basis for the compilation of dictionaries.</li> </ul>

	<b>CODE: TIE 2241</b> <b>NAME:</b> Intermediate and Interpreting Practice	Practical interpreting at an intermediate level in the short consecutive mode in liaison interpreting settings such as church, local/provincial government, and clinic settings. Practical translation in church, local/provincial government, and clinic settings – translation of basic local government and institutional signage and notices, public information leaflets, church notices and sermons as well as community newsletters (250-300 words).
	<b>FIRST SEMESTER</b>	
	<b>CORE MODULE</b>	<b>CURRICULUM CONTENT</b>
<b>YEAR 3</b>	<b>CODE: TIE 3141</b> <b>NAME:</b> Advanced Liaison Interpreting skills	Difference between consecutive and simultaneous interpreting. Simultaneous interpreting process. Factors making simultaneous more difficult than consecutive interpreting. Divided attention, time pressure, and lack of access to entire text, continuous response, stress and concentration, specific problem triggers, text complexity, lack of familiarity with material, names and numbers, linguistic dissimilarities between source language and target language as well as external factors. Coping tactics in simultaneous interpreting. Norms, exactness, fluency: court versus conference settings. Principles of interpreting church sermons, local/provincial government, political speeches, speeches of community gatherings and university community.
	<b>CODE: TIE 3142</b> <b>NAME:</b> Proofreading and Language Editing	Difference between proofreading and editing. Proofreading and checking steps before publishing. Standard editorial marks used to indicate errors. Editorial process. Technical versus substantive editing. Copyrights issues and permission. Bias language: gender sensitive/neutral language. Tools of the trade. Organisational and presentation of the text. Reference techniques. Readability and language accessibility. Revising/editing translated text.
	<b>SECOND SEMESTER</b>	
	<b>CORE MODULE</b>	<b>CURRICULUM CONTENT</b>
	<b>CODE: TIE 3241</b> <b>NAME:</b> Advanced Translation Skills	Text type and text function (informative, persuasive, and expressive). Norms and conventions in translations. Principles of translating journalistic texts, CVs public information leaflets, administrative documents, literary texts, community radio news and other programme information.

	<b>CODE: TIE 3242</b> <b>NAME:</b> Advanced Translation, Interpreting and Language Editing	Aspects of professional practice such as code of conduct, contractual obligations, main ethical rules (confidentiality, accuracy, impartiality, and accountability). Quotation and invoice.
	<b>FIRST SEMESTER</b>	
<b>YEAR 4</b>	<b>CODE: TIE 4141</b> <b>NAME:</b> Research Methodology and Research Project Methodology (Mini-Dissertation).	The nature and importance of research. Types of research. Holistic research in Literature. The writing of research proposal. Research structure. Resource planning. Extended essay.
	<b>SECOND SEMESTER</b>	
	<b>CODE: TIE 4241</b> <b>NAME:</b> Experiential Learning	Practical work in Translation and Language Editing. Practical work in Interpreting.

## **MASTER OF ARTS IN LANGUAGE PRACTICE (MALP)**

### **MASTERS IN LANGUAGE PRACTICE (MALP 6300) FROM 2023**

**NQF Level 09**  
**180 Credits**

## **PURPOSE AND RATIONALE OF THE QUALIFICATION**

### **Purpose**

The primary purpose of the Master of Arts in Language Practice is to train and educate researchers who independently or collectively contribute to the upliftment of indigenous languages to South Africa through translation, interpreting and editing as a profession and add to the body of knowledge at an advanced level.

The qualification will increase the knowledge of research that will address many linguistic challenges the country is faced with. The qualification will afford learners an opportunity to have scientific knowledge that contributes to policy development, new theories and strengthening of language practice interventions.

The qualification will engage learners in capacity training to advance their skills in research, as a preparatory process for doctoral studies. The learners enrolled for the qualification will develop analytical skills, writing skills, reporting skills, technical skills, and time-management skills which will increase employment opportunities.

### **Rationale**

The linguistic demands call for the need for specialised knowledge and skills packaged within well-developed qualifications appropriate for the 4th Industrial Revolution. The qualification is designed to achieve the country's linguistic goals. The qualification is designed to offer postgraduate learners an opportunity to obtain the necessary linguistic skills and knowledge. The qualification will address the need for more postgraduate learners to conduct research on language matters, which is currently a challenge in South Africa. The qualification will increase the research output of the University. The qualification is educationally, socially, and culturally relevant to the needs of learners with a BA in Language Practice, to obtain a postgraduate qualification.

The qualification will make a significant contribution to the realisation of the country's National Development Plan (NDP). Research and development activities will focus on the calibre of teaching that will improve the quality of higher education by producing adequate human capacity.

