

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

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
Statement Officers of the
University Council of the University
Senate
Academic Staff and Departments
Administrative Staff
Colours and Hoods for Degrees
Admission and Registration General
Regulations
Library
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

Acting Executive Dean (Professor)	T Runhare, Cert. in Personnel & Training Management (IPM Zimbabwe); Certificate in Higher Education Management (UNIVEN), C.E, B.ED, M.ED, (UZ); PhD (Pretoria)
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	T Runhare, Cert. in Personnel & Training Management (IPM Zimbabwe); Certificate in Higher Education Management (UNIVEN), C.E, B.ED, M.ED, (UZ); PhD (Pretoria)
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), PhD (Unizulu)
Deputy Dean Research and (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, B Admin (Univen)
PA to Executive Dean	Vacant
Senior Clerk	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*

Early Childhood Education

Ass. Professor	*SA Mulovhedzi, PhD (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).
Junior Lecturer	M Nyamuswa. B.Ed-Hons(Early Childhood Education), B.Ed Hons (Edu. Management), B.Ed (Foundation Phase), Dip. WDMF (Univen).
(nGAP) Junior Lecturer	NC Nedambale. B.Ed-Hons (Early Childhood Development), B.Ed Hons (Edu. Management) (Unisa), B.Ed Foundation Phase (Univen).
Junior Lecturer	L Randima. B.Ed-Hons in Early Childhood Education (Univen), B.Ed 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).
(nGAP) Lecturer	LS Shirindzi. MA in Xitsonga (Univen), B.A Hons (Xitsonga) (Univen), PGCE (Unisa), B.A in Media Studies (Univen).
Junior Lecturer	MD Lebepe. B.Ed-Hons in Childhood Education (UJ), B.Ed Foundation Phase (Univen). National Diploma in Marketing (UJ)

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).
Senior Lecturers	*NP Mafenya, D. Ed (Unisa), M. Ed (Univen), B. Ed (Hons) (UCT), BA (Univen), Advanced Diploma in ABET, Certificate in ABET (Unisa), Diploma (Human Resource Management and Labour Relations (Univen), JSTC (Venda College of Education 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 Univeriversity), Cert. in Resources in Research Ethics Evaluation Clinical Trials Centre, (TRREE) (The Univeristy 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	Badugela TM: 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). Thenga EN: D. Ed (UniZulu), MEd (Psych Edu), BEDGC (Hons), BA (Ed) (Univen) Mudau HC: M. Ed (UJ), B. Ed (UJ), B. Tech (TUT), FDE (SA College of Education), STD (Ramaano Mbulaheni Training College).

Professional & Curriculum Studies

Senior Lecturers	*M Mpetla, BSc, PGCE (National University of Lesotho), MSc (ETSD) (University of Twente, The Netherlands); PhD (Pretoria), PGDipHE
------------------	--

(UKZN), PGCert (Entrepreneurial Management & Leadership in HE)
(Univen)

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

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

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), MEDEM (UNIVEN), MA (UNIZULU); DED (UNIZULU)

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

nGAP Lecturer

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

Junior Lecturer

SL Mncube, BEDSPFET (UJ), BEDHONS in STEM Education (UJ)

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

Associate Professor 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)

Lecturers KG Morwe, PhD (Malaga University (Spain), PHD Higher Education Studies (UFS) MSoc.SC (SW) (Northwest), B.Soc. Sc TP Mulaudzi, MGS (Univen), HONSGS, BA (Univen) RN Mathungeni, MA (Univen), BAYID

Human Sciences

Ass. Professor	MC Kgari-Masondo: PhD (US), MA (UCT), Hons (UCT), HDE (UCT), BA (UCT)
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),
Lecturers	NMD Mabale, MA (Univen), BA (Hons) (Univen), PGDip in Arts (Heritage Studies) (Wits) NV Sibawu, MA (History) (UFS), HED Hons BA (History), (UFH) 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) 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)

Indigenous Knowledge System and Heritage Studies

Senior Lecturers	*T J Makhanikhe, BA (Hons), MA (African Studies), PGDIHE (UKZN) PhD (African Studies) (Univen) EN Ramavhunga, PTD (Tshisimani Training College), BA, BA (Hons) (Univen) FDEG (RAU) MEd (NICE) PhD (African studies) (Univen).
Lecturers	TJ Madima Secondary teachers Diploma (VECO), FDE (RAU), BED Hons (UJ), MA African Studies, PhD African studies (Univen)
Junior lecturer	A.E Budeli, BIKS, MA (African Studies) (Univen) 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, (Hons), PGDip in Education (Rhodes University) MA (UP), PhD (Univen) P Dzimiri, Executive Certificate in Defence and Security Management, (Wits), BA, MSC- International Relations (UZ), MA Development Studies (UFS), PGDIP (HE) (SUN), PhD (UP)
Lecturers	EB Bvuma, BA. PAED (Unin), BA (Hons) (Unisa), M-Dev (UL) PhD in Social Sciences (Univen) SF Mathagu, BAdmin (Hons) (Univen), MA (Unisa), Dip. Journalism (TF.Cardiff) Mr MJ Masipa, BA (Ed), B Ed, MDev (UL). PhD in Social Sciences (Univen) TG Zulu, BMus, MAAS, PhDAS (Univen)
Junior Lecturers	R Mashamba, BA (Hons) (Univen) MS Mokgola, BAIR (Univen), Hons Pol. (UL)

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) SE Madima, PhD (Univen), MA (Cum Laude, Univen), BA Hons (UP), BA (Unisa), PTD (TCE) 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), BEd (Univen), BA Hons (Univen) T Nodoba, 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, 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, BA Hons Applied Linguistics (Univen), PGCE (Cum Laude, NMU), BA Media Studies (Univen) MS Nemakhavhani, BA Hons ELT (Univen), PGCE (Univen), Dip Theology (The LGWN), BA (Univen) T Makhafola, BA Hons English Lit (Univen), PGCE (Cum Laude, Unisa), BA Media Studies (Univen)
nGap Lecturer	Vacant
Media Technician	W Maphiswana, BA, BA Hons (Media Studies) Univen

Social Work

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) MA Mabasa, DPhil(SW), MA(SW) (UL), BA(SW), LLB (UNISA), PGDIP (HE) (UKZN) 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 Nmutandani, 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)
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).
 SL Baker, J.S.T.C. (Transvaal Teachers Training College), BA (UNISA), BA (Hons), (UP), FDE in Education Management (UP), MA (UP).
 OI Tshovhewaho, BA(Ed) (Univen), BA (Hons), BTech (UNISA), MA (UFS), FDE (Wits), PhD (UNISA).
 NM Malele, HED(Postgraduate) (UNISA), Diploma in Translation (UNISA), BA (Vista), BA (Hons), MA (UP), FDE in Education Management (UP).
 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 Mdhuli, BAMS, BA (Hons), PGCE, MA (Univen).
 O Mathebula, BEDFET, BA (Hons), MA (Univen).
 MP Makhado, BA(ED)(Univen, BA (Hons)(SUN),MA(UFS), PhD (Univen)
 MZ Maponya BA, BA Hons, MAAFL (UL), PGCE (Unisa).

Lecturers

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 Xtsng), BA Hons Engl), (UL), HLT Certificate (University of Cambridge), Certificate in UED (Coventry University), MA (UP), Honorary PhD (OGU)

Lexicographers PZN Magamana, BA, (UNIN), HDL, (UL), Dip in Bus Management (SAIM) MA, (UFS)

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

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

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

- a) National Senior Certificate (NSC) with a Bachelor and an average of 36%, with a minimum percentage of 50 in English.
- b) Old Senior Certificate (Matric) with exemption and an average symbol D (Standard Grade) or E (High Grade) in English.

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

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

E (High Grade) in English. Or, Candidates must have Matric/Grade 12 with Early Childhood Development experience either certificate or work experience with a minimum percentage of 50 in English.

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

The qualification carries 120 credits.

1.4.2 Duration of the Programme

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

1.4.3 Admission Requirements

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

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

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

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

2.1.1 Admission Requirements:

The minimum admission requirements for the Bachelor of Education Honours Degree is a four-year professional teaching degree OR an appropriate Bachelor's degree and a recognised professional teaching qualification, or

(a) four-year professional teaching qualification(s) as well as an Advanced Diploma in a cognate sub-field of Education.

- (a) An applicant for an Honours degree programme must have obtained a Bachelor's degree with Education as one of the major subjects/modules at 3rd year level and obtained at least an average percentage of 60/65 OR equivalent in the area of specialization.
- (b) An applicant who obtained a Bachelor's degree at another institution must apply for status recognition subject to the prescribed conditions.
- (c) A student shall not register for an Honours degree unless s/he has passed all the modules, and fulfilled all requirements, for the awarding of a Bachelor's degree.

2.1.2 Duration of Programmes

- (a) The duration of an Honours degree programme is at least one year full-time and two years part-time.

2.1.3 Requirements

- (a) For part-time students, the difference between the number of module(s) taken in the first and second years of study shall not be more than three modules.
 - (b) A student shall only be admitted to a final examination if he obtains a minimum continuous assessment mark of 50%.
 - (c) For every module, a Final Mark (the average of the continuous assessment, project and examination mark) of
 - i) 50% shall be a PASS mark
 - ii) 75% shall be a DISTINCTION mark
2. There is no supplementary examination at an Honours level.
 3. The Mini-Dissertation shall be internally examined by one chosen or identified examiner who is not supervisor within the School or University –who is an academic in a similar area of specialization – and it is examined externally by one examiner. External examiners are appointed by the Council on the recommendation of the relevant School Board of Studies through the Senate. An external examiner is drawn from another University or from an appropriate professional organisation and is competent in the area of study with a relevant qualification at least at higher level as the qualification being examined.
 4. A candidate who obtains less than 50% but not less than 45% in *only one* module may write the examination in that module only when the module is offered again. No module shall be written more than twice (i.e. one more opportunity after the first attempt). Such a candidate should ensure that s/he properly registers and pays the appropriate fees for the module.
 5. A candidate is allowed to write an Aegrotat examination in case such candidate could not sit for the main examination due to illness or death of immediate family member. A medical proof from a registered medical practitioner death certificate must be provided within 14 days after the main examination date. In addition, the candidate must pay an application fee for the Aegrotat examination as determined by the Council.
 6. In addition to a theoretical/course work, a candidate is required to write a mini dissertation in the area of his/her specialization. The Dissertation shall be internally supervised by the supervisor before it is externally examined.
 7. An Honours degree may be awarded *cum laude* if the average marks for all the modules and the Dissertation is 75% or more.

2.1.4 Programmes:

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

- SEHESE - Bachelor of Education Honours in Science Education

E2.2. MASTER OF EDUCATION DEGREE PROGRAMMES

2.2.1 Admission Requirements

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

- (a) An applicant for a Master of Education degree programme shall have obtained an Bachelor of Education Honours degree in the same, or a similar (related), field.
- (b) A candidate must at least have an average percentage of 60/65 OR equivalent in the area of specialization.
- (c) An applicant with a qualification obtained from another institution must apply for status recognition subject to the prescribed conditions.
- (d) The applicant shall submit his application on a prescribed form (obtained from the Registrar (Academic), together with a proposed topic for his study and thesis and an outline of his proposed study.
- (e) The Registrar (Academic) shall then refer the application, together with the topic and research outline, to the relevant Department, which will study these, and make recommendations to Senate for considerations and (dis)approval.
- (f) The recommendation of the Department, if positive, shall include the name(s) of the supervisor, and shall be submitted through the Academic Board of the School.
- (g) The applicant can only register as a student when Senate approves his application and study proposal.

2.2.2 Duration of Programmes

- (a) The duration of a Master of Education degree programme shall be a minimum of one year (full-time) and a maximum of two years (part-time). Beyond the maximum duration, the candidate has to reapply for the programme, for a further one year.
- (b) The student has to register for every academic year s/he is on the programme. The supervisors shall submit a yearly progress report to Senate.

2.2.3 Requirements for Awarding the Degree

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

Programmes:

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

2.2.4 Examination of Dissertation

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

I/We certify that the dissertation

(title of dissertation).....

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

.....
Signature (Supervisor)

.....
Signature (Supervisor)

Date

Date

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

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

E2.3 DOCTOR OF EDUCATION DEGREE PROGRAMMES

2.3.1 Admission Requirements

The minimum admission requirement for a doctoral degree in the field of education is a Master of Education degree or another appropriate Master's degree.

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

2.3.2 Duration of Programme

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

2.3.3 Requirements for Awarding the Degree:

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

2.3.4 Programmes

- SEDECH- Doctor of Education in Chemistry Education
- SEDECS – Doctor of Education in Curriculum Studies
- SEDEEC – Doctor of Education in Early Childhood Education
- SEDEIE – Doctor of Education in Inclusive Education
- SEDEME – Doctor of Education in Mathematics Education
- SEDEPH – Doctor of Education in Philosophy Education

- SEDEPS – Doctor of Education in Physics Education
- SEDEPE – Doctor of Education in Psychology of Education
- SEDEGC – Doctor of Education in Guidance and Counselling
- SEDESE- Doctor of Education in Sociology of Education
- SEDESC- Doctor of Education in Science Education

2.3.4. Examination of Thesis

- (a) The thesis shall be examined by the internal examiners by one academic who is not promoter in a similar area of scholarship), and two external examiners, it is recommended that one should be international (examiner).
- (b) Each of the examiners - internal and external - shall comment on the work in writing and give a clear breakdown on how s/he arrived at the final result.
- (c) The candidate shall then be required to present herself/himself for a viva voce examination on the subject of the thesis and on the general field of scholarship to which the subject belongs.
- (d) After both the examination and the viva voce the Examination Committee shall meet to arrive at the agreed Final Result, which may indicate one of the following categories:
 - A. PASS;
 - B. PASS, subject to minor typographical errors (which should be corrected and submitted to only the internal examiners);
 - C. PASS, subject to major changes required (which should be re-submitted to the Examination Committee after a given period).
 - D. FAIL

2.3.5 Graduation

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

E3 PROGRAMMES IN THE SCHOOL OF EDUCATION

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

E3.1 DIPLOMA

Advanced Diploma in School Leadership and Management

ADSLM

ADVANCED DIPLOMA IN SCHOOL LEADERSHIP AND MANAGEMENT

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

3.1.1 Description:

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

Each ADSLM programme carries 120 credits

3.1.2 Duration

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

3.1.3 Admission requirements:

Any of the following:

1. Three-year teaching diploma
2. National Professional Diploma in Education (NPDE).
3. Any degree in education

E3.2 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:

- 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

EAL1122	Academic Literacy for Foundation Phase Teachers:
ECL1122	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 Home Language Xitsonga Home Language

Semester 2

ELF1241	Life Skills:
	<i>Prerequisites</i> ELF1141
EML1241	Mathematics
	<i>Prerequisites</i> EML1141
EFL1241	English First Additional Language
	<i>Prerequisites</i> EFL1141
EHL1241	Tshivenda/Xitsonga Home Language
	<i>Prerequisites</i> EHL1141
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
<i>Prerequisites</i>	EAL1141
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
<i>Prerequisites</i>	EFL1241
ELF2141	Life Skills
<i>Prerequisites</i>	ELF1241
EML2141	Mathematics
<i>Prerequisites</i>	EML1241
ETP2141	Teaching Practice Observation in Schools
<i>Prerequisites</i>	ETP1241
EHL2141	Tshivenda/Xitsonga/Sepedi/ Siswati Home Language
<i>Prerequisites</i>	EHL1241

Semester 2

ELF2241	Life Skills
<i>Prerequisites</i>	ELF2141
EML2241	Mathematics
<i>Prerequisites</i>	EML2141
EFL2241	English First Additional Language
<i>Prerequisites</i>	EFL2141
ETP2241	Micro Teaching Practice
<i>Prerequisites</i>	ETP2141
ECD2241	Theories of Early Childhood Development and Formal Schooling
EHL2241	Tshivenda/Xitsonga Home
<i>Prerequisites</i>	EHL2141

THIRD YEAR

Semester 1

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

Semester 2

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

Prerequisites ELS3141

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

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 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	Semester 2 ELF1241 Life Skills: Prerequisites ELF1141	EAL2141 Academic Literacy for FP Teachers Prerequisites EAL1141	ELF2241 Life Skills Prerequisites ELF2141 EML2241 Mathematics Prerequisites EML2141 EFL2241 English First Additional Language Prerequisites EFL2141	EPH3141 Philosophy of Education for Young Children ELF3141 Life Skills Prerequisites ELF2241 EFL3141 English First Additional Language Prerequisites EFL2241	EFL3241 English First Additional Language Prerequisites EFL3141 EML3241 Mathematics Prerequisites EML3141 ELF3241 Life Skills Prerequisites ELF3141	EDA4141 Administration and Management in Foundation Phase EAT4141 Art for Young Children EDL4141 Curriculum Theory and Practice in Early Childhood Education	EMU4241 Music for Young Children ETP4241 Teaching Practice
ECL1141 Computer Literacy Application for Foundation Phase Teachers	EML1241 Mathematics Prerequisites EML1141 EFL1241 English First Additional Language Prerequisites EFL1141	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	ETP2241 Micro Teaching Practice Prerequisites ETP2141 ECD2241 Theories of Early Childhood Development and Formal Schooling EHL2241 Tshivenda/ Xitsonga/Sepedi/ Siswati Home Language Prerequisites EHL2141	EHL3141 Tshivenda/ Xitsonga/Sepedi/ Siswati Home Language. Prerequisites EHL2241 EML3141 Mathematics Prerequisites EML2241	EPS3241 Education Foundations 2: Comparative Education in Early Childhood Education: ETP3241	ETP4141 Teaching Practice	
ELF1141 Life Skills							
EPE1141 Psychological Foundations of Early Childhood Development	EHL1241 Tshivenda/ Xitsonga/ Sepedi/ Siswati Home Language Prerequisites						
ERY1141 Role of Reception Year in FP							

<p>ECS1141 English Communication Skills</p> <p>EML1141 Mathematics</p> <p>EFL1141 English First Additional Language</p> <p>EHL1141 Tshivenda/ Xitsonga/ Sepedi/Sisw ati Home language</p>	<p>es EHL1141</p> <p>ETP1241 Introduction to Teaching Practice in Foundation Phase</p> <p>EDC1241 Curriculum Developme nt for Foundation Phase 1</p>	<p>Prerequisites EFL1241</p> <p>ELF2141 Life Skills Prerequisites ELF1241</p> <p>EML2141 Mathematics Prerequisites EML1241</p> <p>ETP2141 Teaching Practice Observation in Schools Prerequisites ETP1241</p> <p>EHL2141 Tshivenda/ Xitsonga/ Sepedi/ Siswati Home Language Prerequisites EHL1241</p>		<p>ESL3141 Support for Children with Learning Barriers: Prerequisites ELS2141</p> <p>ETP3141 Teaching Practice Prerequisites ETP2241</p>	<p>Teaching Practice/ WIL: Prerequisit es ETP3141</p> <p>EHL3241 Tshivenda/ Xitsonga/ Sepedi/Sisw ati Home Language Prerequisit es EHL3141</p> <p>ESL3241 Support for Children with Learning Barriers: Prerequisit es ELS3141</p>		
Total credits = 120	Total credits = 126	Total credits = 138	Total credits = 120				
			Total credits for the Qualification = 504				

E3.3 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 Prerequisite ETP1221

ELECTIVE MODULES

ACC2141	Company Financial Statements Prerequisite ACC1141
---------	---

BMA2141	Purchasing and Supply Management Prerequisite BMA1141
ECO2141	Intermediate Microeconomics Prerequisite ECO1141
EEM2141	Economic and Management Sciences Prerequisite EEM1141
EMS2141	Economics and Management Sciences Methodology Prerequisite EMS1141
EAC2141	Accounting Methodology Prerequisite EAC1141
ECN2141	Economics Methodology Prerequisite ECN1141
EBS2141	Business Studies Methodology Prerequisite EBS1141

SEMESTER 2

COMPULSORY MODULES

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

ELECTIVE MODULES

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

THIRD YEAR

SEMESTER 1

COMPULSORY MODULES

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

ELECTIVE MODULES

ACC3141	External Finance Reporting Prerequisite ACC 2141
BMA3141	Marketing Management Prerequisite BMA2141
ECO3141	Intermediate Trade and Finance Prerequisite ECO2141
EEM3141	Economic and Management Sciences Prerequisite EEM2141
EMS3141	Economics and Management Sciences Methodology Prerequisite EMS2141
EAC3141	Accounting Methodology Prerequisite EAC2141

ECN3141	Economics Methodology Prerequisite EECN2141
EBS3141	Business Studies Methodology Prerequisite EEB2141

SEMESTER 2

COMPULSORY MODULES

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

ELECTIVE MODULES

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

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

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
---------	-------------------------

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
COMPULSORY MODULES	COMPULSORY MODULES	COMPULSORY MODULES	COMPULSORY MODULES	COMPULSORY MODULES	COMPULSORY MODULES	COMPULSORY MODULES	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	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 Prerequisite ETP1221	ESP2241 Education Foundations 2 (Sociology and Philosophy of Education) ETP2221 Teaching Practice – WIL Prerequisite ETP1221	EHP3141 Education Foundations 1 (History and Psychology of Education) ETP3121 Teaching Practice – Microteaching Prerequisite ETP2221	EPY3241 Education Foundations 2 (Sociology and Philosophy of Education) ETP3221 Teaching Practice - WIL ELECTIVE MODULES ACC3241 Group Company Financial Statements Prerequisite ACC2241 BMA3241 General Management Prerequisite BMA2241 ECO3241 The South African Economy Prerequisite ECO2241 EEM3241 Economic and Management Sciences Prerequisite EEM2241	EHV4121 HIV/AIDS Education for Educators ESM4121 School Management ECT4121 Curriculum Theory and Practice ETP4121 Teaching Practice - Microteaching ELECTIVE MODULES EMS4141 Economics and Management Sciences Methodology EAC4141 Accounting Methodology ECN4141 Economics Methodology EBS4141 Business Studies Methodology	ETP4221 Teaching Practice - WIL
ELECTIVE MODULES (select 2 from the following)	ELECTIVE MODULES (select 2 from the following)	ELECTIVE MODULES	ELECTIVE MODULES	ELECTIVE MODULES			
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 Prerequisite ACC1141 BMA2141 Purchasing and Supply Management Prerequisite BMA1141 ECO2141 Intermediate Microeconomics Prerequisite ECO1141 EEM2141 Economic and Management Sciences Prerequisite EEM1141 EMS2141 Economics and Management Sciences Methodology	ACC2241 Introduction to Financial Reporting Prerequisite ACC1241 BMA2241 Human Resources Management Prerequisite BMA1241 ECO2241 Intermediate Macroeconomics Prerequisite ECO1241 EEM2241 Economic and Management Sciences Prerequisite EEM1241	ACC3141 External Finance Reporting Prerequisite ACC2141 BMA3141 Marketing Management Prerequisite BMA2141 ECO3141 Intermediate Trade and Finance Prerequisite ECO2141 EEM3141 Economic and Management Sciences Prerequisite EEM2141 EMS3141 Economics and Management Sciences Methodology Prerequisite EMS2141 EAC3141 Accounting Methodology Prerequisite EAC2141 ECN3141 Economics Methodology Prerequisite EECN2141			
						NB: No student shall proceed to the fourth year having any outstanding modules from the first, second, and third year	

		Prerequisite EMS1141 EAC2141 Accounting Methodology Prerequisite EAC1141 ECN2141 Economics Methodology Prerequisite ECN1141 EBS2141 Business Studies Methodology Prerequisite EBS1141		EBS3141 Business Studies Methodology Prerequisite EEBS2141			
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 IsiNdenbele 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

Prerequisite ETP1221

ELECTIVE MODULES

EHG2141	Social Sciences
	Prerequisite EHG1141
ENG2161	English Structure and Usage: Intermediate Level
	Prerequisite ENG1161
ISN2141	Meaning, Sound, Word and Sentence in IsiNdebele
ISN 2142	Orthography and Terminology in IsiNdebele
	Prerequisite ISN1141
ISW2141	Meaning, Sound, Word and Sentence in Siswati
ISW2142	Orthography and Terminology in Siswati
	Prerequisite ISW1141
NSO2141	Meaning, Sound, Word and Sentence in Northern Sotho
NSO2142	Orthography and Terminology in Northern Sotho
	Prerequisite NSO1141
TVE2141	Meaning, Sound, Word and Sentence in Tshivenda
TVE2142	Orthography and Terminology in Tshivenda
	Prerequisite TVE1141
XTS2141	Meaning, Sound, Word and Sentence in Xitsonga
XTS2142	Orthography and Terminology in Xitsonga
	Prerequisite XTS1141
GEO2141	Spatial organization of Society
	Prerequisite GEO1241
GEO2142	Quantitative and Qualitative
	Prerequisite GEO1120
HIS2141	The Making of Modern South Africa 1899-1961
	Prerequisite HIS1143
ESS2141	Social Sciences Methodology
	Prerequisite EHG1141
ENM2141	English Methodology
EIN2141	IsiNdebele Methodology
	Prerequisite ISN2141 & ISN2142
EWI2141	Siswati Methodology
	Prerequisite ISW2141 & ISW2142
ENS2141	Northern Sotho Methodology
	Prerequisite NSO2141 & NSO2142
ETV2141	Tshivenda Methodology
	Prerequisite TVE2141 & TVE2142
EXT2141	Xitsonga Methodology
	Prerequisite XTS2141 & XTS2142
EGE2141	Geography Methodology
	Prerequisite GEO2141 & GEO2142
EHI2141	History Methodology
	Prerequisite HIS2141

SEMESTER 2 COMPULSORY MODULES

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

ELECTIVE MODULES

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

THIRD YEAR

SEMESTER 1

COMPULSORY MODULES

EPH3141	Education Foundations 1 (History and Philosophy of Education) Prerequisite EPH2141
ETP3121	Teaching Practice – Microteaching Prerequisite ETP2121

ELECTIVE MODULES

EHG3141	Social Sciences Prerequisite EHG2141
ENG3141	Advanced English Structure
ENG3142	Advanced English Usage Prerequisite ENG2161 & ENG2261
NSO3141	The Study of Meaning in Northern Sotho
NSO3142	Language Planning and Policy in Northern Sotho Prerequisite NSO2141 & NSO2142
ISW3141	The Study of Meaning in Siswati
ISW3142	Language Planning and Policy in Siswati Prerequisite ISW2141 & ISW 2142
ISN3141	The Study of Meaning in IsiNdebele
ISN3142	Language Planning and Policy in IsiNdebele Prerequisite ISN2141 & ISN 2142
TVE3141	The Study of Meaning in Tshivenda
TVE3142	Language Planning and Policy in Tshivenda Prerequisite TVE2141 & TVE2142

