



**2022**  
**YEARBOOK**



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**Please note:** Although the information in this Calendar has been compiled with the utmost care and accuracy, the Council and the Senate of the University accept no responsibility whatsoever for errors that may occur. Before students finally decide on the selection of modules, they must consult the class timetable. If a clash occurs in the planned selection of a student, the relevant module combination is not permitted.

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## **NWU OFFICE BEARERS**

### **Chancellor**

Dr ATM Mokgokong

### **Vice-Chancellor**

Prof ND Kgwadi

### **Deputy Vice-Chancellor: Community Engagement and Mahikeng Campus Operations**

Prof S Swanepoel

### **Deputy Vice-Chancellor: Information Technology and Potchefstroom Campus Operations**

Prof DM Balia

### **Deputy Vice-Chancellor: Planning and Vanderbijlpark Campus Operations**

Prof LA du Plessis

### **Deputy Vice-Chancellor: Teaching and Learning**

Prof RJ Balfour

### **Deputy Vice-Chancellor: Research and Innovation**

Prof MJ Mphahlele

### **Registrar**

Prof MM Verhoef

**Executive Director: Finance and Facilities** Ms E de Beer

**Executive Director: People and Culture** Dr M Singh

**Executive Director: Corporate Relations and Marketing** Mr C Manoko

**Executive Director: Student Life** Dr JS Chalufu

## **NWU EXECUTIVE DEANS**

**Faculty of Economics and Management:** Prof ND Moroke

**Faculty of Education:** Prof L Conley

**Faculty of Engineering:** Prof L van Dyk

**Faculty of Health Sciences:** Prof AF Kotzé

**Faculty of Humanities:** Prof D Moyo

**Faculty of Law:** Dr LN Morei

**Faculty of Natural and Agricultural Sciences:** Prof DM Modise

**Faculty of Theology:** Dr H Goede

## **FACULTY OF HUMANITIES: OFFICE BEARERS**

### **Executive Dean**

**Prof D Moyo** Honours, English (University of Zimbabwe), MPhil (Oslo), PhD (Oslo)

### **Deputy Dean Research & Innovation**

**Prof M Nel B. Logopedica**, HOD (UP), B Ed Honns, M Ed, PhD (NWU)

### **Deputy Dean Teaching & Learning**

**Prof M Chaka** BA. BA (Hons) (NWU), MA (UP), PhD (NWU)

### **Deputy Dean (Assigned Functions)**

**Dr AN Tshidzumba** BA. U.E.D (UNIVEN), BA (Hons) (NWU), MA (NWU), PhD (NWU)

## **Research Entities**

### **Population and Health Research Focus Area**

Acting Director: **Prof AY Amoateng**

### **Indigenous Language Media in Africa (ILMA)**

Acting Director: **Prof A Salawu**

### **Unit for Languages and Literature in the SA Context**

Director: **Prof PL van Schalkwyk**

### **Social Transformation**

Director: **Prof LM Fourie**

### **Musical Arts in South Africa: Resources and Applications**

Director: **Dr C van Rhyn**

### **Visual Narratives**

Director: **Dr A Conradie**

### **Understanding and Processing Language in Complex Settings (UPSET)**

Director: **Prof HG Butler**

### **OPTENTIA (VTC)**

Director: **Prof S Rothman**

### **Centre for Translation Studies (VTC)**

Manager: **Mrs WL Barrow**

## Schools in the Faculty

### SCHOOL OF COMMUNICATION

Director: **Prof L Holtzhausen**

Deputy Director (Mahikeng Campus): Dr M Lobelo

Deputy Director (Vanderbijlpark Campus): Ms N du Plessis

### SCHOOL OF GOVERNMENT STUDIES

Director: **Prof K Phago**

Deputy Director (Mahikeng Campus): Prof V Ojakorotu

Deputy Director (Vanderbijlpark Campus): Prof MT Lukamba

### SCHOOL OF LANGUAGES

Director: **Dr E Hefer-Jordaan**

Deputy Director (Mahikeng Campus): Prof L Siziba

Deputy Director (Potchefstroom Campus): Dr H Kotzé

### SCHOOL OF MUSIC

Director: **Dr Y-M Brand**

### SCHOOL OF PHILOSOPHY

Director: **Prof AH Verhoef**

Deputy Director (Mahikeng Campus): Dr P Marumo

Deputy Director (Vanderbijlpark Campus): Vacant

### SCHOOL OF SOCIAL SCIENCES

Director: **Dr A Goodrich**

Deputy Director (Mahikeng Campus): Dr M Molope

Deputy Director (Vanderbijlpark Campus): Prof ES van Eeden

## Subject Group Leaders

### SCHOOL OF COMMUNICATION

#### COMMUNICATION

Mahikeng Campus: Ms C Banda

Potch Campus: Dr E Kloppers

Vanderbijlpark Campus: Vacant

#### GRAPHIC DESIGN

Potch Campus: Ms D Heenop

#### HISTORY OF ART

Potch Campus: Dr L Combrink

#### CENTRE FOR CREATIVITY TRAINING

Potch Campus: Mrs L Cameron

### SCHOOL OF GOVERNMENT STUDIES

#### POLITICAL STUDIES AND INTERNATIONAL RELATIONS

Mahikeng Campus: Prof OS Amusan

Potch Campus: Dr P Heydenrych

Vanderbijlpark Campus: Mr S Motloun

#### CENTRE FOR GOVERNANCE

Potch Campus: Mr W Mostert

#### PUBLIC ADMINISTRATION

Potch Campus: Prof M Diedericks

Vanderbijlpark Campus: Prof MT Lukamba

## **SCHOOL OF LANGUAGES**

### **ACADEMIC LITERACY**

Mahikeng Campus: Mr N Samuel

Potch Campus: Dr M Nel

Vanderbijlpark Campus: Ms N Schutte

### **ENGLISH**

Mahikeng Campus: Dr P Nkamta

Potch Campus: Prof I Bekker

Vanderbijlpark Campus: Dr R Wasserman

### **FRENCH**

Mahikeng Campus: Mr D.R. Ndaye

Potch Campus: Ms C Grobler

Vanderbijlpark Campus: Dr TM Dekoke

### **SETSWANA**

Mahikeng Campus: Ms E Pooe

Potch Campus: Prof RS Pretorius

### **AFRIKAANS AND DUTCH**

Potch Campus: Prof A Breed

Vanderbijlpark Campus: Dr I de Korte

### **CREATIVE WRITING**

Potch Campus: Prof SF Greyling

### **GERMAN**

Potch Campus: Ms G Wittman

Vanderbijlpark Campus: Ms W Barrow

### **LANGUAGE TECHNOLOGY**

Potch Campus: Dr M Puttkammer

### **LANGUAGE PRACTICE**

Mahikeng Campus: Mr B Phuti

Potch Campus: Mx LC van Tonder

Vanderbijlpark Campus: Dr MA Law

### **SESO THO**

Vanderbijlpark Campus: Dr J Seema

### **SOUTH AFRICAN SIGN LANGUAGE**

Potch Campus: Mx LC van Tonder

### **CENTRE FOR TRANSLATION STUDIES (CTrans)**

Vanderbijlpark Campus: Ms W Barrow

## **SCHOOL OF SOCIAL SCIENCES**

### **DEVELOPMENT STUDIES**

Mahikeng Campus: Mr PG Mpolokeng

### **SOCIOLOGY**

Mahikeng Campus: Dr TC Garutsa

Potch Campus: Ms C Cilliers

Vanderbijlpark Campus: Prof W Nell

### **POPULATION STUDIES AND DEMOGRAPHY**

Mahikeng Campus: Dr K Mhele

### **SOCIAL ANTHROPOLOGY**

Potch Campus: Ms P Bombardella

Vanderbijlpark Campus: Ms P Bombardella

### **HISTORY**

Potch Campus: Ms C Hlongwane

Mahikeng Campus: Dr C Holdridge

Vanderbijlpark Campus: Dr C Gouws



## **SCHOOL OF PHILOSOPHY**

### **PHILOSOPHY**

Mahikeng Campus: Dr P Marumo  
Potch Campus: Prof AH Verhoef  
Vanderbijlpark Campus: Prof AH Verhoef (acting)

### **INSTITUTE FOR FOUNDATIONAL STUDIES**

Potch Campus: Prof AH Verhoef

## **SCHOOL OF MUSIC**

### **PROGRAMME LEADERS:**

#### **BA MUSIC & SOCIETY AND HONOURS BA MUSIC**

Mr PJ van der Merwe

#### **B.MUS**

Dr M van Vreden

#### **DIPLOMA IN MUSIC**

Prof SI Viljoen

#### **M.MUS RESEARCH AND PhD:**

Prof A Odendaal

#### **M.MUS PERFORMANCE & COMPOSITION AND D.MUS**

Dr C Wentink

## **FACULTY BOARD**

<b>Executive Dean:</b>	Prof D Moyo
<b>Deputy Dean Research &amp; Innovation:</b>	Prof M Nel
<b>Deputy Dean Teaching &amp; Learning:</b>	Prof M Chaka
<b>Deputy Dean (Assigned Functions):</b>	Dr A Tshidzumba
<b>Snr Faculty Administrator:</b>	Mrs S Bekker

## HUM.1 FACULTY RULES

**IMPORTANT NOTE: PROGRAMMES WHERE 1<sup>ST</sup> YEAR COLUMNS ARE SHADED GREY INDICATE THAT THE SPECIFIC YEAR IS NOT APPLICABLE AS THE PROGRAMME IS PHASING OUT.**

### HUM.1.1 AUTHORITY OF THE GENERAL RULES

The faculty rules valid for the different qualifications of this faculty and contained in this faculty calendar are subject to the General Rules of the University, as determined from time to time by the Council of the University on recommendation by the Senate. The faculty rules should therefore be read in conjunction with the General Rules. As the NWU are in a process of restructuring at the time of the composition of this Yearbook, the Faculty Rules are yet to be approved by Senate and therefore the NWU Academic Rules will prevail up until such time when Faculty Rules are drafted, approved and incorporated in the Faculty Yearbook.

#### HUM.1.1.1 Admission requirements

Requirements for admission to the University are given in the NWU Academic Rules. Specific requirements are stated in the rules of the different qualifications, programmes and curricula offered in the Faculty of Arts.

### HUM.1.2 GENERAL PROVISIONS

#### HUM.1.2.1 A-rule 1.2 The structure of qualifications

1.2.4 The senate may approve faculty rules that allow for a maximum additional credit allocation of 20% more than the minimum required total credits for a qualification specified in the HEQSF

#### A-rule 1.3 Faculty Rules

1.3.2 Faculty rules may, where appropriate, provide for arrangements that may be necessary for the accommodation of programme-specific requirements and faculty-specific procedures and structures

1.3.3 The minimum and maximum duration of study for a qualification, the composition of the curricula of programmes, and the credit structure of programmes leading to a qualification, are set out in the faculty rules.

1.3.5 Where faculty rules are amended and approved by senate before the next version of the yearbook is published, reasonable steps must be taken to bring the amendments to the attention of students who are affected thereby

#### A-rule 1.5 Application, selection and admission to the university

##### 1.5.1 Application and admission

1.5.1.3 *Programme-specific additional admission requirements* may be provided for in faculty rules and no application for admission may be accepted unless the applicant complies with both the general admission requirements and faculty-specific requirements where applicable

##### 1.5.2 Selection

1.5.2.1 The university reserves the right to set selection criteria, in addition to the minimum admission requirements, and apply such criteria to admit or

refuse admission to specific qualifications and programmes, taking into consideration the university's targets for the size (total number of students) and shape (fields of study and diversity profile) of the student population, and the capacity available to the university to offer the qualifications and programmes concerned.

1.5.2.2 The allocation of a number for identification purposes to an applicant who meets the minimum admission requirements does not constitute or create a right to be admitted to the university as a student.

### **A-rule 1.6 Admission and advanced standing on grounds of recognition of prior learning**

1.6.1 An executive dean may, by means of the recognition of prior learning (RPL) in accordance with the university's Recognition of Prior Learning Policy, grant a student who does not meet the minimum admission requirements admission to a programme of a qualification, or grant advanced standing to a student by exempting the student from the recognised modules required for the completion of a particular programme

### **A-rule 1.7 Credit recognition and transfer**

1.7.3 Application for credit recognition and transfer is made on existing NWU student request form that should be submitted to the specific subject group leader/programme leader/ on the relevant campus according to the prescribed date on the university calendar.

### **A-rule 1.8 Linked and concurrent modules**

1.8.3 Students who need to enrol for linked and/or concurrent modules should submit a formal application on the NWU student request form to the module subject chair and school director/ deputy school director on the relevant campus who will write a recommendation for consideration and approval by the executive dean according to the prescribed date on the university calendar.

### **A-rule 1.10 Registration**

#### **1.10.1 Annual registration**

1.10.1.1 Every returning student must register annually in their personal capacity, either by means of a paper-based or an electronic registration process, for the learning components that are prescribed for the specific study year, in accordance with the faculty rules applicable to the qualification, programme and module(s) concerned

1.10.1.12 Students take responsibility for registering according to the programme as stipulated in the Faculty yearbook.

1.10.1.4 Faculty rules provide for the requirements for active participation by students in specific programmes and students may not register for modules in which they are unable to or intend not to actively participate.

#### *1.10.3 Active enrolment*

1.10.3.1 A registered student must actively participate in the teaching, learning and assessment activities of every module for which such student is registered in order to be deemed to be an enrolled student for subsidy purposes.

#### *1.10.4 Amendment, cancellation and discontinuation of registration*

1.10.4.1 Subject to the applicable faculty rules and the applicable provisions regarding payable fees, a student may apply in the prescribed manner and within the period indicated for that purpose on the annual university calendar, to amend, cancel or discontinue registration.

#### *1.10.5 Simultaneous registration at more than one institution*

1.10.5.3 The executive dean concerned may in writing, and with the concurrence of the other institution concerned, grant a student permission to take specific modules offered by another university, including exit modules required for the completion of a programme, modules that the student is not able to attend at the university, and modules that are not offered by the university, provided that such student continues to be registered as a student of the university

#### **A-rule 1.11 Protection of personal and education-related information**

1.11.1 In the course of the registration process the extent to which the student's personal or education-related information may be disclosed to a third party is determined, but the student may withdraw or amend permission granted to disclose such information by means of a request in writing submitted to the registrar.

1.11.2 The university may disclose personal or education-related information regarding a student to a third party only after the law applicable to the protection of and access to information has duly been complied with.

#### **A-rule 1.12 Exemption from practical work or class attendance in a module**

1.12.1 The granting of exemption in terms of rules 1.12.1 and 1.12.4 is subject to the applicable faculty rules and is valid only for the year following the year when the student failed the module.

1.12.2 If exemption from the practical component of a module is granted, the student must register for the module in the subsequent year and, in accordance with the applicable faculty rules, make the necessary arrangements with the lecturer concerned to have the mark that was achieved for the practical component of the module transferred to form part of the module participation mark

1.12.3 If exemption from class attendance is granted in respect of a module, the student must register for the module in the subsequent year and must comply with faculty rules regarding the other required formative assessment opportunities in order to compile a new participation mark in the module concerned.

#### **A-rule 1.13 Assessment**

##### *1.13.1 Determination of module mark*

1.13.1.1 The module mark for all coursework modules is based on a combination of a module participation mark and an examination mark in the ratio determined in the applicable faculty rules except where the module mark is based on continuous assessment or where no participation mark is required.

##### *1.13.2 Requirements for admission to the examination*

1.13.2.1 Faculty rules may provide that no participation mark is required in a specific module, or that alternative proof of participation must be provided for admission to the examination.

### *1.13.3 Requirements for passing a module*

1.13.3.1 The sub-minimum for examinations in all coursework modules is 40% except where a higher sub-minimum is set in the applicable faculty rules.

1.13.3.2 A student passes a coursework module if a final module mark of at least 50% is attained, taking into account the provisions of the faculty rules concerned regarding the examination sub-minimum and the ratio between the module participation and examination mark.

1.13.3.4 In cases where a module is assessed on the basis of continuous assessment, the final module mark is based on the weight accorded to the various continuous assessment tasks as prescribed in the applicable faculty rules and a student must obtain a weighted average of at least 50% to pass the module

### **A-rule 1.13.7 Access to and review of marked examination work**

1.13.7.1 All students have the right to view their marked examination scripts and the associated memoranda in accordance with faculty rules.

1.13.7.3 Students who want to view their marked examination script and the relevant memorandum should apply in writing on the NWU student request form to the school director or deputy school director on the relevant campus within 7 days after results were published. If the request is approved, the subject chair and the relevant lecturer arrange a meeting with the student to view the examination script and the memorandum.

1.13.7.4 Faculty rules must provide procedures for, and the management of the manner in which students may be given access to their examination work and the submission of subsequent requests

### **A-rule 1.15 Monitoring of academic performance**

1.15.1 Subject to exceptions that may be provided in faculty rules, a student is deemed not to have made satisfactory academic progress if, in a semester, the student achieves less than half the credits required for the programme concerned as prescribed in the faculty rules concerned for the mode of delivery (contact or distance) and attendance mode (full-time or part-time).

1.15.2 Subject to additional arrangements provided for in faculty rules, a student whose academic performance is unsatisfactory may be given a written warning by the executive dean concerned, alerting the student to the implications of unsatisfactory academic progress for the completion of the study programme, and providing a basis for the lecturer or programme leader concerned to review the unsatisfactory progress with the student, and for referral for appropriate support, including academic advice, supplemental instruction and study counselling. Progress reports to be completed twice a year for the progress on the thesis/dissertation/mini-dissertation/research project (article format).

1.15.4 The supervisor or promoter of a postgraduate student must regularly, as require by the applicable faculty rules, submit a report on the progress

made by a student on the research component of the programme concerned, and if such progress proves to be unsatisfactory, the student must be given a written warning by the executive dean concerned.

#### **A-rule 1.18 Termination of studies**

1.18.4 A student whose studies have been terminated may, in accordance with the applicable faculty rules, apply for admission to another study programme, but must in the course of the application mention the termination.

#### **A-rule 2.1 Structure of undergraduate qualification**

2.1.1 The Higher Certificate consists of a number of modules with a minimum total credit value of 120 at NQF level 5, structured according to the provisions of Rule 1.2, and subject to specific faculty rules.

2.1.2 The Advanced Certificate consists of a number of modules with a minimum total credit value of 120 at NQF level 6, structured according to the provisions of Rule 1.2, and subject to specific faculty rules.

2.1.3 In addition to other credits required in terms of rule 2.1.4, a minimum of 120 credits at NQF level 6, structured according to the provisions of Rule 1.2 and subject to specific faculty rules, is required for a diploma, and a diploma takes the form or

2.1.3.1 a diploma with a minimum total credit value of 240 which leads to a professional designation or occupational role as determined by a professional body, and does not provide for work-integrated learning as part of the formal credits of the qualification structure, or

2.1.3.2 a diploma with a minimum total credit value of 360 requiring up to 120 credits of work-integrated learning as part of the qualification structure, though work-integrated learning is not a mandatory part of the curriculum.

2.1.4 The Advanced Diploma consists of a number of modules with a minimum total credit value of 120 at NQF level 7, structured according to the provisions of Rule 1.2, and subject to specific faculty rules.

2.1.5 The 360 credit Bachelor's Degree consists of a number of modules with a minimum total credit value of 360 credits with a minimum of 120 credits at NQF level 7, structured according to the provisions of Rule 1.2, and subject to specific faculty rules

2.1.6 The 480 credit Bachelor's Degree consists of a number of modules with a minimum total credit value of 480 with a minimum of 120 credits at NQF level 8, structured according to the provisions of Rule 1.2, and subject to specific faculty rules.

#### **A-rule 2.2 Credit recognition and transfer**

2.2.1 A student who was registered for, but did not complete an undergraduate programme at the university or at any other recognised higher education institution, may apply for credit recognition and transfer for equivalent courses or modules which have been successfully completed on the applicable NWU student request form to the subject group leader or subject group co-ordinator for the relevant campus and module concerned. The relevant subject group leader or subject group co-ordinator discuss the application with the relevant school director or deputy school director on

campus and the school director sends a recommendation to the executive dean for approval in consultation with the faculty manager.

2.2.1.1 Where the application is based on credits completed in an undergraduate programme at the university, the executive dean concerned may, on application by a student, recommended by the subject group leader or co-ordinator and the school or deputy director, after consultation with the faculty administrator, award any or all credits, including credits at the exit-level of the programme, as meeting part of the requirements for the qualification concerned, on condition that the outcomes of the modules are equivalent.

### **A-rule 2.3 Additional modules**

2.3.1 Subject to provisions in faculty rules, a student who registers for the first year level of an undergraduate programme may be allowed to register for one additional module per semester (either an elective from the same programme or a module from another programme), provided that no timetable clashes are brought about thereby.

Distance students: After clarification with an advisor and in consultation with a subject lecturer / subject chairperson, a distance student may register and pay for an extra module. Clashes regarding whiteboard broadcasts are no problem because these broadcasts can be downloaded.

2.3.2 Subject to provisions in faculty rules, a student who registers for the second, third or fourth year level of an undergraduate programme, and who has already passed all the required preceding modules of the programme concerned, may be allowed to register for a maximum of two additional modules per semester or two additional year modules, or one semester and one year module, provided that the student has ascertained that no class or examination timetable clashes are brought about thereby, and subject to the maximum number of credits for which a student may register in a given academic year as provided for in rule 1

### **A-rule 2.4 Registering for final year modules**

2.4.1 Subject to exceptions made in terms of rule 2.4.2, a student may only register for final year modules of an undergraduate qualification if the student has passed all the first-year modules of the programme

2.4.2 Faculty rules may allow for exceptions to the requirements of rule 2.4.1 to be made by the executive dean concerned, taking into account the rules relating to the maximum duration of study provided for by rule 1.14

### **A-rule 2.5 Assessment of undergraduate modules**

Students who want to view their marked examination script and the relevant memorandum should apply in writing on the NWU student request form to the school director or deputy school director on the relevant campus within 7 days after results were published. If the request is approved, the subject chair and the relevant lecturer arrange a meeting with the student to view the examination script and the memorandum.

#### **2.5.1 Examiners and moderators**

2.5.1.3 A minimum of 30% of all exit level examination papers and memorandums (including documents like mini-dissertations where applicable), and examination scripts are externally moderated per semester.

If the total number of enrolled students in the exit level module is less than 30 students, then all scripts must be moderated.

2.5.1.10 If required by statutory councils, professional bodies or faculty rules, external moderation may occur more regularly

### **2.5.3 Number of examination opportunities**

2.5.3.2 Faculty rules may exclude specific modules from a second examination opportunity

2.5.3.3 Except if faculty rules provide otherwise, a student may write the examination during either the first or the second examination opportunity, provided that all the examination papers for a module must be written during the same examination opportunity.

## **A-rule 2.6 Attainment of an undergraduate qualification**

### **2.6.1 Satisfaction of requirements**

Taking into account rules 1.3.3, 1.14, 1.17 and 1.19.3, an undergraduate qualification is obtained when final verification and audit confirmation is given that a student has successfully completed all the modules prescribed in the applicable faculty rules for the programme of the qualification concerned.

### **2.6.2 Qualifications with distinctions**

2.6.3.1 In order to be awarded a qualification with distinction a student must achieve a weighted average of at least 75% for all the core modules identified as such in the faculty rules concerned, not taking additional modules taken by the student into account

2.6.3.2 A full-time student enrolled in a contact programme must complete the programme within the minimum time specified in the faculty rules in order to qualify for the award of the qualification with distinction, except if failure to comply with the minimum time requirements is due to the interruption of the study on medical grounds, in which case the executive dean concerned may approve the award of the degree with distinction.

2.6.3.3 A part-time student or a student enrolled in a distance programme must complete the programme within the maximum time specified in the faculty rules in order to qualify for the award of the qualification with distinction.

## **FACULTY RULES REGARDED PROBABLE BY THE NWU RULES AND MEASUREMENT OF CURRENT SET OF FACULTY RULES AGAINST THE STIPULATIONS**

### **A-rule 1.13 Assessment**

#### **1.13.2 Requirements for admission to the examination**

1.13.2.3 In agreement with the General A-rule, modules for which no participation mark is required, are to be approved by the Faculty Board

### **A-rule 2.4 Registering for final year modules**

2.4.1 In agreement with General A-rule, Subject to exceptions made in terms of rule 2.4.2, a student may only register for final year modules of an



undergraduate qualification if the student have passed all the first-year modules of the programme

2.4.2 Students may apply to the executive dean on the NWU student request form to be exempted from faculty rule.

2.4.3.2 Modules which are to be excluded from a second examination opportunity are to be approved by the Faculty Board.

### Explanation of the presumed learning requirement in the list of modules

In the column “Prerequisites” of the list of modules the different abbreviations used mean the following:

(35PM) or (40PM) that a participation mark of at least 35%/40% is required in order to register for the specific module for which it is set as a requirement;

(40) that a module mark of at least 40% is required in order to register for the specific module for which it is set as a requirement;

no mark given in brackets implies that a module mark of at least 50% is required in order to be able to register for the specific module for which it is set as a requirement.