### Admission Requirements

An average of 65% fourth year in BALP Degree or an Honours Degree for IsiNdebele/Siswati/Northern Sotho/Tshivenda/Xitsonga. Students with less than 65% average may be admitted to the course, subject to the approval by the Head of the Department.

The University of Venda has appropriate policies and procedures for internal assessment; internal and external moderation; monitoring of applicant progress; explicitness, validity and reliability of assessment practices; recording of assessment results; settling of disputes; the rigour and security of the assessment system; RPL; and the development of staff competence in assessment.

Recognition of Prior Learning (RPL) is a flexible learning pathway which refers to the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and rigorously assessed and moderated. This is for the purposes of alternative access and admission, recognition and certification, or further learning and development of any potential applicant. The University provides an opportunity to evaluate the applicant's knowledge against the current qualification, such as MA in Language Practice. RPL is applicable to potential candidates who do not meet the minimum average of 65% in an applicable Honours qualification (exit level 8).

The University policy stipulates that the applicant should clearly furnish the following:

A job description of current position

An extended CV

Motivation letter: for the application for RPL (The letter of motivation serves as a formal request and motivation for seeking RPL. This serves as a summary of the purpose of the applicant's RPL application.)

Guidelines for the letter of motivation:

- Introduce yourself.
- Why are you applying for RPL?
- Describe the barriers you have experienced in your education.
- What you value about your learning, work experience and your specific competencies?
- What opportunity does RPL offer to you in terms of your career planning?
- The letter should be no longer than 2 typed pages. Arial 12, justified and single line spacing. -- The letter should be in an acceptable letter format.

- Certified copy of ID document/passport

- Certified copy of highest school certificate

- Certified copies of certificates of tertiary qualifications obtained Certified tertiary academic record

SAQA evaluation of foreign qualification.

Other workshops/training/short courses (The applicant should provide the information on the learning he/she acquired via short courses, training and other workshops in the past 5 years, as well as information regarding their employment of the past 5 years – stating the name of the company/organisation and the role.)

As part of the RPL process at the University of Venda, the applicant may apply for RPL if he/she has obtained sufficient prior learning through work, experience, formal learning, or other appropriate learning experiences related to translation studies, interpreting studies, sociolinguistics and theoretical and descriptive linguistics. The applicant with working experience of five years and with a certificate or diploma in translation, interpreting and/or editing will be afforded an opportunity to present an extended essay on the intended and approved research title. The RPL office in consultation with the Department, at the University supports applicants throughout the process. The process involves the identification, mediation, assessment and acknowledgement of knowledge and skills obtained through informal and non-formal learning.

To apply for RPL, the applicant must have the following basic requirements:

National Senior Certificate (i.e. Matric /Grade 12),

Five years' relevant work experience, Completed workshops, short courses, and Should be on-the-job training.

• The processes will unfold as follows:

**RPL application:** The Department refers RPL applications to the RPL Office.

**RPL screening:** Consideration of application documents. The programme director determines if RPL opportunity will be offered.

**Assessment plan:** Formulate an assessment plan in co-operation with assessor. Assessment method, time schedule and report are finalised.

**Support of applicant:** The RPL Office communicates assessment details to the applicant. RPL applicant registers for RPL assessment and pays the prescribed fees. The RPL Office presents an orientation and training workshop to successful applicants regarding RPL process and the way forward. RPL Office supports applicants with the development of the portfolio.

**Assessment:** Assessor performs assessment and makes judgement and recommendation. The Department does moderation in the case of exemption with credits.

**Recommendation:** The Head of the Department considers the recommendation for decision making. Recommendation is sent to the Admission Advisory Committee to ensure alignment with the University of Venda General Rules. The Executive Dean of the Faculty of Humanities, Social Sciences and Education provides final approval and signoff.

**If Approved** – Feedback to the applicant: A final approved recommendation is submitted to the RPL Office from the Office of the Executive Dean. The applicant is informed of the outcome of the assessment.

**If Not Approved** - Feedback to the applicant: A final approved recommendation is submitted to the RPL Office from the Office of the Executive Dean. The applicant is informed of the outcome of the assessment. The HoD receives a copy of the letter of the applicant.

**Feedback to Internal Role Players:** The HoD receives a copy of the letter to the applicant. The Office of the Registrar receives a copy of the letter to the applicant to capture outcomes (admission and/or exemption) on applicant record.

**Appeal:** If the applicant does not accept outcome of the RPL process, he/she can appeal. Appeal procedure is followed in collaboration with the Faculty Executive Dean for Humanities, Social Sciences and Education.

**Application and registration:** Approved applicants apply and register for recommended formal programme.

**Outcome of appeal:** If the outcome of the appeal process is successful, it will be submitted for approval to the Executive Dean by the RPL office. If the appeal is unsuccessful the applicant will be informed accordingly.

Once the assessment is done, the University might grant the applicant basic requirements to enrol for a MA in Language Practice as per the processes outlined above.