XTS3141	The Study of Meaning in Xitsonga
XTS3142	Language Planning and Policy in Xitsonga Prerequisite XTS2141 & XTS 2142
GEO3141	Geography of South Africa Prerequisite GEO2242
GEO3142	Geomorphology Prerequisite GEO2241
GEO3144	Population and Demography Prerequisite GEO2141
GEO3145	Settlement and Industrial Development Prerequisite GEO2141
HIS3142	Inter African Relations Prerequisite HIS1244
ESS3141	Social Sciences Methodology Prerequisite ESS2141 & ESS2142
ENM3141	English Methodology Prerequisite ENG2161 & ENG2261
EIN3141	IsiNdebele Methodology Prerequisite ISN2141 & ISN2142
EWI3141	Siswati Methodology Prerequisite ISW2141 & ISW2142
ENS3141	Northern Sotho Methodology Prerequisite NSO2141 & NSO2142
ETV3141	Tshivenda Methodology Prerequisite TVE2141 & TVE2142
EXT3141	Xitsonga Methodology Prerequisite XTS2141 & XTS2142
EGE3141	Geography Methodology Prerequisite EGE2141
EHI3141	History Methodology Prerequisite HIS2242

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 Prerequisite EHG2241
ENG3241	Post Coloniality and the Novel Prerequisite ENG2261
Choose one from the following:	
ENG3242	The Poetry of Love, Protest, and Resistance Prerequisite ENG2261
ENG3243	The Drama of Class, Race, and Cultural Differences Prerequisite ENG 2161 & ENG2261
NSO3241	Society and Literature
NSO3242	Language and Society in Northern Sotho Prerequisite NSO2241
ISW3241	Society and Literature
ISW3242	Language and Society in Siswati Prerequisite ISW2241
ISN3241	The Study of Meaning in IsiNdebele
ISN3242	Language and Society in IsiNdebele

TVE3241	Prerequisite ISN2241
TVE3242	Society and Literature
	Language and Society in Tshivenda
	Prerequisite TVE2241
XTS3241	Society and Literature
XTS3242	Language and Society in Xitsonga
	Prerequisite XTS2241
GEO3241	Remote Sensing and Geographic Information System A
GEO3242	Climatology
	Prerequisite GEO2241
GEO3243	Geography of Tourism
	Prerequisite GEO2141
GEO3244	Rural Geography and Development
	Prerequisite GEO2141
HIS3244	Africa and the World
	Prerequisite HIS2242
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

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
EHI4141	History Methodology

SEMESTER 2

COMPULSORY MODULES

ETP4221	Teaching Practice – WIL
---------	-------------------------

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
COMPULSORY MODULES	COMPULSORY MODULES	COMPULSORY MODULES	COMPULSORY MODULES	COMPULSORY MODULES	COMPULSORY MODULES	COMPULSORY MODULES	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)	ECS1242 English Communication Skills for Education EPH1241 Education Foundations 2 (Psychology and Sociology of Education) Prerequisite ETP1221 Teaching Practice - Observation EHG1241 Social Sciences (Geography)	EPH2141 Education Foundations 1 (History and Philosophy 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	EPH3141 Education Foundations 1 (History and Philosophy 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	ETP4221 Teaching Practice – WIL
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	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	ELECTIVE MODULES EHG2141 Social Sciences Prerequisite EHG1141 ENG2161 English Structure and Usage: Intermediate Level Prerequisite ENG1161 ISN2141 Meaning, Sound, Word and Sentence in IsiNdebele ISN2142 Orthography and Terminology in IsiNdebele Prerequisite ISN1141 ISW2141 Meaning, Sound, Word and Sentence in Siswati ISW2142	ELECTIVE MODULES EHG2241 Social Sciences Prerequisite EHG1241 ENG2261 Postcoloniality and the African World in Literature Prerequisite ENG1261 NSO2241 Origin and Development of Traditional and Modern Northern Sotho Literature Prerequisite NSO2141 IWS2241 Origin and Development of Traditional and Modern Siswati Literature Prerequisite ISW2141 ISN2241	ELECTIVE MODULES EHG3141 Social Sciences Prerequisite EHG2141 ENG3141 Advanced English Structure ENG3142 Advanced English Usage Prerequisite ENG2161 & ENG2261 NSO3141 The Study of Meaning in Northern Sotho NSO3142 Language Planning and Policy in Northern Sotho Prerequisite NSO2141 & NSO2142 ISW3141 The Study of Meaning in Siswati ISW3142 Language Planning and Policy in Siswati Prerequisite ISW2141 & ISW2142 ISN3141	ELECTIVE MODULES EHG3241 Social Sciences Prerequisite EHG2241 ENG3241 Post-coloniality and the Novel Prerequisite ENG2261 Choose one from the following: ENG3242 The Poetry of Love, Protest, and Resistance Prerequisite ENG2261 ENG3243 The Drama of Class, Race, and Cultural Differences Prerequisite ENG2161 & ENG2261 NSO3241 Society and Literature NSO3242 Language and Society in Northern Sotho Prerequisite NSO2241 ISW3241 Society and Literature ISW3242 Language and Society in Siswati Prerequisite ISW2241	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 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 Prerequisite ISW1141 NSO2141 Meaning, Sound, Word and Sentence in Northern Sotho NSO2142 Orthography and Terminology in Northern Sotho Prerequisite NSO1141 TVE2141 Meaning, Sound, Word and Sentence in Tshivenda TVE2142 Orthography and Terminology in Tshivenda Prerequisite TVE1141 XTS2141 Meaning, Sound, Word and Sentence in Xitsonga XTS2142 Orthography and Terminology in Xitsonga Prerequisite XTS1141 GEO2141 Spatial organisation of Society Prerequisite GEO1241 GEO2142 Quantitative and Qualitative	Origin and Development of Traditional and Modern IsiNdebele Literature Prerequisite ISN2141 TVE2241 Origin and Development of Traditional and Modern Tshivenda Literature Prerequisite TVE2141 XTS2241 Origin and Development of Traditional and Modern Xitsonga Literature Prerequisite XTS2141 GEO2241 Patterns and Processes in Physical Geography Prerequisite GEO1141 GEO2242 Themes on the Geography of South Africa HIS2241 Europe and South America since 1945 Prerequisite HIS1244	The Study of Meaning in IsiNdebele ISN3142 Language Planning and Policy in IsiNdebele Prerequisite ISN2141 & ISN2142 TVE3141 The Study of Meaning in Tshivenda TVE3142 Language Planning and Policy in Tshivenda Prerequisite TVE2141 & TVE2142 XTS3141 The Study of Meaning in Xitsonga XTS3142 Language Planning and Policy in Xitsonga Prerequisite XTS2141 & XTS2142 GEO3141 Geography of South Africa Prerequisite GEO2242 GEO3142 Geomorphology Prerequisite GEO2241 GEO3144 Population and Demography Prerequisite GEO2141 GEO3145 Settlement and Industrial Development Prerequisite GEO2141 HIS142 Inter African Relations Prerequisite HIS1244	ISN3241 The Study of Meaning in IsiNdebele ISN3242 Language and Society in IsiNdebele Prerequisite ISN2241 TVE3241 Society and Literature TVE3242 Language and Society in Tshivenda Prerequisite TVE2241 XTS3241 Society and Literature XTS3242 Language and Society in Xitsonga Prerequisite XTS2241 GEO3241 Remote Sensing and Geographic Information System A GEO3242 Climatology Prerequisite GEO2241 GEO3243 Geography of Tourism Prerequisite GEO2141 GEO3244 Rural Geography and Development Prerequisite GEO2141 HIS3244 Africa and the World Prerequisite HIS2242 NB: No student shall proceed to the fourth year having any outstanding modules from the first, second, and third year		

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
		Prerequisite GEO1120 HIS2141 The Making of Modern South Africa 1899-1961 Prerequisite HIS1143 ESS2141 Social Sciences Methodology Prerequisite EHG1141 ENM2141 English Methodology EIN2141 IsiNdebele Methodology Prerequisite ISN2141 & ISN2142 EWI 2141 Siswati Methodology Prerequisite ISW2141 & ISW2142 ENS2141 Northern Sotho Methodology Prerequisite NSO2141 & NSO2142 ETV2141 Tshivenda Methodology Prerequisite TVE2141 & TVE2142 EXT2141 Xitsonga Methodology Prerequisite XTS2141 & XTS2142 EGE2141		ESS3141 Social Sciences Methodology Prerequisite ESS2141 & ESS2142 ENM3141 English Methodology Prerequisite ENG2161 & ENG2261 EIN3141 IsiNdebele Methodology Prerequisite ISN2141 & ISN2142 EWI3141 Siswati Methodology Prerequisite ISW2141 & ISW2142 ENS3141 Northern Sotho Methodology Prerequisite NSO2141 & NSO2142 ETV3141 Tshivenda Methodology Prerequisite TVE2141 & TVE2142 EXT3141 Xitsonga Methodology Prerequisite XTS2141 & XTS2142 EGE3141 Geography Methodology Prerequisite EGE2141 EHI3141 History Methodology Prerequisite 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 Prerequisite GEO2141 & GEO2142 EHI2141 History Methodology Prerequisite HIS2141					
Total credits = 126		Total credits = 120		Total credits = 128		Total credits = 132	
						Total credits for the qualification = 506	

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
EPH1141	Education Foundations 1 (History and Philosophy 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
EPH1241	Education Foundations 2 (Psychology and Sociology 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 Prerequisite CHE1140
CHE1222	Organic Chemistry I Prerequisite CHE1140
COM1226	Computer Technology Prerequisite COM1124; Co-requisites: MAT1141, MAT1241

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

SECOND YEAR

SEMESTER 1

COMPULSORY MODULES

EPH2141	Education Foundations 1 (History and Philosophy of Education)
ETP2121	Teaching Practice – Microteaching Prerequisite ETP1221

ELECTIVE MODULES

NSM2141	Natural Sciences Prerequisite NSM1141 & NSM1241
BIO2142	Biology Population Ecology Prerequisite BIO1141 & 1243
BOT2144	Plant Anatomy and Morphology Prerequisite BIO1141 & 1243
CHE2121	Inorganic Chemistry II Prerequisite CHE1222
CHE2122	Organic Chemistry II Prerequisite CHE1222
COM2123	Computer Systems Imperative Programming Prerequisite COM1321
COM2128	Computer Systems: Artificial Intelligence Fundamentals Prerequisite COM1321
COM2129	Database Fundamentals Prerequisite COM1321, COM1124
MAT2141	Linear Algebra Prerequisite MAT1242
MAT2142	Multivariable Calculus
PHY2121	Classical Mechanics Prerequisite PHY1121; MAT1141; MAT1241
PHY2122	Waves and Optics II Prerequisite PHY1121; MAT1141; MAT1241
ZOO2144	Biology Principles of Genetics Prerequisite BIO1141, BIO1142
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) Prerequisite ESP1241
ETP2221	Teaching Practice – WIL Prerequisite ETP1221

ELECTIVE MODULES

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

THIRD YEAR

SEMESTER 1

COMPULSORY MODULES

EPH3141	Education Foundations 1 (History and Philosophy of Education) Prerequisite EPH2141
ETP3121	Teaching Practice – Microteaching Prerequisite ETP2121

ELECTIVE MODULES

NSM3141	Natural Sciences: Diversity and Evolution of Life on Earth and Life beyond Earth Prerequisite NSM2141
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 Prerequisite CHE2623
COM3120	Software Engineering I Prerequisite COM1321
MAT3141	Real Analysis II

MAT3142	Group Theory Prerequisite MAT2241
PHY3121	Atomic and Nuclear Physics Prerequisite MAT2141
PHY3122	Solid State Physics Prerequisite PHY2224
EIT3141	Information Technology Methodology Prerequisite PHY2121, PHY2224
ELS3141	Life Sciences Methodology Prerequisite EIT2141
EMA3141	Mathematics Methodology Prerequisite ELS2141
ENA3141	Natural Sciences Methodology Prerequisite EMA2141
EPM3141	Physical Science Methodology Prerequisite ENA2141

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 Prerequisite NSM3141; NSM 3241
BOT3246	Plant Physiology Prerequisite BOT2242; CHE1221
BOT3247	Plant Ecophysiology Prerequisite BOT2144, BOT2245
CHE3221	Inorganic Chemistry III Prerequisite CHE2121
CHE3222	Organic Chemistry III Prerequisite CHE2122; Co-requisite: CHE3221
COM3217	Professional Issues in Computing and Information Technology Prerequisite COM3120
COM3220	Software Engineering II Prerequisite COM3120
MAT3241	Complex Analysis Prerequisite MAT2241
MAT3242	Rings and Fields Prerequisite MAT3145
PHY3223	Thermodynamics and Statistical Physics Prerequisite PHY2121
PHY3224	Quantum Mechanics Prerequisite PHY2224,

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

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
---------	-------------------------

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
COMPULSORY MODULES	COMPULSORY MODULES	COMPULSORY MODULES	COMPULSORY MODULES	COMPULSORY MODULES	COMPULSORY MODULES	COMPULSORY MODULES	COMPULSORY MODULES
EAL1121 Academic Literacy 1 ECL1121 Computer Literacy for Teachers ECS1141 English Communication Skills EPH1141 Education Foundations 1 (History and Philosophy of Education) NSM1141 Natural Sciences (Life and Living)	ECS1242 English Communication Skills for Education EPH1241 Education Foundations 2 (Psychology and Sociology of Education) ETP1221 Teaching Practice - Observation NSM1241 Natural Sciences: Matter and Materials Prerequisite NSM1141	EPH2141 Education Foundations 1 (History and Philosophy of Education) ETP2121 Teaching Practice – Microteaching Prerequisite ETP1221	ESP2241 Education Foundations 2 (Sociology and Philosophy of Education) Prerequisite ESP1241 ETP 2221 Teaching Practice – WIL Prerequisite ETP1221	EPH3141 Education Foundations 1 (History and Philosophy 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	ETP4221 Teaching Practice – WIL
ELECTIVE MODULES (select 2 from the following)	ELECTIVE MODULES (select 2 from the following)	ELECTIVE MODULES	ELECTIVE MODULES	ELECTIVE MODULES	ELECTIVE MODULES	ELECTIVE MODULES	
BIO1141 The Tree of Life BIO1142 Cell Biology CHE1140 General Chemistry for the Applied Sciences	BIO1243 Biology: Ecology, Adaptation and Evolution BIO1244 Biology: Introductory	BIO2142 Biology Population Ecology Prerequisite BIO1141 & 1243 BOT2144 Plant Anatomy and Morphology	BOT2245 Plant Taxonomy & Reproductive Biology Prerequisite BIO1141 & BIOL1243 CHE2220	NSM3141 Natural Sciences: Diversity and Evolution of Life on Earth and Life beyond Earth Prerequisite NSM2141 BIO3141 Biology BOT3143 Plant Ecology Pre-requisites: BIO2142 or BOT2144 CHE3120	NSM3241 Natural Sciences Project Prerequisite NSM3141 & NSM3241 BOT3246 Plant Physiology Prerequisite BOT2242 BOT3247 Plant Ecophysiology Prerequisite BOT2144 & BOT2245 CHE3221	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 Prerequisite CHE1140 CHE1222 Organic Chemistry I Prerequisite CHE1140 COM1226 Computer Technology Prerequisite COM1124; Co- requisites: MAT1141, MAT 1242 COM1321 Computer: Object Oriented Programming MAT1242 Mathematics Foundation II Prerequisite MAT1142 PHY1223 Physics Properties of Matter and Heat Prerequisite MAT1241 PHY1224	Prerequisite BIO1141 & 1243 CHE2121 Inorganic Chemistry II Prerequisite CHE1222 CHE2122 Organic Chemistry II Prerequisite CHE1222 COM2123 Computer Systems Imperative Programming Prerequisite COM1321 COM2128 Computer Systems: Artificial Intelligence Fundamentals Prerequisite COM1321 COM2129 Database Fundamentals Prerequisite COM1321 & COM 1124 MAT2141 Linear Algebra Prerequisite MAT1242	Analytical Chemistry Prerequisite CHE1140, Co- requisite: CHE2121 CHE2223 Physical Chemistry I Prerequisite CHE1140, Co- requisite: CHE2121 COM2224 Algorithms and Data Structures Prerequisite COM1321; co- requisites: COM2123 COM2226 Data Communicatio n and Computer Prerequisite COM1122, COM1124, COM1321, MAT1141, MAT1142 ZOO2248 Animal Phylogeny Prerequisite BIO1141 & BIO1243	Analytical Chemistry: Instrumental Techniques Pre-requisites: CHE2220 Co- requisite CHE3123 CHE3123 Physical Chemistry II Prerequisite CHE2623 COM3120 Software Engineering I Prerequisite COM1321 MAT3141 Real Analysis II Prerequisite MAT2241 MAT3142 Group Theory Prerequisite MAT2141 PHY3121 Atomic and Nuclear Physics Prerequisite PHY2224 PHY3122 Solid State Physics Prerequisite PHY2121 & PHY2224 EIT3141	Inorganic Chemistry III Prerequisite CHE2121 CHE3222 Organic Chemistry III Prerequisite CHE2122; Co- requisite: CHE3221 COM3217 Professional Issues in Computing and Information Technology Prerequisite COM3120 COM3220 Software Engineering II Prerequisite COM3120 MAT3241 Complex Analysis Prerequisite MAT2241 MAT3242 Rings and Fields Prerequisite MAT3145 PHY3223 Thermodynamics and Statistical Physics Prerequisite PHY2121		

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

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	

E3.4 CERTIFICATES

Post Graduate Certificate in Education

PGCE

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

3.5.1 Description

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

The qualification carries 120 credits.

3.5.2 Duration of the Programme

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

3.5.3 Admission Requirements

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

3.5.44 Composition of the curriculum:

First semester

Core Modules

ETP4121 TEACHING PRACTICE (SOP)ETP4121 Teaching Practice

ECT4121 Curriculum Theory and Practice

EHV4121 HIV / AIDS Education for Educators

EPH4141 Education Foundations –1

EPH4141 Education Foundations-2

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

Stream 1: Human and Social Sciences

EIW4141 Imetodoloji yelilwimi Lwasekhaya: Siswati

ENM4141 English First Additional Language Methodology

ENP4141 English First Additional Language Methodology (Senior Phase)

ENS4141 Thutamoruto ya Leleme la Gae: Sesotho sa Lebowa

ETV4141 Ngudamaitele ya Luambo lwa Hayani: Tshivenḁa

EVP4141 Ngudamaitele ya Luambo lwa Hayani (Senior Phase): Tshivenḁa

EXT4141 Meaendlelo Ya Ririmi Ra Le Kaya: Xitsonga

ELO4141 Life Orientation Methodology

EGE4141 Geography Methodology

EHI4141 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)

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

Choose two methodologies from the list provided:

Stream 1: Human and Social Sciences

EIW4241 Imetodoloji yelilwimi Lwasekhaya: Siswati

ENM4241 English First Additional Language Methodology

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

EHI4241 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 level.

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

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

YEAR 1

Semester 1

ECI 5121 Contemporary Issues in Early Childhood Education

EEL 5121 Early Literacy

ELM 5121 Leadership and Management in Early Childhood education

ECD 5121 Child Development and Schooling

Semester 2

EMC 5221 Mathematics and Young Child
EER 5221 Educational Research

Year module

EDU 5300 Research Project

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

First Semester

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

Second semester

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

Year module

EDU5300 Research Project

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

Semester 1

YEAR 1

Semester 1

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

Semester 2

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

YEAR 2

Semester 1

GDM 5521 Developing and Managing Schools Guidance Programme
GCA 5521 Counseling Children and Adolescents
GCD 5521 Careers Counseling and Development

Year Module

EDU 5000 Research Project

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

Semester 1

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

Semester 2

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

Year module

EDU5300	Research Project
---------	------------------

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

SEMESTER 1

EMP5121	Modern Philosophies of Education
EAE5121	African Educational Thought and Practice
EDR5121	Introduction to Educational Research

SEMESTER 2

EPE5221	Social Philosophy of Education
ESS5221	Sociology of the School
EDR5221	Educational Research

YEAR MODULE

EDU5300	Research Project
---------	------------------

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

SEMESTER 1

EDR5121	Introduction to Educational Research
---------	--------------------------------------

SEMESTER 2

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

YEAR MODULE

EDU5300	Research Project
---------	------------------

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

SEMESTER 1

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

SEMESTER 2

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

YEAR MODULE

EDU5300	Research Project
---------	------------------

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

SEMESTER 1

ESP5121	Sociological Perspectives in Education
ESE5121	Culture, Socialisation and Education

ESS5121 Sociology of the School
EDR5121 Introduction to Educational Research

SEMESTER 2

EPE5221 Social Philosophy of Education
EDR5221 Educational Research

YEAR MODULE

EDU5300 Research Project

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

YEAR 1

Bachelor of Education Honours in Curriculum Studies (SEHECS)

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

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

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

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

Subject Code	Subject Name
SEMESTER 1	
EPN5121	History, Philosophy and Nature of Science
EST5121	Science, Technology, and Society
ELS5121	Cell biology and genetics
EDR5121	Introduction to Educational Research

SEMESTER	2
EBE5221	Biodiversity and evolution
EDT5221	Teaching, learning and assessment strategies (Elective)
ETC5221	Curriculum design and development (Elective)
EDR5221	Educational Research
EDU5300	Research Project

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

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

E7 MASTER OF EDUCATION

- E7.1 MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION (SEMEEC)
Module Code
EDU 6001
- E7.2 MASTER OF EDUCATION IN CURRICULUM STUDIES (SEMECS)
EDU6001
- E7.3 MASTER OF EDUCATION IN SCIENCE EDUCATION (SEMESE)
Module
EDU 6001
- E7.4 MASTER OF EDUCATION IN PHYSICS EDUCATION (SEMEPS)
Module
EDU 6001
- E7.5 MASTER OF EDUCATION IN CHEMISTRY EDUCATION (SEMECH)
Module
EDU 6001
- E7.6 MASTER OF EDUCATION IN LIFE SCIENCES EDUCATION (SEMELS)
Module
EDU 6001
- E7.7 MASTER OF EDUCATION IN EDUCATIONAL MANAGEMENT (SMEEM)
Module
EDU 6001
- E7.8 MASTER OF COMPARATIVE EDUCATION ()
Module
EDU 6001
- E7.9 MASTER OF EDUCATION IN PHILOSOPHY OF EDUCATION (SEMEPH)
Module
EDU 6001
- E7.10 MASTER OF EDUCATION IN SOCIOLOGY OF EDUCATION (SEMESO)
Module
EDU 6001
- E7.11 MASTER OF EDUCATION IN PSYCHOLOGY OF EDUCATION (SEMEPE)

Module
EDU 6001

- E7.12 MASTER OF EDUCATION IN GUIDANCE AND COUNSELLING (SEMEGC)
Module
EDU 6001
- E7.13 MASTER OF EDUCATION IN INCLUSIVE EDUCATION (SEMEIE)
Module
EDU 6001
- E7.14 MASTER OF EDUCATION IN MATHEMATICS EDUCATION (SEMEME)
Module
EDU 6001

E8. DOCTOR OF EDUCATION

- E 8.1 DOCTOR OF EDUCATION IN EARLY CHILDHOOD EDUCATION (SEDEEC)
Module
EDU 7001
- E8.1 DOCTOR OF EDUCATION IN CURRICULUM STUDIES (SEDEMECS)
Module
EDU 7001
- E8.3 DOCTOR OF EDUCATION IN MATHEMATICS EDUCATION (SEDEME)
Module
EDU 7001
- E8.4. DOCTOR OF EDUCATION IN CHEMISTRY EDUCATION (SEDECH)
Module
EDU 7001
- E8.5 DOCTOR OF EDUCATION IN PHYSICS EDUCATION (SEDEPS)
Module
EDU 7001
- E8.6 DOCTOR OF EDUCATION IN SCIENCE EDUCATION (SEDESE)
Module
EDU 7001
- E8.7 DOCTOR OF EDUCATION IN GUIDANCE AND COUNSELLING (SEDEGC)
Module
EDU 7001
- E8.8 DOCTOR OF EDUCATION IN EDUCATIONAL MANAGEMENT (SEDEEM)
Module
EDU 7001
- E8.9 DOCTOR OF EDUCATION IN SOCIOLOGY OF EDUCATION (SEDESE)
Module
EDU 7001
- E8.10 Doctor of Education in Inclusive Education (SEDEIE)
Module
EDU 7001
- E8.11 Doctor of Education in Philosophy Education (SEDEPH)
Module
EDU 7001
- E8.12 Doctor of Education in Psychology of Education (SEDEPE)
Module
EDU 7001
- E8.13 Doctor of Education in Guidance and Counselling (SEDEGC)
Module
EDU 7001

MODULE CODE	MODULE DESCRIPTION
BER 4521	Basic Educational Research
BER 4621	Basic Educational Research

CHM5121	Inorganic and Organic Chemistry
CHM522	Physical and Analytical Chemistry
DME 4621	Drama in Education
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
EAT 4521	Art for Young Children
EAV 4521	Assessment and Evaluation
EBE5521	Biodiversity and evolution
EBS 4141	Business Studies Methodology
ECD 1521	Child Development
ECD 2241	Theories of Early Childhood Development and Formal Schooling
ECD 4521	Child Development
ECD 4620	Curriculum, Projection and Resource Development
ECD 4621	Child Development
ECD 5121	Child Development and Schooling
ECD 5621	Child Development
ECD 7501	Curriculum Design & Development
ECD5121	Curriculum Design and Development
ECE 7501	Curriculum Research & Evaluation
ECE5221	Curriculum Innovation and Evaluation
ECF 7501	Curriculum Foundations
ECL 5121	Contemporary Issues in Early Childhood Education
ECL1121	Computer Literacy for Teachers
ECL 1122	Computer Literacy Application for Foundation Phase Teachers
ECM 7501	English communication
ECM 7501	Curriculum Management & Implementation
ECM5121	Curriculum Management
ECM5221	Curriculum Management and Evaluation
ECN 4141	Economics Methodology
ECS1141	English Communication Skills
ECS1242	English Communication Skills for Education
ECS 5621	South African Early Childhood Education in Context
ECT 2621	Psychology of Education
ECT 4121	Curriculum Theory and Practice
ECT 4121	Curriculum Theory and Practice
ECT 7500	Thesis
EDA 2621	Administration and Management
EDA 4141	Administration and Management in Foundation Phase
EDA 5521	Law in Education
EDA5121	Law in Education
EDC 1241	Curriculum Development for Foundation Phase 1
EDC 2141	Curriculum Development for FP: Teaching, Strategies and Assessment
EDC 5521	Curriculum Management
EDE 5521	Curriculum Evaluation
EDF 5521	Financial Management in Education
EDF5121	Educational Leadership and Management
EDF5221	Financial Management in Education
EDH 1521	The Reception Year
EDL 4141	Curriculum Theory and Practice in Early Childhood Education
EDL 4521	Curriculum Development
EDL 4621	Curriculum Development
EDL 5621	Educational Leadership
EDR 4521	Basic Educational Research
EDR 4621	Basic Educational Research
EDR 5521	Educational Research