### HUM.1.2.2 The teaching of core modules

When the modules of a subject are presented as core modules at exit level, that is, when the subject is presented as major subject, the modules of the particular subject or the equivalents thereof must be successfully completed as follows:

Subject	Modules to be completed successfully
Afrikaans and Dutch	AFL111, 121, 211, 221/222, 311, 321
Communication	KCOM111, 112, COMS113, 114, KCOM121, COMS123, 124, KCOM211, COMS212, 213, 214/215 (MC), 221, 222, 223 (MC/VC)/224 (MC)/225 (PC), COMS311, 312 (PC/VC), 313 (MC/VC)/314 (MC), KCOM318 (MC/PC), KCOM328, COMS322, 321, 323 (MC)/324 (VC), 325, 326 (PC) (new program – L301M/P/V
Computer Science	CMPG111, 121, 122, 211, 213
Creative Writing	SKRK111, 121, 211, 221, 311, 321
Economics	ECON112, 122, 211, 221, 311, 321, 322
English	ENLL111, 121, 211, 221, 311, 321
French	FREB/FREN111, FREB/FREN121, FREN211, 221, 311, 321
Geography and Environmental Science	GEOG111, 121, 211, 221, 312, 322
German	GERB/GERM111, GERB/GERM121, GERM211, 221, 311, 321
Graphic Design	As indicated in curricula L401P and L402P
History for programme	HIST112, 122, 212, 223, 312, 322,
History for other curricula	HIST112, 123, 213, 223, 312, 323
History of Art	KSGS113, 122, 212, 222, 312, 322
Illustration Art	As indicated in programme L401P
Industrial Psychology	IOPS111, 121, 211, 221, 311, 321 as well as the following: PSYC121, 212, 311; STTN111, 123; LARM311 or 321

<b>Subject</b>	<b>Modules to be completed successfully</b>
Labour relations	LARM112, 211, 221, 311, 321, 322
Language Technology	As indicated in curricula L301P
Music Subjects	As indicated in curricula L201, L301P and L401P
Philosophy	PHIL112, 122, 212, 222, 313, 314, 322, 323
Political Studies	POLI112, 123, 213, 223, 313,314, 323,324
Psychology	PSYC111, 121, 211, 212, 221, 311, 312, 321, 322
Public Administration	PADM111,121,211,221,311,312,321,322
SA Sign Language	SASL111,121,211,221,311,321
Setswana [First language]	SETM111, 121, 211, 221, 311, 321
Setswana [Third language]	ATSN111, 121, 211, 221, 311, 321
Social Anthropology	SANL112, 122, 213, 225 or 223, 315, 323
Sociology	SOCY111, 121, 211, 221, 314, 315, 316, 317, 323, 324, 325, 326
Tourism Management	TMBP111, 121, 211, 221, 311, 312, 321, 322
Language Practice	LPRA111, 122, 211, 311, 312 Non-core modules (LPRA221, 222, 321, 322, 323, 324) are campus specific and are not all offered on all three campuses.

### **HUM.1.2.3 Examination opportunities**

The examination opportunities and their concomitant rules are determined according to the NWU Academic Rules

### **HUM.1.2.4 Computation of participation mark**

The participation mark for a module is computed from the marks for tests, assignments and practical work.

The ratios between theory and practical work for calculating the participation mark for modules is done according to the exposition in the study guides for the various modules.

### **HUM.1.2.5 Admission to the examination**

Admission to the examination in any module is gained by *earning proof of participation* (NWU Academic Rules 2).

Proof of participation which allows admission to the examination will only be given after a student has complied with the requirements set out in the study guide for the specific module to the satisfaction of the School Director in consultation with the Subject Group Chairperson.

The admission requirements for the examination in semester and year modules in the Faculty of Humanities are as follows:

Year level of the module	Semester	Required participation mark
1	1	40
1	2	40
2	1	40
2	2	40
3	1	40
3	2	40
4	1	40
4	2	40
All levels	Year modules	40

#### **HUM.1.2.6 Passing requirements for a module and a programme**

- a) The stipulations of NWU Academic Rules 3 and all the subparagraphs apply.
- b) The passing requirement for a module in which examinations were written, is a module mark of 50% (NWU Academic Rules 3.2.).
- c) The module mark is calculated according to the ratio between the participation mark and the examination mark as set out under the module outcomes at the end of the calendar.
- d) Consideration for adapting the module mark of a first semester module in which examination has been written but not passed, is done according to the stipulations of NWU Academic Rules 3.4.
- e) The subminimum for all modules in which examinations were written, is 40% (NWU Academic Rules 3.3.), except where a higher subminimum has been laid down by the rules of specific programmes and curricula.
- f) The NWU Academic Rules lay down the requirements for passing a module/programme/qualification with distinction.
- g) A subminimum of 40% is applicable to each exam paper in a module.
- h) Students must obtain the subminimum in each component of a module.  
(Example: When an examination paper consists of three components, students must obtain the subminimum in all three components.)
- (i) In cases where the module exam consists of more than one paper, each paper needs to be written and passed in order to pass the relevant module as a whole.
- (j) In cases where a second-opportunity examination is allowed, and where the module consists of more than one paper, each paper needs to, again, be written and passed in order to pass the relevant module as a whole.

#### **HUM.1.2.7 Registration for additional modules**

- a) In any study year a student may take additional modules apart from the required modules of the specific programme, consistent with the stipulations in NWU A-rules.
- b) Except where specified differently for a programme, undergraduate students may, with written permission from the Dean, be allowed to take a maximum of one module of an honours degree as an additional subject provided the admission requirements for the specific module have been met.

### **HUM.1.3 ACADEMIC LITERACY**

All undergraduate students who register at the North-West University for the first time are required to register for a module / modules in academic literacy. They have to pass this module / these modules before they can graduate.

#### **HUM.1.3.1 Testing**

Students have to write a compulsory proficiency test in academic literacy, at a time and place determined by the University, to determine their ability to function within the academic environment. The purpose of this test is to identify students who, due to inadequate academic literacy skills, may not complete their study programme within the stipulated period in order to empower them with the necessary knowledge and skills.

Students have the option of writing the compulsory skills test in either English or Afrikaans. With the exception of students who are identified as borderline cases by the test, each student has only one opportunity to write the test. Students who are regarded as borderline cases, will be granted a second opportunity to write the test. It is the student's responsibility to check and verify his/her result within 14 days of writing the test and to register for the correct module in the correct semester (see below).

#### **HUM.1.3.2 Module(s)**

##### **Academic Literacy Development (ALDE111) / Ontwikkeling van Akademiese Geletterdheid (ALDA111)**

Students who are identified as at-risk by the test, must register for the module ALDE111 [English] or ALDA111 [Afrikaans], depending on the language in which the compulsory test was written.

##### **i. Level and credits**

This module is on NQF level 5 and worth 12 credits (additional credits).

##### **ii. Composition of module and calculation of module marks**

ALDE111 / ALDA111 comprises one component only, which includes two periods per week. Class attendance is compulsory. The module is only presented in Semester 1.

A system of continuous assessment is followed. The final module mark is calculated as follows: Exam mark = 40% and Participation mark = 60%. For admission to the exam in ALDE111 / ALDA111, a participation mark of 40% is required.

Note that for conditional admission to ALDE122 / ALDA122, a student who is required to follow ALDE111 / ALDA111 should obtain a module mark of 40% minimum for ALDE111 / ALDA111.

A final module mark of 50% is required to pass the module.

##### **iii. Important additional information**

Specific faculty rules in terms of termination of studies might apply if a student fails ALDE111 / ALDA111.

Students who have already successfully completed a module similar to ALDE111 / ALDA111 at another tertiary institution and can provide proof of this, may apply in writing on the prescribed form for formal recognition for the module. This application should

be submitted to the subject chair responsible for Academic Literacy. Recognition is only granted in cases where the modules are on the same NQF level (NQF5), where the credit values are of the same value (12), and where content is comparable.

**iv. Language and mode of delivery**

ALDE111 is presented in English and ALDA111 in Afrikaans. The module is presented in both contact and open distance learning mode. Note that only students who are formally registered for open distance learning may follow the module in this mode. Moreover, open distance learning is presented in English only.

**v. Outcomes**

On completion of this module students should be able to:

- bridge the divide between secondary school and university education;
- access academic information effectively in order to understand academic texts;
- process academic information successfully; and
- produce academic information responsibly and appropriately.

**Academic Literacy Development (ALDE 112 or ALDE122) /  
Ontwikkeling van Akademiese Geletterdheid (ALDA112 or ALDA 122)**

All students, regardless of the result obtained for the compulsory proficiency test in academic literacy, must register for the module ALDE122 [English] / ALDA112 or ALDA122 [both in Afrikaans]. Students with Afrikaans as language of teaching and learning and who do not need to complete ALDA111, register for ALDA112 in Semester 1 (applicable to Potchefstroom Campus only). Students who are required to enrol for ALDA111, register for ALDA122 in Semester 2. Note that ALDA112 and ALDA122 are exactly the same module presented in both semesters. The module codes, however, differ in order to distinguish between the semesters. Students with English as language of teaching and learning, register in all cases for ALDE122 in Semester 2.

**i. Level and credits**

This module is on NQF level 5 and worth 12 credits. Note that it is calculated in terms of programme credits. It thus carries a weight of 12 credits in the first-year programme.

**ii. Composition of module and calculation of module marks**

For admission to the module ALDE122 / ALDA122, a student required to take ALDE111 / ALDA111, must first pass this module. In all other cases students have immediate access to ALDE122 [Semester 2] / ALDA112 [Semester 1] or ALDA122 [Semester 2].

Students who did not pass the module ALDE111 / ALDA111, but were conditionally allowed to take ALDE122 / ALDA122 and passed the module, may have their result for ALDE111/ ALDA111 condoned to a pass by the entity concerned with Academic Literacy.

The module ALDE122 / ALDA112 or ALDA122 comprises two compulsory components: an Academic Literacy component and a Computer and Information Literacy component. For the academic literacy component, class attendance of two periods per week is

compulsory. Computer and Information Literacy requires that students learn autonomously, but they will have access to contact sessions if they wish to make use of them. A student must pass both components to pass the module.

A system of continuous assessment is followed. The final module mark is calculated as follows: Exam mark = 40% and Participation mark = 60%. For admission to the exam in ALDE122 / ALDA112 / ALDA122, a participation mark of 40% is required.

The exam consists of two papers, viz. Academic Literacy and Computer and Information Literacy. The subminimum required to pass the Academic Literacy component, is 40%. The subminimum required to pass the Computer and Information Literacy component, is 50%. These components are dealt with in a ratio of 80:20 when calculating the final mark (80% for the academic literacy and 20% for the computer and information literacy component).

**iii. Important additional information**

Specific faculty rules in terms of termination of studies might apply if a student fails ALDE122 / ALDA112 / ALDA122.

Students who have already successfully completed a similar module to ALDE122 / ALDA112 / ALDA122 at another institution and can provide proof of this, may apply in writing on the prescribed form for formal recognition of the module. This application should be submitted to the subject chair responsible for Academic Literacy. Recognition is only granted in cases where the modules are on the same NQF level (NQF5), where the credit values are the same value (12), and where content is comparable.

**iv. Language and mode of delivery**

ALDE122 is presented in English and ALDA112 / ALDA122 in Afrikaans. The module is presented in both the contact and open distance learning mode. Note that only students who are formally registered for open distance learning may follow the module in this mode. Moreover, open distance learning is presented in English only.

**v. Outcomes**

On completion of this module students should be able to:

- successfully become part of the academic learning community and participate in this community;
- access information in a responsible and ethical way in order to write an academic text;
- process information strategically in order to write an academic text;
- produce an academic text;
- demonstrate a fundamental level of computer and information literacy.

## **HUM.1.4 TEACHER'S TRAINING**

- a) Curricula complying with the required number of credits in recognised learning areas and/or school subjects give admission to the one-year Postgraduate Certificate in Education (PGCE). This is an academic

professional certificate directed at the training of teachers for the intermediary and/or senior and further education phase.

- b) Admission requirements for PGCE:
- (i) A first university degree with two recognised school subjects, or a recognised qualification that totals 360 credits on the NQF level 6 and which includes at least two recognised learning areas and/or school subjects.
  - (ii) Students should also be able to enrol for two (2) subject didactic modules in order to obtain the qualification.
  - (iii) The compilation of the degree course could include one of the following:
    - A recognized school subject/learning area on level 3 + a recognized subject/learning area on level 1.
    - A recognized school subject/learning area on level 2 + a recognized subject/learning area on level 2.
    - A recognized school subject/learning area on level 2 + a recognized subject/learning area on level 1. In case of a language, it is recommended that the candidate should at least have completed level 2.
- c) If the student would have to select between the subject didactics of two academic subjects already passed for a previous qualification, the student should enrol for the one in which he/she is best qualified.
- d) A student who has not yet qualified for a degree may, in certain circumstances, be allowed to enrol for the PGCE qualification and at the same time take the deficient course units necessary for a degree, together with his/her PGCE subjects. Permission for such a course would first have to be obtained from the Faculty of Arts and then from the Faculty of Education.

*Remark: Consult the Dean of the Faculty of Education Sciences for more information.*

### **HUM.1.5 WARNING AGAINST PLAGIARISM**

Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details, see: [http://www.nwu.ac.za/content/policy\\_rules](http://www.nwu.ac.za/content/policy_rules)

### **HUM.1.6 CAPACITY STIPULATION**

Please take cognizance of the fact that, owing to specific capacity constraints, the University reserves the right to select candidates for admission to certain fields of study. This means that prospective students who comply with the minimum requirements may not necessarily be admitted to the relevant courses.

### **HUM.1.7 RECOGNITION OF PRIOR LEARNING**

The process for recognition of prior learning is described in NWU A-rules.

## SCHOOLS IN THE FACULTY

School	Subject group
<a href="#">School of Communication</a>	Graphic Design (with Illustration or Communication), Communication, History of Art, Centre for Creativity Training (Centrum)
<a href="#">School of Government Studies</a>	Public Administration, Public Management and Governance, Political Studies and International Relations
<a href="#">School of Languages</a>	Afrikaans and Dutch, Creative Writing, English, French, German, Language Practice, Language Technology, Sesotho, Setswana,
<a href="#">School of Music</a>	All Music Subjects
<a href="#">School of Philosophy</a>	Philosophy, Understanding the World, Ethics
<a href="#">School of Social Studies</a>	Development Studies, History, Population Studies and Demography, Sociology, Social Anthropology

## HUM.1.8 QUALIFICATIONS

DIPLOMAS				
Qualification	Specialisation	Mode of delivery	Campus	NQF level
<b>Diploma in Music</b>				
<a href="#">1GL B01</a>	Music L201P	Contact	PC	7
<b>FIRST BACHELOR DEGREES</b>				
Qualification	Specialisation	Mode of delivery	Campus	NQF level
<b>Bachelor of Arts (BA) in Humanities</b>				
<a href="#">1GS H03</a>	Social Sciences L302P/V	Contact	PC/VC	7
<a href="#">1GS H05</a>	Psychology L302M/P/V	Contact	MC/PC/VC	7
<a href="#">1GS H07</a>	History L302 M/P/V	Contact	MC/PC/VC	7
<a href="#">1GS H08</a>	Geography L302 M/P/V	Contact	MC/PC/VC	7
<a href="#">1GS H09</a>	Afrikaans and Dutch L301 M/P/V	Contact	MC/PC/VC	7
<a href="#">1GS H10</a>	English L301 M/P/V	Contact	MC/PC/VC	7
<a href="#">1GS H11</a>	French L301 M/P/V	Contact	MC/PC/VC	7
<a href="#">1GS H12</a>	German L301P	Contact	PC	7
<a href="#">1GS H13</a>	History of Art L301P	Contact	PC	7
<a href="#">1GS H14</a>	Latin L301P	Contact	PC	7
<a href="#">1GS H15</a>	Setswana L301M/P	Contact	MC/PC	7
<a href="#">1GS H16</a>	Sesotho L301V	Contact	VC	7
<a href="#">1GS H17</a>	Politics L301P/V	Contact	PC/VC	7



<a href="#">1GS H18</a>	Social Anthropology L301P	Contact	PC	7
<a href="#">1GS H19</a>	Sociology L301M/P/V	Contact	MC/PC/VC	7
<a href="#">1GS H20</a>	Philosophy L301 M/P	Contact	MC/PC	7
<a href="#">1GS H21</a>	History and Society L301 M/V	Contact	MC/VC	7
<a href="#">1GS H22</a>	Psychology and Society L301 M/V	Contact	MC/VC	7
<a href="#">1GS H23</a>	Geography and Society L301 M/V	Contact	MC/VC	7
<a href="#">1GS H24</a>	Politics and Society L301V	Contact	VC	7
<b>Bachelor of Philosophy (BPhil)</b>				
<a href="#">1GF H08</a>	"PPE" (Philosophy Politics and Economics) L301P	Contact	PC	7
<b>Bachelor of Arts (BA) in Behavioural Science</b>				
<a href="#">1GR H01</a>	Sociology and Psychology L301P/V	Contact	PC/VC	7
<b>Bachelor of Arts (BA)</b>				
<a href="#">1GB H04</a>	Heritage and Cultural Tourism Management L301P (phasing out from 2022)	Contact	PC	7
<a href="#">1GB H05</a>	Sociology and Geography L301P	Contact	PC	7
<a href="#">1GB H07</a>	Sociology and Labour relations Management L301P	Contact	PC	7
<b>Bachelor of Arts (BA) in Public Governance</b>				
<a href="#">1GE H01</a>	Public Administration L301P/V	Contact	PC/VC	7
<a href="#">1GE H02</a>	Politics and Public Administration L301P/V	Contact	PC/VC	7
<a href="#">1GE H03</a>	Municipal Management and Leadership L301P	Contact	PC	7
<a href="#">1GE H04</a>	Public Administration and Social Studies L301P/V	Contact	PC/VC	7
<a href="#">1GE H05</a>	Public Administration Geography L301P/V	Contact	PC/VC	7
<a href="#">1GE H06</a>	Public Administration and Labour Relations Management L301P/V	Contact	PC/VC	7
<a href="#">1DU H01</a>	Policing Practice L302P	Distance	PC	7
<b>Bachelor of Social Sciences (BSocSc)</b>				
1GG H25	International Relations L301M (phasing out from 2021)	Contact	MC	7
1GG H26	Political Sciences L301M (phasing out from 2021)	Contact	MC	7

<a href="#">1GG H28</a>	Political Studies and International Relations L301M	Contact	MC	7
<a href="#">1GG H30</a>	Development Studies L301M	Contact	MC	7
<a href="#">1GG H31</a>	Economics L301M/P/V	Contact	MC/PC/VC	7
<a href="#">1GG H32</a>	Geography L301M/P/V	Contact	MC/PC/VC	7
<a href="#">1GG H33</a>	History L301M/P/V	Contact	MC/PC/VC	7
<a href="#">1GG H34</a>	Population Studies L301M	Contact	MC	7
<a href="#">1GG H35</a>	Psychology and the Social Sciences L301M/P/V	Contact	MC/PC/VC	7
<a href="#">1GG H36</a>	Social Anthropology L301P/V	Contact	PC/VC	7
<a href="#">1GG H37</a>	Sociology L301M/P/V	Contact	MC/PC/VC	7
<b>Bachelor of Arts (BA) in Communication</b>				
<a href="#">1GC H01</a>	Communication L301M/P/V	Contact	MC/PC/VC	7
<b>Bachelor of Arts (BA) in Language and Literary Studies</b>				
<a href="#">1GM H01</a>	Language Practice L301V	Contact	VC	7
<a href="#">1GM H02</a>	Language Practice and Communication L301V	Contact	VC	7
<a href="#">1GM H10</a>	Languages L301V	Contact	VC	7
<a href="#">1GM H16</a>	Language and Literary Studies L301M/P	Contact	MC/PC	7
1GM H04	Afrikaans and Dutch and English L301M (phasing out from 2021)	Contact	MC	7
1GM H06	Afrikaans and Dutch and French L301M (phasing out from 2021)	Contact	MC	7
1GM H07	Afrikaans and Dutch and Setswana L301M (phasing out from 2021)	Contact	MC	7
1GM H09	English and French L301M (phasing out from 2021)	Contact	MC	7
1GM H11	English and Setswana (3 <sup>rd</sup> language) L301M (phasing out from 2021)	Contact	MC	7
1GM H14	French and Setswana L301M (phasing out from 2021)	Contact	MC	7
<b>Bachelor of Arts (BA) (BA[LT])</b>				
<a href="#">1GU H01</a>	Language Technology L301P (Phasing in from 2021)	Contact	PC	7
<b>Bachelor of Arts (BA) in Graphic Design (BA[GD])</b>				
<a href="#">1DN K01</a>	Graphic Design L401P	Contact	PC	8

<a href="#">1DN K02</a>	Communication L402P	Contact	PC	8
<b>Bachelor of Arts (BA) in Music</b>				
<a href="#">1GD H01</a>	Music and Society L301P	Contact	PC	7
<b>Bachelor of Music (BMus)</b>				
<a href="#">1GK K01</a>	Music L401P	Contact	PC	7

**OLD PROGRAMMES (Phased out – please consult previous yearbooks)**

Qualification	Specialisation	Mode of delivery	Campus	NQF level
<b>Bachelor of Arts (BA) in Humanities</b>				
1GS H01	History and History of Art L301P	Contact	PC	7
1GS H02	Philosophy and Ethics L301P/V	Contact	PC/VC	7
1GS H03	Social Sciences L301P/V	Contact	PC/VC	7
1GS H04	Languages L301P/V	Contact	PC/VC	7
1GS H05	Psychology L301P/V	Contact	PC/VC	7
1GS H06	Mathematics L301P/V	Contact	PC/VC	7
1GS H07	History L301V	Contact	VC	7
1GS H08	Geography L301P/V	Contact	PC/VC	7
100 135	Sociology and Languages L340P	Contact	PC	7
	Psychology and Languages L343P	Contact	PC	7
	Latin and the Humanities L344P	Contact	PC	7
<b>Bachelor in Philosophy (BPhil)</b>				
1GF H01	Ethics, Philosophy and Languages L301P	Contact	PC	7
1GF H02	Ethics, Philosophy and Social Sciences L301P	Contact	PC	7
1GF H03	“PPE” (Ethics, Philosophy Politics and Economics) L301P	Contact	PC	7
1GF H04	Ethics, Philosophy and Psychological Sciences L301P	Contact	PC	7
1GF H07	Ethics, Philosophy and Natural Sciences L301P	Contact	PC	7

<b>Bachelor of Arts (BA) in Behavioural Science</b>				
100 174	Psychology and Sociology G301P	Contact	PC	7
100 143	Industrial Psychology and Labour Relations Management L301P	Contact	PC	7
	Psychology and Sociology L302V	Contact	VC	7
	Psychology and Labour Relations Management L303V	Contact	VC	7
<b>Bachelor of Arts (BA)</b>				
100 142	Tourism Management L302M	Contact	MC	7
<b>Bachelor of Arts (BA) in Development and Management</b>				
100 133	Public Management and Governance L304P/V	Contact	PC/VC	7
100 133	Public Management with Human Resource Management and Labour Relations L305P/V	Contact	PC/VC	7
100 133	Public Governance and Politics with Law Subjects L306P/V	Contact	PC/VC	7
100 133	Public Management and Governance with Economics L307P	Contact	PC	7
100 133	Public Management and Governance with Sociology L308P	Contact	PC	7
100 133	Public Management and Society L308V	Contact	VC	7
100 133	Public Management and Geography L309P	Contact	PC	7
100 133	Public Management and Environment L309V	Contact	VC	7
100 133	Municipal Management and Leadership L310P	Contact	PC	7
<b>Bachelor of Arts (BA) in Public Governance</b>				
1DU H01	Policing Practice L301P	Contact	PC	7
<b>Bachelor of Social Sciences (BSocSc)</b>				
909 100	Individual and Society L301P	Contact	PC	7
909 100	Social Dynamics L302P	Contact	PC	7
909 100	Politics and Society L303P	Contact	PC	7