12

EDR 5621	Educational Research
EDR5121	Educational Research
EDR5121	Introduction to Educational Research
EDR5221	Educational Research
EDR5221	Educational Research
EDT 5521	Teaching, Learning and Assessment Strategies
EDT5121	Teaching, learning and assessment strategies
EDT5221	Teaching, learning and assessment strategies
EDU 5000	Research Project
EDU 6000	Dissertation
EDU 6001	Dissertation
EDU 7000	Dissertation
EDU 7001	Dissertation
Education	
EEE 4420	Ecology and the Environment
EEL 5121	Early Literacy
EEM1141	Economic and Management Sciences
EEM1241	Economic and Management Sciences
EEM 2141	Economic and Management Sciences
EEM 2241	Economic and Management Sciences
EEM 3141	Economic and Management Sciences
EEM 3241	Economic and Management Sciences
EER 5221	Educational Research
EFD 6540	Research Project
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
EFM 6541	Financial Management
EGE 2141	Geography Methodology
EGE 3141	Geography Methodology
EGE 4141	Geography Methodology
EGP 4511	School Development and Governance
EHC 3521	History of Education
EHD 1521	Psychology of Education
EHD 1621	Health and Nutrition in ECD
EHE 4621	History of Education
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
EHI 2141	History Methodology
EHI 3141	History Methodology
EHI 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
EHV 4121	HIV/AIDS Education for Educators
EHV 4121	HIV/AIDS Education for Educators

EIE 4420	Environmental Crisis and Emerging Responses
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
ELB 3521	Children with Learning Barriers
ELC4121	Leading and Managing Extra Curricula Activity
ELD 3621	Children with Learning Barriers
ELD 4521	Learners with Learning Difficulties
ELD 4621	Learners with Learning Difficulties
ELE 4521	Law in Education
ELE 6641	Law in Education
ELF 3141	Life Skills
ELF 3241	Life Skills
ELF 1141	Life Skills
ELF 1241	Life Skills:
ELF 1521	Life Skills Learning Programme
ELF 2141	Life Skills
ELF 2241	Life Skills
ELF 2241	Life Skills
ELF 2521	Life Skills Learning Programme
ELF 3521	Life Skills Learning Programme
ELL 1521	Literacy Learning Programme
ELL 1621	Literacy Learning Programme
ELL 2621	Literacy learning Programme
ELL 3621	Literacy Learning Programme
ELM 4511	Language skills in School Leadership
ELM 5121	Leadership And Management in Early Childhood education
ELM4121	Leading and Managing Learning
ELS 1521	Life Skills Learning Programme
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
ELS 5521	Life Skills Learning in Early Childhood Education
ELS5121	Cell biology and genetics
EMA 2141	Mathematics Methodology
EMA 3141	Mathematics Methodology
EMA 4141	Mathematics Methodology
EMA 4611	Educational Moderation
EMC 5221	Mathematics And Young Child
EML 1141	Mathematics
EML 1241	Mathematics:
EML 1621	Numeracy Learning Programme
EML 2141	Mathematics
EML 2241	Mathematics
EML 2241	Mathematics
EML 3141	Mathematics
EML 3241	Mathematics
EML 4511	Management of Learning Programmes
EMP 4511	Leadership and Management
EMP 4620	Environmental Crisis and emerging responses
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
EMS 4611	Mentoring and Evaluation OR
EMT 3621	Philosophy of Education

EMU 4241	Music for Young Children
EMU 4621	Music for Young Children
ENA 2141	Natural Sciences Methodology
ENA 3141	Natural Sciences Methodology
ENA 4141	Natural Sciences Methodology
ENB 3521	Numeracy Learning Programme
ENL 1521	Numeracy Learning Programme
ENL 5521	Numeracy Learning in Early Childhood Education
ENM 1621	Managing the ECD Learning Programme
ENM 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
EOF 4511	Management of Organisational systems, Physical and Financial Resources
EOF 4511	Management of Organisational systems, Physical and Financial Resources
EPA 4511	Assessment of Learning Outcomes OR
EPC 4521	Parental Consultation
EPC4121	Leading and Managing people and change
EPE 1141	Psychological Foundations of Early Childhood Development
EPE 4521	Philosophy of Education
EPE5221	Social Philosophy of Education
EPH 1241	Education Foundations 2 (Psychology and Sociology of Education)
EPH 1621	Philosophy of Education
EPH 2141	Education Foundations 1 (History and Philosophy of Education)
EPH 2141	Education Foundations 1 (History and Philosophy of Education)
EPH 3141	Education Foundations 1 (History and Philosophy of Education)
EPH 3141	Education Foundations 1 (History and Philosophy of Education)
EPH 3141	Education Foundations 1 (History and Philosophy of Education)
EPH 3141	Education Foundations 1 (History and Philosophy of Education)
EPH 3141	Philosophy of Education for Young Children
EPH1141	Education Foundations 1 (History and Philosophy of Education)
EPH1141	Education Foundations 1 (History and Philosophy of Education)
EPM 2141	Physical Science Methodology
EPM 3141	Physical Science Methodology
EPM 4142	Physical Science Methodology
EPM 4611	Management and Leadership Competence Portfolio
EPN5121	History, Philosophy and Nature of Science
EPP 4221	Professional Portfolio
EPP4121	Professional Portfolio
EPS 2141	Sociological Foundations of Education for Young Children
EPS 2241	Education Foundations 2 (Sociology and Philosophy of Education)
EPS 2241	Education Foundations 2 (Sociology and Philosophy of Education)
EPS 3241	Education Foundations 2 (Sociology and Philosophy of Education)
EPS 3241	Education Foundations 2 (Sociology and Philosophy of Education)
EPS 3241	Education Foundations 2 (Sociology and Philosophy of Education)
EPS 3241	Education Foundations 2 (Sociology and Philosophy of Education)
EPS 3241	Education Foundations 2: Comparative Education in Early Childhood
EPS 4621	Psychology of Education
EPS5121	Electronics, Electricity and Magnetism
EPS5221	Statics, dynamics & kinematics
ERM 6541	Educational Research Methods
ERM 6641	Educational Research Methods
ERY 1141	Role of Reception Year in FP
ESA 4611	School Leadership and Management in the South African Context
ESE 4521	Sociology of Education
ESE5121	Sociology of the School

ESM 4121	School Management
ESM 4121	School Management
ESM 4121	School Management
ESM 4611	Basic Computer Literacy for School Management
ESO 4221	Leading and Managing the school as an Organisation
ESP 3521	Sociology of Education
ESP5121	Sociological Perspectives in Education
ESR 1621	School Readiness
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
ETC 1621	Techniques for Teaching Young Children
ETC5221	Curriculum design and development
ETC5221	Curriculum design and development
ETC5221	Curriculum design and development
ETE 3621	Psychology of Education
ETL 2521	Preparation of Teaching Practice-Observation
ETL 2621	Preparation of Teaching Practice-Observation
ETL 3511	Preparation of Teaching Practice-Observation
ETL 3521	Preparation for Teaching Practice- Observation
ETL 3621	Preparation for Teaching Practice-Observation
ETM 4611	Management of Teaching and Learning
ETP1221	Teaching Practice Observation
ETP 1241	Introduction to Teaching Practice in Foundation Phase
ETP 1621	Teaching Practice
ETP 2121	Teaching Practice – Microteaching
ETP 2121	Teaching Practice – Microteaching
ETP 2121	Teaching Practice – Microteaching
ETP 2121	Teaching Practice – Microteaching
ETP 2141	Teaching Practice Observation in Schools
ETP 2221	Teaching Practice - WIL
ETP 2221	Teaching Practice – WIL
ETP 2241	Micro Teaching Practice
ETP 2241	Micro Teaching Practice
ETP 3121	Teaching Practice – Microteaching
ETP 3121	Teaching Practice – Microteaching
ETP 3121	Teaching Practice – Microteaching
ETP 3141	Teaching Practice
ETP 3221	Teaching Practice - WIL
ETP 3221	Teaching Practice - WIL
ETP 3221	Teaching Practice - WIL
ETP 3241	Teaching Practice/ WIL:
ETP 4121	Teaching Practice – Microteaching
ETP 4121	Teaching Practice – Microteaching
ETP 4141	Teaching Practice
ETP 4221	Teaching Practice - WIL
ETP 4221	Teaching Practice – WIL
ETP 4241	Teaching Practice/
ETV 2141	Tshivenda Methodology
ETV 3141	Tshivenda Methodology
ETV 4141	Tshivenda Methodology
EW4221	Working with and for Community
EWI 2141	Siswati Methodology
EWI 3141	Siswati Methodology
EWI 4141	Siswati Methodology
EXT 2141	Xitsonga Methodology
EXT 3141	Xitsonga Methodology
EXT 4141	Xitsonga Methodology

GBI 6541	Group Behaviour and Interpersonal Influence
GCA 5521	Counseling Children and Adolescents
GCD 5521	Careers Counseling and Development
GDM 5521	Developing and Managing Schools Guidance Programme
GHD 5521	Human Growth and Development
GHD 5621	Human Growth and Development
GTP 5521	Counseling Theory and Practice
GVC 5621	Counseling Orphans and Vulnerable Children
HDC 2621	History of Education
HER 4521	Human Resource Management in Education
HER 5521	Human Resource Management in Education
HIV 4521	HIV/AIDS Education for Teachers
HIV 4611	HIV and AIDS Education
HIV 4621	HIV/AIDS Education for Teachers
HIV 5621	HIV & AIDS Education for Teachers
HRM 6641	Human Resource Management
IEH 1521	History of Education
MDS 6000	Research Project
NSM 1141	Natural Sciences
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
ORB 4521	Organisational Behaviour
ORB 5521	Organisational Behaviour
ORB 6541	Organisational Management and Leadership
PCD 6541	Curriculum Design
PCD 6641	Curriculum Design
PCE 6541	Curriculum Evaluation
PCE 6641	Curriculum Evaluation
PCM 6541	Curriculum Management
PHE 2521	Philosophy of Education
PME 6541	Project Management in Education
PSC 3521	Computer Literacy
PSC 3621	Computer Literacy
RED 4621	Religious Education
REP 5000	Research Project.
SED 6000	Science Education
SFE 1621	Sociology of Education
SFE 1621	Sociology of Education
SGO 4621	School Governance
SGO 5521	School Governance
SLE 2141	Life Sciences Methodology
SLE3141	Life Sciences Methodology
SLE4141	Life Sciences Methodology
SOE 2521	Sociology of Education
SPE 4621	Sports Education

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 regards 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: TSHIVENḐA/XITSONGA HOME LANGUAGE XITSONGA HOME LANGUAGE

This module aims to assist students with knowledge that will guide them in teaching Tshivendḓa/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: TSHIVENḐA/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 human-rights-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-Behaviour 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.

ETP4241: TEACHING PRACTICE

This module aims to equip student teachers with knowledge to work effectively and respect learners other and colleagues and to take supervisory responsibility for learners and demonstrate responsible use of resources; manage processes in unfamiliar and different contexts, recognising that problem solving is context and system bound, and does not occur in isolation; and identify, evaluate and address their learning needs in a self-directed manner and to facilitate collaborative learning processes.

BACHELOR OF EDUCATION FOUNDATION PHASE (OLD PROGRAMME)

EDH1521: RECEPTION YEAR (OLD)

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

ELF1521: LIFE SKILLS LEARNING PROGRAMME (OLD)

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

EML1621: NUMERACY LEARNING PROGRAMME (OLD)

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

ELL1621: LITERACY LEARNING PROGRAMME (OLD)

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

ELF2521: LIFE SKILLS LEARNING PROGRAMME (OLD)

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

ENM2521: NUMERACY LEARNING PROGRAMME (OLD)

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

EDA2621: ADMINISTRATION AND MANAGEMENT (OLD)

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

ELL2621 LITERACY LEARNING PROGRAMME (OLD)

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

ELF3521: LIFE SKILLS LEARNING PROGRAMME (OLD)

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

ELB3521 CHILDREN WITH LEARNING BARRIERS (OLD)

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

ENB3521: NUMERACY LEARNING PROGRAMME (OLD)

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

ELL3621: LITERACY LEARNING PROGRAMME (OLD)

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

ELD3621: CHILDREN WITH LEARNING BARRIERS (OLD)

A key focus of this module is on the practical application of theory and concepts. Inclusive teaching is how teachers address the issue of inclusion in their daily practice. In the case of the child at school we focus on the context of schooling, the curriculum, assessment and teaching methods. In this section the Individual Support Plan (ISP), different accommodations and supports required to make learning accessible is emphasized. The different elements of differentiated teaching and alternative assessment strategies are identified and how to apply this in the inclusive classroom environment to maximize the varied approaches in response to learner differences. In the classroom are studied and accommodations and different support explored. The section covers e.g.: Learning Disabilities, Intellectual Impairment, Epilepsy, Autism, Cerebral Palsy, Sensory Impairments and Chronic Diseases. Inclusive pedagogy needs to be included in pre-service teacher training to ensure knowledge, attitudes, values and beliefs about learners and learning, as well as actions and responses when learners experience or encounter.

EAT4521: ART FOR YOUNG CHILDREN (OLD)

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.

EDL4521: CURRICULUM DEVELOPMENT (OLD)

The primary aim of the module is to introduce the student-teacher to the basic concepts of Curriculum Development for Early Childhood Education. Student-teacher learn how to implement curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically

responsive, comprehensive, and likely to promote positive outcomes for all young children. Policies on Children's rights and legislation are studied. Curriculum is adapted for those who are ahead as well as those who need additional help. Teachers recognize that children's different backgrounds and experiences mean that they do not learn the same things at the same time in the same way. Student –teachers gain insight into planning and implementing assessment that is developmentally appropriate and culturally, linguistically responsive to preschoolers and primary grade children. They gain insight in effective programme evaluation and accountability.

ETP4521: TEACHING PRACTICE (OLD)

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

PSG4521: SCHOOL MANAGEMENT (OLD)

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

HIV4521: HIV and AIDS for teachers (OLD)

Understanding HIV and AIDS: HIV and the Immune System; origin and transmission of HIV. The difference between HIV and AIDS. Symptoms related to infection by HIV; Prevention and control of HIV infection and AIDS; Myths about transmission, symptoms and prevention. **Living with HIV and AIDS:** Impact of HIV infection on the individual and the affected. Acceptance and caring for people living with HIV and AIDS. Dealing with stigma about HIV/AIDS; Testing; Lifestyle and; Basic Counseling

HIV/AIDS policy for schools: National Policy on HIV/AIDS for learners and educators in public schools, and students and educators in Further Education and Training Institutions; Roles and responsibilities of educators in schools; Referral places.

EDL4621: CURRICULUM DEVELOPMENT (OLD)

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

EMU4621: MUSIC FOR YOUNG CHILDREN

This module is intended to equip students with knowledge, skills, and values that will enable them to plan and present age-appropriate music activities to young children in the Foundation Phase. learners: Acquisition and learning of EFAL, basic skills of language: Listening and speaking, reading and viewing and strategies for teaching EFAL.

ETP4641: TEACHING PRACTICE (OLD)

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

BEDFET/BEDTEF MODULE OUTLINE (OLD)

IEH 1521: HISTORY OF EDUCATION (OLD)

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

EHD1521: PSYCHOLOGY OF EDUCATION (OLD)

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

EPH 1621: PHILOSOPHY OF EDUCATION (OLD)

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

SFE1621: SOCIOLOGICAL FOUNDATIONS OF EDUCATION (OLD)

Introduction to Sociology and Sociology of Education: Definition and scope of the discipline of sociology; Definition and scope of the discipline of sociology of education; Relevance of sociology of education to educators within South African context. **Historical development of the discipline of sociology:** Metaphysical period; Philosophies of French Revolution; critique of metaphysical thought; Positivist and phenomenological sociology; sociology of education as sub-discipline of sociology; African sociological views on education. **Pioneers of Sociology: Their main ideas and implications on study of education:** Auguste Comte; Herbert Spencer; Emile Durkheim; Marx Weber; Karl Marx. **Basic sociological concepts and education:** Culture; culture; norms; mores; social roles; Socialization; Social class; classification; Stratification; Sex and Gender; Ideology; theory; perspective; Labeling/stereotyping/typification

PHE 2521: PHILOSOPHY OF EDUCATION (OLD)

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

SOE2521: SOCIOLOGY OF EDUCATION (OLD)

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

ETL 2521: PREPARATION OF TEACHING PRACTICE-OBSERVATION (OLD)

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

ECT 2621: PSYCHOLOGY OF EDUCATION (OLD)

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

HDC 2621: HISTORY OF EDUCATION (OLD)

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

ETL 2621: PREPARATION OF TEACHING PRACTICE-OBSERVATION (OLD)

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

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

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

ETL 3521: PREPARATION OF TEACHING STRATEGIES (OLD)

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

ESP3521: SOCIOLOGY OF EDUCATION (OLD)

Macro and micro sociological theories: Review of macro and micro sociological theories; Review of relevance of macro and micro sociology to education. **Structural functionalist theory on society:** Society as structural and functional: Spencer's organic analogy; Durkheim's sui generis: Society as integrated and interrelated; Durkheim's mechanical and organic social solidarity of society; Parsons' Universal and Indispensable, particularistic and universalistic functionalism; Parsons' sub-systems' functional pre-requisite and social order; Merton's latent, manifest functionalism, and dysfunctionism; Utility of functionalist theory on study of societies in South Africa. **Structural functionalist theory on education:** Transmission of value

consensus/universalistic values; Achieved versus ascribed mobility – meritocracy; Davis and Moore's principles on role allocation and selection; Critique of functionalist theory and application to study of education in South Africa. **Conflict Marxist theory on society:** Marx on nature and functioning of class/capitalist society; the base/infrastructure and superstructure relationship; Utility of conflict Marxist theory to the study of nature of South African society. **Conflict Marxist theory on education:** Conflicting class interests and education in capitalist society; Symbolic violence role of education; Education as an ideological instrument of dominant class; Education as agent of social and cultural reproduction; Bowles and Gintis' Correspondence Principle; Pierre Bourdieu's conception of cultural capital and deprivation; Utility of conflict Marxist theory to the study of education in South Africa. **Micro- sociological theory:** Max Weber's social action theory and origin of micro-sociology; Herbert Blumer: Symbolic interactionism as a branch of sociology; Language as a significant symbol; Herbert Mead's concept of significant and generalized other; Charles Cooley's concept of the looking glasses self; Utility of symbolic interactionism to the study of schooling. **Micro-sociological theory:** Labeling theory on human personality; Edwin Sutherland: Differential Association or Cultural Transmission Theory; Howard Becker's labeling theory of deviance; Overview of Implications of micro-sociology on education.

EHC 3521: HISTORY OF EDUCATION (OLD)

National Party Ascendancy and Apartheid- Apartheid Laws; Eiselen Commission. **The Bantu Education Act, 1953 (Act 47 Of 1953)** - Aims of Bantu Education; Features of Bantu education. Africans' Resistance against Apartheid Laws; **Education and The Policy Of Separate Development-** Education and separate development before 1948; Education and separate development after 1948; The consequences of the policy of separate development on black education **The Soweto Riots of 1976-** Causes of the protests; **University Education-** Development after 1969; The Universities for Blacks Amendment Act, 1979 (Act 52 of 1979); The Vista University Act, 1981 (Act 106 of 1981); **A History of African Teachers Organizations; Black Students' Organization**

PSC3521: COMPUTER LITERACY (OLD)

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

ETE 3621: PSYCHOLOGY OF EDUCATION (OLD)

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

EMT 3621: PHILOSOPHY OF EDUCATION (OLD)

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

ETL 3621: TEACHING AND LEARNING (OLD)

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

EDA5521: LAW IN EDUCATION (EDA 5521)

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

EDR 5521: RESEARCH METHODOLOGY

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

ORB 5521: ORGANISATIONAL BEHAVIOUR

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

EDR 5621: RESEARCH METHODOLOGY (OLD)

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

EDL 5621: EDUCATIONAL LEADERSHIP

LEADERSHIP, MANAGEMENT, ADMINISTRATION AND POLICY

Introduction, Working Definition of leadership, management and administration, Trait and behavioural theories of leadership, Behavioural style theory, Situational Theories, From Transactional to Charismatic Leadership.

MOVE TOWARDS SCHOOL-BASED MANAGEMENT. Introduction, Relationship between change and leadership in education, Understanding the nature of educational leadership, Educational leadership and management debate revisited, Evolving conceptions of school leadership: -Instructional leadership, Laissez-faire leadership, Contingency leadership, Transactional leadership, Shared leadership and Transformational leadership. **THIS MODULE INTRODUCE STUDENT TOWARDS A LEADERSHIP MODEL FOR SBM**

Introduction, Searching for leadership for SBM, What is successful school leadership? Multifaceted leadership for SBM, School Leadership dimension, School Leadership perspectives, School Leadership practices, Approaches to school leadership practices, School leadership vision, School context, Influences as the binding force and Instructional programme

HIV 5621: HIV and AIDS FOR THE TEACHER

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

EDF 5521: FINANCIAL MANAGEMENT IN EDUCATION

CONTENT: What Financial Management is all About; Financial Planning; Financial Organization; Financial School Management and Leadership; Financial Control; Financial Management Under South African Schools Act of 1996.

HER 5521: HUMAN RESOURCE MANAGEMENT IN EDUCATION

RESOURCING AND DEVELOPMENT: Professional Development; Staff Appraisal; **EMPOWERING PEOPLE:** Conflict Management; Stress Management **STIMULATING INDIVIDUAL AND TEAM PERFORMANCE:** Working with Teams. **EDUCATION LEADERSHIP.**

Conceptualisation: To understand the **nature** of Human Resource Management in Education (definition and meaning). **Objectives, role and functions of HRME** – How organisations reach their goals, ensure effective utilisation and maximum development of HRME, Identification and satisfaction of the needs of individuals, Inculcation of the sense of team spirit, and promotion of **Batho Pele** principle. **Personnel aspects HRME:** To understand the - Manpower planning, recruitment, selection, placement, promotion, training and development, transfer, lay-off, retrenchment, remuneration, incentives, productivity, appraisal of performance of employees etc. **Welfare aspects:** working conditions, amenities, education, health and safety and recreation. **Industrialisation:** To understand issues relating to collective bargaining, grievance and disciplinary procedures, maintenance of high morale among employees. **Challenges of HRM in Education:** Ethically and socially responsive to the needs of society.

SGO 5521: SCHOOL GOVERNANCE

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

EDR 5521: RESEARCH METHODOLOGY

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

GHD 5521: HUMAN GROWTH AND DEVELOPMENT

Introduction to Human Development theories: Freud's psychosexual theory; Erikson's psychosocial theory; Piaget's cognitive theory, Vygotsky sociocultural theory, Gesell's maturational theory, Kohlberg's moral

development theory, Parenting styles and their educational implications. Gender. Self-Concept and its impact on schooling. Attachment. Discipline problems and their causes. Educating Exceptional Learners. Assessment criteria: Assignments and Tests.

GTP 5521: COUNSELLING THEORY AND PRACTICE

THIS MODULE INTRODUCES STUDENTS IN GENERAL ORIENTATION TO THE PROCESS OF COUNSELLING. THE COUNSELLING PROCESS

Working Definition of Counselling, Counselling Theory, how useful are counselling theories? Classification of Counselling Theories, The Counselling Process, Qualities of an effective counsellor and Basic Communication Skills. **BRIEF OUTLINES OF SELECTED COUNSELLING APPROACHES RATIONAL-EMOTIVE BEHAVIOURAL THERAPY [REBT]**. The nature of the people, Nature of anxiety, the role of the counsellor, Counselling goals and the counselling Method. **BEHAVIOURAL COUNSELLING**, The nature of the people, Nature of anxiety, Counselling goals, the counselling Method and The role of the counsellor. **CLIENT-CENTRED APPROACH**, The nature of the people, the role of the counsellor, Nature of anxiety, Counselling goals and the counselling Method

EDR 5621: RESEARCH METHODOLOGY

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

GHD 5621: HUMAN GROWTH AND DEVELOPMENT

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

GVC 5621: COUNSELLING ORPHANS AND VULNERABLE CHILDREN

Legislative framework, The Role of a Counsellor, Child abuse and neglect, Myths and facts about child abuse and neglect, Effects of child abuse and neglect, Types of child abuse, Warning signs of child abuse and neglect, Risk factors for child abuse and neglect. Helping the abused or neglected child, Trauma, Child protection.

GCA 5521: COUNSELLING CHILDREN AND ADOLESCENTS

Psychological Premises, Confrontation techniques for psychological disclosure, Four goals of disturbing behaviour, **Recognition Reflex**, Confrontation Techniques, Reaction to correction, Guessing the Hidden Reason, Use of Long Range Goals of the Life Style, Shulman's Typology of Confrontation, **Corrective Measures**, Encouragement- Mutual Respect, Equality, Understanding as encouragement, Having Faith as encouragement, Asking For Help as Encouragement, Logical Consequences as Encouragement, Honesty as Encouragement, Right to decision as Encouragement, Setting goals as Encouragement, Myths as Encouragement, Consistency as Encouragement, Misplaced Competition, Praise and Encouragement, **Training the Child with Natural and Logical Consequences**, Parent Dilemma in Child Rearing, Basic principles of Natural and Logical Consequences (Principles 1-9), **Counselling Adolescents**, Help parents Understand Teenager, Counselling the Defiant Adolescents, Counselling Juvenile Delinquency.