909 100	Culture and Society L304P	Contact	PC	7
909 100	Environment and Society L305P	Contact	PC	7
909 100	Economics and Society L306P	Contact	PC	7
909 101	International Relations L201M	Contact	MC	7
909 101	Political Sciences L202M	Contact	MC	7
909 103	Sociology L204M	Contact	MC	7
909 104	Psychology L205M	Contact	MC	7
909 105	Development Studies L207M	Contact	MC	7
909 107	Population Studies and Demography L301M	Contact	MC	7
909 108	Population and Development Studies L301M	Contact	MC	7
909 109	Population Studies and Sociology L301M	Contact	MC	7
1GG H01	Sociology and Psychology L301P	Contact	PC	7
1GG H02	Sociology and Politics L301P	Contact	PC	7
1GG H03	Social Anthropology and Sociology L301P	Contact	PC	7
1GG H04	History and Social Anthropology L301P	Contact	PC	7
1GG H05	History and Geography L301P	Contact	PC	7
1GG H06	History and Economics L301P	Contact	PC	7
1GG H15	Social Anthropology and Politics L301P	Contact	PC	7
1GG H16	History and Politics L301P	Contact	PC	7
1GG H17	History and Psychology L301P	Contact	PC	7
1GG H18	History and Sociology L301P	Contact	PC	7
1GG H19	Politics and Economics L301P	Contact	PC	7
1GG H20	Social Anthropology and Economics L301P	Contact	PC	7
1GG H21	Sociology and Geography L301P	Contact	PC	7
1GG H22	Social Anthropology and Psychology L301P	Contact	PC	7

1GG H23	Sociology and Economics L301P	Contact	PC	7
1GG H24	Social Anthropology and Geography L301P	Contact	PC	7
1GG H27	Population Studies L301M	Contact	MC	7
<b>Bachelor of Arts (BA) in Communication</b>				
100 159	Communication L327M/P/V	Contact	MC/PC/VC	7
<b>Bachelor of Art (BA) in Graphic Design (BA[GD])</b>				
1DN K02	Communication L401P	Contact	PC	8
<b>Bachelor of Arts (BA) in Language and Literary Studies</b>				
100 137	Language Practice and Afrikaans/English L346V	Contact	VC	7
100 137	Language Practice and Sesotho/French L347V	Contact	VC	7
100 137	Language Practice and Communication L348V	Contact	VC	7
100 140	Language and Literary studies L349V	Contact	VC	7
1GM H03	SA Sign Language and language L301P	Contact	PC	7
1GM H04	Afrikaans and Dutch and English L301P	Contact	PC	7
1GM H05	Afrikaans and Dutch and German L301P	Contact	PC	7
1GM H06	Afrikaans and Dutch and French L301P	Contact	PC	7
1GM H07	Afrikaans and Dutch and Setswana (3 <sup>rd</sup> language) L301P	Contact	PC	7
1GM H08	English and German L301P	Contact	PC	7
1GM H09	English and French L301P	Contact	PC	7
1GM H11	English and Setswana (3 <sup>rd</sup> language) L301P	Contact	PC	7
1GM H12	German and French L301P	Contact	PC	7
100 140	English and Setswana L360M	Contact	MC	7
100 140	English and Afrikaans and Dutch L301M	Contact	MC	7
100 140	English and French L362M	Contact	MC	7
100 140	Afrikaans and Dutch and French L363M	Contact	MC	7

100 140	Setswana and Afrikaans and Dutch L364M	Contact	MC	7
100 140	Setswana and French L365M	Contact	MC	7
<b>Diploma in Music</b>				
926 100	Music L206P	Contact	PC	7
<b>Bachelor of Arts (BA) in Music</b>				
100 148	Music and Society L325P	Contact	PC	7
<b>Bachelor of Arts (BA) in Language Technology (BA[LT])</b>				
191 100	Computer Science L425P	Contact	PC	7
191 100	Language major L426P	Contact	PC	7

### HUM.1.9 PROGRAMME OWNERS

Qualification	Programme and code	Programme Owner
Diploma in Music	Diploma in Music 1GL	School of Music
<b>FIRST BACHELOR DEGREES</b>		
Qualification	Programme and code	Programme Owner
Bachelor of Arts (BA)	BA Humanities 1GS	School of Philosophy
Bachelor in Philosophy	BPhil 1GF	School of Philosophy
Bachelor of Arts (BA)	BA in Communication 1GC	School of Communication
Bachelor of Arts (BA)	BA Heritage and Cultural Tourism Management 1GB (phasing out from 2022)	School of Social Sciences
Bachelor of Arts (BA)	BA Music and Society 1GD	School of Music
Bachelor of Arts (BA)	BA Language and Literary Studies 1GM	School of Languages
Bachelor of Arts (BA)	BA Development and Management	School of Government Studies
Bachelor of Arts in Public Governance	1GE 1DU	School of Government Studies
Bachelor of Arts (BA) in Behavioural Science	1GR	School of Social Sciences
Bachelor of Social Sciences (BA) (BSocSc)	B Social Sciences 1GG	School of Social Sciences
Bachelor of Arts (BA) (Graphic Design) (BA[GD])	BA (Graphic Design) 1DN	School of Communication
Bachelor of Music (BMus)	BMus 1GK	School of Music

Qualification	Programme and code	Programme Owner
Bachelor of Arts (BA) (Language Technology) (BA(LT))	BA (Language Technology) 1GU	School of Languages

## HUM.1.10 LIST OF MODULES

### HUM.1.10.1 Modules in full time programmes

Module code	Descriptive name	Prerequisites	Credits
<b>CCFO modules: <a href="#">Academic Literacy Development</a></b>			
<a href="#">ALDE/A111</a>	Academic Literacy Development		12
<a href="#">ALDE/A122</a>	Academic Literacy Development	ALDE/A111 (40)	12
<b>CCFO modules: <a href="#">Understanding the World</a></b>			
<a href="#">WVCS223</a>	Understanding the cultural world		12
<a href="#">WVLS317</a>	Understanding the human being and society: Critical perspectives on continuity and change in the world		12

### HUM.1.10.2 Modules in the Faculty of Humanities

Module code	Descriptive name	Prerequisites	Credits
<b><a href="#">Afrikaans and Dutch</a></b>			
<a href="#">AFLL111</a>	Afrikaans: Language without borders	<a href="#">HUM.1.12.1</a>	12
<a href="#">AFLL121</a>	Afrikaans and Dutch language and literary study: Text and context – the language of texts	AFLL111	12
<a href="#">AFLL211</a>	Afrikaans and Dutch language and literature study	AFLL111 AFLL121	16
<a href="#">AFLL221</a> (PC/VC)	Afrikaans and Dutch: Text linguistic perspectives and literary acts	AFLL111 AFLL121 AFLL211	16
<a href="#">AFLL222</a> (MC/PC)	Afrikaans and Dutch: Frameworks for language and literary study	AFLL111 AFLL121 AFLL211	16
<a href="#">AFLL311</a>	Afrikaans and Dutch: Perspectives on language and literature (1)	AFLL111 AFLL121 AFLL221 (PC/VC) AFLL222 (MC/PC)	32
<a href="#">AFLL321</a>	Afrikaans and Dutch: Perspectives on language and literature (2)	AFLL111 AFLL121 AFLL211 AFLL221 (PC/VC) AFLL222 (MC/PC) AFLL311	32
<a href="#">AFNE211</a> (PC)	“From Amsterdam to Potchdam”: facets of the Dutch language and literature		8
<a href="#">AFNE212</a> (PC)	Text, intertext and hypertext: literary theoretical perspectives		8
<a href="#">AFNE213</a> (PC)	Interdisciplinary perspectives on children’s and youth literature		8



<a href="#">AFPR111</a> <sup>(PC/VC)</sup>	Afrikaans for practical purposes		12
<a href="#">AFPR121</a> <sup>(PC/VC)</sup>	Advanced Afrikaans for practical purposes	AFPR111 <sup>(PC/VC)</sup>	12
<b>Communication</b>			
<a href="#">COMS113</a>	Writing in different contexts	<a href="#">HUM.1.12.2</a>	12
<a href="#">COMS114</a>	Introduction to visual communication		12
<a href="#">COMS123</a>	Introduction to development communication		12
<a href="#">COMS124</a> (old KCOM122)	Introduction to Corporate Communication		12
<a href="#">COMS212</a>	Identity and diversity within development communication contexts		12
<a href="#">COMS213</a> (Old KCOM213)	Corporate communication		16
<a href="#">COMS214</a>	Social media		16
<a href="#">COMS215</a> <sup>(MC)</sup>	Radio broadcasting		16
<a href="#">COMS221</a>	Reputation management		16
<a href="#">COMS222</a>	Corporate communication: writing for internal audiences	KCOM121 AND KCOM211	16
<a href="#">COMS223</a> <sup>(MC/VC)</sup>	Visual communication		16
<a href="#">COMS224</a> <sup>(MC)</sup>	Television broadcasting		16
<a href="#">COMS225</a> <sup>(PC)</sup>	CSR communication		16
<a href="#">COMS311</a> (old KCOM218)	Communication theory		16
<a href="#">COMS312</a> <sup>(PC/VC)</sup>	Corporate communication: writing for external audiences	COMS222	16
<a href="#">COMS313</a> <sup>(MC/VC)</sup>	Applied Web development		16
<a href="#">COMS314</a> <sup>(MC)</sup>	Radio production		16
<a href="#">COMS321</a> (old KCOM229)	Communication ethics and law		16
<a href="#">COMS322</a> (old KCOM311)	Research methodology		16
<a href="#">COMS323</a> <sup>(MC)</sup>	Television production		16
<a href="#">COMS324</a> <sup>(VC)</sup>	Applied multimedia development		16
<a href="#">COMS325</a>	Integrated communication		16
<a href="#">COMS326</a> <sup>(PC)</sup>	Core skills in Journalism	COMS312 <sup>(PC/VC)</sup>	16
<a href="#">KCOM111</a>	Introduction to mass communication		12
<a href="#">KCOM112</a>	Introduction to communication contexts		12
<a href="#">KCOM121</a>	Introduction to Journalism		12
<a href="#">KCOM211</a>	Desktop publishing (DTP)		16
<a href="#">KCOM318</a> <sup>(MC/PC)</sup>	Development Communication		16
<a href="#">KCOM328</a>	Marketing communication		16
<b>Creative writing</b>			
<a href="#">SKRK111</a> <sup>(PC)</sup>	Introduction to Creative Writing	<a href="#">HUM.1.12.3</a>	12
<a href="#">SKRK121</a> <sup>(PC)</sup>	Creative Writing: Writing prose	SKRK111 <sup>(PC)</sup>	12
<a href="#">SKRK211</a> <sup>(PC)</sup>	Creative Writing: Writing poetry	SKRK121 <sup>(PC)</sup>	16

<a href="#">SKRK221</a> <sup>(PC)</sup>	Creative Writing: Writing children's and youth literature	SKRK121 <sup>(PC)</sup>	16
<a href="#">SKRK311</a> <sup>(PC)</sup>	Creative Writing: Writing drama	SKRK121 <sup>(PC)</sup>	32
<a href="#">SKRK321</a> <sup>(PC)</sup>	Creative Writing applied	SKRK121 <sup>(PC)</sup> SKRK211 <sup>(PC)</sup> SKRK221 <sup>(PC)</sup> SKRK311 <sup>(PC)</sup>	32
<b>Development Studies</b>			
<a href="#">DEVS111</a> <sup>(MC)</sup>	Introduction to Development Studies		12
<a href="#">DEVS121</a> <sup>(MC)</sup>	Developmental problems and issues	DEVS111 <sup>(MC)</sup>	12
<a href="#">DEVS211</a> <sup>(MC)</sup>	Development theory and strategy	DEVS121 <sup>(MC)</sup>	16
<a href="#">DEVS221</a> <sup>(MC)</sup>	Political Economy of Southern Africa	DEVS121 <sup>(MC)</sup>	16
<a href="#">DEVS311</a> <sup>(MC)</sup>	Rural and Urban Development	DEVS211 <sup>(MC)</sup> DEVS221 <sup>(MC)</sup>	32
<a href="#">DEVS321</a> <sup>(MC)</sup>	Development planning and management	DEVS211 <sup>(MC)</sup> DEVS221 <sup>(MC)</sup>	32
<b>English</b>			
<a href="#">ENLE211</a> <sup>(PC)</sup>	Classics for literary students I		8
<a href="#">ENLE221</a> <sup>(PC)</sup>	Classics for literary students I	ENLE211 <sup>(PC)</sup>	8
<a href="#">ENLL111</a>	Introduction to literary genres (I)	<a href="#">HUM.1.12.5</a>	12
<a href="#">ENLL121</a>	Introduction to literary genres (II) and grammatical analysis	ENLL111	12
<a href="#">ENLL211</a>	Development of literary genres (I) and development of grammatical complexity	ENLL111 ENLL121	16
<a href="#">ENLL221</a>	Development of literary genres (II) and applied linguistics	ENLL111 ENLL121 ENLL211	16
<a href="#">ENLL311</a>	Key periods in literature, historical linguistics and stylistics	ENLL111 ENLL121 ENLL211 ENLL221	32
<a href="#">ENLL321</a>	South Africa and the world: Postmodern and contemporary literature, sociolinguistics and advanced linguistics analysis	ENLL111 ENLL121 ENLL211 ENLL221 ENLL311	32
<a href="#">ENLS112</a>	English language in context	<a href="#">HUM.1.12.5</a>	12
<a href="#">ENLS122</a>	English language for professional purposes	ENLS112 (50)	12
<b>French</b>			
<a href="#">FREB111</a> <sup>(PC/VC)</sup>	Business French for beginners 1	<a href="#">HUM.1.12.6</a>	12
<a href="#">FREB121</a> <sup>(PC/VC)</sup>	Business French for beginners 2	FREN111 OR FREB111 <sup>(PC/VC)</sup>	12
<a href="#">FREN111</a>	French for beginners 1	<a href="#">HUM.1.12.6</a>	12
<a href="#">FREN121</a>	French for beginners 2	FREN111 OR FREB111 <sup>(PC/VC)</sup>	12
<a href="#">FREN211</a>	French intermediate 1	FREN121 OR FREB121 <sup>(PC/VC)</sup>	16
<a href="#">FREN221</a>	French intermediate 2	FREN211	16

<a href="#">FREN311</a>	French advanced 1	FREN221	32
<a href="#">FREN321</a>	French advanced 2	FREN311	32
<b>German</b>			
<a href="#">GERB111</a> <sup>(PC/VC)</sup>	Business German elementary 1	<a href="#">HUM.1.12.7</a>	12
<a href="#">GERB121</a> <sup>(PC/VC)</sup>	Business German elementary 2	GERB111 <sup>(PC/VC)</sup> / GERM111 <sup>(PC/VC)</sup> OR equivalent language qualification and passing entrance test	12
<a href="#">GERM111</a> <sup>(PC/VC)</sup>	German elementary 1	<a href="#">HUM.1.12.7</a>	12
<a href="#">GERM121</a> <sup>(PC/VC)</sup>	German elementary 2	GERB111 <sup>(PC/VC)</sup> / GERM111 <sup>(PC/VC)</sup> OR equivalent language qualification and passing entrance test	12
<a href="#">GERM211</a> <sup>(PC/VC)</sup>	German intermediary 1	GERM121 <sup>(PC/VC)</sup> / GERB121 <sup>(PC/VC)</sup> OR equivalent language qualification and passing entrance test	16
<a href="#">GERM221</a> <sup>(PC/VC)</sup>	German intermediary 2	GERM211 <sup>(PC/VC)</sup>	16
<a href="#">GERM311</a> <sup>(PC)</sup>	German advanced 1	GERM221 <sup>(PC/VC)</sup>	32
<a href="#">GERM321</a> <sup>(PC)</sup>	German advanced 2	GERM311 <sup>(PC)</sup>	32
<b>Graphic design</b>			
<a href="#">GRFO112</a> <sup>(PC)</sup>	Introduction to Design 1	<a href="#">HUM.13.1.2</a>	12
<a href="#">GRFO122</a> <sup>(PC)</sup>	Applied Design 1	GRFO112 <sup>(PC)</sup>	12
<a href="#">GRFO212</a> <sup>(PC)</sup>	Applied Design 2	GRFO112 <sup>(PC)</sup> GRFO122 <sup>(PC)</sup>	16
<a href="#">GRFO213</a> <sup>(PC)</sup>	Creativity theory		16
<a href="#">GRFO222</a> <sup>(PC)</sup>	Applied Design 3	GRFO212 <sup>(PC)</sup>	16
<a href="#">GRFO313</a> <sup>(PC)</sup>	Introduction to Interactive and Print Based Design	GRFO212 <sup>(PC)</sup> GRFO222 <sup>(PC)</sup>	24
<a href="#">GRFO323</a> <sup>(PC)</sup>	Interactive and Print Based Design 1	GRFO313 <sup>(PC)</sup>	24
<a href="#">GRFO414</a> <sup>(PC)</sup>	Applied professional practice 1	GRFO313 <sup>(PC)</sup> GRFO323 <sup>(PC)</sup>	32
<a href="#">GRFO424</a> <sup>(PC)</sup>	Applied professional practice 2	GRFO414 <sup>(PC)</sup> (40)	32
<b>History of art</b>			
<a href="#">KSGS113</a> <sup>(PC)</sup>	Introduction to History of Art		12
<a href="#">KSGS122</a> <sup>(PC)</sup>	The artist as genius/master during the Renaissance and Baroque		12
<a href="#">KSGS212</a> <sup>(PC)</sup>	World art and world cultures		16
<a href="#">KSGS222</a> <sup>(PC)</sup>	Themes in 19th century art		16

<a href="#">KSGS312</a> (PC)	Introduction to modernism and postmodernism: From <i>Avant-garde</i> to <i>transavantgardia</i>		32
<a href="#">KSGS322</a> (PC)	Postmodernism: From Kitsch to cyber culture	KSGS312 (PC)	32
<a href="#">KSGS686</a>	Visual and popular culture theory		24
<b>History</b>			
<a href="#">HIST112</a>	Themes in South African History		12
<a href="#">HIST122</a> (VC)	Introduction to heritage and cultural tourism (Module will not be on offer on PC from 2022. Pipeline students register for HIST123)		12
<a href="#">HIST123</a>	Themes in world history		12
<a href="#">HIST212</a> * (PC/VC)	Heritage and cultural tourism – representation of the South African past (Module will not be on offer on PC from 2023. Pipeline students register for HIST214)	HIST122 (VC)	16
<a href="#">HIST213</a>	Reflections on South Africa in Africa		16
<a href="#">HIST223</a>	Analysis of contemporary historical themes		16
<a href="#">HIST312</a>	Historical perspectives		32
<a href="#">HIST322</a> ** (PC/VC)	Heritage and culture tourism in post-colonial South Africa (Module will not be on offer on PC from 2024. Pipeline students register for HIST324)	HIST212* (PC/VC)	32
<a href="#">HIST323</a>	The nature, theory and practice of history		32
<b>Recirculation and/or revision of HIST modules – 2023 IMPLEMENTATION</b>			
HIST113 (old HIST112)	What is History		12
HIST124 (old HIST123)	World History		12
HIST214 (old HIST213)	African History		16
HIST224 (old HIST223)	SA History		16
HIST314 (old HIST312)	Historiography		32
HIST314 (old HIST312)	Gender History		32
<b>Illustration</b>			
<a href="#">GRFI112</a> (PC)	Illustration: Basic drawing techniques I	<a href="#">HUM.13.1.2</a>	12
<a href="#">GRFI122</a> (PC)	Illustration: Basic painting techniques	GRFI112 (PC)	12
<a href="#">GRFI211</a> (PC)	Creative Illustration techniques: The art of drawing and painting 1	GRFI112 (PC) GRFI122 (PC)	16

<a href="#">GRFI221</a> <sup>(PC)</sup>	Creative Illustration techniques: The art of drawing and painting 2	GRFI211 <sup>(PC)</sup>	16
<a href="#">GRFI312</a> <sup>(PC)</sup>	Applied Illustration	GRFI211 <sup>(PC)</sup> GRFI221 <sup>(PC)</sup>	12
<a href="#">GRFI321</a> <sup>(PC)</sup>	Illustration: Advanced application	GRFI312 <sup>(PC)</sup>	16
<a href="#">GRFI472</a> <sup>(PC)</sup>	Illustration: Professional practice	GRFI321 <sup>(PC)</sup>	28
<b>International Relations</b>			
<a href="#">HPEC111</a> <sup>(MC)</sup>	Introduction to Peace Studies		12
<a href="#">HPEC121</a> <sup>(MC)</sup>	Introduction to Conflict Resolution and Conflict Management		12
<a href="#">HPEC211</a> <sup>(MC)</sup>	Introduction to Movements for Peace and Social Changes		12
<a href="#">HPEC221</a> <sup>(MC)</sup>	Introduction to International Organizations and Conflict Resolution		12
<a href="#">HPEC223</a> <sup>(MC)</sup>	International Organisations for Peace and Conflict Resolution		16
<a href="#">HIRL115</a> <sup>(MC)</sup>	Introduction to International Relations	POLI111 POLI112 POLI123	12
<a href="#">HIRL123</a> <sup>(MC)</sup>	Africa's International Relations		12
<a href="#">HIRL211</a> <sup>(MC)</sup>	Introduction to International Relations		12
<a href="#">HIRL212</a> <sup>(MC)</sup>	Theories of International Relations		16
<a href="#">HIRL213</a> <sup>(MC)</sup>	International Institutions		12
<a href="#">HIRL214</a> <sup>(MC)</sup>	Theory and Practice Of Diplomacy		12
<a href="#">HIRL217</a> <sup>(MC)</sup>	Theory and Practice of Diplomacy		12
<a href="#">HIRL221</a> <sup>(MC)</sup>	Foreign Policy Formation		12
<a href="#">HIRL222</a> <sup>(MC)</sup>	Diplomacy		16
<a href="#">HIRL223</a> <sup>(MC)</sup>			
<a href="#">HIRL226</a> <sup>(MC)</sup>	Environmental Politics		12
<a href="#">HIRL227</a> <sup>(MC)</sup>	North – South Relations		12
<a href="#">HIRL311</a> <sup>(MC)</sup>	Theories of International Relations	HIRL211 <sup>(MC)</sup> HIRL221 <sup>(MC)</sup>	12
<a href="#">HIRL312</a> <sup>(MC)</sup>	International Political Economy		12
<a href="#">HIRL314</a> <sup>(MC)</sup>	International Political Economy		32
<a href="#">HIRL315</a> <sup>(MC)</sup>	Research Project and Experiential Learning		32
<a href="#">HIRL316</a> <sup>(MC)</sup>	International Law		12
<a href="#">HIRL317</a> <sup>(MC)</sup>			
<a href="#">HIRL321</a> <sup>(MC)</sup>	Conflict and Conflict Management	HIRL211 <sup>(MC)</sup> HIRL221 <sup>(MC)</sup>	12
<a href="#">HIRL322</a> <sup>(MC)</sup>	Gender and Development in the Third World		12
<a href="#">HIRL323</a> <sup>(MC)</sup>	Multinational Corporations and the Third World States		12
<a href="#">HIRL325</a> <sup>(MC)</sup>	Research Project and Experiential Learning		32
<a href="#">HIRL326</a> <sup>(MC)</sup>	International Institutions		32
<a href="#">HIRL327</a> <sup>(MC)</sup>	Research Project and Experiential Learning		26

<b>Language Practice</b>			
<b>Not all modules are presented on all campuses. Contact the programme leader for more information</b>			
<a href="#">LPRA111</a>	Introduction to language practice	<a href="#">HUM.1.12.8</a>	12
<a href="#">LPRA122</a>	Language practice and quality assurance	LPRA111	12
<a href="#">LPRA211</a>	Theoretical perspectives on translation practice I	LPRA111 LPRA122	16
<a href="#">LPRA221</a> (VC)	Skills for language practice: Editing and technological skills	LPRA111 LPRA122 LPRA211 <a href="#">HUM.1.12.8</a>	16
<a href="#">LPRA222</a> (MC/PC)	Introduction to interpreting	LPRA111 LPRA122 LPRA211 <a href="#">HUM.1.12.8</a>	16
<a href="#">LPRA311</a>	Theoretical perspectives on translation practice II	LPRA111 LPRA122 LPRA211 LPRA221 (VC) OR LPRA222 (MC/PC)	16
<a href="#">LPRA312</a>	Advanced technological applications I: Machine translation and translation memory	LPRA111 LPRA122 LPRA211 LPRA221 (VC) OR LPRA222 (MC/PC)	16
<a href="#">LPRA321</a> (VC)	Advanced professional applications: The publishing industry and internship work	LPRA111 LPRA122 LPRA 211 LPRA221 (VC) LPRA311 LPRA312	16
<a href="#">LPRA322</a> (VC)	Advanced technological applications II: Audiovisual translation and interpreting	LPRA111 LPRA122 LPRA211 LPRA221 (VC) LPRA311 LPRA312	16
<a href="#">LPRA323</a> (MC/PC)	Internship: Interpreting or Translation	LPRA111 LPRA122 LPRA211 LPRA222 (MC/PC) LPRA311 LPRA312	16
<a href="#">LPRA324</a> (MC/PC)	Advanced theory and research: Interpreting or machine translation	LPRA111 LPRA122 LPRA211 LPRA222 (MC/PC) LPRA311 LPRA312	16
<b>Language Technology</b>			
<a href="#">TTEG122</a> (PC)	Introduction to Language Technology		12

<a href="#">TTEG222</a> <sup>(PC)</sup>	Language Technology Applications: Introduction	TTEG122 <sup>(PC)</sup> CMPG111	16
<a href="#">TTEG312</a> <sup>(PC)</sup>	Natural Language Processing: Introduction	TTEG222 <sup>(PC)</sup> CMPG211 MTHS111	32
<a href="#">TTEG322</a> <sup>(PC)</sup>	Language Technology Applications: Advanced	TTEG222 <sup>(PC)</sup> TTEG312 <sup>(PC)</sup>	32
<b>Multimedia design</b>			
<a href="#">GRFM311</a> <sup>(PC)</sup>	Introduction to Multimedia Design	GRFO222 <sup>(PC)</sup>	24
<a href="#">GRFM321</a> <sup>(PC)</sup>	Multimedia Design	GRFM311 <sup>(PC)</sup>	24
<a href="#">GRFM411</a> <sup>(PC)</sup>	Applied Multimedia Design	GRFM321 <sup>(PC)</sup>	32
<a href="#">GRFM421</a> <sup>(PC)</sup>	Advanced Applied Multimedia Design	GRFM411 <sup>(PC)</sup>	32
<b>Municipal management and leadership</b>			
<a href="#">MUMA115</a> <sup>(PC)</sup>	The Municipal Governance Context		12
<a href="#">MUMA116</a> <sup>(PC)</sup>	The statutory and regulatory framework for local government		12
<a href="#">MUMA117</a> <sup>(PC)</sup>	Municipal planning		12
<a href="#">MUMA125</a> <sup>(PC)</sup>	Good local governance and service ethos		12
<a href="#">MUMA126</a> <sup>(PC)</sup>	Local democracy		12
<a href="#">MUMA213</a> <sup>(PC)</sup>	Municipal financial management		16
<a href="#">MUMA214</a> <sup>(PC)</sup>	Cooperative Governance		16
<a href="#">MUMA225</a> <sup>(PC)</sup>	Municipal organisational structures and design		16
<a href="#">MUMA226</a> <sup>(PC)</sup>	Municipal transformation and innovation		16
<a href="#">MUMA314</a> <sup>(PC)</sup>	Strategic and transformational municipal leadership		16
<a href="#">MUMA315</a> <sup>(PC)</sup>	Performance monitoring and evaluation		16
<a href="#">MUMA324</a> <sup>(PC)</sup>	Project management		16
<a href="#">MUMA325</a> <sup>(PC)</sup>	Municipal administration practice		16
<b>Diploma in Music</b>			
<a href="#">MZME119</a> <sup>(PC)</sup>	Music education		8
<a href="#">MZME129</a> <sup>(PC)</sup>	Music education	MZME119 <sup>(PC)</sup>	12
<a href="#">MZME219</a> <sup>(PC)</sup>	Music education	MZME129 <sup>(PC)</sup>	8
<a href="#">MZME229</a> <sup>(PC)</sup>	Music education	MZME219 <sup>(PC)</sup>	8
<a href="#">MZME319</a> <sup>(PC)</sup>	Music education	MZME229 <sup>(PC)</sup>	8
<a href="#">MZME329</a> <sup>(PC)</sup>	Music education	MZME319 <sup>(PC)</sup>	8
<a href="#">MZSD119</a> <sup>(PC)</sup>	Ensemble studies		4
<a href="#">MZSD129</a> <sup>(PC)</sup>	Ensemble studies		4
<a href="#">MZSD219</a> <sup>(PC)</sup>	Ensemble studies		4
<a href="#">MZSD229</a> <sup>(PC)</sup>	Ensemble studies		4
<a href="#">MZSD319</a> <sup>(PC)</sup>	Ensemble studies		4
<a href="#">MZSD329</a> <sup>(PC)</sup>	Ensemble studies		4
<a href="#">MZSJ129</a> <sup>(PC)</sup>	Community music		8
<a href="#">MZSJ219</a> <sup>(PC)</sup>	Community music	MZSJ129 <sup>(PC)</sup>	8
<a href="#">MZSJ229</a> <sup>(PC)</sup>	Community music	MZSJ219 <sup>(PC)</sup>	8
<a href="#">MZSJ319</a> <sup>(PC)</sup>	Community music	MZSJ229 <sup>(PC)</sup>	8
<a href="#">MZSJ329</a> <sup>(PC)</sup>	Community music	MZSJ319 <sup>(PC)</sup>	8

<a href="#">MZSL177</a> <sup>(PC)</sup>	Introduction to music research		12
<a href="#">MZSN119</a> <sup>(PC)</sup>	Music notation		16
<a href="#">MZSN129</a> <sup>(PC)</sup>	Music notation	MZSN119 <sup>(PC)</sup>	16
<a href="#">MZSP179</a> <sup>(PC)</sup>	Keyboard skills		12
<a href="#">MZSP279</a> <sup>(PC)</sup>	Keyboard skills	MZSP179 <sup>(PC)</sup>	12
<a href="#">MZSP379</a> <sup>(PC)</sup>	Keyboard skills	MZSP279 <sup>(PC)</sup>	12
<a href="#">MZSS218</a> <sup>(PC)</sup>	Musicology	MZSL177 <sup>(PC)</sup>	12
<a href="#">MZSS228</a> <sup>(PC)</sup>	Musicology	MZSL177 <sup>(PC)</sup>	12
<a href="#">MZST219</a> <sup>(PC)</sup>	Music theory	MZSN129 <sup>(PC)</sup>	16
<a href="#">MZST229</a> <sup>(PC)</sup>	Music theory	MZST219 <sup>(PC)</sup>	16
<a href="#">MZST319</a> <sup>(PC)</sup>	Music theory	MZST229 <sup>(PC)</sup>	16
<a href="#">MZST329</a> <sup>(PC)</sup>	Music theory	MZST319 <sup>(PC)</sup>	16
<a href="#">MZSU177</a> <sup>(PC)</sup>	Music performance		16
<a href="#">MZSU277</a> <sup>(PC)</sup>	Music performance	MZSU177 <sup>(PC)</sup>	16
<a href="#">MZSU377</a> <sup>(PC)</sup>	Music performance	MZSU277 <sup>(PC)</sup>	16
<a href="#">MZSY317</a> <sup>(PC)</sup>	African music		12
<a href="#">MZSY327</a> <sup>(PC)</sup>	African music	MZSY317 <sup>(PC)</sup>	12
<b>BA Music and Society</b>			
<a href="#">MUME113</a> <sup>(PC)</sup>	Music education		8
<a href="#">MUME123</a> <sup>(PC)</sup>	Music education	MUME113 <sup>(PC)</sup>	8
<a href="#">MUME213</a> <sup>(PC)</sup>	Music education	MUME123 <sup>(PC)</sup>	8
<a href="#">MUME223</a> <sup>(PC)</sup>	Music education	MUME213 <sup>(PC)</sup>	8
<a href="#">MUME313</a> <sup>(PC)</sup>	Music education	MUME223 <sup>(PC)</sup>	8
<a href="#">MUME323</a> <sup>(PC)</sup>	Music education	MUME313 <sup>(PC)</sup>	8
<a href="#">MUSB317</a> <sup>(PC)</sup>	Arts management		8
<a href="#">MUSB327</a> <sup>(PC)</sup>	Arts management		8
<a href="#">MUSC217</a> <sup>(PC)</sup>	Music technology		8
<a href="#">MUSD119</a> <sup>(PC)</sup>	Ensemble studies		4
<a href="#">MUSD129</a> <sup>(PC)</sup>	Ensemble studies		4
<a href="#">MUSD219</a> <sup>(PC)</sup>	Ensemble studies		4
<a href="#">MUSD229</a> <sup>(PC)</sup>	Ensemble studies		4
<a href="#">MUSD319</a> <sup>(PC)</sup>	Ensemble studies		4
<a href="#">MUSD329</a> <sup>(PC)</sup>	Ensemble studies		4
<a href="#">MUSF229</a> <sup>(PC)</sup>	Music theory	MUST219 <sup>(PC)</sup>	12
<a href="#">MUSF319</a> <sup>(PC)</sup>	Music theory	MUSF229 <sup>(PC)</sup>	8
<a href="#">MUSF329</a> <sup>(PC)</sup>	Music theory	MUSF319 <sup>(PC)</sup>	8
<a href="#">MUSJ113</a> <sup>(PC)</sup>	Community music		8
<a href="#">MUSJ123</a> <sup>(PC)</sup>	Community music	MUSJ113 <sup>(PC)</sup>	8
<a href="#">MUSJ213</a> <sup>(PC)</sup>	Community music	MUSJ123 <sup>(PC)</sup>	8
<a href="#">MUSJ223</a> <sup>(PC)</sup>	Community music	MUSJ213 <sup>(PC)</sup>	8
<a href="#">MUSJ313</a> <sup>(PC)</sup>	Community music	MUSJ223 <sup>(PC)</sup>	8
<a href="#">MUSJ323</a> <sup>(PC)</sup>	Community music	MUSJ313 <sup>(PC)</sup>	8
<a href="#">MUSL177</a> <sup>(PC)</sup>	Introduction to music research		12
<a href="#">MUSP179</a> <sup>(PC)</sup>	Keyboard skills		12
<a href="#">MUSP277</a> <sup>(PC)</sup>	Practical music	MUSU177 <sup>(PC)</sup>	24
<a href="#">MUSP377</a> <sup>(PC)</sup>	Practical music	MUSP277 <sup>(PC)</sup>	24
<a href="#">MUSS218</a> <sup>(PC)</sup>	Musicology	MUSL177 <sup>(PC)</sup>	12
<a href="#">MUSS228</a> <sup>(PC)</sup>	Musicology	MUSL177 <sup>(PC)</sup>	12
<a href="#">MUST119</a> <sup>(PC)</sup>	Music theory		16
<a href="#">MUST129</a> <sup>(PC)</sup>	Music theory	MUST119 <sup>(PC)</sup>	16
<a href="#">MUST219</a> <sup>(PC)</sup>	Music theory	MUST129 <sup>(PC)</sup>	12
<a href="#">MUSU177</a> <sup>(PC)</sup>	Practical music	Practical audition	16



<a href="#">MUSY117</a> <sup>(PC)</sup>	African music		8
<a href="#">MUSY217</a> <sup>(PC)</sup>	African music	MUSY117 <sup>(PC)</sup>	8
<a href="#">MUSY227</a> <sup>(PC)</sup>	African music	MUSY217 <sup>(PC)</sup>	8
<a href="#">MUSY317</a> <sup>(PC)</sup>	African music	MUSY227 <sup>(PC)</sup>	8
<a href="#">MUSY327</a> <sup>(PC)</sup>	African music	MUSY317 <sup>(PC)</sup>	8
<b>BMus</b>			
<a href="#">MUSB312</a> <sup>(PC)</sup>	Arts management		8
<a href="#">MUSB322</a> <sup>(PC)</sup>	Arts management		8
<a href="#">MUSC311</a> <sup>(PC)</sup>	Music technology	MUST121 <sup>(PC)</sup>	16
<a href="#">MUSC321</a> <sup>(PC)</sup>	Music technology	MUSC311 <sup>(PC)</sup>	16
<a href="#">MUSC411</a> <sup>(PC)</sup>	Music technology	MUSC321 <sup>(PC)</sup>	16
<a href="#">MUSC421</a> <sup>(PC)</sup>	Music technology	MUSC411 <sup>(PC)</sup>	16
<a href="#">MUSD111</a> <sup>(PC)</sup>	Ensemble studies		4
<a href="#">MUSD121</a> <sup>(PC)</sup>	Ensemble studies		4
<a href="#">MUSD211</a> <sup>(PC)</sup>	Ensemble studies		4
<a href="#">MUSD221</a> <sup>(PC)</sup>	Ensemble studies		4
<a href="#">MUSD311</a> <sup>(PC)</sup>	Ensemble studies		4
<a href="#">MUSD321</a> <sup>(PC)</sup>	Ensemble studies		4
<a href="#">MUSE211</a> <sup>(PC)</sup>	Methodology of main instrument		8
<a href="#">MUSE221</a> <sup>(PC)</sup>	Methodology of main instrument	MUSE211 <sup>(PC)</sup>	8
<a href="#">MUSE311</a> <sup>(PC)</sup>	Methodology of main instrument	MUSE221 <sup>(PC)</sup>	16
<a href="#">MUSE321</a> <sup>(PC)</sup>	Methodology of main instrument	MUSE311 <sup>(PC)</sup>	16
<a href="#">MUSE411</a> <sup>(PC)</sup>	Methodology of main instrument	MUSE321 <sup>(PC)</sup>	16
<a href="#">MUSE421</a> <sup>(PC)</sup>	Methodology of main instrument	MUSE411 <sup>(PC)</sup>	16
<a href="#">MUSH171</a> <sup>(PC)</sup>	Aural training		8
<a href="#">MUSH271</a> <sup>(PC)</sup>	Aural training	MUSH171 <sup>(PC)</sup>	8
<a href="#">MUSH371</a> <sup>(PC)</sup>	Aural training	MUSH271 <sup>(PC)</sup>	8
<a href="#">MUSJ311</a> <sup>(PC)</sup>	Community music		16
<a href="#">MUSJ321</a> <sup>(PC)</sup>	Community music	MUSJ311 <sup>(PC)</sup>	16
<a href="#">MUSJ411</a> <sup>(PC)</sup>	Community music	MUSJ321 <sup>(PC)</sup>	16
<a href="#">MUSJ421</a> <sup>(PC)</sup>	Community music	MUSJ411 <sup>(PC)</sup>	16
<a href="#">MUSK311</a> <sup>(PC)</sup>	Composition		16
<a href="#">MUSK321</a> <sup>(PC)</sup>	Composition		16
<a href="#">MUSK411</a> <sup>(PC)</sup>	Composition	MUSK321 <sup>(PC)</sup>	16
<a href="#">MUSK421</a> <sup>(PC)</sup>	Composition	MUSK411 <sup>(PC)</sup>	16
<a href="#">MUSM411</a> <sup>(PC)</sup>	Research methodology	ALDE/A122	8
<a href="#">MUSO111</a> <sup>(PC)</sup>	Music education		8
<a href="#">MUSO211</a> <sup>(PC)</sup>	Music education	MUSO111 <sup>(PC)</sup>	8
<a href="#">MUSO221</a> <sup>(PC)</sup>	Music education	MUSO211 <sup>(PC)</sup>	8
<a href="#">MUSO311</a> <sup>(PC)</sup>	Music education	MUSO221 <sup>(PC)</sup>	16
<a href="#">MUSO321</a> <sup>(PC)</sup>	Music education	MUSO311 <sup>(PC)</sup>	16
<a href="#">MUSO411</a> <sup>(PC)</sup>	Music education	MUSO321 <sup>(PC)</sup>	16
<a href="#">MUSO421</a> <sup>(PC)</sup>	Music education	MUSO411 <sup>(PC)</sup>	16
<a href="#">MUSP174</a> <sup>(PC)</sup>	Music performance	Practical audition	24
<a href="#">MUSP274</a> <sup>(PC)</sup>	Music performance	MUSP174 <sup>(PC)</sup>	24
<a href="#">MUSS214</a> <sup>(PC)</sup>	Musicology		12
<a href="#">MUSS224</a> <sup>(PC)</sup>	Musicology		12
<a href="#">MUST111</a> <sup>(PC)</sup>	Music theory	Placement test	16
<a href="#">MUST121</a> <sup>(PC)</sup>	Music theory	MUST111 <sup>(PC)</sup>	8
<a href="#">MUST211</a> <sup>(PC)</sup>	Music theory	MUST111 <sup>(PC)</sup> MUST121 <sup>(PC)</sup>	16
<a href="#">MUST221</a> <sup>(PC)</sup>	Music theory	MUST121 <sup>(PC)</sup>	8

<a href="#">MUST311</a> <sup>(PC)</sup>	Music theory	<a href="#">MUST211</a> <sup>(PC)</sup>	16
<a href="#">MUST321</a> <sup>(PC)</sup>	Music theory	<a href="#">MUST221</a> <sup>(PC)</sup>	16
<a href="#">MUST411</a> <sup>(PC)</sup>	Music theory	<a href="#">MUST311</a> <sup>(PC)</sup>	16
<a href="#">MUST421</a> <sup>(PC)</sup>	Music theory	<a href="#">MUST321</a> <sup>(PC)</sup>	16
<a href="#">MUSU374</a> <sup>(PC)</sup>	Music performance	<a href="#">MUSP274</a> <sup>(PC)</sup>	32
<a href="#">MUSU376</a> <sup>(PC)</sup>	Music performance	<a href="#">MUSP274</a> <sup>(PC)</sup> (75PM)	32
<a href="#">MUSU474</a> <sup>(PC)</sup>	Music performance	<a href="#">MUSU374</a> <sup>(PC)</sup> OR <a href="#">MUSU376</a> <sup>(PC)</sup>	32
<a href="#">MUSU476</a> <sup>(PC)</sup>	Music performance	<a href="#">MUSU376</a> <sup>(PC)</sup>	32
<a href="#">MUSW474</a> <sup>(PC)</sup>	Research essay		28
<a href="#">MUSX111</a> <sup>(PC)</sup>	Musicology		8
<a href="#">MUSX121</a> <sup>(PC)</sup>	Musicology		8
<a href="#">MUSX122</a> <sup>(PC)</sup>	Musicology		8
<a href="#">MUSX311</a> <sup>(PC)</sup>	Musicology	<a href="#">MUSX111</a> <sup>(PC)</sup> <a href="#">MUSX121</a> <sup>(PC)</sup> <a href="#">MUSX122</a> <sup>(PC)</sup> <a href="#">MUSS214</a> <sup>(PC)</sup> <a href="#">MUSS224</a> <sup>(PC)</sup>	16
<a href="#">MUSX321</a> <sup>(PC)</sup>	Musicology	<a href="#">MUSX111</a> <sup>(PC)</sup> <a href="#">MUSX121</a> <sup>(PC)</sup> <a href="#">MUSX122</a> <sup>(PC)</sup> <a href="#">MUSS214</a> <sup>(PC)</sup> <a href="#">MUSS224</a> <sup>(PC)</sup>	8
<a href="#">MUSX322</a> <sup>(PC)</sup>	Musicology	<a href="#">MUSX111</a> <sup>(PC)</sup> <a href="#">MUSX121</a> <sup>(PC)</sup> <a href="#">MUSX122</a> <sup>(PC)</sup> <a href="#">MUSS214</a> <sup>(PC)</sup> <a href="#">MUSS224</a> <sup>(PC)</sup>	8
<a href="#">MUSX411</a> <sup>(PC)</sup>	Musicology	<a href="#">MUSX111</a> <sup>(PC)</sup> <a href="#">MUSX121</a> <sup>(PC)</sup> <a href="#">MUSX122</a> <sup>(PC)</sup> <a href="#">MUSS214</a> <sup>(PC)</sup> <a href="#">MUSS224</a> <sup>(PC)</sup>	16
<a href="#">MUSX421</a> <sup>(PC)</sup>	Musicology	<a href="#">MUSX111</a> <sup>(PC)</sup> <a href="#">MUSX121</a> <sup>(PC)</sup> <a href="#">MUSX122</a> <sup>(PC)</sup> <a href="#">MUSS214</a> <sup>(PC)</sup> <a href="#">MUSS224</a> <sup>(PC)</sup>	16
<a href="#">MUSY222</a> <sup>(PC)</sup>	African music		8
<b><a href="#">Philosophy</a></b>			
<a href="#">PHIL112</a>	Introduction to Philosophy		12
<a href="#">PHIL122</a>	Introduction to African Philosophy and Ethics		12
<a href="#">PHIL213</a> <sup>(PC/VC)</sup>	Ethics		16
<a href="#">PHIL223</a> <sup>(PC/VC)</sup>	History of Philosophy		16
<a href="#">PHIL312</a> <sup>(PC/VC)</sup>	Culture and Art		16
<a href="#">PHIL315</a> <sup>(PC/VC)</sup>	Applied African Philosophy		16
<a href="#">PHIL325</a> <sup>(PC/VC)</sup>	Applied Ethics		16
<a href="#">PHIL326</a> <sup>(PC/VC)</sup>	Research Methodology		16
<b><a href="#">Political studies</a></b>			
<a href="#">POLI112</a>	Introduction to Political Studies		12
<a href="#">POLI113</a> <sup>(PC)</sup>	Introduction to Political Studies		12

<a href="#">POLI123</a>	The South African Political System		12
<a href="#">POLI213</a>	Comparative Politics		16
<a href="#">POLI223</a>	African Politics		16
<a href="#">POLI313</a> (PC/VC)	Political Theory		16
<a href="#">POLI314</a> (PC/VC)	Theories of International Relations		16
<a href="#">POLI323</a> (PC/VC)	Political Economy		16
<a href="#">POLI324</a> (PC/VC)	Issues in South African Politics		16
<a href="#">POLI327</a> (MC)	Political Participation and Interaction		16
<a href="#">POLI329</a> (MC)	Local Government		16
<a href="#">POLY311</a> (MC)	Political Dynamics		16
<b>Population Studies</b>			
<a href="#">HPOP111</a> (MC)	Introduction to Population studies and Demography		12
<a href="#">HPOP121</a> (MC)	Basic Demographic Measures and composition	HPOP111 (MC)	12
<a href="#">HPOP212</a> (MC)	Introduction to Population and Development Theories	HPOP111 (MC) HPOP121 (MC)	16
<a href="#">HPOP213</a> (MC)	Basic Research Methods in Population Studies	HPOP111 (MC) HPOP121 (MC)	16
<a href="#">HPOP221</a> (MC)	Introduction to Demographic Techniques	HPOP111 (MC) HPOP121 (MC)	16
<a href="#">HPOP223</a> (MC)	Sources, Evaluation and Adjustment of Demographic Data	HPOP111 (MC) HPOP121 (MC) HPOP213 (MC)	16
<a href="#">HPOP311</a> (MC)	Demography of South Africa	HPOP111 (MC) HPOP121 (MC) HPOP221 (MC)	16
<a href="#">HPOP312</a> (MC)	Introduction to Population Policies and Programmes	HPOP111 (MC) HPOP121 (MC) HPOP221 (MC)	16
<a href="#">HPOP321</a> (MC)	Population and Development Interrelationships	HPOP111 (MC) HPOP121 (MC) HPOP221 (MC)	16
<a href="#">HPOP322</a> (MC)	Research Project	HPOP111 (MC) HPOP121 (MC) HPOP221 (MC)	16
<b>Public administration</b>			
<a href="#">PADM111</a> (PC/VC)	Introduction to Public Administration		12
<a href="#">PADM121</a> (PC/VC)	Locus and focus of Public Administration		12
<a href="#">PADM211</a> (PC/VC)	Public financial management		16
<a href="#">PADM221</a> (PC/VC)	Public human resource management		16
<a href="#">PADM311</a> (PC/VC)	Organisational theory		16
<a href="#">PADM312</a> (PC/VC)	Research methods in Public Administration		16
<a href="#">PADM321</a> (PC/VC)	Public Policy		16
<a href="#">PADM322</a> (PC/VC)	Comparative and international Public Administration		16

<b>Sesotho</b>			
<a href="#">SSCO111</a> (VC)	Basic language proficiency: Sesotho	<a href="#">HUM.1.12.11</a>	12
<a href="#">SSCO121</a> (VC)	Advanced language proficiency: Sesotho	SSCO111 (VC)	12
<a href="#">SSLL112</a> (VC)	Introduction to linguistics, phonology and business language		12
<a href="#">SSLL122</a> (VC)	Linguistic functions in relation to grammatical, literary and business spheres	SSLL112 (VC)	12
<a href="#">SSLL212</a> (VC)	Advanced study of linguistics, literary and business language features	SSLL122 (VC)	16
<a href="#">SSLL222</a> (VC)	Factors contributing to language development, classification and usage	SSLL212 (VC)	16
<a href="#">SSLL312</a> (VC)	Literary historiography: micro and macro literary tendencies	SSLL222 (VC)	32
<a href="#">SSLL322</a> (VC)	Features of language ecology: contemporary practices, perspectives and trends	SSLL312 (VC)	32
<b>Setswana (1<sup>st</sup> language)</b>			
<a href="#">SETM111</a> (MC/PC)	History of the Setswana orthography; communication skills	<a href="#">HUM.1.12.12</a>	12
<a href="#">SETM121</a> (MC/PC)	Introduction to the grammar of Setswana, morphology and traditional literature	SETM111 (MC/PC)	12
<a href="#">SETM211</a> (MC/PC)	Setswana: phonetics and modern literature	SETM121 (MC/PC)	16
<a href="#">SETM221</a> (MC/PC)	Setswana: phonology and prose	SETM211 (MC/PC)	16
<a href="#">SETM311</a> (MC/PC)	Setswana: syntax and poetry	SETM221 (MC/PC)	32
<a href="#">SETM321</a> (PC)	Setswana: morphology and drama	SETM311 (MC/PC)	32
<a href="#">SETM322</a> (MC)	Development of Setswana terminology development, translation and drama	SETM311 (MC/PC)	32
<b>Setswana (3<sup>rd</sup> language)</b>			
<a href="#">ATSN111</a> (PC)	Setswana: Introduction to grammar and language proficiency	<a href="#">HUM.1.12.12</a>	12
<a href="#">ATSN121</a> (PC)	Setswana: Grammar and language proficiency	ATSN111 (PC)	12
<a href="#">ATSN211</a> (PC)	Setswana: Grammar, phonetics and language proficiency	ATSN121 (PC)	16
<a href="#">ATSN221</a> (PC)	Setswana: Grammar, traditional literature and language proficiency	ATSN211 (PC)	16
<a href="#">ATSN311</a> (PC)	Setswana: Morphology, syntax, poetry and language proficiency	ATSN221 (PC)	32
<a href="#">ATSN321</a> (PC)	Setswana: Phonology, prose, drama and Language proficiency	ATSN311 (PC)	32
<b>Sign language</b>			
<a href="#">SASL111</a> (PC)	South African Sign Language and Cultural Studies for the Deaf I		12