GDM 5521: DEVELOPING AND MANAGING SCHOOLS GUIDANCE PROGRAMME

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

GCD 5521: CAREERS COUNSELING AND DEVELOPMENT

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

RULES FOR THE SCHOOL OF HUMAN AND SOCIAL SCIENCES

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 circumstance, 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

Higher Certificate in Choral Studies	H. Cert. (Choral Studies)
Higher Certificate in Choral Studies	HSCCCS- Remove, no longer offered.
Higher Certificate in Music	H. Cert. (Music)
Higher Certificate in Music	HSCHCM

DIPLOMAS

Post-Graduate Diploma in African Studies (<i>not available in 2019</i>)	PGAS
Post-Graduate Diploma in Gender Studies	PGDIGS
Post-Graduate Diploma in Gender Studies	HSBDGS
PGDIP in African Studies	HSBDAS

UNDERGRADUATE DEGREES

Bachelor of Arts	BA
Bachelor of Arts	HSBBA
Bachelor of Arts (English Language and Literature)	HSBAEL
Bachelor of Arts (Media Studies)	HSBAMS
Bachelor of Arts in Development Studies	BADS
Bachelor of Arts in Development Studies	HSBADS
Bachelor of Arts in International Relations	BAIR
Bachelor of Arts in International Relations	HSBAIR
Bachelor of Theology	HSBBT

PROFESSIONAL DEGREES

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

POSTGRADUATE DEGREES

BA Honours in African Studies	BAHAFC
BA Honours in African Studies	HSHHAS
BA Honours in Heritage Studies (<i>not available in 2021</i>)	BAH
BA Honours in Media Studies	HSHAMS
Bachelor of Arts Honours Archeology	HSHAHH
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 Archaeology	HSHAHH
Bachelor of Arts Honours in International Relations	BAHIR
Bachelor of Arts Honours in International Relations	HSHHIR
Bachelor of Arts Honours in IsiNdebele	HSHAHI
Bachelor of Arts Honours in Media Studies	HSHAMS
Bachelor of Arts Honours in Northern Sotho	HSHHNS
Bachelor of Arts Honours in Political Science	HSHHPS
Bachelor of Arts Honours in Psychology	HSHAHP

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

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) – (OLD QUALIFICATION CODE)

Year 1		NQF Level
Semester 1	Semester 2	
CML1521 (20) CMP1511 (10) CMH1521 (20) CIS1511 (10)	CML1621 (20) Pre-requisite CML1521 CMP1611 (10) Pre-requisite CMP1511 CMH1611 (20) Pre-requisite CPH1521 CIS1611 (10) Pre-requisite CIS1511	120
60	60	

(B) NEW QUALIFICATION CODE FROM 2020

Year 1		NQF Level
Semester 1	Semester 2	

CML1121 (20) CMP1111 (10) CMH1121 (20) CIS1111 (10)	CML1221 (20) <i>Pre-requisite CML1121</i> CMP1211 (10) <i>Pre-requisite CMP1111</i> CMH1211 (20) <i>Pre-requisite CMH1121</i> CIS1211 (10) <i>Pre-requisite CIS1111</i>	120
60	60	

HIGHER CERTIFICATE IN CHORAL STUDIES (not offered in 2022)

DURATION:

1 year

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 music industry and other related fields.

SPECIFIC OUTCOMES:

This programme will ensure that:

- Students are introduced to sight reading and dictation.
- Students develop working knowledge of the keyboard necessary for 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

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

(A) – (OLD QUALIFICATION CODE)

Year 1		NQF Level
Semester 1	Semester 2	
CML1521 (20) CMP1511 (10) CTD1511 (15) CBK1511 (5) CCM1511 (10)	CML1621 (20) <i>Pre-requisite CML1521</i> CMP1611 (10) <i>Pre-requisite CMP1511</i> CTD1611 (15) <i>Pre-requisite CTD1511</i> CBK1611 (5) <i>Pre-requisite CBK1511</i>	120

	CCM1611 (10) <i>Pre-requisite CCM1511</i>	
60	60	

(B) NEW QUALIFICATION CODE FROM 2020

Year 1		NQF Level
Semester 1	Semester 2	120
CML1121 (20) CMP1111 (10) CTD1111 (15) CBK1111 (5) CCM1111 (10)	CML1221 (20) <i>Pre-requisite CML112</i> CMP1211 (10) <i>Pre-requisite CMP1111</i> CTD1211 (15) <i>Pre-requisite CTD111</i> CBK1211 (5) <i>Pre-requisite CBK1111</i> CCM1211 (10) <i>Pre-requisite CCM1111</i>	
60	60	

BA (Generic)

AIM

This degree offers students a well-rounded, broad exposure to a diverse knowledge base, theory and methodology of disciplines and fields of study. The degree offers students the opportunity to acquire knowledge and practice to prepare them for a postgraduate academic or professional context.

Credit

360 credits.

Duration

The BA is a three-year degree programme on full time basis.

Admission Requirements

Same as outlined by SAQA. No additional requirements.

Career prospects

- Government roles (administrator, management, public servant)
- Non-government organization roles (policy development officer, administrative support, advocacy, administrator)
- Higher education or private education roles (tutor, student support, or working in professional services)
- Media and communications officer, intern.
- Gallery assistants, public programs, call centre, business representative)
- Entrepreneur (Social media influencer, analysts, consultant)
- Post-graduate studies

ACADEMIC STRUCTURE Composition of the Curriculum/ Modules Outline:

Study Period	Instructional Offering (Subject)		Pre-Co-Requisite	Credits	Service Department	Lecturer (Full name)	Primary Lecturer (Indicate)	Block Code	Quota
	Code	Description							
Year 1	SEMESTER 1				SEMESTER 2				
Chose any two majors (to run for three years) and any other combination of modules to the total of at least 120 credits over two semesters. Your combination should include compulsory English Communication Skills:									

CST 1541: Cultural Studies I: Introducing Culture CTR 1511: Teaching aids and resource development DST 1542: Culture and Development DST 1543: Overview of African History DWH 1521: History of Western Choral Music ECO 1541: Economic Principles ECS 1541: English Communication Skills ENG 1561: Introduction to the English Language ERM 1541: The Natural Environment as a system GPN 1541 :The Genetic Process in News production HIS 1543: Twentieth Century Africa IPS 1541: Industrial Psychology ISN 1141 : Introduction to IsiNdebele Grammar ISO 1541 : Industrial Sociology ISW 1141: Introduction to Siswati Grammar ITR 1541 Introduction to International Relations LEX 1142: Introduction to Lexicography LIN 1541 : Introduction to the Study of Language LIN 1542: Text Production 1 – Professional Writing LIN 1543: Introduction to Sign Language MST 1541: Introduction to Media Studies NDA 1541: News and Discourse analysis: 1541 NSO 1141: Introduction to Northern Sotho Grammar NSO 1143: Intercultural Communication: 1543 PAD 1541: Public Administration POL 1541: Introduction to Political Sciences PSY 1541: Introduction to Psychology: PSY 1541 TIE 1141: Introduction to Interpreting Skills TVE 1141: Introduction to Tshivenda Grammar XTS 1141: Introduction to Xitsonga Grammar	CST 1641:Cultural Studies II: History, Theories and Methods CTM 1631:Teaching methodology CTR 1611: Teaching aids and resource development (continued) DST 1642: Political Development DST 1643: Religious Perspectives on Economic Development ECO 1641:Economic Principles ECS 1641:English Communication Skills HIS 1644: Contemporary Middle East IPS 1641: Industrial Psychology ISN 1241: Introduction to IsiNdebele Literature ISO 1641: Industrial Sociology ISW 1241: Introduction to Siswati Literature ITR 1641: Theories of International Relations LEX 1242: The Art and Science of dictionary-making LEX 1243: Introduction to Computer Lexicography LIN 1641: The structure of words, phrases and sentences MST 1641: Introduction to Media Studies ENG 1661: Introduction to Literary Study ERM 1641: Ecological Principles for Environment Management NSO 1241: Introduction to Northern Sotho Literature NSO 1244: Interview NTA 1641: News Transmission and Audience Interpretation PAD 1641: Public Administration POL 1641: Political Studies PSY 1641: Introduction to Applied Psychology SOC 1641: Social Institutions TVE 1241: Introduction to Tshivenda Literature XTS 1241: Introduction to Xitsonga Literature
---	---

Year 1	Semester 1	Semester2
Chose any two majors (to run for three years) and any other combination of modules to the total of at least 120 credits over two semesters. Your combination should include compulsory English Communication Skills:		
	CST 1541: Cultural Studies I: Introducing Culture	CST 1641: Cultural Studies II: History, Theories and Methods Pre-requisite CST1541
		CTM 1631: Teaching methodology
	CTR 1511: Teaching aids and resource development	CTR 1611: Teaching aids and resource development (continued) Pre-requisite CTR 1511
	DST 1542: Culture and Development DST 1543: Overview of African History	DST 1642: Political Development Pre-requisite DST1452 & DST 1543 DST 1643: Religious Perspectives on Economic Development Pre-requisite DST1543
	DWH 1521: History of Western Choral Music	
	ECO 1541: Economic Principles	ECO 1641: Economic Principles Pre-requisite ECO1541
	ECS 1541: English Communication Skills	ECS 1641: English Communication Skills Pre-requisite ECS1541
	ENG 1561: Introduction to the English Language	ENG 1661: Introduction to Literary Study Pre-requisite ENG1561
	ERM 1541: The Natural Environment as a system	ERM 1641: Ecological Principles for Environment Management Pre-requisite ERM1541
	GPN 1541: The Genetic Process in News production	
	HIS 1543: Twentieth Century Africa	HIS 1644: Contemporary Middle East Pre-requisite HIS1543
	IPS 1541: Industrial Psychology	IPS 1641: Industrial Psychology Pre-requisite IPS1541
	ISN 1141: Introduction to IsiNdebele Grammar	ISN 1241: Introduction to IsiNdebele Literature Pre-requisite ISN1141

ISO 1541: Industrial Sociology	ISO 1641: Industrial Sociology Pre-requisite ISO1541
ISW 1141: Introduction to Siswati Grammar	ISW 1241: Introduction to Siswati Literature Pre-requisite ISW1141
ITR 1541: Introduction to International Relations	
LEX 1142: Introduction to Lexicography	
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 Pre-requisite LIN1541, LIN1542 & LIN1543
MST 1541: Introduction to Media Studies	MST 1641: Introduction to Media Studies Pre-requisite MST1541
NDA 1541: News and Discourse analysis: 1541	
NSO 1141: Introduction to Northern Sotho Grammar NSO 1143: Intercultural Communication: 1543	NSO 1241: Introduction to Northern Sotho Literature Pre-requisite NSO1141 NSO 1244: Interview Pre-requisite NSO1143
PAD 1541: Public Administration	PAD 1641: Public Administration Pre-requisite PAD1541
	NTA 1641: News Transmission and Audience Interpretation
POL 1541: Introduction to Political Sciences	POL 1641: Political Studies Pre-requisite POL1541
PSY 1541: Introduction to Psychology	PSY 1641: Introduction to Applied Psychology Pre-requisite PSY1541
	SOC 1641: Social Institutions Pre-requisite
TIE 1141: Introduction to Interpreting Skills	
TVE 1141: Introduction to Tshivenda Grammar	TVE 1241: Introduction to Tshivenda Literature Pre-requisite TVE1141
XTS 1141: Introduction to Xitsonga Grammar	XTS 1241: Introduction to Xitsonga Literature Pre-requisite XTS1141

Year 2	
SEMESTER 1	SEMESTER 2
ANT 2541: Indigenous Knowledge and the Cultural Dimensions of ANT 2141: Indigenous knowledge and Cultural Dimensions of Education (7) ISN 2542: Orthography and Terminology ENG 2561: English Structure and Usage Intermediate Level ERM 2541: Principles of Resource management HIS 2541: The Making of Modern South Africa 1899-1961 INL 2541: Indigenous Law HIS 2541: The Making of Modern South Africa 1899-1961 HIS 2544: Economic Development of Africa IPS 2541: Industrial Psychology MST 2541: Basic Principles of Journalism and Print Media NRR 2541: Newspapers and Representations of Reality NSO 2141: Meaning, Sound, Word and sentence structure in Northern Sotho NSO 2142: Orthography and Terminography PHI 2542: Philosophy in Action: Social and Political Contexts	ANT 2641: Magic, Science, Religion, Witchcraft ECO 2645: Financial Economics ENG 2661: Post-coloniality and the African World ERM 2641: Pollution and Environmental Quality HIS 2642: Europe and South America since 1945 HIS 2644: The Colonial Economics of Africa, 1920-1945 IPS 2641: Industrial Psychology ISN 2241: Origin and Development of traditional and modern literature ISO 2641: Sociology of Labour, Industry and Industrialization ISW 2241: Origin and Development of traditional and modern literature ITR 2641: Political Philosophy ITR 2642: Foreign Policy Analysis LEX 2243: The use of Computers in Lexicographic Projects LIN 2641: Psycholinguistics and Sociolinguistics LIN 2642: Introduction to Instrumental Phonetics LIN 2643: Language and the brain ANT 2641: Semester module consisting of the following: ANT 2642: Anthropology

<p>RST 2541: Religion in Global Context RST 2542: African Traditional Healers RST 2543: Introducing Women, Religion and Culture RST 2544: Religion and Economic Justice POL 2542: International Political Economy PSY2511: Research Proposal Writing Practicals PSY 2541: Introduction to Social Research PSY 2542: Human Development: PSY 2542 SOC 2541: Social research methodology TIE 2141: Liaison Interpreting Skills TIE 2142: Translation Skills TVE2141: Meaning, Sound, Word and sentence structure in Tshivenda</p> <p>TVE 2142: Orthography and Terminography XTS 2141: Meaning, Sound, Word and sentence structure in Xitsonga</p> <p>XTS 2142: Orthography and Terminography ISN 2141: Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2142: Orthography and Terminography</p> <p>ISO 2541: Sociology of organizations ISW 2141: Meaning, Sound, Word and sentence structure in Siswati ISW 2142: Orthography and Terminography ITR 2541: International and Regional Organisations ITR 2542: International Political Economy LEX 2143: Planning and Management of Lexicographic Projects LIN 2541: Phonology and Syntax 1 LIN 2542: Text Production 2 - Professional Writing LIN 2543: Sign language structure ANT 2142: Family, Household and Kinship ANT 2541: Semester module consisting of the following: APA 2141: Nature and Scope of Applied Anthropology APA 2142: Nature and Characteristics of Less Developed APA 2541: Semester module consisting of the following: ARC 2541: Semester Module consisting of the following: DST 2542: Economic History of Africa (I) DST 2543: International Political Economy DST 2544: Religious Perspectives on Women Empowerment and Development ECO 2541: Intermediate macroeconomic theory</p>	<p>APA 2641: Semester module consisting of the following ARC 2641: Semester Module consisting of the following: DST 2643: Tradition and Development DST 2644: The Ethics of Sustainable Development ECO 2641: Financial economics DST 2642: Economic History of Africa (II) PHI 2641: Theory of Knowledge and Logic PHI 2642: Ethics: The Problem of Moral Thinking and Action POL 2641: Political Philosophy PSY 2641: Psychopathology: 2641 PSY 2642: Social Psychology RST 2641: African Religion: Religion, Philosophy Culture, and Human RST 2642: Religion, Technology and Values RST 2643: Afrocentric Rites of Passages for Human Development RST 2644: Religion and Human Rights SOC 2641: The Sociology of health and illness SOC 2642: Deviance and Social Problems SOC 2643: Sociology of the Family TIE 2241: Intermediate Translation & Interpreting Practice TVE 2241: Origin and Development of traditional and modern literature</p> <p>VLV 2641: Visual Literacy and Verbal Significations in Media XTS 2241: Origin and Development of traditional and modern literature</p> <p>MST 2641: Radio Studies MST 2642: Television and Film Studies NSO 2241 Origin and Development of traditional and modern literature</p>
--	---

Year 2	Semester 1	Semester 2
<p>Chose any two majors (to run for three years) and any other combination of modules to the total of at least 120 credits over two semesters. Your combination should include compulsory English Communication Skills:</p>		
<p>APA 2141: Nature and Scope of Applied Anthropology APA 2142: Nature and Characteristics of Less Developed APA 2541: Semester module consisting of the following:</p>		<p>APA 2641: Semester module consisting of the following</p>
<p>ANT 2141: Indigenous knowledge and Cultural Dimensions of Education (7) ANT 2142: Family, Household and Kinship ANT 2541: Indigenous Knowledge and the Cultural Dimensions of</p>		<p>ANT 2641: Magic, Science, Religion, Witchcraft</p>
<p>ARC 2541: Semester Module consisting of the following:</p>		<p>ARC 2641</p>

	DST 2642: Economic History of Africa (II)
ENG 2561: English Structure and Usage Intermediate	ENG 2661: Post-coloniality and the African World
ECO 2541: Intermediate macroeconomic theory	ECO 2645: Financial Economics
ERM 2541: Principles of Resource management	ERM 2641: Pollution and Environmental Quality
HIS 2541: The Making of Modern South Africa 1899-1996 HIS 2544: Economic Development of Africa	HIS 2642: Europe and South America since 1945 HIS 2644: The Colonial Economics of Africa, 1920-1945
INL 2541: Indigenous Law	
ISN 2141: Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2142: Orthography and Terminography ISN 2542: Orthography and Terminology	ISN 2241: Origin and Development of traditional and modern literature
ISO 2541: Sociology of organizations	ISO 2641: Sociology of Labour, Industry and Industrialisation
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
ITR 2541: International and Regional Organisations ITR 2542: International Political Economy	ITR 2641: Political Philosophy ITR 2642: Foreign Policy Analysis
IPS 2541: Industrial Psychology	IPS 2641: Industrial Psychology
LEX 2143: Planning and Management of Lexicographic Projects	LEX 2243: The use of Computers in Lexicographic Projects
	LIN 2641: Psycholinguistics and Sociolinguistics LIN 2642: Introduction to Instrumental Phonetics LIN 2643: Language and the brain
MST 2541: Basic Principles of Journalism and Print Media	MST 2641: Radio Studies MST 2642: Television and Film Studies
NRR 2541: Newspapers and Representations of Reality	
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
PHI 2542: Philosophy in Action: Social and Political Contexts	PHI 2641: Theory of Knowledge and Logic PHI 2642: Ethics: The Problem of Moral Thinking and Action
PSY2511: Research Proposal Writing Practicals PSY 2541: Introduction to Social Research PSY 2542: Human Development: PSY 2542	PSY 2641: Psychopathology: 2641 PSY 2642: Social Psychology
RST 2541: Religion in Global Context RST 2542: African Traditional Healers RST 2543: Introducing Women, Religion and Culture RST 2544: Religion and Economic Justice	RST 2642: Religion, Technology and Values RST 2643: Afrocentric Rites of Passages for Human Development RST 2644: Religion and Human Rights

SOC 2541: Social research methodology	SOC 2641: The Sociology of health and illness SOC 2642: Deviance and Social Problems SOC 2643: Sociology of the Family
TIE 2141: Liaison Interpreting Skills TIE 2142: Translation Skills	TIE 2241: Intermediate Translation & Interpreting Practice
TVE2141: Meaning, Sound, Word and sentence structure in Tshivenda TVE 2142: Orthography and Terminography	TVE 2241: Origin and Development of traditional and modern 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
	VLV 2641: Visual Literacy and Verbal Significations in Media

Year 3	SEMESTER 1	SEMESTER 2
	ANT 3141: Fieldwork Techniques ANT 3142: Environment, Culture and Human Activity ANT 3241: Globalization: One World, One Culture? ANT 3242: Violence, Aggression and Terrorism in the Modern World APA 3142: Gender and Development APA 3541: Semester module consisting of the following: 3541 DST 3542: Political Economy of African Development DST 3543: Anthropological Perspective on Development DST 3544: South Africa since the Mineral Revolution ECO 3541: International Trade and Finance ENG 3541: Advanced English Structure ENG 3542: Advanced English Usage HIS 3542: Inter-African Relations HIS 3545: African Economics, 1945-1970 IPS 3541: Industrial Psychology ISN 3141: The study of meaning in IsiNdebele ISN 3142: Language planning and policy ISO 3541: Management Sociology ISW 3141: The study of meaning in Siswati ISW 3142: Language planning and policy ITR 3541: International Politics after the Cold War ITR 3542: International Relations Research Methods LIN 3541: Topics in Applied Linguistics LIN 3542: Topics in Non-linear Phonology LIN 3543: Sign Language Psycholinguistics and Sociolinguistics MST 3541: Media Law and Ethics MST 3542: The Economics of the Media NSO 3541: The study of meaning in Northern Sotho NSO 3142: Language planning and policy PHI 3541: Contemporary Philosophy and the Critique of Eurocentrism PHI 3542: African Philosophy and other philosophical perspectives POL 3541: African Politics POL 3542: Political Science Research Methods PSY 3541: Personality Theories PSY 3542: Therapeutic Interventions RST 3541: Religion, Economics and Ethics RST 3542: Christian Studies: Foundational Literature	APA 3241: Forced Relocation and Resettlement APA 3242: Applying Anthropology to Development APA 3641: Semester module consisting of the following: 3641 ARC 3241: In the Field DST 3641: Social Change and Development DST 3642: Demographics and Migration DST 3643: Philosophy of Technology in Development DST 3644: Public Policy Analysis of Development in South Africa DST 3721: Project ECO 3641: The South African Economy ENG 3641: Postcoloniality and the Novel ENG 3642: The Poetry of Love, Protest and Resistance ENG 3643: The Drama of Class, Race and Cultural Differences ERM 3642: Green Politics and Environmental policy analysis HIS 3644: Africa and the World HIS 3645: African Economics, 1970-2000 IPS 3641: Industrial Psychology ISN 3241: Society and literature ISN 3242: Language and society ISO 3642: Industrial Relations ISW 3241: Society and literature ISW 3242: Language and society ITR 3641: Conflict and Cooperation in International Politics ITR 3642: Seminar on international relations LIN 3641: Logical Semantics and Pragmatics LIN 3642: Transformational Syntax 2 LIN 3643: Introduction to Computational Linguistics MST 3641: Media and the Political Economy MST 3642: Communication Planning and Media Management NSO 3241: Society and literature NSO 3242: Language and society PHI 3641: Technology, Religion and Values: A Philosophical Inquiry PHI 3642: Philosophy of the Sciences POL 3641: Comparative Politics

<p>RST 3543: Religious critique of African Renaissance RST 3544: Science and Religion: Introducing the Issues SOC 3541: Social science research methods SOC 3542: Sociological Theories TVE 3141: The study of meaning in Tshivenda TVE 3142: Language planning and policy XTS 3141: The study of meaning in Xitsonga XTS 3142: Language planning and policy ERM 3541: Resource Evaluation and International systems</p>	<p>POL 3642: International Relations PSY 3611: Research Project Practical (Qualitative and Quantitative) PSY 3641: Psychological Assessment PSY 3642: Research Methodologies RST 3641: Religion and Human Rights RST 3642: Jewish Religion: Religion and Society in Ancient Israel RST 3643: The Feminist Study of Religion RST 3644: Phenomenology of African Religion: The meaning and the SOC 3641: Social change and development: SOC 3641 SOC 3642: Environmental Sociology Southern: African Communities. TVE 3241: Society and literature TVE 3242: Language and society XTS 3241: Society and literature XTS 3242: Language and society XTS 3243: Xitsonga Lexicography and Terminology</p>
--	---

Year 3	Semester 1	Semester 2
<p>Chose any two majors (to run for three years) and any other combination of modules to the total of at least 120 credits over two semesters. Your combination should include compulsory English Communication Skills:</p>		
<p>ANT 3141: Fieldwork Techniques ANT 3142: Environment, Culture and Human Activity ANT 3241: Globalisation: One World, One Culture? ANT 3242: Violence, Aggression and Terrorism in the Modern World</p>		
<p>APA 3142: Gender and Development APA 3541: Semester module consisting of the following: 3541</p>		<p>APA 3241: Forced Relocation and Resettlement APA 3242: Applying Anthropology to Development APA 3641: Semester module consisting of the following: 3641</p>
		<p>ARC 3241: In the Field</p>
<p>DST 3542: Political Economy of African Development DST 3543: Anthropological Perspective on Development DST 3544: South Africa since the Mineral Revolution</p>		<p>DST 3641: Social Change and Development DST 3642: Demographics and Migration DST 3643: Philosophy of Technology in Development DST 3644: Public Policy Analysis of Development in South Africa DST 3721: Project</p>
<p>ECO 3541: International Trade and Finance</p>		
<p>ENG 3541: Advanced English Structure ENG 3542: Advanced English Usage</p>		
<p>HIS 3542: Inter-African Relations HIS 3545: African Economics, 1945-1970</p>		

				HIS3145(15) ECO3141(15) ENG3161(15) ENG3142(15) ISN3142(15) NSO3141(10) TVE3141(10) TVE 3142(10) XTS3141(10) XTS3141(10)		
--	--	--	--	---	--	--

BA in DEVELOPMENT STUDIES (BADS)

Aim

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

Career opportunities:

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

CURRICULUM

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

CURRICULUM

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

BA IN INTERNATIONAL RELATIONS: BA (IR)

AIM

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

Career opportunities:

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

Specific outcomes

CURRICULUM

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

*For students who do not have Mathematics or Economics at Grade 12 level.

**For students who enrolled for ECO 1542 and ECO 1642.

***For students who enrolled for HIS 2644 and HIS 2544.

CURRICULUM 2020

FIRST YEAR		SECOND YEAR		THIRD YEAR	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
ITR 1141 HIS 1143 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
ITR5521 ITR5522 ITR5523 ITR5721 Research Project	HIS5626 ITR5622 ITR5624 HIS5625

FROM 2020

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

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

ADDITIONAL ADMISSION REQUIREMENTS

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

CURRICULUM

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

MODULES:

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

MODULES FROM 2020:

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

(PHILOSOPHY) (NOT ON OFFER IN 2022) CURRICULUM

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

FROM 2020 (NOT ON OFFER IN 2022)

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
PHI1141	PHI1241	PHI2141 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 92 arginalize agencies such as UNESCO; UNICEF; UNDP; UNESCO; AND SO ON; Private: Business generally and Industries in particular Non-governmental organizations (NGO) local and international such as OXFAM; CHRISTIAN AID; WORLD VISION; CIIR; among others. Academic profession such as research and teaching; Consultancy.

CURRICULUM

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

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

HONOURS IN POLITICAL STUDIES.**Curriculum:**

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

Curriculum from 2020:

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

MASTER'S IN POLITICAL STUDIES (RESEARCH ONLY)

DESCRIPTION

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

DURATION

3 years full time

CREDITS

180 credits

ADMISSION REQUIREMENTS

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

CAREER PROSPECTS

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

COMPOSITION OF THE CURRICULUM (POL6000/POL6300)

PhD (POL7000/POL7300).

INDUSTRIAL SOCIOLOGY

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

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

SOCIOLOGY

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

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

BA (HONS) IN SOCIOLOGY

AIM

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

DURATION:

1-year full time

ADMISSION REQUIREMENTS

Bachelor's degree in Sociology or related fields

ADDITIONAL ADMISSION REQUIREMENTS:

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

CAREER OPPORTUNITIES:

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

SPECIFIC OUTCOMES:

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

ARTICULATION:

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

PREREQUISITES:

A degree with majoring in sociology

ACADEMIC STRUCTURE

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

4 – (OLD QUALIFICATION CODE)

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

HIGHER CE ADMISSION REQUIREMENTS

Bachelor's degree in Sociology or related fields

Duration

ADDITIONAL ADMISSION REQUIREMENTS

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

**SOCIOLOGY MASTERS HSMMAS
SOC 6300**

ADMISSION REQUIREMENTS

Honours Degree in Sociology or related fields

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

ADDITIONAL ADMISSION INFORMATION

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

**PhD in SOCIOLOGY HSPDPS
SOC7300**

ADMISSION REQUIREMENTS

- Masters degree in Sociology or related field.
- Before admission, prospective students could be required by the department to demonstrate adequate knowledge of the area they intend to study
- Applicants should have obtained an average of at least 65% in Masters degree
- Candidates from universities other than the University of Venda might be asked to submit their Masters dissertation to the department to assess whether the student has the capacity to do a PhD Sociology degree.