<a href="#">SASL121</a> <sup>(PC)</sup>	South African Sign Language and Cultural Studies for the Deaf II	SASL111 <sup>(PC)</sup>	12
<a href="#">SASL211</a> <sup>(PC)</sup>	Intermediate South African Sign Language and Deaf culture 1	SASL111 <sup>(PC)</sup> SASL121 <sup>(PC)</sup>	16
<a href="#">SASL221</a> <sup>(PC)</sup>	Intermediate South African Sign Language and Deaf culture 2	SASL111 <sup>(PC)</sup> SASL121 <sup>(PC)</sup> SASL211 <sup>(PC)</sup>	16
<a href="#">SASL311</a> <sup>(PC)</sup>	South African Sign Language linguistics and advanced signing	SASL111 <sup>(PC)</sup> SASL121 <sup>(PC)</sup> SASL211 <sup>(PC)</sup> SASL221 <sup>(PC)</sup>	32
<a href="#">SASL321</a> <sup>(PC)</sup>	Sociolinguistics, SASL lexicography, poetry and discourse analysis	SASL111 <sup>(PC)</sup> SASL121 <sup>(PC)</sup> SASL211 <sup>(PC)</sup> SASL221 <sup>(PC)</sup> SASL311 <sup>(PC)</sup>	32
<b><u>Social Anthropology</u></b>			
<a href="#">SANL112</a> <sup>(PC/VC)</sup>	Introduction to key concepts of Social Anthropology		12
<a href="#">SANL122</a> <sup>(PC/VC)</sup>	Introduction to themes in Social Anthropological research		12
<a href="#">SANL213</a> <sup>(PC/VC)</sup>	Medical Anthropology		16
<a href="#">SANL223</a> <sup>(PC)</sup>	The Anthropology of film and media		16
<a href="#">SANL225</a> <sup>(PC/VC)</sup>	Urban Anthropology		16
<a href="#">SANL315</a> <sup>(PC/VC)</sup>	Theory, Ethnography and Representation		32
<a href="#">SANL323</a> <sup>(PC/VC)</sup>	Globalisation and the power dynamics of exchange and belonging		32
<b><u>Sociology</u></b>			
<a href="#">SOCY111</a>	Introduction to Sociology: Concepts, Themes and Methods		12
<a href="#">SOCY121</a>	Introduction to Sociology: Social Institutions		12
<a href="#">SOCY211</a>	Sociology of Development, Environment and Social Problems		16
<a href="#">SOCY221</a>	Social dynamics of work, family and gender		16
<a href="#">SOCY314</a>	Social Theory	SOCY111 SOCY121	16
<a href="#">SOCY315</a> <sup>(VC)</sup>	Group Dynamics		16
<a href="#">SOCY316</a> <sup>(PC)</sup>	Inequality and Social Justice in Contemporary South Africa		16
<a href="#">SOCY317</a> <sup>(MC)</sup>	Social Policy		16
<a href="#">SOCY323</a>	Social research methodology	SOCY111 SOCY121	16
<a href="#">SOCY324</a> <sup>(VC)</sup>	Clinical Sociology		16
<a href="#">SOCY325</a> <sup>(PC)</sup>	Applying the Sociological Imagination in Contemporary Society		16
<a href="#">SOCY326</a> <sup>(MC)</sup>	Gender Studies		16

## SOCIOLOGY THIRD-YEAR MODULES

Please note the following arrangements for Sociology third-year pipeline students:

All three campuses:

- Students who still have to complete SOCL311 should register for SOCY314 (all three campuses).
- Students who still have to complete SOCL312 should register for SOCY323 (all three campuses).

### Mafikeng campus

- Students who still have to complete SOCL321 should register for SOCY326 (Mafikeng campus).
- Students who still have to complete SOCL322 should register for SOCY317 (Mafikeng campus).
- Students who still have to complete SOCL326 should register for SOCY317 (Mafikeng campus) or SOCY326 (Mafikeng campus).

### Potchefstroom campus

- Students who still have to complete SOCL324 should register for SOCY325 (Campus-specific on the Potchefstroom campus).
- Students who still have to complete SOCL327 should register for SOCY316 (Potchefstroom campus).
- Students who still have to complete SOCL328 should register for SOCY316 (Potchefstroom campus).

### Vanderbiljpark campus

- Students who still have to complete SOCL324 should register for SOCY324 (Campus-specific on the Vanderbiljpark campus).
- Students who still have to complete SOCL325 should register for SOCY315 (Vanderbiljpark campuses).

## HUM.1.10.3 Modules in Distance Learning Programmes

Module code	Descriptive name	Prerequisites	Credits
<b>CCFO modules: Academic Literacy</b>			
<a href="#">ALDE122</a>	Academic Literacy Development	ALDE111 (40)	12
<b>CCFO modules: Understanding the World</b>			
<a href="#">WVCS223</a>	Understanding the cultural world		12
<a href="#">PHIL315</a>	Applied African Philosophy		16
<b>Public Administration</b>			
<a href="#">PADM111</a>	Introduction to Public Administration		12
<a href="#">PADM121</a>	Locus and focus of Public Administration		12
<a href="#">PADM211</a>	Public financial management		16
<a href="#">PADM221</a>	Public human resource management		16
<a href="#">PADM311</a>	Organisational theory		16
<a href="#">PADM312</a>	Research methods in Public Administration		16
<a href="#">PADM321</a>	Public Policy		16
<a href="#">PADM322</a>	Comparative and international Public Administration		16

<b>Policing Practice</b>			
<a href="#">POMA113</a>	Policing Management: The statutory and regulatory framework		12
<a href="#">POMA114</a>	Policing Management: Service excellence in the police		12
<a href="#">POMA115</a>	Policing Management: Crime Prevention		12
<a href="#">POMA124</a>	Policing Management: Community Service Centre Management		12
<a href="#">POMA212</a>	Policing Management: Leadership and Management		16
<a href="#">POMA224</a>	Policing Management: Cooperative Governance		16
<a href="#">POMA317</a>	Policing Management: Performance Management		16
<a href="#">POMA323</a>	Policing Management: Project Management		16
<b>Political Studies</b>			
<a href="#">POLI123</a>	The South African political system		12
<b>Social Anthropology</b>			
<a href="#">SANL214</a>	Anthropology for non-Anthropologists		12
<b>Sociology</b>			
<a href="#">SOCY121</a>	Introduction to Sociology: Social Institutions		12
<b>Economic and Management Sciences</b>			
<a href="#">FORP214</a>	Forensic Legal Aspects		16
<a href="#">FORP225</a>	Forensic Investigation Management		16
<a href="#">PSDT111</a>	Professional skills development		12
<a href="#">COMS121</a>	Communication skills in the workplace		12
<b>Law</b>			
<a href="#">ALLE221</a>	Administrative Law in law enforcement		8
<a href="#">CLLE211</a>	Constitutional Law in law enforcement		8

#### **HUM.1.10.4 Modules from other faculties**

<b>Ancient history</b>	
LATN	Latin, first year to doctoral level
SEMT	Hebrew, first year to doctoral level
GRKS	Ancient Greek, first year to doctoral level
ARAB	Arabic, first year to doctoral level
AKLR	Ancient Cultures, first year to doctoral level
Ancient Languages offers smaller modules in:	
<ul style="list-style-type: none"> <li>• Aramaic / Aramees</li> <li>• Egyptian / EgiptiesSyriac /</li> <li>• Siries Ugaritic / Ugarities</li> </ul>	

Module code	Descriptive name	Prerequisites	Credits
<b>Ancient culture (THEOLOGY)</b>			
<a href="#">AKLR113</a> <sup>(PC)</sup>	Ancient Near East and Greece		12
<a href="#">AKLR123</a> <sup>(PC)</sup>	Ancient Rome and other cultures		12
<b>Biblical Studies (THEOLOGY)</b>			
BYBV113 <sup>(MC/VC)</sup>	Introduction to the Old Testament in contemporary contexts		12
BYBV123 <sup>(MC/VC)</sup>	Introduction to New Testament in contemporary contexts		12
<b>Business Management (FEMS)</b>			
<a href="#">BMAN111</a>	Introduction to business management		12
<a href="#">BMAN121</a>	General management		12
BMAN221	Purchasing Management and Supply Chain Management		16
BMAR213	Introduction to Marketing Management		16
<b>Computer Science and Information Systems (FNAS)</b>			
CMPG111	Introduction to computing and programming		12
CMPG121	Structured Programming: Programming I	CMPG111 OR CMPG115 (40) OR ITRW112 ITRW115	12
CMPG211	Programming II	CMPG121 ITRW124	16
CMPG213 <sup>(PC/VC)</sup>	System analysis I	CMPG121 ITRW124	16
<b>Economics (FEMS)</b>			
<a href="#">ECON112</a>	Basic Micro-economics	<a href="#">HUM.1.12.4</a>	12
<a href="#">ECON122</a>	Basic Macro-economics		12
<a href="#">ECON211</a>	Macro-economics	ECON122 (40) MTHS112 (40) OR MTHS123 (40)	16
<a href="#">ECON221</a>	Micro-economics	ECON122 (40) MTHS112 (40) OR MTHS123 (40)	16
<a href="#">ECON313</a>	Monetary Economics		16
<a href="#">ECON314</a>	Public Economics		16
<a href="#">ECON322</a>	Development Economics		16
<a href="#">ECON325</a>	Econometrics		16
ECON326 <sup>(MC)</sup>	Applied Econometrics		16
<b>Geography and Environmental Studies (FNAS)</b>			
<a href="#">GEOG111</a>	Introduction to Physical Geography		12
<a href="#">GEOG121</a>	Introductory to Human Geography		12
<a href="#">GEOG211</a>	Physical Geography	GEOG111	16
<a href="#">GEOG221</a>	Human Geography	GEOG121	16
<a href="#">GEOG311</a>	Geographical Information Systems and Remote Sensing	GEOG211 GEOG221	32



<a href="#">GEOG321</a>	Applied Geography	GEOG211 GEOG221 GEOG311	32
<b>Industrial Psychology (FEMS)</b>			
<a href="#">IOPS111</a>	Introduction to Industrial Psychology		12
<a href="#">IOPS121</a>	Occupational Health and Ergonomics		12
<a href="#">IOPS211</a>	Personnel Psychology		16
<a href="#">IOPS221</a>	Occupational Psychology		16
<a href="#">IOPS311</a>	Organisation Psychology		16
<a href="#">IOPS321</a>	Psychometrics and Research Methodology		16
<b>Labour Relations Management (FEMS)</b>			
<a href="#">HRMA122</a>	The functions of Human Resource Management		12
<a href="#">LARM112</a>	Introduction to the International Labour Organisation		12
<a href="#">LARM212</a>	Diversity Management		16
<a href="#">LARM221</a>	Work group dynamics		16
<a href="#">LARM311</a>	Theory and practice of labour relations		16
<a href="#">LARM321</a>	Management of labour relations		16
<a href="#">LARM322</a>	Conflict resolution		16
<b>Latin (THEOLOGY)</b>			
LATN112 <sup>(MC/PC)</sup>	Latin for everybody	<a href="#">HUM.1.12.9</a>	12
LATN122 <sup>(MC/PC)</sup>	Legal and ecclesiastical Latin	LATN112 <sup>(MC/PC)</sup>	12
LATN211 <sup>(MC/PC)</sup>	Latin authors and Roman history I	LATN122 <sup>(MC/PC)</sup>	16
LATN221 <sup>(PC)</sup>	Latin authors and Roman history II	LATN211 <sup>(MC/PC)</sup>	24
LATN311 <sup>(PC)</sup>	Latin authors and Roman History III	LATN221 <sup>(PC)</sup>	24
LATN321 <sup>(PC)</sup>	Latin authors and Roman History III	LATN311 <sup>(PC)</sup>	32
<b>Law Modules (LAW)</b>			
IURI171	Introduction to law		16
IURI213	Legal interpretation		12
IURI223	Fundamental Rights		12
IURI275	Constitutional Law and Bill of Rights		16
LLAW221	Introductory Labour Law		12
<b>Mathematics (FNAS)</b>			
See Faculty of Natural Sciences yearbook		<a href="#">HUM.1.12.10</a>	
MTHS111	Introductory Algebra and Calculus I	Gr12 Maths level 5	12
MTHS121	Introductory Algebra and Calculus II		12
MTHS211	Advanced Calculus I		8
MTHS212	Linear Algebra I		8
MTHS221	Advanced Calculus II		8
MTHS222	Linear Algebra II		8
<b>Psychology (HEALTH)</b>			
<a href="#">PSYC111</a>	Introduction to Psychology		12

<a href="#">PSYC121</a>	Social and Community Psychology		12
<a href="#">PSYC211</a>	Developmental Psychology		16
<a href="#">PSYC212</a>	Personality Psychology		16
<a href="#">PSYC221</a>	Positive Psychology		16
<a href="#">PSYC311</a>	Psycho Pathology		16
<a href="#">PSYC312</a>	Research and Psychometrics		16
<a href="#">PSYC321</a>	Basic counselling and ethical conduct		16
<a href="#">PSYC322</a>	Applied Psychology	PSYC111 PSYC121 PSYC211 PSYC212 PSYC221 PSYC311 PSYC312	16
<b>Statistics (FNAS)</b>			
STTN111	Descriptive Statistics		12
STTN115 (PC/VC)	Descriptive Statistics and Inference		12
STTN122	Introductory Statistics		12
STTN124	Practical Statistics	STTN111 OR STTN115 OR STTN122	12
STTN215 (PC/VC)	Probability and Sampling Theory	MTHS121 & STTN125	16
STTN225 (PC/VC)	Statistical Inference and Data Analysis	STTN215 (40)	16
<b>Tourism Management (FEMS)</b>			
<a href="#">TMBP111</a> (MC/PC)	Introduction to Tourism Management		12
<a href="#">TMBP122</a> (MC/PC)	Lodging Management		12
<a href="#">TMBP211</a> (MC/PC)	Applied Tourism Management	BMAN211	16
<a href="#">TMBP221</a> (MC/PC)	Tourism Marketing		16
<a href="#">TMBP222</a> (MC/PC)	Food and Beverage Management		16
<a href="#">TMBP311</a> (PC) (TMBP313)	Sustainable Ecotourism Management		16
<a href="#">TMBP312</a> (PC)	Introduction to Event Management		16
<a href="#">TMBP313</a> (PC)	Nature Tourism		16
<a href="#">TMBP321</a> (PC)	Game Farm Management	TMBP313 (40)	16
<a href="#">TMBP322</a> (PC)	Applied Event Management	TMBP312 (40)	16
<b>Understanding the World (FEMS)</b>			
WVES222	Understanding the World of Economic and Management Science		12
<b>Understanding the World (FNAS)</b>			
WVNS221	Science, Technology and the Community		12

## **HUM.1.11 SPECIFIC ENTRANCE REQUIREMENTS APPLICABLE TO SUBJECTS AND MODULES**

### **HUM.1.11.1 Afrikaans and Dutch**

- a) Admission to AFLL111 Afrikaans: Language Without Borders requires at least a level 4 (50%-59%) for Afrikaans Home Language, or a level 5 (60%-69%) for Afrikaans First Additional Language in grade 12.
- b) Admission to AFPR111 Afrikaans for Practical Purposes requires at least a pass for Afrikaans Home Language or Afrikaans First Additional Language in grade 12.
- c) Teaching the elective modules AFNE211 and AFNE213 in a particular year, may be influenced by the number of students who register for the module as well as the research duties and sabbatical leave of the relevant lecturers. Students may be required to do additional work in Dutch for the approval of the subject group.
- d) Students who comply with the entrance requirements for AFLL111, but still experience communication problems, will be referred to the Chairperson for the Subject Group Afrikaans and Dutch.
- e) AFPR111 (practical module): It is strongly recommended that students with a matriculation result below 60% in Afrikaans First Additional Language, or a result below 50% in Afrikaans Home Language should register for this module rather than AFLL111.
- f) Credits may not be obtained for both AFLL111 and AFPR111, and neither for both AFLL121 and AFPR121. A student may therefore NOT take both AFLL and AFPR if the credits for both will be counted towards the total credits for obtaining a qualification.

### **HUM.1.11.2 Communication**

Selection for the curriculum in Communication will, in addition to the specific entrance requirements (APS 24) for the BA Communication, also be determined by the number of places available.

### **HUM.1.11.3 Creative Writing**

- a) Admission to SKRK111 may require the submission of a creative piece of writing which will be screened by the chairperson of the subject group.
- b) In order to register for SKRK211 and SKRK221, SKRK111 and SKRK121 must have been completed successfully.
- c) In order to register for SKRK311 and SKRK321, all the preceding modules must have been completed successfully.
- d) Admission to SKRK211, SKRK221, SKRK311 and SKRK321 is subject to selection.
- e) Students should be highly competent and proficient in Afrikaans or English in order to register for these modules.

### **HUM.1.11.4 Economics**

Admission to Economics (ECON112 and ECON122) requires at least a level 4 (50%-59%) in Mathematics for Gr12.

### **HUM.1.11.5 English**

- a) ENLS112 (practical module): It is strongly recommended that students with a matriculation result below 60% in English First Additional Language, or a result below 50% in English Home Language should register for this module.

- b) ENLL111 (academic module): It is strongly recommended that students with a matriculation result of 60% or more in English First Additional Language, or a result of 50% or more in English Home Language should register for this module.
- c) Credits may not be obtained for both ENLS112 and ENLL111, and neither for both ENLS122 and ENLL121. A student may therefore NOT take both ENLL and ENLS if the credits for both will be counted towards the total credits for obtaining a qualification.
- d) ENLS112 is the new module code, in the past it was ENLS111. The new code and module name replaces the old one, but the modules are similar in content. ENLS122 is the new module code, in the past it was ENLS121. The new code and module name replaces the old one, but the modules are similar in content. Students who failed the old modules can repeat the new modules, or those who passed ENLS111 in the past can proceed to ENLS122, as the modules are equivalent.

#### **HUM.1.11.6 French**

- a) FREN111 and FREB11 are beginners courses. No prior knowledge of French is required to register for these modules, but students must have a matriculation exemption certificate.
- b) Students who passed matric French with a final mark of 65% or higher or have obtained a certificate equal to level A2 of the Common European Framework of Reference for Languages from an accredited language learning institution may not register for FREN111 and FREN121 or FREB111 and FREB121. They may register for FREN211. If this qualification has been obtained more than 2 years prior to registration for French, an admission test is required. The results of this test will determine whether a student will be allowed to register for FREN111 or FREN211. Allowances could be made under exceptional circumstances after having consulted with the subject chair.
- c) Students with prior knowledge of French, but who do not have official proof of proficiency, will be required to partake in an admission test. The results of this test will determine which module the student will register for. Students who have already mastered the outcomes for FREN111/121 or FREN211/221, will not be allowed to register for these modules.
- d) The credits of the modules from which the student has been exempted, are not awarded.
- e) Students who have passed FREB111 and FREB121 will be allowed to continue with FREN211.
- f) Credits cannot be obtained for both FREN111 and FREB111 neither for both FREN121 and FREB121. A student may therefore NOT take both FREN and FREB if the credits for both will be counted towards the total credits for obtaining a qualification.

#### **HUM.1.11.7 German**

- a) GERM111 and GERB111 are beginners courses. No prior knowledge of German is required to register for these modules, but students must have a matriculation exemption certificate.
- b) Students who passed matric German with a final mark of 65% or higher or have obtained a certificate equal to level A2 of the Common European Framework of Reference for Languages from an accredited language learning institution may not register for GERM111 or

GERB111. They may register for GERM211. If this qualification has been obtained more than 2 years prior to registration for German, an admission test is required. The results of this test will determine whether a student will be allowed to register for GERM111 or GERB 111 or GERM211. Allowances could be made under exceptional circumstances after having consulted with the subject chair.

- c) Students with prior knowledge of German, but who do not have official proof of proficiency, will be required to partake in an admission test. The results of this test will determine whether a student will be allowed to register for GERM111 or GERB111 or GERM211.
- d) The credits of the modules from which the student has been exempted, are not awarded.
- e) Students who have passed GERB111 and 121 will be allowed to continue with GERM211.
- f) Credits cannot be obtained for both GERM111 and GERB111 neither for both GERM121 and GERB121. A student may therefore NOT take both GERM and GERB if the credits for both will be counted towards the total credits for obtaining a qualification.

#### HUM.1.11.8 [Language Practice](#)

Please note: Language Practice successfully aligned in 2015 – all subject-related modules are referred to as Language Practice (LPRA) modules.

- a) Students who major in Language Practice at third-year level should preferably have a language as a second major up to third year, and should have at least one other language up to second year.
  - For students on the Vanderbijlpark Campus: This does not apply to students enrolled for Language Practice and Communication (1GM H02 L301V), where Communication is the second major up to third year.
  - For students on the Potchefstroom Campus: It is strongly recommended that at least two languages should be taken up to second-year level with Language Practice up to third-year level.
- b) For admission to LPRA111 and LPRA122, an achievement of at least level 5 (60% – 69%) for the relevant Home Language and the First Additional Language is required.
- c) For admission to LPRA221, at least 36 credits from languages in the first three semesters are required.
- d) For admission to LPRA222, at least 36 credits from languages in the first three semesters are required.
- e) According to the Institutional Language Policy of the NWU, Setswana, English and Afrikaans are employed as official languages of the NWU. With the addition of Sesotho, these languages represent regional languages used at the three campuses of the NWU. These languages will form the core of the practical work conducted in Language Practice (LPRA) modules. However, students must be aware that, in terms of the language combinations accommodated for practical work (henceforth "working languages") in the LPRA modules, as offered on the respective campuses, the following conditions apply:
  - depending on the capacity of the campus, not all NWU official/regional languages may necessarily be included/accommodated as working languages within the LPRA modules.

- depending on the capacity of the campus, languages other than the NWU official/regional languages may be included/accommodated as working languages within the LPRA modules.

#### **HUM.1.11.9 Latin**

Students who passed Latin in grade 12 may register for LATN211, but then only in the second study year.

#### **HUM.1.11.10 Mathematics**

- a) A student who wishes to follow any module in Mathematics, with the exception of Mathematical Techniques (MTHS112, MTHS113 or MTHS123), must have obtained a mark of at least 60% (level 5) in the grade 12 Mathematics exam or at least 70% (level 6) in another Mathematics exam considered by the Senate as equivalent to the above.
- b) Comments:
  - Students who do not meet these requirements, but who managed to obtain a Mathematics mark of at least 50% (level 4) or at least 60% (level 5) in another Mathematics exam considered by the Senate as equivalent to the above, are admitted to a refresher course in Mathematics presented in January by the School of Computer, Statistical and Mathematical Sciences. If such students perform satisfactorily in the tests taken during this course, they may be considered for admission to Mathematical modules. Prospective students who do not meet the grade 12 requirement for enrolling for MTHS111, and who have not attended the refresher course, can gain admission to MTHS111 in the second study year by passing the module Mathematical Techniques (MTHS112, MTHS113 or MTHS123) in the first study year, provided that persons seeking to follow this route to obtain admission to programmes that would otherwise have been inaccessible to them, should take into consideration that they may not be able to complete their studies in the minimum period.
  - A student who wishes to take Mathematical Techniques has to comply with prerequisites of the program the student intends to study. If a student wishes to take Mathematical Techniques in order to qualify for Mathematics in the next year, or for non-degree purposes, the student, must have obtained a mark of at least 40% (level 3) in the grade 12 Mathematics exam, or at least 50% (level 4) in another Mathematics exam considered by the Senate as equivalent to the above.