MASTERS DEGREES

MASTERS (ARTS AND SOCIAL SCIENCE)

DESCRIPTION

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

DURATION

5 years full time

CREDITS

180 credits

ADMISSION REQUIREMENTS

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

CAREER PROSPECTS

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

COMPOSITION OF THE CURRICULUM

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

DEPARTMENT OF ENGLISH, MEDIA STUDIES AND LINGUISTICS

ENGLISH COMMUNICATION SKILLS (ECS)

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
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	ECS1241(English Communication Skills: Human Sciences) (12) AND ENG1241 (Introduction to English Language Structure) (15) AND ELS1241 (Introduction to Literary Studies: Novels) (15) AND	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	ENG2241(English Morphology, Syntax) (15) AND LSE2241(Literary Studies: Post-Apartheid South African Novel) (15) AND ITR2241 (Political Philosophy) (15) AND ITR2242	ENG3141 (Advanced English Usage) (15) AND ENG3142 (Discourse Analysis) (15) AND LSE3141 (Novel: Africa and the World) (15) AND	ENG3241 (Advanced English Structure) (15) AND ENG3242 (Pragmatics) (15) AND LSE3242 (Poetry and Poetics: Local and

<p>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(Introduction to Tshivenda Grammar) (16) OR XTS1141 (Introduction to Xitsonga Grammar) (16)</p>	<p>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(Introduction to Tshivenda Literature) (16) OR XTS1241 (Introduction to Xitsonga Literature) (16)</p>	<p>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(International and Regional Organisations) (15) AND ITR2142 (International Politics) MST2141 (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 Research Methodology) (10)</p>	<p>(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 MST2241 (Film and Television Studies) (14) AND</p>	<p>LSE3143 (Life Writing: Auto/Biography) (15)</p>	<p>Global) (15) AND LSE3243 (Drama: Modern and Contemporary Plays) (15)</p>
--	---	--	--	--	---

		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)	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)		
--	--	--	---	--	--

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

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) ESH5129: Literary Research Methods: Theory and Practice (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) ELT5127: English Language and Society (Elective) MST5126: Media Sociology (Elective) MST5123: Mass Media Theory (Elective)	ESH5229: Language Research Methods: 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) ELT5227: English Language and Society (Elective) MST5222: Advanced Media Management (Elective) MST5223: Global Media Systems (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 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 (ENG6300) BY RESEARCH (ENGLISH LANGUAGE TEACHING OR LITERATURE)

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 (7-8 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 and 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	
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) Second major (one of the following):	MST3241: Political Economy and the Media (16) AND MST3242: Communication Planning and Media	7

Year 1		Year 2		Year 3		NQF Level
<p>(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)</p> <p>Fundamental Modules</p> <p>MST 1142: News Writing (14) ECS1141: English Communication Skills (12)</p>	<p>(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)</p> <p>Fundamental modules</p> <p>ECS1241: English Communication Skills (12) MST1242: Media and Society</p>	<p>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)</p> <p>Fundamental modules</p> <p>MST2142: New Media and Society MST2143: Broadcasting Journalism</p>	<p>Post-Apartheid Sout African Novel (15) OR ISN2241: Origin and Development of Traditional Modern Literature (10) ORISW2241: 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)</p> <p>Fundamental modules</p> <p>MST 2243: Media in Africa</p>	<p>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) AND 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)</p>	<p>Management (16)</p> <p>Second major (one of the following): 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: Transformational Syntax 2 (12) OR NSO3241: Society and Literature (10) AND NSO3242: Language and Society (10) or TVE3241: Society and Literature (10) AND</p>	360BA

Year 1		Year 2		Year 3		NQF Level
				Ancillary (one of the following): 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) Ancillary (to be taken of one of the ancillaries offered in the first semester was note taken): 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
Core Modules MST5121: Mini-Research Dissertation (30) MST5122: Digital Media and Society (25) Elective Modules (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)	Core Modules MST5221: Media and Development (25) Elective Modules (one of the following) MST5222: African Media Systems (20) MST5223: Global Media Systems (20)) MST5224: Advanced Television Studies (20) MST5225: Advanced Media Management (20)	120 Credits
75 Credits	45 Credits	

MASTER OF ARTS (MEDIA STUDIES)

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-Liner Phonetics	<u>Compulsory</u> LIN3241: Logical Semantics and Pragmatics LIN3242: Transformation al 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
Core Modules LIN5141 Linguistics Research Methodology (25) LIN5144 Topics in Sociolinguistics (25) Elective Modules LIN5142 Historical and Comparative Linguistics (20) LIN5146 Linguistics in Educational Context (20)	Core Modules LIN5241 Mini Dissertation (30) Elective Modules 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 (HSMMAL) 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

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

ISINDEBELE FROM 2020

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
ISN1141 Introduction to isiNdebele Grammar Grade 12 with isiNdebele Home Language.	ISN1241 Introduction to isiNdebele Literature	ISN2141 Meaning, Sound, word and sentence structure in isiNdebele Prerequisite: ISN1141 and ISN1241 ISN2142: Orthography	ISN2241 Origin and development of traditional & modern literature Prerequisite: ISN1141 and ISN1241	ISN3141 The study of meaning in isiNdebele. Prerequisite: ISN2141 and ISN2142 ISN3142	ISN3241 Society and literature Prerequisite: ISN2141 ISN2142, and ISN 2241 ISN3242 Language and society Prerequisite: ISN2141 ISN2142, and ISN 2241

		and Terminography Prerequisite: ISN1141 and ISN1241		Language planning and Policy Prerequisite: ISN 2141 and ISN2142	
--	--	--	--	--	--

SISWATI

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

SISWATI FROM 2020

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
ISW1141 Introduction to Siswati Grammar Prerequisite: Grade 12 with Siswati Home Language.	ISW1241 Introduction to Siswati Literature	ISW2141 Meaning, Sound, word and sentence structure in Siswati Prerequisite: ISW1141 and ISW1241 ISW2142: Orthography and Terminography Prerequisite: ISW 1141 and ISW1241	ISW2241 Origin and development of traditional & modern literature Prerequisite: ISW 1141 and ISW1241	ISW3141 The study of meaning in Siswati. Prerequisite: ISW2141 and ISW 2142 ISW3142 Language planning and Policy Prerequisite: ISW 2141 and ISW2142	ISW3241 Society and Literature Prerequisite: ISW 2141 ISW2142, and ISW 2241 ISW3242 Language and society Prerequisite: ISW 2141 ISW2142, and ISW2241

NORTHERN SOTHO

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

NORTHERN SOTHO FROM 2020

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
NSO1141 Introduction to Northern Sotho Grammar Prerequisite: Grade 12 with Northern Sotho Home Language.	NSO1241 Introduction to Northern Sotho Literature	NSO2141 Meaning, Sound, word and sentence structure in Northern Sotho Prerequisite: NSO1141 and NSO1241 NSO2142: Orthography and Terminography Prerequisite: NSO 1141 and NSO1241	NSO2241 Origin and development of traditional & modern literature Prerequisite: NSO 1141 and NSO1241	NSO3141 The study of meaning in Northern Sotho. Prerequisite: NSO2141 and NSO 2142 NSO3142 Language planning and Policy Prerequisite: NSO 2141 and NSO2142	NSO3241 Society and Literature Prerequisite: NSO2141 NSO 2142, and NSO 2241 NSO3242/ Language and society Prerequisite: NSO2141 NSO 2142, and NSO 2241

TSHIVENጁA

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

TSHIVENጁA FROM 2020

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
TVE1141 Introduction to Tshivenጁa Grammar Prerequisite: Grade 12 with Tshivenጁa Home Language.	TVE1241 Introduction to Tshivenጁa Literature	TVE2141 Meaning, Sound, word and sentence structure in Tshivenጁa Prerequisite: TVE1141 and TVE1241 TVE2142: Orthography and Terminography Prerequisite: TVE1141 and TVE1241	TVE2241 Origin and development of traditional & modern literature Prerequisite: TVE1141 and TVE1241	TVE3141 The study of meaning in Tshivenጁa. Prerequisite: TVE2141 and TVE2142 TVE3142 Language planning and Policy Prerequisite: TVE2141 and TVE2142	TVE3241 Society and Literature Prerequisite: TVE2141 TVE 2142, and TVE2241 TVE3242 Language and society Prerequisite: TVE2141 TVE 2142, and TVE2241

XITSONGA

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

XITSONGA FROM 2020

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
XTS1141 Introduction to Xitsonga Grammar Prerequisite: Grade 12 with Xitsonga Home Language.	XTS1241 Introduction to Xitsonga Literature	XTS2141 Meaning, Sound, word and sentence structure in Xitsonga Prerequisite: XTS1141 and XTS 1241 XTS2142: Orthography and Terminography Prerequisite: XTS 1141 and XTS1241	XTS2241 Origin and development of traditional & modern literature Prerequisite: XTS 1141 and XTS1241	XTS3141 The study of meaning in Xitsonga. Prerequisite: XTS2141 and XTS 2142 XTS3142 Language planning and Policy Prerequisite: XTS 2141 and XTS2142	XTS3241 Society and Literature Prerequisite: XTS2141, XTS 2142, and XTS 2241 XTS3242/ Language and society Prerequisite: XTS2141 XTS2142, and XTS 2241

POSTGRADUATE LEVEL

ADDITIONAL ADDIMISION REQUIREMENTS

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

AIMS

This programme is intended for students who would like to pursue an advance study of IsiNdebele/Siswati/Northern Sotho/Tshivenda/Xitsonga. This programme is intended to reaffirm the position of IsiNdebele/Siswati/Northern Sotho/Tshivenda/Xitsonga as official languages and languages that are 109arginalized.

OBJECTIVES

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

CAREER OPPORTUNITIES

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

CURRICULUM

ISINDEBELE

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

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

ISINDEBELE FROM 2020

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

ONE YEAR		
Semester 1	Semester 2	Year course
ISN5141	ISN5241	ISN5301: Research Methodology and an Article
ISN5142	ISN5242	
ISN5143	ISN5243	
ISN5144	ISN5244	
ISN5146	ISN5245	
	ISN5248	

SISWATI

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

SISWATI FROM 2020

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

NORTHERN SOTHO

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

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

NORTHERN SOTHO FROM 2020

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

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

TSHIVENDA

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

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

TSHIVENDA FROM 2020

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

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

XITSONGA

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

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

XITSONGA FROM 2020

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

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

MASTER IN ISINDEBELE/ SISWATI/NORTHERN SOTHO/ /TSHIVENḌA/ XITSONGA**ADDITIONAL ADMISSION REQUIREMENTS**

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

AIM

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

OBJECTIVES

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

CAREER OPPORTUNITIES

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

CURRICULUM**ISINDEBELE**

MASTERS IN ISINDEBELE (ISN 6000)

MASTERS IN ISINDEBELE (ISN 6300) FROM 2020

SISWATI

MASTERS IN SISWATI (ISW 6000)

MASTERS IN SISWATI (ISW 6300) FROM 2020

NORTHERN SOTHO

MASTERS IN NORTHERN SOTHO (NSO 6000)

MASTERS IN NORTHERN SOTHO (NSO 6300) FROM 2020

TSHIVENḌA

MASTERS IN TSHIVENḌA (TVE 6000)

MASTERS IN TSHIVENḌA (TVE 6300) FROM 2020

XITSONGA

MASTERS IN XITSONGA (XTS 6000)

MASTERS IN XITSONGA (XTS 6300) FROM 2020

LANGUAGE PRACTICE

MASTERS IN LANGUAGE PRACTICE (MALP 6300) FROM 2023

MASTERS IN TSHIVENḂA (COURSE WORK)

Semester 1	Semester 2	Area of Specialisation
TVE 6521- TVE 6523	TVE 6621- TVE 6623	Language
TVE 6524- TVE6525	TVE 6624- TVE 6625	Literature

MASTERS IN TSHIVENḂA (COURSE WORK) FROM 2020

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

COURSE CONTENT FOR LANGUAGE – MATL

OPTION 1:

TVE6521/6121: An Advanced Study of TshivenḂa Phonetics

TVE6621/6221: An Advanced Study of TshivenḂa Phonology

OPTION 2:

TVE6522/6122: An Advanced Study of TshivenḂa Syntax

TVE6622/6222: An Advanced Study of TshivenḂa Morphology

OPTION 3:

TVE6523/6123: An Advanced Study of TshivenḂa Semantics

TVE6623/6223: An Advanced Study of TshivenḂa Sociolinguistics

COURSE CONTENT FOR LITERATURE- MATM

OPTION 1

TVE6524/6124: An Advanced Study of TshivenḂa Prose

TVE6624/6224: An Advanced Study of TshivenḂa Drama

OPTION 2

TVE6525/6125: An Advanced Study of TshivenḂa Poetry

TVE6625/6225: An Advanced Study of TshivenḂa Oral Tradition

COMPULSORY MODULE FOR BOTH LANGUAGE AND LITERATURE STUDY

TVE6725/6325: Mini dissertation

XITSONGA

MASTERS IN XITSONGA (XTS6000)

MASTERS IN XITSONGA (XTS6300) FROM 2020

MASTERS IN XITSONGA (COURSE WORK)

COURSE CONTENT FOR LANGUAGE

OPTION 1:

XTS6621/6221: An Advanced Study of Xitsonga Syntax

XTS6721/6321: An Advanced Study of Xitsonga Morphology

OPTION 2:

XTS6622/6222: An Advanced Study of Xitsonga Semantics

XTS6722/6322: An Advanced Study of Xitsonga Sociolinguistics

COURSE CONTENT FOR LITERATURE

OPTION 1

XTS6623/6223: An Advanced Study of Xitsonga Prose

XTS6723:/6323 An Advanced Study of Xitsonga Drama

OPTION 2

XTS6624/6224: An Advanced Study of Xitsonga Poetry

XTS6724/6324: An Advanced Study of Xitsonga Oral Tradition

COMPULSORY MODULE FOR BOTH LANGUAGE AND LITERATURE STUDY

XTS6725/6325: Mini dissertation

DOCTORAL IN ISINDEBELE/ SISWATI /NORTHERN SOTHO/TSHIVENḂA/ XITSONGA

ADMISSION REQUIREMENTS

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

AIM

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

OBJECTIVES

1. To encourage students to address societal challenges in a meaningful way.
2. To equip students with necessary skills to develop research theories relevant to their studies.

3. To research about current issues in language matters.
4. To develop critical thinking among students.
5. To promote the African culture on our societies.

CURRICULUM

ISINDEBELE

PHD IN ISINDEBELE (ISN7000)

PHD IN ISINDEBELE (ISN7300) FROM 2020

SISWATI

PHD IN SISWATI (ISW7000)

PHD IN SISWATI (ISW7300) FROM 2020

NORTHERN SOTHO

PHD IN NORTHERN SOTHO (NSO7000)

PHD IN NORTHERN SOTHO (NSO7300) FROM 2020

TSHIVENḐA

PHD IN TSHIVENḐA (TVE7000)

PHD IN TSHIVENḐA (TVE7300) FROM 2020

XITSONGA

PHD IN XITSONGA (XTS 7000)

PHD IN XITSONGA (XTS 7300) 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/TshivenḐa/Xitsonga.

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

BACHELOR OF ARTS IN LANGUAGE PRACTICE - BALP

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

BACHELOR OF ARTS IN LANGUAGE PRACTICE – FROM 2020

Year 1		Year 2		Year 3		Year 4		NQF Level
Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	
Fundamental modules LEX1142 (12) ECS1141 (10) LIN1141 (10) Core Module TIE1141 (16) ISW/NSO /TVE/XTS /ISN1141 (14)	Fundamental modules ECS1241 (10) LIN1241 (10) Core module TIE1241 (16) ISW/NSO /TVE/XTS /ISN1241 (14)	Fundamental module ENG1161 (16) Core Modules TIE2141 (16) TIE2142 (16) ISW/NSO /TVE/XTS /ISN1541 (14) ISW/NSO /TVE/XTS /ISN2142 (14) Elective modules COM1122/ NDA1141/ LIN1142 (10)	Fundamental modules ENG1261(16) LEX1243 (12) Core Modules TIE2241 (16) ISW/NSO /TVE/XTS /ISN2241 (14)	Fundamental module ENG2161 (16) Core Modules TIE3141 (16) TIE3142 (16) ISW/NSO /TVE/XTS /ISN3141 (14) ISW/NSO /TVE/XTS /ISN3142 (14) Elective modules INT1141/IKS 1143/LIN1143 (10)	Fundamental module ENG2261 (16) Core Modules TIE3241 (16) TIE3242 (16) ISW/NSO /TVE/XTS /ISN3241 (14) ISW/NSO /TVE/XTS /ISN3242 (14) Elective modules INT1241/ IKS 1243 (10)	Core Module TIE4141 (25) Elective modules GPN1141 (10) Or LIN2143 (10)	Core Module TIE4241 (50)	8
62	50	86	58	86	86	35	50	

BACHELOR OF ARTS IN LANGUAGE PRACTICE – FROM 2025

Year 1		Year 2		Year 3		Year 4		
Sem 1	Sem 2		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Fundamental modules LEX1141 (10) ECS1141 (12) SSL 1141(10) Core Module TIE1141 (14) ISW/NSO /TVE/XTS /ISN1141 (14)	Fundamental modules ECS1241 (10) ECS1244(12) SSL1241(10) LEX1241(10) Core module TIE1241 (14) ISW/NSO /TVE/XTS /ISN1241 (14)		Fundamental module ENG1141 (15) ELS1141(15) Core Modules TIE2141 (14) ISW/NSO /TVE/XTS /ISN1541 (14) ISW/NSO /TVE/XTS /ISN2142 (14)	Fundamental modules ENG1241(15) ELS1241(15) Core Modules TIE2241 (14) ISW/NSO /TVE/XTS /ISN2241 (14)	Fundamental module ENG2141(15) ELS2141(15) Core Modules TIE3141 (14) ISW/NSO /TVE/XTS /ISN3141 (14) ISW/NSO /TVE/XTS /ISN3142 (14)	Fundamental module ENG2241 (15) ELS2241(15) Core Modules TIE3241 (14) ISW/NSO /TVE/XTS /ISN3241 (14) ISW/NSO /TVE/XTS /ISN3242 (14)	Core Module TIE4141 (50) Core Modules TIE3142(14)	Core Module TIE4241 (60)
60	70		72	58	72	72	64	60

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

DURATION: 4 years

ADDITIONAL ADMISSION REQUIREMENTS

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

To be registered for the BSW degree, students should:

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

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

Transfer Students from Other Programs & Institutions

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

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

AIMS

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

CAREER OPPORTUNITIES

Social workers apply their knowledge and practice their skills in a variety of settings. The majority of social workers work in government departments such Social Development (DSD), Health (DH) in its hospitals including psychiatric settings, South African Police Services (SAPS), South African Defence Force (SANDF), Correctional Services (DCS). Many social workers work for organizations (mostly, non-governmental organizations (NGOs) and social service organisations) in the fields of child and family welfare, care for people with disabilities, alcohol and drug treatment centers, community development organizations, children's homes, as well as mental health. In fact, most organisations dealing with some or other human problem 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 (BSW Standards May 2015:6):

- be broad and flexible enough to be responsive to different contexts
- be of sufficient complexity to ensure that graduates possess the capacity to think on their feet
- facilitate transfer of knowledge and skills from one context to another

- ensure that graduates uphold requisite ethical standards, and
- allow graduates to register with the professional council to practice and to pursue postgraduate.

ARTICULATION

Masters in Social Work (MSW)

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

ACADEMIC STRUCTURE

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

BACHELOR OF SOCIAL WORK

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

BACHELOR OF SOCIAL WORK – HSBBSW FROM 2020

Year 1		Year 2		Year 3		Year 4	NQF Level
Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	YEAR MODULE (CORE)	
YEAR MODULE (CORE)		YEAR MODULE (CORE)		YEAR MODULE (CORE)		SCW4341 (10) SCW4342 (10) SCW4343 (10) SCW4344 (30) SCW4345 (30) SCW4346 (30) SCW4347 (30)	8
SCW1341 (20)		SCW2341 (20) SCW2342 (20)		SCW3341 (20) SCW3342 (20)			
Fundamental modules ECS1141 (10)	Fundamental modules ECS1241 (10)	Core modules SCW2141 (10) SCW2142 (10)	Core modules SCW2241 (10) SCW2242 (10)	Core modules SCW3141 (10) SCW3142 (10)	Core modules SCW3241 (10) SCW3242 (10)		
Core module SCW1141 (10) Elective modules (any two) PSY1141 (15) SOC1141 (15) CST1141(15)	Core Module SCW1241 (10) Elective modules (any two) PSY1241 (15) SOC1241 (15) CST1241(15)	Elective modules - any two modules PSY2141 (10) PLUS PSY2142 (10) ANT2141 (10) SOC2141 (10)	Elective modules -any two modules PSY2241 (10) Plus PSY2242 (10) ANT2241 (10) SOC2241 (10) Or SOC2242 (10)	Elective modules -any two modules PSY3111 (10) Plus PSY3141 (10) Plus PSY3142 (10) Or ANT3141 (10) Or SOC3141 (10) Plus SOC3142 (10)	Elective modules -any two modules PSY3241 (10) Plus PSY3242 (5) Plus PSY3211 (10) Or ANT3241 (20) Or SOC3241 (10) Plus SOC3242 (10)		
50	50 + 20	40	40 + 40	40	40 +40	150	510

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

HSMMC 6300: Dissertation only

ADMISSION REQUIREMENTS

Only students with an average of 65% in a bachelor's degree in Social Work (BSW) will be considered for enrolment for the Master of Social Work (MSW) programme. Applicants with qualifications obtained from other institutions must apply for status recognition, subject to prescribed conditions. Prospective students with Social Work qualifications from outside South Africa must submit SAQA certificate, together with their admission application. Such foreign qualifications will be assessed as per current national legislations and university policies. All applicants, however, must possess one of the following qualifications:

- a 4-year bachelors' degree in Social Work
- both a three-year bachelors' and an honours degree, both in Social Work, or
- For candidates that require admission thorough Recognition of Prior Learning, the Department will follow institutional Policy on Postgraduate Training and Policy on Recognition of Prior Learning and Criteria Policy.

Prospective students shall apply for admission into the University of Venda before being accepted into the MSW programme. Applicants shall complete prescribed forms (obtained from the University Registrar), and submit that together with a proposed topic for their study (a mini research proposal of about 5-6 pages). Applicants can only register as students when Senate approve their applications and study proposals. Application forms shall be accompanied by CV and academic transcripts.

The University Registrar shall refer all applications to the Department of Social Work, via the School Administrator's Office. The Department of Social Work will, in turn, make recommendations for (dis)approval (see Univen Postgraduate Training Manual). Recommendations of the Department, if positive, shall include recommended name(s) of supervisor(s), and shall be submitted through relevant committees of the Academic Board of the School.

ADDITIONAL ADMISSION REQUIREMENTS

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

DURATION OF THE PROGRAMME (A minimum of 2 years and a maximum of 4 years)

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

REQUIREMENTS FOR AWARDING THE DEGREE

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

AIM OF THE MSW

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

CAREER OPPORTUNITIES

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

sector companies and public sector departments. An MSW qualification will help to provide graduates with further opportunities in both private and public sectors, as well as in general social research, lecturing, and possibilities of future senior management and leadership positions, in Social Work and general human and social development environment.

CURRICULUM

To attain MSW qualification, students must complete a dissertation on a topic approved by the Department of Social Work and the School Higher Degrees Committee, as well as in terms of university policy.

ARTICULATION

Students who have completed an MSW can articulate to a PhD (Social Work) or related fields. Doctoral degree, however, is currently not offered at Univen.

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

ADMISSION REQUIREMENTS:

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

To be admitted into programme, a student shall also:

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

DURATION

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

AIMS

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

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

CAREER OPPORTUNITIES

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

SPECIFIC OUTCOMES

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

ARTICULATION

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

ACADEMIC STRUCTURE FOR BAYID DEGREE

Year 1		Year 2		Year 3		Year 4		NQF Level
Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	
Fundamental module ECS1541 (12)	Fundamental module ECS1641 (12)	Core modules YID2540 (16) YID2544 (16)	Core modules YID2640 (16) YID2644 (16) YID2645 (16)	Core modules YID3540 (16) YID3544 (16)	Core modules YID3640 (16) YID3644 (16) Yid3646 (16)	Core modules YID4540 (16) YID4544 (16)	Core modules YID4640 (16) YID4644 (16)	8
Core modules YID1540 (16) YID1544 (16)	Core modules YID1640 (16) YID1644 (16)	Elective modules PSY2511 (4) PSY2541 (8) PSY2542 (8) SOC2541 (20) or ISO2541 (10) ANT2541 (20) APA2541 (20)	Elective modules PSY2641 (10) PSY2642 (10) SOC2641 (20) SOC2642 (20) or ISO2641 (10) ANT2641 (20) APA2641 (20)	Elective modules PSY3511 (5) PSY3541 (10) PSY3542 (10) Or SOC3541 (12.5) or ISO3541 (15) Or ANT3541 (20) Or APA3541 (20)	Elective modules PSY3611 (10) PSY3641 (10) PSY3642 (5) Or SOC3641 (12.5) Or SOC3642 (20) or ISO3641 (15) ANT3641 (25) Or APA3641 (25)			
One from the following: HRM1541 (15) PAD1541 (15) POL1541 (15) CRM1541 (15)	One from the following: HRM1641 (15) PAD1641 (15) POL1641 (15) CRM1641 (15)							

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	
Fundamental module ECS1141 (12) Core modules YID1140 YID1144 (10) (introduction to social entrepreneurship) (10) YID1144 (10) introduction to youth in development outreach Elective Modules PSY1141 (15) SOC1141 (15)	Fundamental module ECS1241 (12) Core modules YID1240 (10) YID1244 (10) Elective Modules PSY1241 (14) SOC1241 (15)	Core modules YID2140 (14) YID2144 (16) community development Elective modules PSY2111 (14) SOC2141 (10)	Core modules YID2240 (14) YID2244 YID 2244 (Youth at risk) (14) YID2245 (14) Elective modules PSY2241 (14) SOC2241(10)	Core modules YID3140 (14) YID 3140 (Business plan development) YID3144 (14) YID 3144 (Social entrepreneurship) Elective modules PSY3141 (14) SOC3141(10)	Core modules YID3240 (14) YID3244 Policy formulation and advocacy (14) YID3246 (14) Project management Elective modules PSY3241 (14) SOC3241(10)	Core modules YID4140 (16) Theories in youth in development YID4144 (16) Leadership and management skills in Youth in development	Core modules YID4240 (30) YID4244 (60)	8
								Total credits =486

POSTGRADUATE DIPLOMA IN GENDER STUDIES (PGDIGS) (SAQA ID 19053) (NOT AVAILABLE IN 2021)

DURATION: 1 year

ADDITIONAL ADMISSION REQUIREMENTS:

Minimum qualification in an undergraduate degree and prospective students will also be subjected to an interview on gender issues. The Academic Board of the Institute for Gender Studies may consider 5 years' working experience on gender issues as an alternative admission criterion.

AIM

Promoting equity and social justice on cross-cutting issues on gender and development for the transformation of society.

MISSION

To be the centre of excellence and social transformation in the field of gender by providing leadership training, advocacy in social justice and equity, research and outreach work to meet the ever-changing circumstances and needs of all marginalised groups in South Africa, the SADC region and beyond.

CAREER OPPORTUNITIES:

Graduates stand a chance of serving various communities as gender specialists, gender mainstreaming agents, researchers, gender focal point agents, gender activists, coordinators of gender-based projects, government representatives on issues pertaining gender and gender advocacy.

SPECIFIC OUTCOMES:

- To introduce students to concepts of gender and power relations
- To introduce students to strategies for gender empowerment and their relationships to empowerment models
- To guide students through the issues involved in development generally and gender issues in economic development specifically.
- To 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
Semester 1	Semester 2	8
GDS4410 (22.5) DGS4430 (22.5) DGS4420 (30)	DGS4425 (22.5) DGS4440 (22.5)	
75	45	120

NB: In order to meet the requirements for the above qualification students must register and pass **four [4]** modules and a research project in the order stated above and also submit a research project as determined by the Department.

HONOURS DEGREE IN GENDER STUDIES (HONSGS) (SAQA ID 19050)

ADMISSION REQUIREMENTS

DURATION: 1 year

ADDITIONAL ADMISSION REQUIREMENTS:

Minimum qualification is an undergraduate degree and prospective students will also be subjected to an interview on gender issues. The Academic Board of the Institute for Gender Studies may consider 5 years’ working experience on gender issues as an alternative admission criterion. Only students with an average of 65% in a research module at undergraduate level will be considered for enrolment for an honour’s programme in Gender Studies. Before being admitted, students will be required to submit a mini-research proposal (5-7 pages including references that are not older than 10 years) with a topic focusing on a gender issue by not later than 30 November. Students will also have to come and present their mini-research proposal by not later than 31 January.

AIM:

Promoting equity and social justice on cross-cutting issues on gender and development for the transformation of society.

CAREER OPPORTUNITIES:

Graduates stand a chance of serving various communities as gender specialists, gender mainstreaming agents, researchers, gender activists, coordinators of gender -based projects, government representatives on issues pertaining gender and Gender advocacy. In particular, the following are career paths for the Masters Degree: gender focal point officers (specialists), project coordinators, development officers, gender outreach officers, researchers, policy analysts etc. practitioners will be able to work at NGOs that deal with gender issues, community centers, municipalities, government departments (at provincial and national level), social services, private sector, etc.

SPECIFIC OUTCOMES:

- To introduce students to concepts of gender and power relations
- To introduce students to strategies for gender empowerment and their relationships to empowerment models
- To guide students through development issues generally and gender issues in economic development specifically.
- To 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)	HGS5229 (20) HGS5224 (20)	
The following modules will not be available in 2021 HGS5122 (20) HGS5123 (20) HGS1524 (20) HGS5125 (20) HGS5127 (20) HGS5128 (20)	The following modules will not be available in 2021 HGS5223 (20) HGS5224 (20) HGS5225 (20) HGS5226 (20) HGS5227 (20) HGS5228 (20)	
80	40	120

HSHHGS FROM 2020

Year 1		NQF Level
Semester 1	Semester 2	8
HGS5120 (20) HGS5121 (20) HGS5130 (40)	HGS5229 (20) HGS5224 (20)	
The following modules will not be available in 2021 HGS5122 (20) HGS5123 (20) HGS5124 (20) HGS5125 (20) HGS5127 (20) HGS5128 (20)	The following modules will not be available in 2021 HGS5223 (20) HGS5224 (20) HGS5225 (20) HGS5226 (20) HGS5227 (20) HGS5228 (20)	
80	40	120

ARTICULATION

Students who have completed the degree of Honours in Gender Studies and scored 65% in the research module will be eligible for admission for a masters' degree in Gender Studies (i.e. HSMGS 6000/ HSMGS 6001).

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

(1) MGS 6000 DISSERTATION ONLY

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

ADDITIONAL ADMISSION REQUIREMENTS

Only students with an average of 65% in a research module at honour's level will be considered for enrolment for master's programme in Gender Studies. Before being admitted, students will be required to submit a mini-research proposal (5-6 pages) by not later than 27 February. Students will also have to come to the Department and present their mini-research proposal by not later than 30 March. Other qualifications will be evaluated accordingly by the Institute

AIMS: Promoting equity and social justice on cross-cutting issues on gender and development for the transformation of society.

Mission

To be the Centre of excellence and social transformation in the field of gender by providing leadership training, advocacy in social justice and equity, research and outreach work to meet the ever changing circumstances and needs of all marginalised groups in South Africa, the SADC region and beyond.

CAREER OPPORTUNITIES:

Graduates stand a chance of serving various communities as gender specialists, gender mainstreaming agents, researchers, gender activists, coordinators of gender -based projects, government representatives on issues pertaining gender and Gender advocacy. In particular, the following are career paths for the Master's Degree:

gender focal point officers (specialists), project coordinators, development officers, gender outreach officers, researchers, policy analysts etc. practitioners will be able to work at NGOs that deal with gender issues, community centers, municipalities, government departments (at provincial and national level), social services, private sector, etc.

SPECIFIC OUTCOMES:

To introduce students to concepts of gender and power relations

To introduce students to strategies for gender empowerment and their relationships to empowerment models

To guide students through the issues involved in development generally and gender issues in economic development specifically.

To 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 2019)

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

ADDITIONAL ADMISSION REQUIREMENTS

Only students with an average of 65% in a research module at honour's level will be considered for enrolment for master's programme in Gender Studies. Before being admitted, students will be required to submit a mini-research proposal (5-6 pages) by not later than 27 February. Students will also have to come to the Department and present their mini-research proposal by not later than 30 March. Other qualifications will be evaluated accordingly by the Institute.

AIMS:

Promoting equity and social justice on cross-cutting issues on gender and development for the transformation of society.

CAREER OPPORTUNITIES:

Graduates stand a chance of serving various communities as gender specialists, gender mainstreaming agents, researchers, gender activists, coordinators of gender -based projects, government representatives on issues pertaining gender and Gender advocacy . In particular, the following are career paths for the Masters Degree: gender focal point officers (specialists), project coordinators, development officers, gender outreach officers, researchers, policy analysts etc. practitioners will be able to work at NGOs that deal with gender issues, community centers, municipalities, government departments (at provincial and national level), social services, private sector, etc.

SPECIFIC OUTCOMES:

To introduce students to concepts of gender and power relations

To introduce students to strategies for gender empowerment and their relationships to empowerment models

To guide students through the issues involved in development generally and gender issues in economic development specifically.

To 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
NB: Students to choose ONE of the following modules					
	MGS 6523	Gender and Education	9	2099	30
	MGS 6524	Gender and Religion	9		30

Second Semester					
NB: Students to choose any Two of the following modules					
	MGS 6621	Social Roles for Women and Men	9	2099	30
	MGS 6622	Gender and Health	9	2099	30
	MGS 6623	Gender and Politics	9	2099	30
	MGS 6624	Gender and Environment	9	2099	30
	MGS 6625	Gender and Empowerment	9	2099	30

NB: Masters students will be expected to register and pass in FIVE of the courses offered for the coursework master's degree and write a mini-dissertation (MGS 6001).

ARTICULATION

Students who have completed the degree Masters in Gender Studies or a related field and scored an average mark of 65% will be eligible for admission for a doctoral degree in Gender Studies (i.e. HSPPGS 7000).

DOCTORAL DEGREE IN GENDER STUDIES (HSPPGS 7300) (SAQA ID 9549) ADMISSION REQUIREMENTS

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

ADDITIONAL ADMISSION REQUIREMENTS

Only students with an average of 65% in a research module at master's level will be considered for enrolment for a doctoral programme in Gender Studies. Before being admitted, students will be required to submit a mini-research proposal (7-8 pages). Students will also have to come to the Department and present their mini-research proposal by not later than 30 March. Students will also be required to submit and present a mini-research proposal (7-8 pages) by not later than 27 February.

AIMS:

Promoting equity and social justice on cross-cutting issues on gender and development for the transformation of society.

CAREER OPPORTUNITIES:

Graduates stand a chance of serving various communities as gender specialists, gender mainstreaming agents, researchers, gender activists, coordinators of gender -based projects, government representatives on issues pertaining gender and Gender advocacy. In particular, the following are career paths for the Masters Degree: gender focal point officers (specialists), project coordinators, development officers, gender outreach officers, researchers, policy analysts etc. practitioners will be able to work at NGOs that deal with gender issues, community centers, municipalities, government departments (at provincial and national level), social services, private sector, etc.

SPECIFIC OUTCOMES:

- To introduce students to concepts of gender and power relations
- To introduce students to strategies for gender empowerment and their relationships to empowerment models
- To guide students in development generally and gender issues in economic development specifically.
- To asses and analyze gender roles in economic development.
- To acquaint students with the gender dynamics in global economic policies and activities.
- To identify and demarcate gender economic roles in rural, urban and semi-urban areas as well as in industries.
- To appreciate economic crises and their impact on gender roles.
- To focus attention of the students on issues of gender and violence for the purposes of analyzing power imbalances between women and men and the way these impede on development and transformation.
- To create a society which is devoid of gender discrimination
- To mainstream gender in all spheres of life

To be the center of excellence regarding gender and development.
To eliminate patriarchal relations in communities

BACHELOR OF INDIGENOUS KNOWLEDGE SYSTEM (B.IKS)

ADDITIONAL ADMISSION REQUIREMENTS

- Grade 12 with matriculation exemption.
- Recognition of prior learning (IKS practitioners) will also be considered.
- Have satisfied the provisions for admission and registration as set out in the Calendar

AIM

This is a multi-disciplinary qualification which has been designed to prepare practitioners, policy makers and learners who are interested in accessing tertiary learning with the necessary knowledge and skills relating to indigenous knowledge system.

CAREER OPPORTUNITIES

The students may be absorbed in the health sciences, NHTL, tourism, communication, agriculture, nature conservation, arts and culture, education, law, human and social sciences, physical planning and construction.

SPECIFIC OUTCOMES

The interdisciplinary nature of the qualification will:

- Promote IKS through being conversant with the concept, theories, philosophies and values of IKS
- Equip learners to have research competencies to undertake further studies at a higher level
- Promote cooperation between educational institutions and local communities

In year 3 and 4 students have elective options of choosing a professional stream

STRUCTURE OF FUNDAMENTAL AND CORE MODULES FOR THE BACHELOR OF INDIGENOUS KNOWLEDGE SYSTEMS (BIKS)

Year 1		Year 2		Year 3		Year 4		NQF Level
Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	
IKS1541 (12) IKS1542 (12) IKS1543 (12) IKS1544 (12) IKS1545 (12)	IKS1641 (12) IKS1642 (12) IKS1643 (12) IKS1644 (12) IKS1647 (12)	IKS2541 (12) IKS2542 (12) IKS2543 (12) IKS2544 (12) IKS2545 (12)	IKS2641 (12) IKS2642 (12) IKS2643 (12) IKS2644 (12) IKS2645 (12)	In year 3 and four students have elective options of choosing a professional stream from one of the following streams: Stream 1 – African Indigenous Science and Technology IKS3541 (16) IKS3542 (16) IKS3543 (16) IKS3544 (16) OR Stream 2 – African Indigenous Health Care Systems IKH3541 (16) IKH3542 (16) IKH3543 (16) IKH3544 (16) OR Stream 3 – African Indigenous Agricultural Systems IKA3541 (16) IKA3542 (16) IKA3543 (16) IKA3544 (16) OR Stream 4 – African Indigenous Arts and Culture IKC3541 (16) IKC3542 (16) IKC3543 (16) IKC3544 (16)	In year 3 and four students have elective options of choosing a professional stream from one of the following streams: Stream 1 – African Indigenous Science and Technology IKS3641 (16) IKS3642 (16) IKS3643 (16) IKS3644 (16) OR Stream 2 – African Indigenous Health Care Systems IKH3641 (16) IKH3642 (16) IKH3643 (16) IKH3644 (16) OR Stream 3 – African Indigenous Agricultural Systems IKA3641 (16) IKA3642 (16) IKA3643 (16) IKA3644 (16) OR Stream 4 – African Indigenous Arts and Culture IKC3641 (16) IKC3642 (16) IKC3643 (16) IKC3644 (16)	Stream 1 – African Indigenous Science and Technology IKS4541 (16) IKS4542 (16) IKS4543 (16) OR Stream 2 – African Indigenous Health Care Systems IKH4541 (16) IKH4542 (16) IKH4543 (16) OR Stream 3 – African Indigenous Agricultural Systems IKA4541 (16) IKA4542 (16) IKA4543 (16) OR Stream 4 – African Indigenous Arts and Culture IKC4541 (16) IKC4542 (16) IKC4543 (16)	Stream 1 – African Indigenous Science and Technology IKS4655 (72) OR Stream 2 – African Indigenous Health Care Systems IKH4655 (72) OR Stream 3 – African Indigenous Agricultural Systems IKA4655 (72) OR Stream 4 – African Indigenous Arts and Culture IKC4655 (72)	8

POST-GRADUATE DIPLOMA IN AFRICAN STUDIES (AFC 4000) (Not available for 2021)

Students will be required to do TEN modules. SEVEN of them from these Learning Areas:

- African History: Classical Period;
- African History: Colonial Period;
- Indigenous Social Institutions;
- Family Structure, Socialisation and Ubuntu;
- Indigenous Sciences;
- The Arts.

The other THREE may be taken from the remaining modules and/or from offerings in the students' department of graduation and/or (an) other department(s). These extra- departmental modules should be professional or job oriented. Final selection of modules will be done in consultations with the HOD.

YEAR	
Semester 1	Semester 2
AFC4541 AFC4542 AFC4543 AFC4544 AFC4545 AFC4546	AFC4647 AFC4648 AFC4649 AFC4650 AFC4651 AFC4652

From 2020

YEAR	
Semester 1	Semester 2
AFC4141 AFC4142 AFC4143 AFC4144 AFC4145 AFC4146	AFC4247 AFC4248 AFC4249 AFC4250 AFC4251 AFC4252

BA HONOURS IN AFRICAN STUDIES (BA (HONS) (AS) (AFC 5000)

Additional Admission Requirements:

Minimum qualification is an undergraduate degree with an average of at least 60% pass mark for any third year level modules. The Centre may, under special conditions admit candidates with less than 60% but more than 55%. The Post-Graduate Diploma in African Studies or Education is also a minimum requirement for admission.

Curriculum

Learning Areas listed below but not limited to:

- Research;
- Advanced African Historical Studies;
- African Renaissance and Ideologies;
- Indigenous Applied Sciences and Technology;
- Indigenous Social Institutions;
- Indigenous Arts.

YEAR	
Semester 1	Semester 2
AFC5541 AFC5542 AFC5543 AFC5544 AFC5545 AFC5546 AFC5547 AFC5548 AFC5549	AFC5641 AFC5642 AFC5643 AFC5644 AFC5645 AFC5646 AFC5647 AFC5648 AFC5649 AFC5650

FROM 2020

YEAR	
Semester 1	Semester 2
AFC5141	AFC5241
AFC5142	AFC5242
AFC5143	AFC5243
AFC5144	AFC5244
AFC5145	AFC5245
AFC5146	AFC5246
AFC5147	AFC5247
AFC5148	AFC5248
AFC5149	AFC5249
	AFC5250

MASTER OF ARTS IN AFRICAN STUDIES AFC (6000) (NOT ON OFFER FOR 2025)**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**HISTORY (OLD)**

Students who want to major in History should successfully complete two modules on first year level. Select either Option 1, 2 or 3

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
HIS1541 or HIS1542 or HIS1543	HIS1641 or HIS1642 or HIS 1643	HIS2541	HIS2641 HIS2643	HIS3541 HIS3542	HIS3641 HIS3642 HIS3643

FROM 2025

The program is meant for students doing Bachelor of Arts in History, Bachelor of Arts (BA) generic, Bachelor of Education Further Education and Training (BEDFET) and Bachelor of Education Foundation Phase (BEDTEF) from 2025. Only first year entering students in 2025 should register modules from this qualification.

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 PRE- REQUITES:	HIS3241 HIS3242 HIS3243 PRE-REQUISITES:

ELECTIVES: ELS1141 or ENG1141 or ISW1141 or NSO1141 or TVE1141 or XTS1141 or	ELECTIVES: ELS1241 or ENG1241 or ISW1241 or NSO1241 or TVE1241 or XTS2141	ELECTIVES: HIS1141 for HIS2141 HIS1142 for HIS2144 ELECTIVES: ELS2141 or ENG2141 or SW2141 or NSO2141 or TVE214 or XTS2141	ELECTIVES: HIS1241 for HIS2241 HIS1242 for HIS2243 ELECTIVES: 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.

Modules: (Old)

YEAR	
Semester 1	Semester 2
HIS5521 HIS5522 HIS5523 HIS5524	HIS5621 HIS5622 HIS5624 HIS 5726 Research Project

FROM 2020 (OLD)

YEAR	
Semester 1	Semester 2
HIS5121 HIS5122 HIS5123 HIS5124	HIS5221 HIS5222 HIS5224 HIS5326 Research Project

FROM 2025

ADMISSION REQUIREMENTS

A bachelor's degree with History as major subject at 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 from 2025 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 IN HISTORY - HSMMAH (HIS6000/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 (HIS7000/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 2025) CURRICULUM

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

FROM 2020

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

BACHELOR OF ARTS IN RELIGIOUS STUDIES (NOT ON OFFER IN 2025)

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

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

Modules:

YEAR 1		YEAR 2		YEAR 3	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
RST1541 RST1542	RST1641 RST1642	RST2541 RST2542 RST2543 RST2544	RST2641 RST2642 RST2643 RST2644	RST3541 RST3542 RST3543 RST3544	RST3641 RST3642 RST3643 RST3644

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 2025)

Aim

This degree is intended for persons who wish to gain specialized knowledge in religion and want to combine the religious perspective with other perspectives like politics economics social science technology and life orientation.

CURRICULUM:

YEAR	
Semester 1	Semester 2
A. RST 5521 RST5522 RST5523 RST5524	RST5621 RST5622 RST5623 RST5624 RST5701 Research Project

CURRICULUM FROM 2020:

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

-BACHELOR OF THEOLOGY - HSBBT**ADMISSION REQUIREMENTS**

Entry Level Requirements: Grade 12 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~~non-governmental organizations (NGO) such as CHRISTIAN AID among others. The academic profession such as research and teaching of Theology is also an option.

DOCTOR OF PHILOSOPHY IN THEOLOGY - HSPPTH

Module code: THE7300

Admission requirements:

A Master's Degree in 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 60% 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 2025, 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 SELECT 1 FROM THE FOLLOWING: History 1141 Sociology 1141	Anthropology 1241 Applied Anthropology 1241 Archaeology ARC 1241 English Communication Skills 1241 SELECT 1 FROM THE FOLLOWING: History 1241 Sociology 1241	Anthropology 2141 Applied Anthropology 2141 Archaeology 2141 SELECT 1 FROM THE FOLLOWING: History 2141 Sociology 2141	Anthropology 2241 Applied Anthropology 2241 Archaeology ARC 2241 Archaeology 2242 (Fieldwork) SELECT 1 FROM THE FOLLOWING: History 2241 Sociology 2241	Anthropology ANT 3141 Archaeology ARC 3141 Applied Anthropology 3141 SELECT 1 FROM THE FOLLOWING: History 3141 Sociology 3141	Anthropology ANT 3241 Archaeology ARC 3241 Archaeology 3242 (Fieldwork) Applied Anthropology 3241 SELECT 1 FROM THE FOLLOWING: History 3241 Sociology 3241
Total credits = 129		Total credits = 132		Total credits = 132	
Total credits for the Qualification = 393					

Until 2024, students were introduced to Anthropology (ANT), Applied Anthropology (APA), and Archaeology (ARC) through a single module, Cultural Studies 1541/1141 Cultural Studies 1641/1241. The module encompassed the introduction to these three disciplines. On completion of Cultural Studies, students could register for ANT 2541 & 2641, APA 2541 & 2641, and ARC 2541 & 2641.

Cultural Studies Modules

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

Cultural Studies - CST1541/1141 will no longer be offered in 2025 and has been replaced by ANT, APA and ARC

2025					
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 1142	History, Theories and Methods				

Anthropology 2141 & 2241 Modules

Pre-requisites: CST 1541/1141 & CST 1641/1241

ANT 2141	Semester 1 modules
ANT 2141	Culture and education
ANT 2142	Family, Household and Kinship
ANT 2241	Culture and gender
ANT 2242	Future, Power and Politics
ANT 2241	Semester 2 modules
ANT 2341	Magic, Science, and culture
ANT 2342	Anthropology of material culture
ANT 2441	Creative Culture
ANT 2442	Folklore and Folktales: Methods of passing unwritten history

Anthropology 3242 & 3241

Pre-requisites: ANT 2541 & 2641

ANT 3141	Semester 1 modules
ANT 3141	Research Methods
ANT 3142	Environment, Culture and Human Activity
ANT 3241	Globalization: One World, One Culture?
ANT 3242	Violence and Aggression
ANT 3241	Semester 2 modules
ANT 3341	Migration and resettlement
ANT 3342	Contemporary Issues in Anthropology
ANT 3441	Ethnicity and multiculturalism
ANT 3442	Tourism and Culture

Bachelor of Arts Honours in Anthropology

OLD STRUCTURE & CURRICULUM

ANT HONOURS	Semester 1 (ALL COMPULSORY)
ANT 5521/5121	Computer Applications, Qualitative Research and Anthropology
ANT 5522/5122	Selected Topics in Development
ANT 5523/5123	Selected Studies in Culture and Technology
ANT 5524/5124	Research Project
	Semester 2 (Electives: Choose 4 ONLY)
ANT 5621/5221	Selected Studies on Cultural Interaction
ANT 5622/5222	Museum Anthropology
ANT 5623/5223	Advanced Studies in Culture, Power and Politics
ANT 5624/5224	Urban Anthropology
ANT 5625/5225	Communications Anthropology
ANT 5626/5226	Advanced Studies in Ethnicity and Nationalism

Bachelor of Arts Honours in Anthropology HSHAHA (NEW 2025)

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.

ANTHROPOLOGY HONOURS (NEW CURRICULUM 2025)

QUALIFICATION NAME (in full): Bachelor of Arts Honours in Anthropology

Qualification code: HSHAHA -BA HONOURS IN ANTHROPOLOGY

SAQA REGISTRATION ID: 99215

Major Area: 2001 Anthropology; 200101 Socio-Cultural Anthropology; 200199 Anthropology

NQF LEVEL: 8

Minimum Total time: 1 year

Total curriculum Credits: 120

Semester 1 Modules (core modules-All compulsory)

Module Code	Module Description	Pre-Co- Requisite	Major
ANT 5121	Research methodology	Bachelors degree with Anthropology/ Social Anthropology III	Yes
ANT 5122	Anthropological theories	Bachelors degree with Anthropology/Social Anthropology III	Yes
ANT 5123	Research Project	Bachelors degree with Anthropology/Social Anthropology III	Yes

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

Module Code	Module Description	Pre-Co- Requisite	Major
ANT 5221	Culture and technology	Bachelors degree with Anthropology/Social Anthropology III	No
ANT 5222	Museum Anthropology	Bachelors degree with Anthropology/Social Anthropology III	No
ANT 5223	Advanced Studies in Culture, Power and Politics	Bachelors degree with Anthropology/Social Anthropology III	No
ANT 5224	Urban Anthropology	Bachelors degree with Anthropology/Social Anthropology III	No
ANT 5625	Gender and Anthropology	Bachelors degree with Anthropology/Social Anthropology III	No
ANT 5626	Ethnicity and nationalism/ nation building	Bachelors degree with Anthropology/Social Anthropology III	No
ANT 5227	Medical Anthropology	Bachelors degree with Anthropology/Social Anthropology III	No

Master of Arts in Anthropology - HSMMA

Module code: (ANT6000/ANT 6300)

ADMISSION REQUIREMENTS

- Honours Degree in Anthropology or related fields

An Honours degree in either Anthropology or Applied Anthropology from this or another university. Students must have obtained an average of 65% in the Honours degree.

Before admission, prospective students could be required by the department to demonstrate adequate knowledge of the area they intend to study as well as potential for independent research. All prospective students must submit a concept paper before registration.

Candidates from universities other than the University of Venda might be asked to submit their Honours dissertation to the department to assess whether the student has the capacity to do a Master of Anthropology degree.

The MA in Anthropology is by dissertation only. Students must submit a mini research proposal (5-6 pages) together with their application and this proposal will be read before the department ~~one~~ 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 in ANTHROPOLOGY - PHDA

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.

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

APA 2141	Semester 1 modules
APA 2141	Nature and Scope of Applied Anthropology
APA 2142	Nature and Characteristics of Less Developed Communities
APA 2241	Traditional Worlds and Development
APA 2242	Quality of Life and Cultural Attitudes
APA 2241	Semester 2 modules
APA 2341	Culture Change in the modern world
APA 2342	Analysing Human Variation
APA 2441	Applying Anthropology to Business and Industry
APA 2442	Helping the Police: The Forensic Identification of Human

Applied Anthropology 3141 & 3241

Pre-requisites: APA 2141 & 2241

APA 3141	Semester 1 modules
APA 3141	Fieldwork and Ethics in Applied Anthropology
APA 3142	Gender and Development
APA 3241	Forced Relocation and Resettlement
APA 3242	Applying Anthropology to Development
APA 3241	Semester 2 modules
APA 3341	Culture, Health and Healers: The Anthropology of Medical
APA 3342	Anthropological Perspectives on Sustainable Development
APA 3441	Contemporary issues in Applied Anthropology
APA 3442	Selected topics in applying Anthropology to the Museum

Bachelor of Arts Honours in Applied Anthropology - HSHHAA

OLD STRUCTURE & CURRICULUM

ANT HONOURS	Semester 1 (ALL COMPULSORY)
ANT 5521/5121	Computer Applications, Qualitative Research and Anthropology
ANT 5522/5122	Selected Topics in Development
ANT 5523/5123	Selected Studies in Culture and Technology
ANT 5524/5124	Research Project
	Semester 2 (Electives: Choose 4 ONLY)
ANT 5621/5221	Selected Studies on Cultural Interaction
ANT 5622/5222	Museum Anthropology
ANT 5623/5223	Advanced Studies in Culture, Power and Politics
ANT 5624/5224	Urban Anthropology
ANT 5625/5225	Communications Anthropology
ANT 5626/5226	Advanced Studies in Ethnicity and Nationalism

Bachelor of Arts Honours in Applied Anthropology – HSHHAA (from 2025)

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.