#### **HUM.1.11.11 Sesotho**

The subject group Sesotho offers Sesotho in two groups on undergraduate level: a course for home language (mother tongue) speakers, as well as basic acquisition modules for students who want to learn a new language. Modules for the home language course are SSSL modules (SSLL112 and those following) while modules for Sesotho language acquisition are SSCO modules (SSCO111 and SSCO121).

- a) Admission to SSCO111 (language acquisition): students do not need to have any prior knowledge of Sesotho in order to register for this module. Students who passed Sesotho Home Language in grade 12

may not register for Sesotho language acquisition modules (SSCO111 and SSCO121). If they qualify, such a student may enroll for the first language modules (SSLL112 and those following).

- b) Admission to SSLL112: in order to register for SSLL112, students should have passed Sesotho Home Language in grade 12 with a mark of at least 50%.
- c) Credits may not be obtained for both SSCO111 and SSLL112, and neither for both SSCO121 and SSLL122. A student may therefore NOT take both SSCO and SSLL if the credits for both will be counted towards the total credits for obtaining a qualification. Students who passed a language in the Sotho Language Family like.

#### **HUM.1.11.12 Setswana**

The subject group Setswana offers Setswana in two groups on undergraduate level: a Home Language (mother tongue) course as well as a course for third language candidates. Modules for the Home Language course are SETM modules (SETM111 and those following) while modules for third language Setswana are named ATSN modules (ATSN111 and those following).

- a) Admission to SETM111: Students should have passed Setswana Home Language in grade 12 with a mark of at least 50% and/or Sesotho/Sepedi Home Language in grade 12 with a mark of at least 50% to register for SETM111.
- b) Admission to ATSN111: Students who do not have a Sotho language, i.e. Setswana, Sesotho or Sepedi as home language, or have not passed it in grade 12 may register for ATSN111.
- c) Credits may not be obtained for both ATSN modules and SETM modules. A student may therefore NOT take both ATSN and SETM if the credits for both will be counted towards the total credits for obtaining a qualification.

## **HUM.2 BACHELOR OF ARTS IN HUMANITIES**

### **HUM.2.1 RULES FOR THE DEGREE BACHELOR OF ARTS IN HUMANITIES**

This programme is offered only full-time.

#### **HUM.2.1.1 Admission requirements for the qualification**

In addition to the general entrance requirements as specified in Academic Rule 1.5.a student must have an APS of at least 24.

#### **HUM.2.1.2 Programme outcomes:**

On completion of this programme, students should have acquired sufficient knowledge, skills and values to understand not only the demands of the specific occupation they wish to enter, but also those of the broader society within which they will function. Students should be able to understand key concepts, apply and extrapolate them within the field of the humanities and to master and apply the academic conventions valid within the humanities. The nature of the material and the methodology of the programme are particularly suitable for establishing a foundation for lifelong learning.

##### **Comments:**

The general aim of the qualification is to combine three subject groups, namely languages, social sciences and philosophy, into a broad humanities programme. This combination allows for a wide choice of subjects within humanities, but all the subjects are still related to one other.

All programmes in the qualification will consist of 376 credits.

Philosophy modules on the first and second level are acknowledged in the place of the senate demanded Understanding the World modules. Philosophy one and two modules are thus compulsory for all BA Humanities programmes.

It is allowed by the government that the BA Humanities qualification can be delivered on Mahikeng, Potchefstroom and Vanderbijlpark campuses.

The programmes will be presented on the campuses according to the capacity and offering valid for a specific campus. E.g. Ethics and History of Art will be offered only on PC. If need be, separate programmes can be created to make this distinction.

#### **HUM.2.1.3 General notes**

- a) Including your main subject, you must take a language, a social science module and a philosophy module in your first year (this is applicable for both the first and second semester respectively). **Please note that your second year module choices are determined by your first year choices, and that your third year module choices are determined by your second year module choices (i.e. modules follow from first year to second year, and second year to third year). There must thus be continuity between semesters and year levels for specific modules.**
- b) Please take note of the entrance requirements for languages as stated earlier in the yearbook.
- c) HIST212 can only be selected if HIST122 has been completed – these are heritage and culture modules.



- d) HIST122 will not be on offer on PC from 2022. Pipeline students register for HIST123.
- e) \*HIST212 will not be on offer on PC from 2023. Pipeline students register for HIST214.
- f) HIST322 can only be selected if HIST212 has been completed – these are heritage and culture modules.
- g) \*\*HIST322 will not be on offer on PC from 2024. Pipeline students register for HIST324.
- h) Students who wish to do PGCE (Postgraduate Certificate in Education) after completing their degree in BA Humanities should speak to their faculty advisor before choosing their modules (registration). Students do the PGCE after their initial degree; but they should select their subjects carefully for future purposes.

Take careful note of the prerequisites for modules in second- and third-year. In most cases, continuing with a specific third year module requires that the corresponding second year module has been passed. Similarly, continuing with a specific second year module requires that the corresponding first year module has been passed. If you are unsure about these prerequisites, refer to the specific module in the yearbook or discuss your module selection with the subject advisor.

## HUM.2.2 PROGRAMME – SOCIAL SCIENCES

<b><u>Bachelor of Arts in Humanities with Social Sciences</u></b>	
<b>Qualification Code:</b>	<b><u>1GS H03 L302P/V</u></b>
<b>Prerequisites:</b>	APS of 24 and <a href="#">language requirements</a>
<b>Campus:</b>	Potchefstroom and Vanderbijlpark
<b>Delivery mode:</b>	Full-time

### HUM.2.2.1 Compilation of Programme 1GS H03 L302P/V: Social Sciences

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
Select ONE (1): POLI112 SANL112 (PC/VC) SOCY111	12	Select ONE (1): POLI213 SANL213 (PC/VC) SOCY211	16	Select ONE (1): POLI313 (PC/VC) + POLI314 (PC/VC) SANL315 (PC/VC) SOCY314 + SOCY315 (VC) SOCY316 (PC) SOCY317 (MC)	32
PHIL112	12	PHIL213 (PC/VC)	16		
HIST112 OR KSGS113 (PC)	12	HIST213 OR KSGS212 (PC)	16		
<b>Languages</b>			<b>Languages &amp; Arts, and Philosophy</b>		
Select ONE (1): AFLL111 ATSN111 (PC) ENLL111 FREN111 GERB111 (PC/VC) GERM111 (PC/VC) SETM111 (MC/PC) SSLL112 (VC)	12	Select ONE (1): AFLL211 ATSN211 ENLL211 FREN211 GERM211 HIST213 KSGS212 (PC) SETM211 (MC/PC) SSLL212 (VC)	16	Select ONE (1): AFLL311 ATSN311 ENLL311 FREN311 GERM311 (not if you have SANL315) HIST312 KSGS312 (PC) PHIL312 + PHIL315 SETM311 (MC/PC) SSLL312 (VC)	32
<b>Languages &amp; Arts, Philosophy, Social Sciences and Supplemental</b>					
Select ONE (1): AFLL111 ATSN111 (PC) BMAN111 BYBV113 (MC/VC) ENLL111 FREN111 (PC/VC) FREN111 GEOG111 GERB111 (PC/VC) GERM111 (PC/VC) HIST112 IOPS111 KSGS113 (PC) LATN112 (MC/PC)	12				

MTHS111 PADM111 (PC/VC) POLI112 PSYC111 SANL112 (PC/VC) SETM111 (MC/PC) SOCY111 SSLL112 (VC)					
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>
<b>Year level 1</b>		<b>Year level 2</b>		<b>Year level 3</b>	
<b>Second semester</b>		<b>Second semester</b>		<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
ALDE/A122	12				
Select ONE (1): POLI123 SANL122 (PC/VC) SOCY121	12	Select ONE (1): POLI223 SANL225 (PC/VC) SOCY221	16	Select ONE (1): POLI323 (PC/VC) + POLI324 (PC/VC) SANL323 (PC/VC) SOCY323 + SOCY324 (VC) SOCY325 (PC) SOCY326 (MC)	32
PHIL122	12	PHIL223 (PC/VC)	16		
HIST123 OR KSGS122 (PC)	12	HIST223 OR KSGS222 (PC)	16		
<b>Languages</b>		<b>Languages &amp; Arts, and Philosophy</b>			
Select ONE (1): AFLL121 ATSN121 (PC) ENLL121 FREN121 GERB121 (PC/VC) GERM121 (PC/VC) SETM111 (MC/PC) SSLL122 (VC)	12	Select ONE (1): AFLL222 (MC/PC) ATSN221 (PC) ENLL221 FREN221 GERM221 (PC/VC) HIST223 KSGS222 (PC) PHIL223 (PC/VC) SETM221 (MC/PC) SSLL222 (VC)	16	Select ONE (1): AFLL321 ATSN321 (PC) ENLL321 FREN321 GERM321 (PC) HIST323 KSGS322 (PC) PHIL325 (PC/VC) + PHIL326 (PC/VC) SETM321 (PC) SSLL322 (VC)	32
<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>120</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>376</b>

## HUM.2.3 PROGRAMME – PSYCHOLOGY

<b><u>Bachelor of Arts in Humanities with Psychology</u></b>	
<b>Qualification Code:</b>	<b><u>1GS H05 L302M/P/V</u></b>
<b>Prerequisites:</b>	<b>APS of 24 and <u>language requirements</u></b>
<b>Campus:</b>	<b>Mahikeng, Potchefstroom and Vanderbijlpark</b>
<b>Delivery mode:</b>	<b>Full-time</b>

### HUM.2.3.1 Compilation of Programme 1GS H05 L302M/P/V: Psychology

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
PSYC111	12	PSYC211 + PSYC212	16 16	PSYC311 + PSYC312	16 16
PHIL112	12				
<b>Languages &amp; Arts</b>		<b>Languages &amp; Arts, and Philosophy</b>			
Select ONE (1): AFLL111 ATSN111 (PC) ENLL111 FREN111 GERM111 (PC/VC) KSGS113 (PC) LATN112 (MC/PC) SETM111 (MC/PC) SKRK111 (PC) SSLL112 (VC)	12	Select TWO (2): AFLL211 ATSN211 (PC) ENLL211 FREN211 GERM211 (PC/VC) KSGS212 (PC) LATN211 (MC/PC) PHIL213 (PC/VC) SETM211 (MC/PC) SKRK211 (PC) SSLL212 (VC)	16 16	Select ONE (1): AFLL311 ATSN311 (PC) ENLL311 FREN311 GERM311 (PC) KSGS312 (PC) LATN311 (PC) PHIL312 (PC/VC) + PHIL315 (PC/VC) SETM311 (MC/PC) SKRK311 (PC) SSLL312 (VC)	32
<b>Languages &amp; Arts, Philosophy, Social Sciences and Supplemental</b>					
Select TWO (2): AFLL111 AKLR113 (PC) ATSN111 (PC) ENLL111 BYBV113 (MC/VC) FREN111 GEOG111 GERM111 (PC/VC) HIST112 IOPS111 KSGS113 (PC) LARM112 LATN112 (MC/PC) PADM111 (PC/VC) POLI112 SANL112 (PC/VC) SETM111 (MC/PC) SKRK111 (PC) ( <i>not if you have SANL112</i> ) SOCY111 SSLL112 (VC)	12 12	Select ONE (1): AFLL211 ATSN211 (PC) BYBV211 (MC/VC) ENLL211 FREN211 GEOG211 GERM211 (PC/VC) HIST212* (PC/VC) HIST213 IOPS211 KSGS212 (PC) LARM212 LATN211 (MC/PC) PADM211 (PC/VC) PHIL213 (PC/VC) POLI213 SANL213 (PC/VC) SETM211 (MC/PC) SKRK211 (PC) SOCY211 SSLL212 (VC)	16		
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>80</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>

Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
ALDE/A122	12				
PSYC121	12	PSYC221	16	PSYC321 + PSYC322	16 16
PHIL122	12				
<b>Languages &amp; Arts</b>		<b>Languages &amp; Arts, and Philosophy</b>			
Select ONE (1):	12	Select TWO (2):	16	Select ONE (1):	32
AFL121		AFL221 (PC/VC) OR	16	AFL321	
ATSN121 (PC)		AFL222 (MC/PC)		ATSN321 (PC)	
ENLL121		ATSN221 (PC)		ENLL321	
FREN121		ENLL221		FREN321	
GERM121 (PC/VC)		FREN221		GERM321 (PC)	
LATN122 (MC/PC)		GERM221 (PC/VC)		KSGS322 (PC)	
SETM121 (MC/PC)		KSGS222 (PC)		LATN321 (PC)	
SLL122 (VC)		LATN221 (PC)		PHIL325 (PC/VC) +	
KSGS122 (PC)		LATN222 (PC)		PHIL326 (PC/VC)	
SKRK121 (PC)		PHIL223 (PC/VC)		SETM321 (PC)	
		SETM221 (MC/PC)		SETM322 (MC)	
		SKRK221 (PC)		SKRK321 (PC)	
		SLL222 (VC)		SLL322 (VC)	
<b>Languages &amp; Arts, Philosophy, Social Sciences and Supplemental</b>					
Select TWO (2):	12				
AFL121	12				
AKLR123 (PC)					
ATSN121 (PC)					
BYBV123 (MC/VC)					
ENLL121					
FREN121					
GEOG121					
GERM121 (PC/VC)					
HIST122 (VC) OR					
HIST123					
IOPS121					
KSGS122 (PC)					
LATN122 (MC/PC)					
PADM121 (PC/VC)					
POLI123					
SANL122 (PC/VC)					
SETM121 (MC/PC)					
SKRK121 (PC) ( <i>not if you have SANL122</i> )					
SOCY121					
SLL122 (VC)					
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>48</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>388</b>

## HUM.2.4 PROGRAMME – HISTORY

### Bachelor of Arts in Humanities with History

Qualification Code:

**1GS H07 L302M/P/V**

Prerequisites:

APS of 24 and [language requirements](#)

Campus:

Mahikeng, Potchefstroom and Vanderbijlpark

Delivery mode:

Full-time

#### HUM.2.4.1 Compilation of Programme 1GS H07 L302M/P/V: History

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
HIST112	12	HIST212* (PC/VC) OR HIST213	16	HIST312	32
PHIL112	12				
<b>Languages &amp; Arts</b>		<b>Languages &amp; Arts, and Philosophy</b>			
Select ONE (1): AFLL111 ENLL111 FREN111 GERM111 (PC/VC) KSGS113 (PC) LATN112 (MC/PC) SETM111 (MC/PC) SKRK111 (PC) SSLL112 (VC)	12	Select TWO (2): AFLL211 ENLL211 FREN211 GERM211 (PC/VC) KSGS212 (PC) LATN211 (MC/PC) PHIL213 (PC/VC) SETM211 (MC/PC) SKRK211 (PC) SSLL212 (VC)	16 16	Select ONE (1): AFLL311 ENLL311 FREN311 GERM311 (PC) KSGS312 (PC) LATN311 (PC) PHIL312 (PC/VC) + PHIL315 (PC/VC) SETM311 (MC/PC) SKRK311 (PC) SSLL312 (VC)	32
<b>Languages &amp; Arts, Philosophy, Social Sciences and Supplemental</b>					
Select TWO (2): AFLL111 AKLR113 (PC) ATSN111 (PC) BYBV113 (MC/VC) ENLL111 FREN111 GEOG111 GERM111 (PC/VC) IOPS111 KSGS113 (PC) LARM112 LATN112 (MC/PC) PADM111 (PC/VC) POLI112 PSYC111 SANL112 (PC/VC) SETM111 (MC/PC) SKRK111 (PC) ( <i>not if you have SANL112</i> ) SOCY111 SSLL112 (VC)	12 12	Select ONE (1): AFLL211 BYBV213 (VC) ENLL211 FREN211 GEOG211 GERM211 (PC/VC) IOPS211 KSGS212 (PC) LARM212 LATN211 (MC/PC) PADM211 (PC/VC) PHIL213 (PC/VC) POLI213 PSYC211 PSYC212 SANL213 (PC/VC) SETM211 (MC/PC) SKRK211 (PC) SOCY211 SSLL212 (VC)	16		
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>

Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
ALDE/A122	12				
HIST122 <sup>(VC)</sup> OR HIST123 – if you want to take AFLL	12	HIST223 – if you want to take SSLL	16	HIST322** <sup>(PC/VC)</sup> – if you want to take GERM HIST323 – if you want to take FREN <i>(Arrangements will be made for HIST322 students by PHIL) and if you want to do Honours in History</i>	32
PHIL122	12				
<b>Languages &amp; Arts</b>		<b>Languages &amp; Arts, and Philosophy</b>			
Select ONE (1): AFL121 ENLL121 FREN121 GERM121 <sup>(PC/VC)</sup> KSGS122 <sup>(PC)</sup> LATN122 <sup>(MC/PC)</sup> SETM121 <sup>(MC/PC)</sup> SKRK121 <sup>(PC)</sup> SSLL122 <sup>(VC)</sup>	12	Select TWO (2): AFL1221 <sup>(PC/VC)</sup> OR AFL1222 <sup>(MC/PC)</sup> ENLL221 FREN221 GERM221 <sup>(PC/VC)</sup> KSGS222 <sup>(PC)</sup> LATN221 <sup>(PC)</sup> LATN222 <sup>(PC)</sup> PHIL223 <sup>(PC/VC)</sup> SETM221 <sup>(MC/PC)</sup> SKRK221 <sup>(PC)</sup> SSLL222 <sup>(VC)</sup>	16 16	Select ONE (1): AFL321 ENLL321 FREN321 GERM321 <sup>(PC)</sup> KSGS322 <sup>(PC)</sup> LATN321 <sup>(PC)</sup> PHIL325 <sup>(PC/VC)</sup> + PHIL326 <sup>(PC/VC)</sup> SETM321 <sup>(PC)</sup> SETM322 <sup>(MC)</sup> SKRK321 <sup>(PC)</sup> SSLL322 <sup>(VC)</sup>	32
<b>Languages &amp; Arts, Philosophy, Social Sciences and Supplemental</b>					
Select TWO (2): AFL121 AKLR123 <sup>(PC)</sup> ATSN121 <sup>(PC)</sup> BYBV123 <sup>(MC/VC)</sup> ENLL121 FREN121 GEOG121 GERM121 <sup>(PC/VC)</sup> IOPS121 KSGS122 <sup>(PC)</sup> LATN122 <sup>(MC/PC)</sup> PADM121 <sup>(PC/VC)</sup> POLI123 PSYC121 SANL122 <sup>(PC/VC)</sup> SETM121 <sup>(MC/PC)</sup> SKRK121 <sup>(PC)</sup> <i>(not if you have SANL122)</i> SOCY121 SSLL122 <sup>(VC)</sup>	12 12	Select ONE (1): AFL1221 <sup>(PC/VC)</sup> AFL1222 <sup>(MC/PC)</sup> BYBV223 <sup>(MC/VC)</sup> ENLL221 FREN221 GEOG221 GERM221 <sup>(PC/VC)</sup> IOPS221 KSGS222 <sup>(PC)</sup> LARM221 LATN221 <sup>(PC)</sup> LATN222 <sup>(PC)</sup> PADM221 <sup>(PC/VC)</sup> POLI223 PSYC221 SANL223 <sup>(PC)</sup> SANL225 <sup>(PC/VC)</sup> SETM221 <sup>(MC/PC)</sup> SKRK221 <sup>(PC)</sup> SOCY221 SSLL222 <sup>(VC)</sup> PHIL223 <sup>(PC/VC)</sup>	16		

<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>388</b>



## HUM.2.5 PROGRAMME – GEOGRAPHY

### Bachelor of Arts in Humanities with Geography

Qualification Code:	<b><u>1GS H08 L302M/P/V</u></b>
Prerequisites:	APS of 24 and <a href="#">language requirements</a>
Campus:	Mahikeng, Potchefstroom and Vanderbijlpark
Delivery mode:	Full-time

#### HUM.2.5.1 Compilation of Programme 1GS H08 L302M/P/V: Geography

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
GEOG111	12	GEOG211	16	GEOG311	32
PHIL112	12				
<b>Languages &amp; Arts</b>		<b>Languages &amp; Arts, and Philosophy</b>			
Select ONE (1): AFLL111 ATSN111 (PC) ENLL111 FREN111 GERM111 (PC/VC) KSGS113 (PC) LATN112 (MC/PC) SETM111 (MC/PC) SKRK111 (PC) SSLL112 (VC)	12	Select TWO (2): AFLL211 ATSN211 (PC) ENLL211 FREN211 GERM211 (PC/VC) KSGS212 (PC) LATN211 (MC/PC) PHIL213 (PC/VC) SETM211 (MC/PC) SKRK211 (PC) SSLL212 (VC)	16 16	Select ONE (1): AFLL311 ATSN311 (PC) ENLL311 FREN311 GERM311 (PC) KSGS312 (PC) LATN311 (PC) PHIL312 (PC/VC) + PHIL315 (PC/VC) SETM311 (MC/PC) SKRK311 (PC) SSLL312 (VC)	32
<b>Languages &amp; Arts, Philosophy, Social Sciences and Supplemental</b>					
Select TWO (2): AFLL111 AKLR113 (PC) ATSN111 (PC) BYBV113 (MC/VC) ENLL111 FREN111 GERM111 (PC/VC) HIST112 IOPS111 KSGS113 (PC) LARM112 LATN112 (MC/PC) PADM111 (PC/VC) POLI112 PSYC111 SANL112 (PC/VC) SETM111 (MC/PC) SKRK111 (PC) ( <i>not if you have SANL112</i> ) SOCY111 SSLL112 (VC)	12 12	Select ONE (1): AFLL211 ATSN211 (PC) BYBV211 (MC/VC) ENLL211 FREN211 GERM211 (PC/VC) HIST212* (PC/VC) HIST213 IOPS211 KSGS212 (PC) LARM212 LATN211 (MC/PC) PADM211 (PC/VC) PHIL213 (PC/VC) POLI213 PSYC211 PSYC212 SANL213 (PC/VC) SETM211 (MC/PC) SKRK211 (PC) SOCY211 SSLL212 (VC)	16		
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>

Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
ALDE/A122	12				
GEOG121	12	GEOG221	16	GEOG321	32
PHIL122	12				
<b>Languages &amp; Arts</b>		<b>Languages &amp; Arts, and Philosophy</b>			
Select ONE (1):	12	Select TWO (2):	16	Select ONE (1):	32
AFL121		AFL1221 (PC/VC) OR	16	AFL321	
ATSN121 (PC)		AFL222 (MC/PC)		ATSN321 (PC)	
ENLL121		ATSN221 (PC)		ENLL321	
FREN121		ENLL221		FREN321	
GERM121 (PC/VC)		FREN221		GERM321 (PC)	
KSGS122 (PC)		GERM221 (PC/VC)		KSGS322 (PC)	
LATN122 (MC/PC)		KSGS222 (PC)		LATN321 (PC)	
SETM121 (MC/PC)		LATN221 (PC)		PHIL325 (PC/VC) +	
SKRK121 (PC)		LATN222 (PC)		PHIL326 (PC/VC)	
SLL122 (VC)		PHIL223 (PC/VC)		SETM321 (PC)	
		SETM221 (MC/PC)		SETM322 (MC)	
		SKRK221 (PC)		SKRK321 (PC)	
		SLL222 (VC)		SLL322 (VC)	
<b>Languages &amp; Arts, Philosophy, Social Sciences and Supplemental</b>					
Select TWO (2):	12	Select ONE (1):	16		
AFL121	12	AFL1221 (PC/VC)			
AKLR123 (PC)		AFL222 (MC/PC)			
ATSN121 (PC)		ATSN221 (PC)			
BYBV123 (MC/VC)		BYBV223 (MC/VC)			
ENLL121		ENLL221			
FREN121		FREN221			
GERM121 (PC/VC)		GERM221 (PC/VC)			
HIST122 (VC) OR		HIST223			
HIST123		IOPS221			
IOPS121		KSGS222 (PC)			
KSGS122 (PC)		LARM221			
LATN122 (MC/PC)		LATN221 (PC)			
PADM121 (PC/VC)		LATN222 (PC)			
POLI123		PADM221 (PC/VC)			
PSYC121		PHIL223 (PC/VC)			
SANL122 (PC/VC)		POLI223			
SETM121 (MC/PC)		PSYC221			
SKRK121 (PC) (not if you have SANL122)		SANL223 (PC)			
SOCY121		SANL225 (PC/VC)			
SLL122 (VC)		SETM221 (MC/PC)			
		SKRK221 (PC)			
		SOCY221			
		SLL222 (VC)			
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>388</b>

## HUM.2.6 PROGRAMME – AFRIKAANS AND DUTCH

<b><u>Bachelor of Arts in Humanities with Afrikaans and Dutch</u></b>	
<b>Qualification Code:</b>	<b><u>1GS H09 L301M/P/V</u></b>
<b>Prerequisites:</b>	<b>APS of 24 and <u>language requirements</u></b>
<b>Campus:</b>	<b>Mahikeng, Potchefstroom and Vanderbijlpark</b>
<b>Delivery mode:</b>	<b>Full-time</b>