QUALIFICATION NAME (in full): Bachelor of Arts Honours in Applied Anthropology

Qualification code: HSHHAA - Bachelor of Arts Honours in Applied Anthropology

SAQA REGISTRATION ID: 15854

Major Area: 2001 Anthropology; 200101 Socio-Cultural Anthropology; 200199 Anthropology

Field : 07 - Human and Social Studies

Sub-field: Industrial & Organisational Governance and Human Resource Development

NQF LEVEL: 8

Minimum Total time: 1 year

Total curriculum Credits: 120

Semester 1 Modules (core modules-All compulsory)

Module Code	Module Description	Pre-Co- Requisite	Major
APA 5121	Research methodology	APA 3141 & APA 3241	YES
APA 5122	Contemporary debates in Applied Anthropology	APA 3141 & APA 3241	YES
APA 5123	Research project	APA 3141 & APA 3241	YES

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

Module Code	Module Description	Pre-Co- Requisite	Major/Elective
APA 5221	The Fieldwork Paradigm	APA 3141 & APA 3241	Elective
APA 5222	Health	APA 3141 & APA 3241	Elective
APA 5223	Education	APA 3141 & APA 3241	Elective
APA 5224	Violence	APA 3141 & APA 3241	Elective
APA 5225	Agricultural Development	APA 3141 & APA 3241	Elective
APA 5226	Tourism	APA 3141 & APA 3241	Elective
APA 5227	Land reform and resettlement	APA 3141 & APA 3241	Elective

Archaeology**Archaeology 2141 & 2241**

Pre-requisites: CST 1541/1141 & CST 1641/1241

ARC 2141	Semester 1 Modules
ARC 2141	Man and his Environment
ARC 2241	Specialised Archaeological Analysis
ARC 2241	Semester 2 Modules
ARC 2341	Recreating and Restoring the Artefact
ARC 2441	Beginning: Technology and Culture

Archaeology 3141 & 3241

Pre-requisites: ARC 2141 & ARC 2241

ARC 3141	Semester 1 Modules
ARC 3141	Fieldwork: Before and After
ARC 3241	In the Field
ARC 3241	Semester 2 Modules
ARC 3341	Managing the Culture Heritage
ARC 3441	Current Issues in Archaeology

Bachelor of Arts Honours Archaeology - HSHAAH**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 four (4) electives from the six Second Semester modules to complete the programme package.

Semester 1 Modules

All modules are compulsory

Old Programme

ARC 5521/5121	Methodology for the World of Work
ARC 5522/5122	Historical and Theoretical Windows on Archaeology
ARC 5523/5123	Contemporary Debates and Professional Codes and Ethics
ARC 5524/5124	Research Project

Semester 2 Modules

Students to choose four electives only from the following:

ARC 5621/5221	Current readings in Cultural Resource Management
ARC 5622/5222	Topics in Palaeo-environmental Studies
ARC 5623/5223	Origins of Complex Societies
ARC 5624/5224	Advanced Studies in Early Trade and Exchange Systems
ARC 5625/5225	The Role of Gender in the Interpretation of the Past
ARC 5626/5226	Archaeo-linguistic Studies

New Programme (2025)

A minimum requirement for this programme is a generic Bachelor of Arts in Archaeology. This is a four plus one programme students are allowed to two 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	Contemporary debates and Professional Codes and Ethics
ARC 5124	Research Project

Student should choose two modules from below

Semester 2

ARC 5221	Current Reading 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 in Archaeology - HSMMA

Module code: **ARC 6000 (ARC 6300)**

ADMISSION REQUIREMENTS

- Honours Degree in Archaeology or related fields

Before admission, prospective students could be required by the department to demonstrate adequate knowledge of the area they intend to study as well as potential for independent research.

Candidates from universities other than the University of Venda might be asked to submit their Honours dissertation to the department to assess whether the student has the capacity to do a Master of Archaeology degree.

Doctor of Arts in Archaeology -

Module code: **ARC 7000 (ARC 7300)**

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	
DOC	2	360	10	

HONOURS IN PSYCHOLOGY PROGRAMME WILL BE OFFERED IN FULL-TIME AND PART-TIME BASIS. NOTE THAT THE DURATION FOR PART-TIME IS 2 YEARS

An average of 65% in all undergraduate psychology modules is a minimum requirement for admission into the programme

Qualification name	Total years	Year 1	Year 2	Credits (Actual number)	NQF level
Honours (Psychology) Part Time	2 years	Semester 1 PSY 5131 Research Methodology PSY 5132 Developmental Psychology PSY 5221 Research Project Semester 2 PSY 5232 Psychotherapeutic Systems PSY 5234 Neuropsychology	Semester 1 PSY 5133 Personality Theories Semester 2 PSY 5231 Psychopathology	120	8

G. MODULE CODES AND TITLE
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 2541	Semester module consisting of the following:
ANT 2141	Indigenous Knowledge and the Cultural Dimensions of ANT 2141 : Indigenous knowledge and Cultural Dimensions of Education (7)
ANT 2142	Family, Household and Kinship
ANT 2241	Tying the Knot: Different Perspectives of Marriage
ANT 2242	Culture, Power and Politics
ANT 2641	Semester module consisting of the following:
ANT 2341	Magic, Science, Religion and Witchcraft
ANT 2342	Culture, Economies and Resources: Foundations of Economic Anthropology
ANT 2441	Creative Culture
ANT 2442	Folklore and Folktales: Methods of passing unwritten history
ANT 2642	Anthropology
ANT 3541	Semester module consisting of the following:
ANT 3141	Fieldwork Techniques
ANT 3142	Environment, Culture and Human Activity
ANT 3241	Globalization: One World, One Culture?
ANT 3242	Violence, Aggression and Terrorism in the Modern World
ANT 3641	Semester module consisting of the following:
ANT 3341	People on the move: Understanding the Reasons for Population Migration
ANT 3342	Contemporary Issues in Anthropology
ANT 3441	Refugees and the Problems of Repatriation and Resettlement
ANT 3442	Travel, Tourism and Culture
ANT 5521	Computer Applications, Qualitative Research and Anthropology
ANT 5522	Selected Topics in Development
ANT 5523	Selected Studies in Culture and Technology
ANT 5524	Research Project: ANT 5524
ANT 5621	Selected Studies on Cultural Interaction
ANT 5622	Museum Anthropology
ANT 5623	Advanced Studies in Culture, Power and Politics
ANT 5624	Urban Anthropology
ANT 5625	Communications Anthropology
ANT 5626	Advanced Studies in Ethnicity and Nationalism: 5626
ANT 6000	Dissertation: ANT 6000
ANT 7000	Thesis: ANT 7000
APA 2541	Semester module consisting of the following:
APA 2141	Nature and Scope of Applied Anthropology
APA 2142	Nature and Characteristics of Less Developed
APA 2241	Traditional Worlds and Development
APA 2242	Quality of Life and Cultural Attitudes
APA 2641	Semester module consisting of the following
APA 2341	Culture Change in the modern world
APA 2342	Analysing Human Variation
APA 2441	Applying Anthropology to Business and Industry
APA 2442	Helping the Police: The Forensic Identification of Human
APA 3541	Semester module consisting of the following: 3541
APA 3141	Fieldwork and Ethics in Applied Anthropology
APA 3142	Gender and Development
APA 3241	Forced Relocation and Resettlement
APA 3242	Applying Anthropology to Development
APA 3641	Semester module consisting of the following: 3641
APA 3341	Culture, Health and Healers: The Anthropology of Medical
APA 3342	Anthropological Perspectives on Sustainable Development

APA 3441	Contemporary issues in Applied Anthropology
APA 3442	Selected topics in applying Anthropology to the Museum
APA 5521	Research Data Base
APA 5522	Contemporary debates in Applied Anthropology
APA 5523	The Field Work Paradigm
APA 5524	Research Project: APA 5524
APA 5621	Health
APA 5622	Education
APA 5623	Violence
APA 5624	Agricultural Development
APA 5625	Tourism
APA 5626	Land reform and resettlement
ARC 2541	Semester Module consisting of the following:
ARC 2141	Man and his Environment
ARC 2241	Specialised Archaeological Analysis
ARC 2641	Semester Module consisting of the following:
ARC 2341	Recreating and Restoring the Artefact
ARC 2441	Beginning: Technology and Culture
ARC 3541	Semester Module consisting of the following:
ARC 3141	Fieldwork: Before and After
ARC 3241	In the Field
ARC 3641	Semester Module consisting of the following:
ARC 3341	Managing the Culture Heritage
ARC 3441	Current Issues in Archaeology
ARC 5521	Methodology for the World of Work
ARC 5522	Historical and Theoretical Windows on Archaeology
ARC 5523	Contemporary Debates and Professional Codes and Ethics
ARC 5524	Research Project
ARC 5621	Current readings in Cultural Resource Management,
ARC 5622	Topics in Palaeo-environmental Studies: 5622
ARC 5623	Origins of Complex Societies
ARC 5624	Advanced Studies in Early Trade and Exchange Systems
ARC 5625	The Role of Gender in the Interpretation of the Past: 5625
ARC 5626	Archaeo-linguistic Studies
ARC 6000	Dissertation: ARC 6000
BMH 1551	History of Music
BMH 1641	History of Music
BMH 2551	History of Music
BMH 2641	History of Music
BMH 3551	History of Music
BMH 3641	History of Music
BML 1541	Music Literacy
BML 1641	Music Literacy
BML 2541	Music Literacy
BML 2641	Music Literacy
BML 3541	Music Literacy
BML 3641	Music Literacy
BMP 1541	Music Practical Studies
BMP 1641	Music Practical Studies
BMP 2541	Music Practical Studies
BMP 2641	Music Practical Studies
BMP 3541	Music Practical Studies
BMP 3641	Music Practical Studies
CIS 1511	Instrument study
CIS 1611	Instrument study
CMH 1551	History of Music
CMH 1641	History of Music
CML 1541	Music Literacy

CML 1641	Music Literacy
CPM 1541	Practical musicianship
CPM 1641	Practical musicianship
CST 1541	Cultural Studies I: Introducing Culture: 1541
CST 1641	Cultural Studies II: History, Theories and Methods: 1641
CTM 1631	Teaching methodology
CTR 1511	Teaching aids and resource development
CTR 1611	Teaching aids and resource development (continued)
DST 1642	Political Development
DST 1643	Religious Perspectives on Economic Development
DST 2541	Research methods
DST 2542	Economic History of Africa (I)
DST 2543	International Political Economy
DST 2544	Religious Perspectives on Women Empowerment and Development
DST 2642	Economic History of Africa (II)
DST 2643	Tradition and Development
DST 2644	The Ethics of Sustainable Development
DST 3541	Religion Responses to the Environment and Development
DST 3542	Political Economy of African Development
DST 3543	Anthropological Perspective on Development
DST 3544	South Africa since the Mineral Revolution
DST 3641	Social Change and Development
DST 3642	Demographics and Migration
DST 3643	Philosophy of Technology in Development
DST 3644	Public Policy Analysis of Development in South Africa
DST 3721	Project
DWH 1521	History of Western Choral Music
ECO 1541	Economic Principles
ECO 1542	Basic Economics
ECO 1641	Economic Principles
ECO 1642	Basic Economics
ECO 2541	Intermediate macroeconomic theory
ECO 2641	Financial economics
ECO 2645	Financial Economics
ECO 3541	International Trade and Finance
ECO 3641	The South African Economy
ECS 1541	English Communication Skills
ECS 1641	English Communication Skills
ECS 1642	English Communications Skills for Education
ECS 1643	English Communications Skills for Business
ECS 1644	English Communications Skills for Law
ECS 1645	English Communications Skills for Natural and Agricultural Sciences
ECS 1646	English Communications Skills for Environmental and Health Sciences
ELN 5521	Poetics, Modern Critical Theory and Practice
ELN 5523	Language Teaching Methodology & Syllabus Design
ELN 5524	Psycholinguistics
ELN 5529	Language Research Methods: Theory and Practice
ELN 5625	Discourse Analysis
ELN 5626	Language Testing
ELN 5627	Sociolinguistics
ELN 5721	Mini Dissertation
ENG 1561	Introduction to the English Language
ENG 1661	Introduction to Literary Study
ENG 2561	English Structure and Usage Intermediate Level
ENG 2661	Post-coloniality and the African World
ENG 3541	Advanced English Structure
ENG 3542	Advanced English Usage
ENG 3641	Postcoloniality and the Novel

ENG 3642	The Poetry of Love, Protest and Resistance
ENG 3643	The Drama of Class, Race and Cultural Differences
ENG 6000	Dissertation
ENG 7000	Thesis
ERM 1541	The Natural Environment as a system
ERM 1641	Ecological Principles for Environment Management
ERM 2541	Principles of Resource management
ERM 2641	Pollution and Environmental Quality
ERM 3541	Resource Evaluation and International systems
ERM 3642	Green Politics and Environmental policy analysis
ESL 5521	Poetics, Modern Theory and Practice
ESL 5522	Black South African Literature in English
ESL 5523	Backgrounds to Modern African Literature in English
ESL 5525	Shakespeare: Background and Plays
ESL 5526	The Romantic Period: Background and Essays
ESL 5529	Literary Research Methods: Theory and Practice
ESL 5622	Liberalism and Protest in South African English Literature
ESL 5623	Postcolonial African Literature in English
ESL 5625	Shakespeare's Sonnets
ESL 5626	The Romantic Period: Poetry
ESL 5721	Mini Dissertation
ETH 1731	Ethnomusicology I
ETH 2731	Ethnomusicology I
GPN 1141	The Genetic Process in News production
GSD 7000	Thesis (Gender Studies)
HGS 5520	Theories of Gender and Social inequalities (compulsory)
HGS 5521	Research Methods in Gender Studies (compulsory)
HGS 5522	Gender Issues in Science Education
HGS 5523	Gender and Health
HGS 5524	Gender and Religion
HGS 5525	Gender and Economic Development
HGS 5527	Language and Gender (Tshivenda)
HGS 5528	Gender in the Novel: Post-Colonialism and Reconstruction
HGS 5530	Mini Dissertation (compulsory)
HGS 5623	Gender and Agriculture
HGS 5624	Gender and Violence
HGS 5625	Gender and Law
HGS 5626	Gender and Environment
HGS 5629	Strategies for Empowerment
HGS 5631	Language and Gender (Linguistics)
HIS 1541	South Africa before Colonisation
HIS 1542	South African Mining History
HIS 1543	Twentieth Century Africa
HIS 1641	South Africa from the Imposition of Colonial Rule to the
HIS 1642	The Southern African Development Community
HIS 1643	Major Contemporary Conflicts in Africa
HIS 1644	Contemporary Middle East
HIS 2541	The Making of Modern South Africa 1899-1961
HIS 2544	Economic Development of Africa
HIS 2641	Europe 1870-1945
HIS 2642	Europe and South America since 1945
HIS 2643	South East Asia 1890-1945
HIS 2644	The Colonial Economics of Africa, 1920-1945
HIS 2647	Twentieth Century Revolutions
HIS 3541	Towards the democratisation of South Africa: 1960
HIS 3542	Inter African Relations
HIS 3545	African Economics, 1945-1970
HIS 3641	International Relations

HIS 3642	Africa and the World
HIS 3643	South East Asia: 1945 to the present
HIS 3644	Africa and the World
HIS 3645	African Economics, 1970-2000
HIS 5521	Methodology and Techniques of history
HIS 5522	Introduction to Historiography and Philosophy of History
HIS 5523	South Africa's place in the Global Village, 1945 to the present
HIS 5524	Africa before 1900
HIS 5621	Theories of History
HIS 5622	South African Historiography, with a Special Focus on
HIS 5624	Africa after 1900
HIS 5625	African Political Philosophy
HIS 5626	Advanced Studies: Africa and the World
HIS 5726	Research Project: HIS 5726
HIS 6000	Dissertation
HIS 7000	Thesis: HIS 7000
HSMMC 6300	MSW Thesis
INL 2541	Indigenous Law
IPS 1541	Industrial Psychology
IPS 1641	Industrial Psychology
IPS 2541	Industrial Psychology
IPS 2641	Industrial Psychology
IPS 3541	Industrial Psychology
IPS 3641	Industrial Psychology
ISN 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
ISO1541	Industrial Sociology
ISO 1641	Industrial Sociology
ISO 2541	Sociology of organizations
ISO 2641	Sociology of Labour, Industry and Industrialization
ISO 3541	Management Sociology
ISO 3642	Industrial Relations
ISO 5613	Labour relations
ISW 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 6000	Dissertation
ISW 7000	Thesis: ISW 7000
ITR 1541	Introduction to International Relations
ITR 1641	Theories of International Relations
ITR 2541	International and Regional Organisations
ITR 2542	International Political Economy
ITR 2641	Political Philosophy
ITR 2642	Foreign Policy Analysis
ITR 3541	International Politics after the Cold War
ITR 3542	International Relations Research Methods
ITR 3641	Conflict and Cooperation in International Politics
ITR 3642	Seminar on international relations
ITR 5521	Research Methods: ITR 5521
ITR 5522	Strategic Studies: Conflict and Management
ITR 5523	International Organisations: ITR 5523
ITR 5622	South Africa's Foreign Policy
ITR 5624	Public Policy Analysis
ITR 5721	Extended Essay (continued in Second
ITR 6521	International Relations Theory
ITR 6522	International Organisations
ITR 6523	International Political Economy
ITR 6524	International Law
ITR 6621	South African Foreign Policy
ITR 6622	Africa's International Relations
ITR 6624	Political Science Research Methods
ITR 6721	Mini Dissertation
LEX 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 6000	Dissertation: NSO 6000
NSO 7000	Thesis: NSO 7000
NTA 1641	News Transmission and Audience Interpretation
PAD 1541	Public Administration
PAD 1641	Public Administration
PHI 1541	Introduction to Philosophy: And its Meaning for Africa
PHI 1641	The Beginnings of Scientific Thinking: Philosophical
PHI 2541	Scientific Revolutions: Medieval and Modern Contexts
PHI 2542	Philosophy in Action: Social and Political Contexts
PHI 2641	Theory of Knowledge and Logic
PHI 2642	Ethics: The Problem of Moral Thinking and Action
PHI 3541	Contemporary Philosophy and the Critique of Eurocentrism
PHI 3542	African Philosophy and other philosophical perspectives
PHI 3641	Technology, Religion and Values: A Philosophical Inquiry
PHI 3642	Philosophy of the Sciences
POL 1541	Introduction to Political Sciences
POL 1641	Political Studies
POL 2541	Political Transition in South Africa
POL 2542	International Political Economy
POL 2641	Political Philosophy
POL 3541	African Politics
POL 3542	Political Science Research Methods
POL 3641	Comparative Politics
POL 3642	International Relations
POL 5521	Research Methods: POL 5521
POL 5522	International Organisations: POL 5522
POL 5621	South Africa's Foreign Policy
POL 5622	Public Policy
POL 5721	Mini Dissertation
POL 6000	Dissertation: POL 6000
POL 7000	Thesis: POL 7000
PSY 1541	Introduction to Psychology: PSY 1541
PSY 1641	Introduction to Applied Psychology
PSY 2511	Research Proposal Writing Practical
PSY 2541	Introduction to Social Research
PSY 2542	Human Development: PSY 2542
PSY 2641	Psychopathology: 2641
PSY 2642	Social Psychology
PSY 3511	Practicum: Basic Counseling Techniques
PSY3541	Personality Theories
PSY 3542	Therapeutic Interventions
PSY 3611	Research Project Practical (Qualitative and Quantitative)
PSY 3641	Psychological Assessment
PSY 3642	Research Methodologies
RST1541	Introduction to the Academic Study of Religion
RST1542	An Inter-Religious Approach to Sacred Writings
RST1641	World Religions
RST1642	The Origins of the Sacred
RST 2541	Religion in Global Context

RST 2542	African Traditional Healers
RST 2543	Introducing Women, Religion and Culture
RST 2544	Religion and Economic Justice
RST 2641	African Religion: Religion, Philosophy, Culture, and Human
RST 2642	Religion, Technology and Values
RST 2643	Afrocentric Rites of Passages for Human Development
RST 2644	Religion and Human Rights
RST 3541	Religion, Economics and Ethics
RST 3542	Christian Studies: Foundational Literature
RST 3543	Religious critique of African Renaissance
RST 3544	Science and Religion: Introducing the Issues
RST 3641	Religion and Human Rights
RST 3642	Jewish Religion: Religion and Society in Ancient Israel
RST 3643	The Feminist Study of Religion
RST 3644	Phenomenology of African Religion: The meaning and the
RST 5521	African Religion
RST 5522	African Christianity
RST 5523	New Religions in Southern Africa
RST 5524	Research Methods
RST 5621	The Doctrine of God in near Eastern Religions
RST 5622	The Doctrine of Salvation in Indian Religions
RST 5623	Ancestral beliefs
RST 5624	Research Methods
RST 5701	Mini dissertation
SCW 1541	Introduction to Social Work
SCW 1641	Core Elements of Social Work
SCW 1741	Practical Work: Self & Social Awareness
SCW 2541	Human Behaviour& Social Environment
SCW 2542	Legislation & Social Functioning
SCW 2641	Introduction to Social Work Methods of Intervention
SCW 2642	Assessment in Social Work
SCW 2741	Practical Work Integrated Methods
SCW 2742	Practical Work: Casework
SCW 3541	Intermediate Social Work Intervention
SCW 3542	Specialized Areas in Social Work
SCW 3641	Social Work-Related Policies, Legislation &Practice
SCW 3642	Introduction to Research to Social Work
SCW 3741	Practical Work: Group Work
SCW 3742	Practical Work: Community Work
SCW 4741	Advanced Social Work: Marriage Counseling and Family Guidance
SCW 4742	Special Problems Areas in Social Work
SCW 4743	Social Work Management and Supervision
SCW 4744	Social Work Research project
SCW 4745	Advanced Practical Case Work
SCW 4746	Advanced Practical Group Work
SCW 4747	Advanced Practical Community Work
SOC 1541	Introduction to Sociology
SOC 1641	Social Institutions
SOC 2541	Social research methodology
SOC 2641	The Sociology of health and illness
SOC 2642	Deviance and Social Problems
SOC 2643	Sociology of the Family
SOC 3541	Social science research methods
SOC 3542	Sociological Theories
SOC 3641	Social change and development: SOC 3641
SOC 3642	Environmental Sociology
SOC 5511	Social research methodology: SOC 5511
SOC 5512	Social theory

SOC 5513	Industrial Sociology
SOC 5611	The Sociology of health and illness
SOC 5612	Social change and development
SOC 6000	Dissertation: SOC 6000
SOC 7000	Thesis: SOC 7000
THE 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
TIE 1241	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 6000	Dissertation: TVE 6000
TVE 6521	Ad Advanced study of Tshivenda Phonetics.
TVE 6621	An Advanced study of Tshivenda Phonology.
TVE 6522	An Advanced study of Tshivenda Syntax.
TVE 6622	An Advanced study of Tshivenda Morphology.
TVE 6523	An Advanced study of Tshivenda Semantics
TVE 6623	An Advanced study of Tshivenda Sociolinguistics.
TVE 6524	An Advanced study of Tshivenda Prose.
TVE 6624	An Advanced study of Tshivenda Drama.
TVE 6525	An Advanced study of Tshivenda Poetry.
TVE 6625	An Advanced study of Tshivenda Oral Tradition.
TVE 6725	Mini dissertation
TVE 7000	Thesis
VLV 2641	Visual Literacy and Verbal Significations in Media
XTS 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 6000	Dissertation: XTS 6000
XTS 6621	An advanced study of Xitsonga syntax.
XTS 6622	An advanced study of Xitsonga semantics.
XTS 6623	An advanced study of Xitsonga prose.
XTS 6624	An advanced study of Xitsonga poetry
XTS 6721	An advanced study of Xitsonga morphology.
XTS 6722	An advanced study of Xitsonga sociolinguistics.
XTS 6723	An advanced study of Xitsonga drama.
XTS 6724	An advanced study of Xitsonga oral tradition.
XTS 6725	Mini dissertation.
XTS 7000	Thesis
YID 1540	Youth in Development Perspective
YID 1544	Youth Outreach 1
YID 1640	Principles and Practice of Youth Work
YID 1644	Youth Outreach I
YID 2540	Youth and Health
YID 2544	Youth Outreach II
YID 2640	Conflict Resolution Strategies and Skills
YID 2644	Youth Outreach II
YID 2645	Gender and Development
YID 3540	Youth Policy Formulation and Advocacy
YID 3544	Youth Outreach III
YID 3640	Social Research Methods and Techniques I
YID 3644	Youth Outreach III
YID 3645	Gender and Development
YID 3646	Project Monitoring and Evaluation
YID 4540	Social Research Methods and Techniques II
YID 4544	Management Skills
YID 4640	Research Project
YID 4644	Youth Internship IV

PREREQUISITES AND MODULE CODES

Subject	Code	Prerequisites
Department of Communication and Applied Languages		
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
 NRR 2541
 NDA 1541
 VLV 2641
 MST 3541
 MST 3542
 MST 3641
 MST 3642

MST 2541
 NTA 1641
 NTA 1641
 NRR 2541
 MST 2641/2642
 MST 2641/2642
 MST 2641/2642
 MST 2641/2642

Department of Development Studies

Development Studies	DST 1541	
	DST 1542	
	DST 1543	
	DST 1641	
	DST 1642	
	DST 1643	
	DST 2541	DST 1541/2/3/DST 1641/2/3
	DST 2542	DST 1541/2/3/DST 1641/2/3
	DST 2543	DST 1541/2/3/DST 1641/2/3
	DST 2544	DST 1541/2/3/DST 1641/2/3
	DST 2642	DST 1541/2/3/DST 1641/2/3
	DST 2643	DST 1541/2/3/DST 1641/2/3
	DST 2644	DST 1541/2/3/DST 1641/2/3
	DST 3541	DST 2541/2/3/4 DST 2642/3/4
	DST 3542	DST 2541/2/3/4 DST 2642/3/4
	DST 3543	DST 2541/2/3/4 DST 2642/3/4
	DST 3544	DST 2541/2/3/4 DST 2642/3/4
	DST 3641	DST 2541/2/3/4 DST 2642/3/4
	DST 3642	DST 2541/2/3/4 DST 2642/3/4
	DST 3643	DST 2541/2/3/4 DST 2642/3/4
	DST 3644	DST 2541/2/3/4 DST 2642/3/4
History	HIS 1541	
	HIS 1542	
	HIS 1543	
	HIS 1641	
	HIS 1642	
	HIS 1643	
	HIS 1644	
	HIS 2541	HIS 1543/HIS 1644
	HIS 2544	ECO 1542/ECO 1642
	HIS 2641	
	HIS 2642	HIS 1543/HIS 1644
	HIS 2644	ECO 1542/ECO 1642
	HIS 3541	HIS 2541/2542/2642/2644
	HIS 3542	HIS 2541/2542/2642/2644
	HIS 3545	HIS 2541/2542/2642/2644
	HIS 3641	HIS 2541/2542/2642/2644
	HIS 3642	HIS 2541/2542/2642/2644
	HIS 3643	HIS 2541/2542/2642/2644
	HIS 3645	HIS 2541/2542/2642/2644
International Relations	ITR 1541	
	ITR 1641	
	ITR 2541	ITR 1541/1641
	ITR 2542	ITR 1541/1641