### HUM.2.6.1 Compilation of Programme 1GS H09 L301M/P/V: Afrikaans and Dutch

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
AFL111	12	AFL121	16	AFL311	32
PHIL112	12				
<b>Social Sciences</b>		<b>Social Sciences and Philosophy</b>			
Select ONE (1): GEOG111 HIST112 PSYC111 SANL112 (PC/VC) SOCY111	12	Select TWO (2): GEOG211 HIST212* (PC/VC) OR HIST213 PHIL213 (PC/VC) PSYC211 PSYC212 SANL213 (PC/VC) SOCY211	16 16	Select ONE (1): GEOG311 HIST312 SANL315 (PC/VC) PHIL312 (PC/VC) + PHIL315 (PC/VC) PSYC311 + PSYC312 SOCY314 + SOCY315 (VC) SOCY316 (PC) SOCY317 (MC)	32
<b>Social Sciences, Philosophy, Languages &amp; Arts and Supplemental</b>					
Select TWO (2): AKLR113 (PC) ATSN111 (PC) BYBV113 (MC/VC) ENLL111 FREN111 GEOG111 GERM111 (PC/VC) HIST112 IOPS111 KSGS113 (PC) LARM112 LATN112 (MC/PC) PADM111 (PC/VC) POLI112 PSYC111 SANL112 (PC/VC) SETM111 (MC/PC) SKRK111 (PC) ( <i>not if you have SANL112</i> ) SOCY111	12 12	Select ONE (1): ATSN211 (PC) BYBV211 (MC/VC) ENLL211 FREN211 GEOG211 GERM211 (PC/VC) HIST212* (PC/VC) HIST213 IOPS211 KSGS212 (PC) LARM212 LATN211 (MC/PC) PADM211 (PC/VC) PHIL213 (PC/VC) POLI213 PSYC211 PSYC212 SANL213 (PC/VC) SETM211 (MC/PC) SKRK211 (PC) SOCY211	16		
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>

Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
ALDE/A122	12				
AFL121	12	AFL121 (PC/VC) OR AFL122 (MC/PC)	16	AFL1321	32
PHIL122	12				
Social Sciences		Social Sciences and Philosophy			
Select ONE (1): GEOG121 HIST122 (VC) OR HIST123 PSYC121 SANL122 (PC/VC) SOCY121	12	Select TWO (2): GEOG221 HIST223 PHIL223 (PC/VC) PSYC221 SANL223 (PC) SANL225 (PC/VC) SOCY221	16 16	Select ONE (1): GEOG321 HIST322** (PC/VC) HIST323 SANL323 (PC/VC) PHIL325 (PC/VC) + PHIL326 (PC/VC) PSYC321 + PSYC322 SOCY323 + SOCY324 (VC) SOCY325 (PC) SOCY326 (MC)	32
Social Sciences, Philosophy, Languages & Arts and Supplemental					
Select TWO (2): AKLR123 (PC) ATSN121 (PC) BYBV123 (MC/VC) ENLL121 FREN121 GEOG121 GERM121 (PC/VC) HIST122 (VC) OR HIST123 IOPS121 KSGS122 (PC) LATN122 (MC/PC) PADM121 (PC/VC) POLI123 PSYC121 SANL122 (PC/VC) SETM121 (MC/PC) SKRK121 (PC) <i>(not if you have SANL122)</i> SOCY121	12 12	Select ONE (1): ATSN221 (PC) BYBV223 (MC/VC) ENLL221 FREN221 GEOG221 GERM221 (PC/VC) HIST223 IOPS221 KSGS222 (PC) LARM221 LATN221 (PC) OR LATN222 (PC) PADM221 (PC/VC) PHIL223 (PC/VC) POLI223 PSYC221 SANL223 (PC) OR SANL225 (PC/VC) SETM221 (MC/PC) SKRK221 (PC) SOCY221	16		
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>388</b>

**HUM.2.7 PROGRAMME – ENGLISH**

<b><u>Bachelor of Arts in Humanities with English</u></b>	
<b>Qualification Code:</b>	<b><u>1GS H10 L301M/P/V</u></b>
<b>Prerequisites:</b>	<b>APS of 24 and <u>language requirements</u></b>
<b>Campus:</b>	<b>Mahikeng, Potchefstroom and Vanderbijlpark</b>
<b>Delivery mode:</b>	<b>Full-time</b>

**HUM.2.7.1 Compilation of Programme 1GS H10 L301M/P/V: English**

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ENLL111	12	ENLL211	16	ENLL311	32
PHIL112	12				
<b>Social Sciences</b>		<b>Social Sciences and Philosophy</b>			
Select ONE (1): GEOG111 HIST112 POLI112 PSYC111 SANL112 (PC/VC) SOCY111	12	Select TWO (2): GEOG211 HIST212* (PC/VC) OR HIST213 PHIL213 (PC/VC) POLI213 PSYC211 PSYC212 SANL213 (PC/VC) SOCY211	16 16	Select ONE (1): GEOG311 HIST312 PHIL312 (PC/VC) + PHIL315 (PC/VC) POLI313 (PC/VC) + POLI314 (PC/VC) PSYC311 + PSYC312 SANL315 (PC/VC) SOCY314 + SOCY315 (VC) SOCY316 (PC) SOCY317 (MC)	32
<b>Social Sciences, Philosophy, Languages &amp; Arts and Supplemental</b>					
Select TWO (2): AFLL111 AKLR113 (PC) ATSN111 (PC) BYBV113 (MC/VC) FREN111 GEOG111 GERM111 (PC/VC) HIST112 IOPS111 KSGS113 (PC) LARM112 LATN112 (MC/PC) PADM111 (PC/VC) POLI112 PSYC111 SANL112 (PC/VC) SETM111 (MC/PC) SKRK111 (PC) <i>(not if you have SANL112)</i> SOCY111 SSLL112 (VC)	12 12	Select ONE (1): AFLL211 ATSN211 (PC) BYBV211 (MC/VC) FREN211 GEOG211 GERM211 (PC/VC) HIST212* (PC/VC) HIST213 IOPS211 KSGS212 (PC) LARM212 LATN211 (MC/PC) PADM211 (PC/VC) PHIL213 (PC/VC) POLI213 PSYC211 PSYC212 SANL213 (PC/VC) SETM211 (MC/PC) SKRK211 (PC) SOCY211 SSLL212 (VC)	16		

Total 1 <sup>st</sup> semester	60	Total 1 <sup>st</sup> semester	64	Total 1 <sup>st</sup> semester	64
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
ALDE/A122	12				
ENLL121	12	ENLL221	16	ENLL321	32
PHIL122	12				
Social Sciences		Social Sciences and Philosophy			
Select ONE (1): GEOG121 HIST123 POLI123 PSYC121 SANL122 (PC/VC) SOCY121	12	Select TWO (2): GEOG221 HIST223 PHIL223 (PC/VC) POLI223 PSYC221 SANL223 (PC) SANL225 (PC/VC) SOCY221	16 16	Select ONE (1): GEOG321 HIST322** (PC/VC) HIST323 PHIL325 (PC/VC) + PHIL326 (PC/VC) POLI323 (PC/VC) + POLI324 (PC/VC) PSYC321 + PSYC322 SANL323 (PC/VC) SOCY323 + SOCY324 (VC) SOCY325 (PC) SOCY326 (MC)	32
Social Sciences, Philosophy, Languages & Arts and Supplemental					
Select TWO (2): AFLL121 AKLR123 (PC) ATSN121 (PC) BYBV123 (MC/VC) FREN121 GEOG121 GERM121 (PC/VC) HIST122 (VC) OR HIST123 IOPS121 KSGS122 (PC) LATN122 (MC/PC) PADM121 (PC/VC) POLI123 PSYC121 SANL122 (PC/VC) SETM121 (MC/PC) SKRK121 (PC) <i>(not if you have SANL122)</i> SOCY121 SSLL122 (VC)	12 12	Select ONE (1): AFLL221 (PC/VC) AFLL222 (MC/PC) ATSN221 (PC) BYBV223 (MC/VC) FREN221 GEOG221 GERM221 (PC/VC) HIST223 IOPS221 KSGS222 (PC) LARM221 LATN221 (PC) LATN222 (PC) PADM221 (PC/VC) PHIL223 (PC/VC) POLI223 PSYC221 SANL223 (PC) SANL225 (PC/VC) SETM221 (MC/PC) SKRK221 (PC) SOCY221 SSLL222 (VC)	16		
Total 2 <sup>nd</sup> semester	72	Total 2 <sup>nd</sup> semester	64	Total 2 <sup>nd</sup> semester	64
Total year level 1	132	Total year level 2	128	Total year level 3	128
Total credits for the programme					388

\*\*HIST322 will not be on offer on PC from 2024. Pipeline students register for HIST324.

HUM.2.8 PROGRAMME – FRENCH

**Bachelor of Arts in Humanities with French**

Qualification Code: **1GS H11 L301M/P/V**  
 Prerequisites: **APS of 24 and [language requirements](#)**  
 Campus: **Mahikeng, Potchefstroom and Vanderbijlpark**  
 Delivery mode: **Full-time**

**HUM.2.8.1 Compilation of Programme 1GS H11 L301M/P/V: French**

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
FREN111	12	FREN211	16	FREN311	32
				Arrangements will be made for FREN students by PHIL)	
PHIL112	12				
Social Sciences		Social Sciences and Philosophy			
Select ONE (1):	12	Select TWO (2):	16	Select ONE (1):	32
GEOG111		GEOG211	16	GEOG311	
HIST112		HIST213		HIST312	
POLI112		POLI213		PHIL312 (PC/VC) +	
PSYC111		PHIL213 (PC/VC)		PHIL315 (PC/VC)	
SANL112 (PC/VC)		PSYC211		POLI313 (PC/VC) +	
SOCY111		PSYC212		POLI314 (PC/VC)	
		SANL213 (PC/VC)		PSYC311 +	
		SOCY211		PSYC312	
				SANL315 (PC/VC)	
				SOCY314 +	
				SOCY315 (VC)	
				SOCY316 (PC)	
				SOCY317 (MC)	
Social Sciences, Philosophy, Languages & Arts and Supplemental					
Select TWO (2):	12	Select ONE (1):	16		
AFLL111	12	AFLL211			
AKLR113 (PC)		ATSN211 (PC)			
ATSN111 (PC)		BYBV211 (PC/VC)			
BYBV113 (MC/VC)		ENLL211			
ENLL111		GEOG211			
GEOG111		GERM211 (PC/VC)			
GERM111 (PC/VC)		HIST213			
HIST112		IOPS211			
IOPS111		KSGS212 (PC)			
KSGS113 (PC)		LARM212			
LARM112		LATN211 (MC/PC)			
LATN112 (MC/PC)		PADM211 (PC/VC)			
PADM111 (PC/VC)		PHIL213 (PC/VC)			
POLI112		POLI213			
PSYC111		PSYC211			
SANL112 (PC/VC)		PSYC212			
SKRK111 (PC) ( <i>not if you have SANL112</i> )		SANL213 (PC/VC)			
SOCY111		SKRK211 (PC)			
		SOCY211			

SSLL112 <sup>(VC)</sup>		SSLL212 <sup>(VC)</sup>			
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>
<b>Year level 1</b>		<b>Year level 2</b>		<b>Year level 3</b>	
<b>Second semester</b>		<b>Second semester</b>		<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
ALDE/A122	12				
FREN121	12	FREN221 (Arrangements will be made for FREN students by PHIL)	16	FREN321 Arrangements will be made for FREN students by PHIL)	32
PHIL122	12				
<b>Social Sciences</b>		<b>Social Sciences and Philosophy</b>			
Select ONE (1): GEOG121 HIST123 POLI123 PSYC121 SANL122 <sup>(PC/VC)</sup> SOCY121	12	Select TWO (2): GEOG221 HIST223 PHIL223 <sup>(PC/VC)</sup> POLI223 PSYC221 SANL223 <sup>(PC)</sup> SANL225 <sup>(PC/VC)</sup> SOCY221	16 16	Select ONE (1): GEOG321 HIST323 PHIL325 <sup>(PC/VC)</sup> + PHIL326 <sup>(PC/VC)</sup> POLI323 <sup>(PC/VC)</sup> + POLI324 <sup>(PC/VC)</sup> PSYC321 + PSYC322 SANL323 <sup>(PC/VC)</sup> SOCY323 + SOCY324 <sup>(VC)</sup> SOCY325 <sup>(PC)</sup> SOCY326 <sup>(MC)</sup>	32
<b>Social Sciences, Philosophy, Languages &amp; Arts and Supplemental</b>					
Select TWO (2): AFLL121 AKLR123 <sup>(PC)</sup> ATSN121 <sup>(PC)</sup> BYBV123 <sup>(MC/VC)</sup> ENLL121 GEOG121 GERM121 <sup>(PC/VC)</sup> HIST123 IOPS121 KSGS122 <sup>(PC)</sup> LATN122 <sup>(MC/PC)</sup> PADM121 <sup>(PC/VC)</sup> POLI123 PSYC121 SANL122 <sup>(PC/VC)</sup> SKRK121 <sup>(PC)</sup> ( <i>not if you have SANL122</i> ) SOCY121 SSLL122 <sup>(VC)</sup>	12 12	Select ONE (1): AFLL221 <sup>(PC/VC)</sup> AFLL222 <sup>(MC/PC)</sup> ATSN221 <sup>(PC)</sup> BYBV223 <sup>(MC/VC)</sup> ENLL221 GERM221 <sup>(PC/VC)</sup> GEOG221 HIST223 IOPS221 KSGS222 <sup>(PC)</sup> LARM221 LATN221 <sup>(PC)</sup> LATN222 <sup>(PC)</sup> PADM221 <sup>(PC/VC)</sup> PHIL223 <sup>(PC/VC)</sup> POLI223 PSYC221 SANL223 <sup>(PC)</sup> SANL225 <sup>(PC/VC)</sup> SKRK221 <sup>(PC)</sup> SOCY221 SSLL222 <sup>(VC)</sup>	16		
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>388</b>



**HUM.2.9 PROGRAMME – GERMAN**

**Bachelor of Arts in Humanities with German**

**Qualification Code:** [1GS H12 L301P](#)

**Prerequisites:** **APS of 24** and [language requirements](#)

**Campus:** **Potchefstroom**

**Delivery mode:** **Full-time**

**HUM.2.9.1 Compilation of Programme 1GS H12 L301P: German**

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
GERM111 (PC/VC)	12	GERM211 (PC/VC)	16	GERM311 (PC)	32
PHIL112	12				
<b>Social Sciences</b>		<b>Social Sciences and Philosophy</b>			
Select ONE (1):	12	Select TWO (2):	16	Select ONE (1):	32
GEOG111		GEOG211	16	GEOG311	
HIST112		HIST213		HIST312	
POLI112		PHIL213 (PC/VC)		PHIL312 (PC/VC) +	
PSYC111		POLI213		PHIL315 (PC/VC)	
SANL112 (PC/VC)		PSYC211		POLI313 (PC/VC) +	
SOCY111		PSYC212		POLI314 (PC/VC)	
		SANL213 (PC/VC)		PSYC311 +	
		SOCY211		PSYC312	
				SANL315 (PC/VC)	
				SOCY314 +	
				SOCY315 (VC)	
				SOCY316 (PC)	
				SOCY317 (MC)	
<b>Social Sciences, Philosophy, Languages &amp; Arts and Supplemental</b>					
Select TWO (2):	12	Select ONE (1):	16		
AFL111	12	AFL1211			
AKLR113 (PC)		ATSN211 (PC)			
ATSN111 (PC)		ENLL211			
ENLL111		FREN211			
FREN111		GEOG211			
GEOG111		HIST213			
HIST112		KSGS212 (PC)			
KSGS113 (PC)		LARM212			
LARM112		LATN211 (MC/PC)			
LATN112 (MC/PC)		PHIL213 (PC/VC)			
PADM111 (PC/VC)		POLI213			
POLI112		PSYC211			
PSYC111		PSYC212			
SANL112 (PC/VC)		SANL213 (PC/VC)			
SETM111 (MC/PC)		SETM211 (MC/PC)			
SKRK111 (PC) (not if you have SANL112)		SKRK211 (PC)			
SOCY111		SOCY211			
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>

Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
ALDE/A122	12				
GERM121 (PC/VC)	12	GERM221 (PC/VC)	16	GERM321 (PC)	32
PHIL122	12				
<b>Social Sciences</b>		<b>Social Sciences and Philosophy</b>			
Select ONE (1): GEOG121 HIST123 POLI123 PSYC121 SANL122 (PC/VC) SOCY121	12	Select TWO (2): GEOG221 HIST223 PHIL223 (PC/VC) POLI223 PSYC221 SANL223 (PC) SANL225 (PC/VC) SOCY221	16 16	Select ONE (1): GEOG321 HIST323 PHIL325 (PC/VC) + PHIL326 (PC/VC) POLI323 (PC/VC) + POLI324 (PC/VC) PSYC321 + PSYC322 SANL323 (PC/VC) SOCY323 + SOCY324 (VC) SOCY325 (PC) SOCY326 (MC)	32
<b>Social Sciences, Philosophy, Languages &amp; Arts and Supplemental</b>					
Select TWO (2): AFLL121 AKLR123 (PC) ATSN121 (PC) ENLL121 FREN121 GEOG121 HIST123 KSGS122 (PC) LATN122 (MC/PC) PADM121 (PC/VC) POLI123 PSYC121 SANL122 (PC/VC) SETM121 (MC/PC) SKRK121 (PC) ( <i>not if you have SANL122</i> ) SOCY121	12 12	Select ONE (1): AFLL221 (PC/VC) AFLL222 (MC/PC) ATSN221 (PC) ENLL221 FREN221 GEOG221 HIST223 KSGS222 (PC) LARM221 LATN221 (PC) LATN222 (PC) PADM221 (PC/VC) PHIL223 (PC/VC) POLI223 PSYC221 SANL223 (PC) SANL225 (PC/VC) SETM221 (MC/PC) SKRK221 (PC) SOCY221	16		
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>388</b>

## HUM.2.10 PROGRAMME – HISTORY OF ART

### Bachelor of Arts in Humanities with History of Art

Qualification Code: 1GS H13 L301P

Prerequisites: APS of 24

Campus: Potchefstroom

Delivery mode: Full-time

#### HUM.2.10.1 Compilation of Programme 1GS H13 L301P: History of Art

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
KSGS113 <sup>(PC)</sup>	12	KSGS212 <sup>(PC)</sup>	16	KSGS312 <sup>(PC)</sup>	32
PHIL112	12				
<b>Social Sciences</b>		<b>Social Sciences and Philosophy</b>			
Select ONE (1): HIST112 POLI112 PSYC111 SANL112 <sup>(PC/VC)</sup> SOCY111	12	Select TWO (2): HIST212* <sup>(PC/VC)</sup> OR HIST213 PHIL213 <sup>(PC/VC)</sup> POLI213 PSYC211 PSYC212 SANL213 <sup>(PC/VC)</sup> SOCY211	16 16	Select ONE (1): AFLL311 ATSN311 <sup>(PC)</sup> ENLL311 FREN311 GERM311 <sup>(PC)</sup> HIST312 PHIL312 <sup>(PC/VC)</sup> + PHIL315 <sup>(PC/VC)</sup> POLI313 <sup>(PC/VC)</sup> + POLI314 <sup>(PC/VC)</sup> PSYC311 + PSYC312 SANL315 <sup>(PC/VC)</sup> SETM311 <sup>(MC/PC)</sup> SKRK311 <sup>(PC)</sup> SOCY314 + SOCY315 <sup>(VC)</sup> SOCY316 <sup>(PC)</sup> SOCY317 <sup>(MC)</sup>	32
<b>Social Sciences, Philosophy, Languages &amp; Arts and Supplemental</b>					
Select TWO (2): AFLL111 AKLR113 <sup>(PC)</sup> ATSN111 <sup>(PC)</sup> ENLL111 FREN111 GEOG111 GERM111 <sup>(PC/VC)</sup> HIST112 IOPS111 LARM112 LATN112 <sup>(MC/PC)</sup> POLI112 PSYC111 SANL112 <sup>(PC/VC)</sup> SETM111 <sup>(MC/PC)</sup>	12 12	Select ONE (1): AFLL211 ATSN211 <sup>(PC)</sup> ENLL211 FREN211 GERM211 <sup>(PC/VC)</sup> HIST212* <sup>(PC/VC)</sup> HIST213 IOPS211 LARM212 LATN211 <sup>(MC/PC)</sup> PHIL213 <sup>(PC/VC)</sup> POLI213 PSYC211 PSYC212 SANL213 <sup>(PC/VC)</sup> SKRK211 <sup>(PC)</sup>	16		

SKRK111 <sup>(PC)</sup> (not if you have SANL112) SOCY111		SETM211 <sup>(MC/PC)</sup> SOCY211			
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>
<b>Year level 1</b>		<b>Year level 2</b>		<b>Year level 3</b>	
<b>Second semester</b>		<b>Second semester</b>		<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
ALDE/A122	12				
KSGS122 <sup>(PC)</sup>	12	KSGS222 <sup>(PC)</sup>	16	KSGS322 <sup>(PC)</sup>	32
PHIL122	12				
<b>Social Sciences</b>		<b>Social Sciences and Philosophy</b>			
Select ONE (1): HIST123 POLI123 PSYC121 SANL122 <sup>(PC/VC)</sup> SOCY121	12	Select TWO (2): HIST223 PHIL223 <sup>(PC/VC)</sup> POLI223 PSYC221 SANL223 <sup>(PC)</sup> SANL225 <sup>(PC/VC)</sup> SOCY221	16 16	Select ONE (1): AFLL321 ATSN321 <sup>(PC)</sup> ENLL321 FREN321 GERM321 <sup>(PC)</sup> HIST322** <sup>(PC/VC)</sup> HIST323 PHIL325 <sup>(PC/VC)</sup> + PHIL326 <sup>(PC/VC)</sup> POLI323 <sup>(PC/VC)</sup> + POLI324 <sup>(PC/VC)</sup> PSYC321 + PSYC322 SANL323 <sup>(PC/VC)</sup> SETM321 <sup>(PC)</sup> SETM322 <sup>(MC)</sup> SKRK321 <sup>(PC)</sup> SOCY323 + SOCY324 <sup>(VC)</sup> SOCY325 <sup>(PC)</sup> SOCY326 <sup>(MC)</sup>	32
<b>Social Sciences, Philosophy, Languages &amp; Arts and Supplemental</b>					
Select TWO (2): AFLL121 AKLR123 <sup>(PC)</sup> ATSN121 <sup>(PC)</sup> ENLL121 FREN121 GEOG121 GERM121 <sup>(PC/VC)</sup> HIST122 <sup>(VC)</sup> OR HIST123 IOPS121 LATN122 <sup>(MC/PC)</sup> POLI123 PSYC121 SANL122 <sup>(PC/VC)</sup> SETM121 <sup>(MC/PC)</sup> SKRK121 <sup>(PC)</sup> (not if you have SANL122) SOCY121	12 12	Select ONE (1): AFLL221 <sup>(PC/VC)</sup> AFLL222 <sup>(MC/PC)</sup> ATSN221 <sup>(PC)</sup> ENLL221 FREN221 GERM221 <sup>(PC/VC)</sup> HIST223 IOPS221 LARM221 LATN221 <sup>(PC)</sup> LATN222 <sup>(PC)</sup> PHIL223 <sup>(PC/VC)</sup> POLI223 PSYC221 SANL223 <sup>(PC)</sup> SANL225 <sup>(PC/VC)</sup> SETM221 <sup>(MC/PC)</sup>	16		

		SKRK221 <sup>(PC)</sup> SOCY221			
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>388</b>

## HUM.2.11 PROGRAMME – LATIN

### Bachelor of Arts in Humanities with Latin

Qualification Code:	<u>1GS H14 L301P</u>
Prerequisites:	APS of 24 and <u>language requirements</u>
Campus:	Potchefstroom
Delivery mode:	Full-time