	ITR 2641	ITR 1541/1641
	ITR 2642	ITR 1541/1641
	ITR 3541	ITR 2541/2542/ ITR 2641/2642
	ITR 3542	ITR 2541/2542/ ITR 2641/2642
	ITR 3641	ITR 2541/2542/ ITR 2641/2642
	ITR 3642	ITR 2541/2542/ ITR 2641/2642
Philosophy	PHI 1541	
	PHI 1641	
	PHI 2541	PHI 1541/1641
	PHI 2542	PHI 1541/1641
	PHI 2641	PHI 1541/1641
	PHI 2642	PHI 1541/1641
	PHI 3541	PHI 2541/2542/ PHI 2641/2642
	PHI 3542	PHI 2541/2542/ PHI 2641/2642
	PHI 3641	PHI 2541/2542/ PHI 2641/2642
	PHI 3642	PHI 2541/2542/ PHI 2641/2642
Religious Studies	RST 1541	
	RST 1542	
	RST 1641	
	RST 1642	
	RST 2541	RST 1541/1641 or 1542/1642
	RST 2542	RST 1541/1641 or 1542/1642
	RST 2543	RST 1541/1641 or 1542/1642
	RST 2544	RST 1541/1641 or 1542/1642
	RST 2641	RST 1541/1641 or 1542/1642
	RST 2642	RST 1541/1641 or 1542/1642
	RST 2643	RST 1541/1641 or 1542/1642
	RST 2644	RST 1541/1641 or 1542/1642
	RST 3541	RST 2541/2641 or 2542/2642 or 2543/2643 or 2544/2644
	RST 3542	RST 2541/2641 or 2542/2642 or 2543/2643 or 2544/2644
	RST 3543	RST 2541/2641 or 2542/2642 or 2543/2643 or 2544/2644
	RST 3544	RST 2541/2641 or 2542/2642 or 2543/2643 or 2544/2644
	RST 3641	RST 2541/2641 or 2542/2642 or 2543/2643 or 2544/2644
	RST 3642	RST 2541/2641 or 2542/2642 or 2543/2643 or 2544/2644
	RST 3643	RST 2541/2641 or 2542/2642 or 2543/2643 or 2544/2644
	RST 3644	RST 2541/2641 or 2542/2642 or 2543/2643 or 2544/2644
Political Studies	POL 1541	
	POL 1641	
	POL 2541	POL 1541/1641
	POL 2542	POL1541/1641
	POL 2641	POL 1541/1641
	POL 3541	POL 2541/2542/2641
	POL 3542	POL 2541/2542/2641
	POL 3641	POL 2541/2542/2641
	POL 3642	POL 2541/2542/2641
Department of Social Work		
Anthropology	CST 1541	
	CST 1641	
	ANT 2541	CST 1641/CST1541

	ANT 2641	CST 1641/CST1541
	ANT 3541	ANT 2541/ANT2641
	ANT 3641	ANT 2541/ANT2641
Applied Anthropology	APA 2541	CST 1541/CST 1641
	APA 2641	CST 1541/CST 1641
	APA 3541	APA 2541/APA 2641
	APA 3641	APA 2541/APA 2641
Archaeology	ARC 2541	CST 1541/CST 1641
	ARC 2641	CST 1541/CST 1641
	ARC 3541	ARC2641/ARC 2541
	ARC 3641	ARC2641/ARC 2541
Industrial Sociology	ISO 1541	
	ISO 1641	
	ISO 2541	ISO 1541/1641
	ISO 2641	ISO 1541/1641
	ISO 3541	ISO 2541/2641
	ISO 3642	ISO 2541/2641
Social Work	SCW 1541	
	SCW 1641	
	SCW 1741	
	SCW 2541	SCW 1541/1641/1741
	SCW 2542	SCW 1541/1641/1741
	SCW 2641	SCW 1541/1641/1741
	SCW 2642	SCW 1541/1641/1741
	SCW 2741	SCW 1541/1641/1741
	SCW 2742	SCW 1541/1641/1741
	SCW 3541	SCW 2641/2642/2741/2742
	SCW 3542	SCW 2641/2642/2741/2742
	SCW 3641	SCW 2641/2642/2741/2742
	SCW 3642	SCW 2641/2642/2741/2742
	SCW 3741	SCW 2641/2642/2741/2742
	SCW 3742	SCW 2641/2642/2741/2742
	SCW 4741	SCW 3641/3642/3741/3742
	SCW 4742	SCW 3641/3642/3741/3742
	SCW 4743	SCW 3641/3642/3741/3742
	SCW 4744	SCW 3641/3642/3741/3742
	SCW 4745	SCW 3641/3642/3741/3742
	SCW 4746	SCW 3641/3642/3741/3742
	SCW 4747	SCW 3641/3642/3741/3742
Sociology	SOC 1541	
	SOC 1641	
	SOC 2541	SOC 1541/1641
	SOC 2641	SOC 1541/1641
	SOC 2642	SOC 1541/1641
	SOC 2643	SOC 1541/1641
	SOC 3541	SOC 2541/2641or 2642 or 2643
	SOC 3542	SOC 2541/2641or 2642 or 2643
	SOC 3641	SOC 2541/2641or 2642 or 2643
	SOC 3642	SOC 2541/2641or 2642 or 2643

Department of English , Media Studies and Linguistics

English	ENG 1161	
	ENG 1261	ENG 1161
	ENG 2261	ENG 1161/ENG 1261
	ENG 2261	ENG 2161

ENG 3541	ENG 2161/ENG 2261
ENG 3142	ENG 2561/ENG 2161
ENG 3241	ENG 3541/ENG 3141
ENG 3242	ENG 3542/ENG 3142
ENG 3243	

Department of African Languages

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 3141
ISN 3142
ISN 3241
ISN 3242

ISN 1141 /1241
ISN 2142/2241
ISN 2142/2241
ISN 2141/2142/2241
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 21st century. There will be an in-depth study of different musical styles of periods.

CTD 1521/1121: Choral training and directing: students will be introduced to human voice and the important aspects of choir training such as posture/ breathing, tone, balance, blending, dynamics and rhythm.

CPM 1511/1111: Practical musicianship: students will be assisted to develop a good musical ear by teaching them how to sight sing, rhythmic and melodic dictation.

CBK 1511/1111: Basic keyboard training: This module will equip a student with a working knowledge of a keyboard to assist him or her in choir training.

CML 1621/1221: Music literacy: A continuation from first semester. Students will further be equipped with knowledge concerning chord construction and modulations/transitions.

CCM 1611/1211: History of choral music: This module will trace the development of South African choral music. Students will be equipped with knowledge pertaining to choral eisteddfods and also prolific South African choral music composers.

CTD 1621/1221: Choral training and directing: A continuation from first semester. Special emphasis will be put on training techniques. Students will be expected to demonstrate their practical knowledge by handling choirs themselves.

CPM 1611/1211: Practical musicianship: A continuation from first semester. Students will then be expected to demonstrate perfect pitch, which addresses intonation.

CBK 1611/1211: Basic keyboard training: A continuation from first semester. Students will be required to extend their practical abilities with more technical keyboard technique.

DML 1521/1121: Music Literacy: A first year module, which aims at introducing students to the elements of music with continued emphasis on music notation and rudimentary theory. Concomitant with this, special attention will be paid to dual notation (staff and tonic solfa) reading and singing.

DPM 1521/1121: Aural skills: A first year module, during the course of which students will be assisted to develop the perception of pitch, rhythm and metre organisation. Sight–singing and dictation, based mainly on the tonic solfa system, will be accorded special attention.

DKT 1521/1121: Keyboard technique 1: This course will provide a student with a working knowledge of the keyboard to assist him or her in choir training, arranging, improvisation, harmony and composition.

DKT 2521/2121: Keyboard technique 2: Only students who have passed Keyboard technique 1 take this course. It is a continuation from the first year of study. Students will be required to extend their practical abilities with more technical and specialised keyboard techniques.

DCT 1521/1121: Choir training 1: Students will be introduced to knowledge about the human voice and the important aspects in choir training such as: stance/posture, breathing techniques, voice production, intonation, dynamics, blend, balance, rhythm and tempo.

DCT 2521/2121: Choir training 2: Only students who have passed choir training 1 take this course. It is a continuation from the first year of study. Special emphasis will be put training techniques. Students will extend their practical skills by handling choirs themselves.

DWH 1521/1121: History of Western Choral Music: This module for first year students will trace the development of Western choral music from the period of Palestrina, Byrd and Lassus to that of Barber and Britten. There will be an in-depth study of the different musical styles of the periods, and the relevant performance criteria.

DAH 1521/1121: History of African Choral Music: This module, also for first year students, will trace the development of African choral music 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 repertory, auditioning, rehearsal procedures, building a concert programme, and other necessary skills. Under the supervision of a staff member of the Music Department, the student will be required to work practically with choirs/a choir. At the end of the year, the student will be required to submit a concert programme, with programme notes, after approval of which the student will give an end-of-year public concert with a choir/choirs of his/her choice. Members of staff of the department and an external examiner will evaluate the concert performance.

DHC 2521/2121: Elementary Harmony and Counterpoint: This second year module will consist of elementary four-part harmony and basic counterpoint. It also entails the study of harmonic concepts as applied in improvisation, composition and arranging.

DMC 2521/2121: Introductory Composition: A second year module forming an introduction to basic composition skills. Students will be introduced to basic, systematic approaches to the art of composing in the choral idiom, such as; exploration of melodic, harmonic and rhythmic principles. The module is designed to give students, particularly those aspiring to be choral music composers, some fluency in setting down musical thoughts.

DMA 2521/2121: Arranging: In order to enable the student to learn to recreate the many different traditional and contemporary folk songs in a professional manner, or create new ones, the fundamental arranging techniques will be introduced during the second year.

Bachelor of Arts: HSBAYID

YID 1140 : **Youth in Development Perspective**
Prerequisites : **None**
Credits : **16**
Module Content : The module gives an overview of the subject of youth in development. It introduces the students to the following: The definition of youth, and development. Roles and functions of a youth worker in a community setting. Differences between development and community work. The history of community work in South Africa. Conceptual definition of empowering. Areas where young people need development. Group dynamics and formation

YID 1144 : **Youth Outreach I**
Prerequisites : **None**
Credits : **16**
Module Content : This is a field practical module intended to develop students as youth development practitioners. The students' use of self in professional setting will be explored. The spirit of working

as a team will be promoted. The students will also be taught to understand the realities of challenges facing youths in South Africa. The module will look explaining outreach and the role of the Youth development Worker. The students will also be equipped with skills to enable them to be effective and efficient Youth Development Practitioners. The skills such as recording, facilitating meetings, preparing for outreach, time management etc. The students will undertake practical assignment intended to prepare them to their roles as interviewers, observers and evaluators in their communities.

YID 1240 : Principles and Practice of Youth Work

Prerequisites : YID1140

Credits : 16

Module Content : This module will cover, among others, historical overview of traditional youth development practice in South Africa, the development of youth work practice in South Africa, conceptualization of youth in different cultural settings within South Africa, the emergence of youth and civil society organizations in post-independence South Africa, the dual character of African youth, the challenges faced by youth development practitioners as well as those faced by young people, . Working with youths as individuals and as groups in organizations, the various principles underlying the youth development practice, the priority youth groups as focus of the profession, the professionalization process and the current status and the role of the professional youth development practitioner.

YID 1244 : Youth Outreach I

Prerequisites : YID1144

Credits : 16

Module Content : Understanding of critical skills needed in outreach such as presentation. The students will be introduced to communication as an effective outreach tool. The various communication skills such as interviewing, presentation, report writing, listening, responding, assertiveness, empathy, authenticity, etc. will be explored. These skills are necessary for effective outreach.

YID 2140 : Youth and Health

Prerequisites : YID 1140

Credits : 16

Module Content : A review of the concept of health, patterns and effect social construction on Health and well-being, health education and promotion strategies, impact of youth lifestyles on their health, sexual and health reproductive health, youth needs arising from psychological change, physical developments, behavioural change, and those arising from social environment.

YID 2144 : Youth Outreach II

Prerequisites : YID1244

Credits : 16

Module Content : This module introduces outreach in the context of community development in South Africa. It also covers programme preparation, planning, implementation and evaluation including community development theory and practice. Students are expected to conduct community profiling and propose a project which can help to address the identified challenges facing youth.

YID 2240 : Conflict Resolution Strategies and Skills

Prerequisites : YID 2140

Credits : 16

Module Content : The module prepares the student to understand conflict as an inevitable part of their professional lives. They will be taught about various approaches, theories, strategies and tactics of conflict resolution and how to handle it. The role of the Youth Development Practitioner in conflict resolution at an individual and group level as well as the impact of conflict on youth and their development will also be explored.

YID 2244 : Youth Outreach II

Prerequisites : YID2144

Credits : 16

Module Content : This is a practical module which aims at outlining challenges such abuse, abandonment, homelessness, bullying, delinquency, poverty, depression, any self-harming/ destructive behaviour as well as developing strategies to address vulnerabilities of youth. The students will also be trained

to review effectiveness of the Minimum Standards for Child and Youth Care in South Africa to provide support youth at-risk.

YID 2245 : **Gender and Development**
Prerequisites : **None**
Credits : **16**
Module Content : The module will expose the students to a range of theoretical perspectives in gender, development and feminist traditions e.g. radical, social, democratic, conservative perspective. It will explore the implications of such theories for Youth in development. Students will acquire knowledge that will enable them to engender the policy and programme of development process.

YID 3140 : **Youth Policy Formulation and Advocacy**
Prerequisites : **YID 2140**
Credits : **16**
Module Content : This module introduces students to the process of policy formulation to address challenges facing the youth. The students will be taught about different policies and welfare services which affect the youth. They will be familiarized with national and international policies and strategies. Students will be taught about the role of youth worker as an advocate for youth policies.

YID 3144 : **Youth Outreach III**
Prerequisites : **YID 2244**
Credits : **16**
Module Content : This outreach module will teach the students about the effective outreach intervention strategies. The students will do concurrent placements in local organizations where they are required to identify challenges facing the youth and develop an action plan to address the identified problems. The students will also be required to do presentations on their action plan developed to address challenges facing the youth.

YID 3240 : **Social Research Methods and Techniques I**
Prerequisites : **YID 2240**
Credits : **16**
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**
Prerequisites : **YID 3144**
Credits : **16**
Module Content : The students will be required to do concurrent placements in local organizations and initiate and implement developmental programmes to address challenges faced by the youth. They will also go out to the community and implement the plan they have developed in the first semester to address the identified challenges facing the youth. Students will also be required to compile report on the action taken to address challenges facing the youth and will also have to present the report.

YID 3246 : **Project Monitoring and Evaluation**
Prerequisites : **YID 3140**
Credits : **16**
Module Content : The module focuses on establishment of community development projects as well as initiating and implementing training programs. The students will be taught on monitoring and evaluation strategies. The students will also be required to evaluate the effectiveness of the youth policies in addressing challenges facing the youth.

YID 4140 : **Social Research Methods and Techniques II**
Prerequisites : **YID 3240**
Credits : **16**
Module Content : This is a practical process to engage students in conducting the research. The students will each identify their research problem, research design, and data collection within a practitioner framework, reliability, and validity, the impact of cultural, social and other factors. Approaches and use of different methods of data collection.
Selection and Measurement of Variables
Sampling, Data Collection and Analysis
Options in Proposal and Report Writing

The students should be able to submit an acceptable research proposal at the end of the module.

YID4144 : **Management and Leadership Skills in Youth Work**
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 : **16**
Module Content : Students will submit their research project proposals. Proposals will be reviewed by supervisors and presented to the entire department. The students will collect data, analyze and write a mini dissertation/ research project.

YID4144 : **Youth Internship IV**
Prerequisites : **YID 3244**
Credits : **16**
Module Content : This module will provide students with an opportunity to apply the knowledge and theories they have learned in class because the students will be placed in an agency providing youth development services for a continuous period of not less than four months. They will preferably be placed in an organization providing youth development services. The student will form part of the agency within which they are placed. They will carry all their duties under the supervision of the field supervisor. The University will also send a Youth Outreach Coordinator or a Lecturer to the field sites during the students' placement period to assess students on placement.

On return, the students will be expected to submit their portfolios of evidence/ reports and make oral presentations on their field experiences. They will be assessed on their written work (portfolios of evidence/ reports), oral presentations as well as their evaluation by the outreach coordinator and the field supervisor. They are expected to be able to analyze the functioning of the organizations, the policies, services and the communities within which the organizations is located. The students will be expected to initiate a developmental project independently under the supervision of the field supervisor. The use of professional self will be emphasized.

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.

Students should find themselves in a position to differentiate the African indigenous way of life skills 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 strengths 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 to create 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, non-governmental 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 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 placed 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. The may also 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 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.

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 model 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 placed 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 enable 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 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, student is to be placed at identified workplaces.

AFC 4541	:	Nature of Kingship in Ancient Egypt, the Great Lakes Region and Southern Africa.
Credits	:	
Module Content	:	<ul style="list-style-type: none"> * Geography, human settlement and history of Egypt • Agriculture and Mathematics in Egypt • Science and Technology in Egypt • Astrology and Religion in Egypt • Writing. Literature, Art and Religion in Egypt • Architecture, Astrology and Religion in Egypt • Politics, Warfare, and Territorial Defence in Egypt
AFC 4542	:	Women and Men as Priests, Diviners, Healers, Medicine People and Curers.
Credits	:	
Module Content	:	<ul style="list-style-type: none"> * 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.
AFC 4543	:	Men and Women's Participation in Communal and Individual Economic Activities: Then and Now.
Credits	:	
Module Content	:	
AFC 4544	:	Gendered Indigenous Education, Rites of Passage, Games and Sports, Personal and Social Maturation.

Credits	:	
Module Content	:	
AFC 4545	:	Rock Art and Wall Paintings; Ethnic Handcrafts in Southern Africa.
Credits	:	
Module Content	:	
AFC 4546	:	An elective from any Departmental Final year Undergraduate Programme or Postgraduate Diploma Programme that is related to African Studies or has vocational relevance.
Credits	:	
Module Content	:	
SECOND SEMESTER		
AFC 4647	:	Causes of European Migration, Nature of their Settlement, Colonisation and Dispossession of Africa.
Credits	:	
Module Content	:	
AFC 4648	:	Women and Men's Roles in the Family; Kinship Structure and Ubuntu.
Credits	:	
Module Content	:	
AFC 4649	:	Indigenous Scientific and Technological Principles, Productions and Products.
Credits	:	
Module Content	:	
AFC 4650	:	Dance and Dances, Music and Musicians, Songs and Songsters among Southern African Communities.
Credits	:	
Module Content	:	
AFC 4651	:	Historical and Cultural Heritage Holdings and Sites, and Touristic Attractions of Southern Africa.
Credits	:	
Module Content	:	
AFC 4652	:	An elective from any Departmental Final Year Undergraduate Programme or Postgraduate Diploma Programme that is related to African Studies or has vocational relevance.

(BACHELOR OF SOCIAL WORK SYLABUS (Program Contents))

NEW CODE [Old Module Codes]	Modules (term)	Modules
SCW1141 (10 credits) [SCW1541]	Introduction to Social Work (first semester)	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.
SCW1241 (10 credits) [SCW1641]	Core Elements of Social Work (second semester)	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.
SCW1341 (20 credits) [SCW1741]	Fieldwork in Social Work Practice (year)	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.
SCW2141 (10 credits) [SCW2541]	Introduction to Social Work Methods of Intervention (first semester)	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.
SCW2142 (10 credits) [SCW2542]	Assessment in Social Work (first semester)	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

NEW CODE [Old Module Codes]	Modules (term)	Modules
		(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.
SCW2241 (10 credits) [SCW2641]	Human Behavior & the Social Environment (second semester)	SCW2241 is a second-year theory module in the BSW programme (second semester; 10 credits). It focusses 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-psycho-social). 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).
SCW2242 (10 credits) [SCW2642]	Legislation & Social Functioning (second semester)	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.
SCW2341 (20 credits) [SCW2741]	Fieldwork in Social Work Practice (Practical Work in Social Work (Integrated Methods) (year)	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.
SCW2342 (20 credits) [SCW2742]	Practical Work in Social Work (Casework) (year)	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.
SCW3141 (10 credits)	Intermediate Social Work	SCW3141 is a third-year theory module in the BSW programme (first semester; 10 credits). The module focusses on both groupwork and community work as primary methods of intervention in social work, as well as resource networking.

NEW CODE [Old Module Codes]	Modules (term)	Modules
[SCW3541]	Intervention (first semester)	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.
SCW3142 (10 credits) [SCW3542]	Specialized Areas in Social Work (first semester)	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.
SCW3241 (10 credits) [SCW3641]	Social Work- Related Policies, Legislation & Practice (second semester)	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 self-study. The module is assessed through both formative (assignment, tests, group presentations and portfolio of evidence) and summative (oral and written examinations) formats.
SCW3242 (10 credits) [SCW3642]	Introduction to Research in Social Work (second semester)	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 focusses 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.
SCW3341 (20 credits) [SCW3741]	Practical Work: Group Work (year)	SCW3341 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,

NEW CODE [Old Module Codes]	Modules (term)	Modules
		self-study, group presentations, PoE) and summative (oral and written examinations) formats.
SCW3342 (20 credits) [SCW3742]	Practical Work: Community Work (year)	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.
SCW4341 (10 credits) [SCW4741]	Advanced Social Work: Marriage Counseling & Family Guidance (year)	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.
SCW4342: (10 credits) [SCW4742]	Special Problems Areas in Social Work (year)	SCW4342 is a fourth-year theory module in the BSW programme (10 credits). The module focusses 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.
SCW4343 (10 credits) [SCW4743]	Social Work Management & Supervision (year)	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.
SCW4344 (30 credits) [SCW4744]	Social Work Research Project (year)	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.
SCW4345 (30 credits) [SCW4745]	Advanced Practical: Casework (year)	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 [SCW4745], SCW4346 [SCW4746] & SCW4347 [SCW4747] 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

NEW CODE [Old Module Codes]	Modules (term)	Modules
		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.
SCW4346 (30 credits) [SCW4746]	Advanced Practical: Group Work (year)	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 programme (constituting SCW4345 [SCW4745], SCW4346 [SCW4746] & SCW4347 [SCW4747] 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.
SCW4347 (30 credits) [SCW4747]	Advanced Practical Community Work (year)	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 [SCW4745], SCW4346 [SCW4746] & SCW4347 [SCW4747] 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 of 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, 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: LANGAUGE & 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 convers 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 / Mini-Dissertation), 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 / Mini-Dissertation), 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 4th 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 analyzing 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 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 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 Non-Linear 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 perspectives. 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.

TSHIVENḌA

First Year

First Semester

TVE 1141: Introduction to Tshivendḍa 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 Tshivendḍa.

Second Semester

TVE 1241: Introduction to Tshivendḍa Literature

The aim of the module is to introduce the students to the study of Tshivendḍa literature. To have an ability to undertake more specialised and intensive learning of Tshivendḍa Literature. To have general principles for analysing Tshivendḍa Literature: Poetry, Drama, Novel, Short story, Drama and Traditional Literature.

Second year

First Semester

TVE 2141: Meaning, Sound, Word and Sentence Structure in Tshivendḍa

This module aims at analyzing Sounds, Meaning, Words and Sentences Structure in Tshivendḍa. 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 Tshivendḍa. 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 Tshivendḍa. At the completion of this module students are expected to: Understand different Socio-political, religious and economic background that influenced the writing of Tshivendḍa literature from the missionaries to date. Demonstrate the importance and representation of gender in traditional and modern literature in Tshivendḍa.

Third year

First Semester

TVE 3141: The Study of Meaning in Tshivendḍa

The aim of this module is to teach students about meaning of words and sentences in Tshivendḍa. 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 Tshivendḍa 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 Tshivendḍa. 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	CODE: TIE 1141 NAME: Introduction to Interpreting Skills	<ul style="list-style-type: none"> • 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.
	CODE: LEX 1142 NAME: Introduction to Lexicography	<ul style="list-style-type: none"> • 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
	SECOND SEMESTER	
	CORE MODULE	CURRICULUM CONTENT
	CODE: TIE 1241 NAME: Intercultural Communication for language practitioners	<ul style="list-style-type: none"> • 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.
FIRST SEMESTER		
	CORE MODULE	CURRICULUM CONTENT
YEAR 2	CODE: TIE 2142 NAME: Translation skills	<ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none"> • 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).
	SECOND SEMESTER	
	CODE: LEX 1243 NAME: Introduction to Computer Lexicography	<ul style="list-style-type: none"> • Electronic corpora as a basis for the compilation of dictionaries.
	CODE: TIE 2241 NAME: Intermediate and Interpreting Practice	<ul style="list-style-type: none"> • 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).
	FIRST SEMESTER	
	CORE MODULE	CURRICULUM CONTENT
YEAR 3	CODE: TIE 3141 NAME: Advanced Liaison Interpreting skills	<ul style="list-style-type: none"> • 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.
	CODE: TIE 3142 NAME: Proofreading and Language Editing	<ul style="list-style-type: none"> • 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.
	SECOND SEMESTER	

	CORE MODULE	CURRICULUM CONTENT
	CODE: TIE 3241 NAME: Advanced Translation Skills	<ul style="list-style-type: none"> • 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.
	CODE: TIE 3242 NAME: Advanced Translation, Interpreting and Language Editing	<ul style="list-style-type: none"> • Aspects of professional practice such as code of conduct, contractual obligations, main ethical rules (confidentiality, accuracy, impartiality, and accountability). • Quotation and invoice.
FIRST SEMESTER		
YEAR 4	CODE: TIE 4141 NAME: Research Methodology and Research Project Methodology (Mini-Dissertation).	<ul style="list-style-type: none"> • The nature and importance of research. • Types of research. • Holistic research in Literature. • The writing of research proposal. • Research structure. • Resource planning. • Extended essay.
SECOND SEMESTER		
	CODE: TIE 4241 NAME: Experiential Learning	<ul style="list-style-type: none"> • 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 for 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.