#### HUM.2.11.1 Compilation of Programme 1GS H14 L301P: Latin

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
LATN112 (MC/PC)	12	LATN211 (MC/PC)	16	LATN311 (PC)	32
PHIL112	12				
<b>Social Sciences</b>		<b>Social Sciences and Philosophy</b>			
Select ONE (1): GEOG111 HIST112 PSYC111 SANL112 (PC/VC) SOCY111	12	Select TWO (2): GEOG211 HIST212* (PC/VC) OR HIST213 PHIL213 (PC/VC) PSYC211 PSYC212 SANL213 (PC/VC) SOCY211	16 16	Select ONE (1): GEOG311 HIST312 PHIL312 (PC/VC) + PHIL315 (PC/VC) PSYC311 + PSYC312 SANL315 (PC/VC) SOCY314 + SOCY315 (VC) SOCY316 (PC) SOCY317 (MC)	32
<b>Social Sciences, Philosophy, Languages &amp; Arts and Supplemental</b>					
Select TWO (2): AFLL111 AKLR113 (PC) ATSN111 (PC) ENLL111 FREN111 GEOG111 GERM111 (PC/VC) HIST112 IOPS111 KSGS113 (PC) LARM112 PADM111 (PC/VC) PSYC111 SANL112 (PC/VC) SETM111 (MC/PC) SKRK111 (PC) ( <i>not if you have SANL112</i> ) SOCY111	12 12	Select ONE (1): AFLL211 ATSN211 (PC) ENLL211 FREN211 GEOG211 GERM211 (PC/VC) HIST212* (PC/VC) HIST213 IOPS211 KSGS212 (PC) LARM212 PADM211 (PC/VC) PHIL213 (PC/VC) PSYC211 PSYC212 SANL213 (PC/VC) SETM211 (MC/PC) SKRK211 (PC) SOCY211	16		
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>

Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
ALDE/A122	12				
LATN122 (MC/PC)	12	LATN221 (PC) + LATN222 (PC)	24 16	LATN321 (PC)	32
PHIL122	12				
Social Sciences		Social Sciences and Philosophy			
Select ONE (1): GEOG121 HIST123 PSYC121 SANL122 (PC/VC) SOCY121	12	Select TWO (2): GEOG221 HIST223 PHIL223 (PC/VC) PSYC221 SANL223 (PC) SANL225 (PC/VC) SOCY221	16 16	Select ONE (1): GEOG321 HIST322** (PC/VC) HIST323 PHIL325 (PC/VC) + PHIL326 (PC/VC) PSYC321 + PSYC322 SANL323 (PC/VC) SOCY323 + SOCY324 (VC) SOCY325 (PC) SOCY326 (MC)	32
Social Sciences, Philosophy, Languages & Arts and Supplemental					
Select TWO (2): AFLL121 AKLR123 (PC) ATSN121 (PC) ENLL121 FREN121 GEOG121 GERM121 (PC/VC) HIST122 (VC) OR HIST123 IOPS121 KSGS122 (PC) PADM121 (PC/VC) PSYC121 SANL122 (PC/VC) SETM121 (MC/PC) SKRK121 (PC) ( <i>not if you have SANL122</i> ) SOCY121	12 12	Select ONE (1): AFLL221 (PC/VC) AFLL222 (MC/PC) ATSN221 (PC) ENLL221 FREN221 GEOG221 GERM221 (PC/VC) HIST223 IOPS221 KSGS222 (PC) LARM221 PADM221 (PC/VC) PHIL223 (PC/VC) PSYC221 SANL223 (PC) SANL225 (PC/VC) SETM221 (MC/PC) SKRK221 (PC) SOCY221	16		
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>388</b>

**HUM.2.12 PROGRAMME – SETSWANA**

**Bachelor of Arts in Humanities with Setswana**

**Qualification Code:** 1GS H15 L301M/P  
**Prerequisites:** APS of 24 and language requirements  
**Campus:** Mahikeng and Potchefstroom  
**Delivery mode:** Full-time

**HUM.2.12.1 Compilation of Programme 1GS H15 L301M/P: Setswana**

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ATSN111 <sup>(PC)</sup> OR SETM111 <sup>(MC/PC)</sup>	12	ATSN211 <sup>(PC)</sup> OR SETM211 <sup>(MC/PC)</sup>	16	ATSN311 <sup>(PC)</sup> OR SETM311 <sup>(MC/PC)</sup>	32
PHIL112	12				
<b>Social Sciences</b>		<b>Social Sciences and Philosophy</b>			
Select ONE (1): GEOG111 HIST112 POLI112 PSYC111 SANL112 <sup>(PC/VC)</sup> SOCY111	12	Select TWO (2): GEOG211 HIST212* <sup>(PC/VC)</sup> OR HIST213 PHIL213 <sup>(PC/VC)</sup> POLI213 PSYC211 PSYC212 SANL213 <sup>(PC/VC)</sup> SOCY211	16 16	Select ONE (1): GEOG311 HIST312 PHIL312 <sup>(PC/VC)</sup> + PHIL315 <sup>(PC/VC)</sup> POLI313 <sup>(PC/VC)</sup> + POLI314 <sup>(PC/VC)</sup> PSYC311 + PSYC312 SANL315 <sup>(PC/VC)</sup> SOCY314 + SOCY315 <sup>(VC)</sup> SOCY316 <sup>(PC)</sup> SOCY317 <sup>(MC)</sup>	32
<b>Social Sciences, Philosophy, Languages &amp; Arts and Supplemental</b>					
Select TWO (2): AFLL111 AKLR113 <sup>(PC)</sup> BYBV113 <sup>(MC/VC)</sup> ENLL111 GEOG111 GERM111 <sup>(PC/VC)</sup> HIST112 IOPS111 KSGS113 <sup>(PC)</sup> LARM112 LATN112 <sup>(MC/PC)</sup> PADM111 <sup>(PC/VC)</sup> POLI112 PSYC111 SANL112 <sup>(PC/VC)</sup> SKRK111 <sup>(PC)</sup> ( <i>not if you have SANL112</i> ) SOCY111	12 12	Select ONE (1): AFLL211 BYBV211 <sup>(MC/VC)</sup> ENLL211 GEOG211 GERM211 <sup>(PC/VC)</sup> HIST212* <sup>(PC/VC)</sup> HIST213 IOPS211 KSGS212 <sup>(PC)</sup> LARM212 LATN211 <sup>(MC/PC)</sup> PADM211 <sup>(PC/VC)</sup> PHIL213 <sup>(PC/VC)</sup> POLI213 PSYC211 PSYC212 SANL213 <sup>(PC/VC)</sup> SKRK211 <sup>(PC)</sup> SOCY211	16		
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>



Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
ALDE/A122	12				
ATSN121 <sup>(PC)</sup> OR SETM121 <sup>(MC/PC)</sup>	12	ATSN221 <sup>(PC)</sup> OR SETM221 <sup>(MC/PC)</sup> <i>(Arrangements will be made for SETM, and SANL students by PHIL)</i>	16	ATSN321 <sup>(PC)</sup> OR SETM321 <sup>(PC)</sup> SETM322 <sup>(MC)</sup>	32
PHIL122	12				
<b>Social Sciences</b>		<b>Social Sciences and Philosophy</b>			
Select ONE (1): GEOG121 HIST123 POLI123 PSYC121 SANL122 <sup>(PC/VC)</sup> SOCY121	12	Select TWO (2): GEOG221 HIST223 PHIL223 <sup>(PC/VC)</sup> POLI223 PSYC221 SANL223 <sup>(PC)</sup> SANL225 <sup>(PC/VC)</sup> SOCY221	16 16	Select ONE (1): GEOG321 HIST322** <sup>(PC/VC)</sup> HIST323 PHIL325 <sup>(PC/VC)</sup> + PHIL326 <sup>(PC/VC)</sup> POLI323 <sup>(PC/VC)</sup> + POLI324 <sup>(PC/VC)</sup> PSYC321 + PSYC322 SANL323 <sup>(PC/VC)</sup> SOCY323 + SOCY324 <sup>(VC)</sup> SOCY325 <sup>(PC)</sup> SOCY326 <sup>(MC)</sup>	32
<b>Social Sciences, Philosophy, Languages &amp; Arts and Supplemental</b>					
Select TWO (2): AFLL121 AKLR123 <sup>(PC)</sup> ENLL121 GEOG121 GERM121 <sup>(PC/VC)</sup> HIST122 <sup>(VC)</sup> OR HIST123 IOPS121 KSGS122 <sup>(PC)</sup> LARM221 LATN122 <sup>(MC/PC)</sup> PADM121 <sup>(PC/VC)</sup> POLI123 PSYC121 SANL122 <sup>(PC/VC)</sup> SKRK121 <sup>(PC)</sup> <i>(not if you have SANL122)</i> SOCY121	12 12	Select ONE (1): AFLL221 <sup>(PC/VC)</sup> AFLL222 <sup>(MC/PC)</sup> ENLL221 GEOG221 GERM221 <sup>(PC/VC)</sup> HIST223 IOPS221 KSGS222 <sup>(PC)</sup> LARM221 LATN221 <sup>(PC)</sup> LATN222 <sup>(PC)</sup> PADM221 <sup>(PC/VC)</sup> PHIL223 <sup>(PC/VC)</sup> POLI223 PSYC221 SANL223 <sup>(PC)</sup> SANL225 <sup>(PC/VC)</sup> SKRK221 <sup>(PC)</sup> SOCY221	16		
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>388</b>

**HUM.2.13 PROGRAMME – SESOTHO**

**Bachelor of Arts in Humanities with Sesotho**

**Qualification Code:** **1GS H16 L301V**

**Prerequisites:** **APS of 24 and language requirements**

**Campus:** **Vanderbijlpark**

**Delivery mode:** **Full-time**

**HUM.2.13.1 Compilation of Programme 1GS H16 L301V: Sesotho**

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
SSLL112 <sup>(VC)</sup>	12	SSLL212 <sup>(VC)</sup>	16	SSLL312 <sup>(VC)</sup>	32
PHIL112	12				
<b>Social Sciences</b>		<b>Social Sciences and Philosophy</b>			
Select ONE (1): GEOG111 HIST112 POLI112 PSYC111 SOCY111	12	Select TWO (2): GEOG211 HIST212* <sup>(PC/VC)</sup> OR HIST213 PHIL213 <sup>(PC/VC)</sup> POLI213 PSYC211 PSYC212 SOCY211	16 16	Select ONE (1): GEOG311 HIST312 PHIL312 <sup>(PC/VC)</sup> + PHIL315 <sup>(PC/VC)</sup> POLI313 <sup>(PC/VC)</sup> + POLI314 <sup>(PC/VC)</sup> PSYC311 + PSYC312 SOCY314 + SOCY315 <sup>(VC)</sup> SOCY316 <sup>(PC)</sup> SOCY317 <sup>(MC)</sup>	32
<b>Social Sciences, Philosophy, Languages &amp; Arts and Supplemental</b>					
Select TWO (2): BYBV113 <sup>(MC/VC)</sup> ENLL111 FREN111 GEOG111 GERM111 <sup>(PC/VC)</sup> HIST112 IOPS111 LARM112 PADM111 <sup>(PC/VC)</sup> POLI112 PSYC111 SOCY111	12 12	Select ONE (1): BYBV211 <sup>(MC/VC)</sup> ENLL211 FREN211 GEOG211 GERM211 <sup>(PC/VC)</sup> HIST212* <sup>(PC/VC)</sup> HIST213 LARM212 PADM211 <sup>(PC/VC)</sup> PHIL213 <sup>(PC/VC)</sup> POLI213 PSYC211 PSYC212 SOCY211	16		
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>

Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
ALDE/A122	12				
SSLL122 <sup>(VC)</sup>	12	SSLL222 <sup>(VC)</sup>	16	SSLL322 <sup>(VC)</sup>	32
PHIL122	12				
<b>Social Sciences</b>		<b>Social Sciences and Philosophy</b>			
Select ONE (1): GEOG121 HIST123 POLI123 PSYC121 SOCY121	12	Select TWO (2): GEOG221 HIST223 PHIL223 <sup>(PC/VC)</sup> POLI223 PSYC221 SOCY221	16 16	Select ONE (1): GEOG321 HIST322** <sup>(PC/VC)</sup> HIST323 PHIL325 <sup>(PC/VC)</sup> + PHIL326 <sup>(PC/VC)</sup> + POLI323 <sup>(PC/VC)</sup> + POLI324 <sup>(PC/VC)</sup> PSYC321 + PSYC322 SOCY323 + SOCY324 <sup>(VC)</sup> SOCY325 <sup>(PC)</sup> SOCY326 <sup>(MC)</sup>	32
<b>Social Sciences, Philosophy, Languages &amp; Arts and Supplemental</b>					
Select TWO (2): BYBV123 <sup>(MC/VC)</sup> ENLL121 FREN121 GEOG121 GERM121 <sup>(PC/VC)</sup> HIST122 <sup>(VC)</sup> OR HIST123 IOPS121 PADM121 <sup>(PC/VC)</sup> POLI123 PSYC121 SOCY121	12 12	Select ONE (1): BYBV223 <sup>(MC/VC)</sup> ENLL221 FREN221 GEOG221 GERM221 <sup>(PC/VC)</sup> HIST223 LARM221 PADM221 <sup>(PC/VC)</sup> PHIL223 <sup>(PC/VC)</sup> POLI223 PSYC221 SOCY221	16		
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>388</b>

## HUM.2.14 PROGRAMME – POLITICS

### Bachelor of Arts in Humanities with Politics

Qualification Code:	<b><u>1GS H17 L301P/V</u></b>
Prerequisites:	APS of 24 and <a href="#">language requirements</a>
Campus:	Potchefstroom and Vanderbijlpark
Delivery mode:	Full-time

#### HUM.2.14.1 Compilation of Programme 1GS H17 L301P/V: Politics

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
POLI112	12	POLI213	16	POLI313 <sup>(PC/VC)</sup> + POLI314 <sup>(PC/VC)</sup>	32
PHIL112	12				
Languages & Arts		Languages & Arts and Philosophy			
Select ONE (1): ATSN111 <sup>(PC)</sup> ENLL111 FREN111 GERM111 <sup>(PC/VC)</sup> KSGS113 <sup>(PC)</sup> SETM111 <sup>(MC/PC)</sup> SSLL112 <sup>(VC)</sup>	12	Select TWO (2): ATSN211 <sup>(PC)</sup> ENLL211 FREN211 GERM211 <sup>(PC/VC)</sup> KSGS212 <sup>(PC)</sup> PHIL213 <sup>(PC/VC)</sup> SETM211 <sup>(MC/PC)</sup> SSLL212 <sup>(VC)</sup>	16 16	Select ONE (1): ATSN311 <sup>(PC)</sup> ENLL311 FREN311 GERM311 <sup>(PC)</sup> KSGS312 <sup>(PC)</sup> PHIL312 <sup>(PC/VC)</sup> + PHIL315 <sup>(PC/VC)</sup> SETM311 <sup>(MC/PC)</sup> SSLL312 <sup>(VC)</sup>	32
Languages & Arts, Philosophy, Social Sciences and Supplemental					
Select TWO (2): AFLL111 AKLR113 <sup>(PC)</sup> ATSN111 <sup>(PC)</sup> BYBV113 <sup>(MC/VC)</sup> ENLL111 FREN111 GEOG111 GERM111 <sup>(PC/VC)</sup> HIST112 IOPS111 KSGS113 <sup>(PC)</sup> LARM112 LATN112 <sup>(MC/PC)</sup> PADM111 <sup>(PC/VC)</sup> PSYC111 SANL112 <sup>(PC/VC)</sup> SETM111 <sup>(MC/PC)</sup> SKRK111 <sup>(PC)</sup> <i>(not if you have SANL112)</i> SOCY111 SSLL112 <sup>(VC)</sup>	12 12	Select ONE (1): AFLL211 ATSN211 <sup>(PC)</sup> ENLL211 FREN211 GEOG211 GERM211 <sup>(PC/VC)</sup> HIST212* <sup>(PC/VC)</sup> HIST213 IOPS211 KSGS212 <sup>(PC)</sup> LARM212 PADM211 <sup>(PC/VC)</sup> PHIL213 <sup>(PC/VC)</sup> PSYC211 PSYC212 SANL213 <sup>(PC/VC)</sup> SETM211 <sup>(MC/PC)</sup> SOCY211 SSLL212 <sup>(VC)</sup>	16		
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>

Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
ALDE/A122	12				
POLI123	12	POLI223	16	POLI323 <sup>(PC/VC)</sup> + POLI324 <sup>(PC/VC)</sup>	32
PHIL122	12				
<b>Languages &amp; Arts</b>		<b>Languages &amp; Arts and Philosophy</b>			
Select ONE (1): ATSN121 <sup>(PC)</sup> ENLL121 FREN121 GERM121 <sup>(PC/VC)</sup> KSGS122 <sup>(PC)</sup> SETM121 <sup>(MC/PC)</sup> SSLL122 <sup>(VC)</sup>	12	Select TWO (2): ATSN221 <sup>(PC)</sup> ENLL221 FREN221 GERM221 <sup>(PC/VC)</sup> KSGS222 <sup>(PC)</sup> PHIL223 <sup>(PC/VC)</sup> SETM221 <sup>(MC/PC)</sup> SSLL222 <sup>(VC)</sup>	16 16	Select ONE (1): ATSN321 <sup>(PC)</sup> ENLL321 FREN321 GERM321 <sup>(PC)</sup> KSGS322 <sup>(PC)</sup> PHIL325 <sup>(PC/VC)</sup> + PHIL326 <sup>(PC/VC)</sup> SETM321 <sup>(PC)</sup> SETM322 <sup>(MC)</sup> SSLL322 <sup>(VC)</sup>	32
<b>Languages &amp; Arts, Philosophy, Social Sciences and Supplemental</b>					
Select TWO (2): AFLL121 AKLR123 <sup>(PC)</sup> ATSN121 <sup>(PC)</sup> BYBV123 <sup>(MC/VC)</sup> ENLL121 FREN121 GEOG121 GERM121 <sup>(PC/VC)</sup> HIST122 <sup>(VC)</sup> OR HIST123 IOPS121 KSGS122 <sup>(PC)</sup> LATN122 <sup>(MC/PC)</sup> PADM121 <sup>(PC/VC)</sup> PSYC121 SANL122 <sup>(PC/VC)</sup> SETM121 <sup>(MC/PC)</sup> SKRK121 <sup>(PC)</sup> <i>(not if you have SANL122)</i> SOCY121 SSLL122 <sup>(VC)</sup>	12 12	Select ONE (1): AFLL221 <sup>(PC/VC)</sup> AFLL222 <sup>(MC/PC)</sup> ATSN221 <sup>(PC)</sup> ENLL221 FREN221 GEOG221 GERM221 <sup>(PC/VC)</sup> HIST223 IOPS221 KSGS222 <sup>(PC)</sup> LARM221 PADM221 <sup>(PC/VC)</sup> PHIL223 <sup>(PC/VC)</sup> PSYC221 SANL223 <sup>(PC)</sup> SANL225 <sup>(PC/VC)</sup> SETM221 <sup>(MC/PC)</sup> SOCY221 SSLL222 <sup>(VC)</sup>	16		
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>388</b>

## HUM.2.15 PROGRAMME – SOCIAL ANTHROPOLOGY

### Bachelor of Arts in Humanities with Social Anthropology

Qualification Code:	<b><u>1GS H18 L301P</u></b>
Prerequisites:	APS of 24 and <a href="#">language requirements</a>
Campus:	Potchefstroom
Delivery mode:	Full-time

### HUM.2.15.1 Compilation of Programme 1GS H18 L301P: Social Anthropology

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
SANL112 <sup>(PC/VC)</sup>	12	SANL213 <sup>(PC/VC)</sup>	16	SANL315 <sup>(PC/VC)</sup>	32
PHIL112	12				
<b>Languages &amp; Arts</b>		<b>Languages &amp; Arts and Philosophy</b>			
Select ONE (1):	12	Select TWO (2):	16	Select ONE (1):	32
AFL111		AFL121	16	AFL311	
ATSN111 <sup>(PC)</sup>		ATSN211 <sup>(PC)</sup>		ATSN311 <sup>(PC)</sup>	
ENLL111		ENLL211		ENLL311	
FREN111		FREN211		FREN311	
GERM111 <sup>(PC/VC)</sup>		GERM211 <sup>(PC/VC)</sup>		GERM311 <sup>(PC)</sup> <i>(not if you take SANL315)</i>	
KSGS113 <sup>(PC)</sup>		KSGS212 <sup>(PC)</sup>		KSGS312 <sup>(PC)</sup>	
LATN112 <sup>(MC/PC)</sup>		LATN211 <sup>(MC/PC)</sup>		PHIL312 <sup>(PC/VC)</sup> +	
SETM111 <sup>(MC/PC)</sup>		PHIL213 <sup>(PC/VC)</sup>		PHIL315 <sup>(PC/VC)</sup>	
		SETM211 <sup>(MC/PC)</sup>		LATN311 <sup>(PC)</sup>	
				SETM311 <sup>(MC/PC)</sup>	
<b>Languages &amp; Arts, Philosophy, Social Sciences and Supplemental</b>					
Select TWO (2):	12	Select ONE (1):	16		
AFL111	12	AFL211			
AKLR113 <sup>(PC)</sup>		ATSN211 <sup>(PC)</sup>			
ATSN111 <sup>(PC)</sup>		ENLL211			
ENLL111		FREN211			
FREN111		GEOG211			
GEOG111		GERM211 <sup>(PC/VC)</sup>			
GERM111 <sup>(PC/VC)</sup>		HIST212* <sup>(PC/VC)</sup>			
HIST112		HIST213			
IOPS111		IOPS211			
KSGS113 <sup>(PC)</sup>		KSGS212 <sup>(PC)</sup>			
LARM112		LARM212			
LATN112 <sup>(MC/PC)</sup>		LATN211 <sup>(MC/PC)</sup>			
PADM111 <sup>(PC/VC)</sup>		PADM211 <sup>(PC/VC)</sup>			
POL112		PHIL213 <sup>(PC/VC)</sup>			
PSYC111		POL213			
SETM111 <sup>(MC/PC)</sup>		PSYC211			
SOCY111		PSYC212			
		SETM211 <sup>(MC/PC)</sup>			
		SOCY211			
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>

Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
ALDE/A122	12				
SANL122 (PC/VC)	12	SANL223 (PC) OR SANL225 (PC/VC) <i>(Arrangements will be made for SANL students by PHIL)</i>	16	SANL323 (PC/VC)	32
PHIL122	12				
<b>Languages &amp; Arts</b>			<b>Languages &amp; Arts and Philosophy</b>		
Select ONE (1): AFLL121 ATSN121 (PC) ENLL121 FREN121 GERM121 (PC/VC) KSGS122 (PC) LATN122 (MC/PC) SETM121 (MC/PC)	12	Select TWO (2): AFLL221 (PC/VC) OR AFLL222 (MC/PC) ATSN221 (PC) ENLL221 FREN221 <i>(not if you take SANL225)</i> GERM221 (PC/VC) KSGS222 (PC) LATN221 (PC) LATN222 (PC) PHIL223 (PC/VC) SETM221 (MC/PC) <i>(not if you take SANL225)</i>	16 16	Select ONE (1): AFLL321 ATSN321 (PC) ENLL321 FREN321 GERM321 (PC) KSGS322 (PC) LATN321 (PC) PHIL325 (PC/VC) + PHIL326 (PC/VC) SETM321 (PC) SETM322 (MC)	32
<b>Languages &amp; Arts, Philosophy, Social Sciences and Supplemental</b>					
Select TWO (2): AFLL121 AKLR123 (PC) ATSN121 (PC) ENLL121 FREN121 GEOG121 GERM121 (PC/VC) HIST122 (VC) OR HIST123 IOPS121 KSGS122 (PC) LATN122 (MC/PC) PADM121 (PC/VC) POLI123 PSYC121 SETM121 (MC/PC) SOCY121	12 12	Select ONE (1): AFLL221 (PC/VC) AFLL222 (MC/PC) ATSN221 (PC) ENLL221 FREN221 <i>(not if you take SANL225)</i> GEOG221 GERM221 (PC/VC) HIST223 IOPS221 KSGS222 (PC) LARM221 LATN221 (PC) LATN222 (PC) PADM221 (PC/VC) PHIL223 (PC/VC) POLI223 PSYC221 SETM221 (PC) <i>(not if you take SANL225)</i> SOCY221	16		
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>388</b>

**HUM.2.16 PROGRAMME – SOCIOLOGY**

**Bachelor of Arts in Humanities with Sociology**

**Qualification Code:** 1GS H19 L301M/P/V  
**Prerequisites:** APS of 24 and language requirements  
**Campus:** Mahikeng, Potchefstroom and Vanderbijlpark  
**Delivery mode:** Full-time

**HUM.2.16.1 Compilation of Programme 1GS H19 L301M/P/V: Sociology**

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
SOCY111	12	SOCY211	16	SOCY314 + SOCY315 <sup>(VC)</sup> SOCY316 <sup>(PC)</sup> SOCY317 <sup>(MC)</sup>	32
PHIL112	12				
<b>Languages &amp; Arts</b>		<b>Languages &amp; Arts and Philosophy</b>			
Select ONE (1): ATSN111 <sup>(PC)</sup> ENLL111 GERM111 <sup>(PC/VC)</sup> KSGS113 <sup>(PC)</sup> LATN112 <sup>(MC/PC)</sup> SKRK111 <sup>(PC)</sup> SSLL112 <sup>(VC)</sup>	12	Select TWO (2): ATSN211 <sup>(PC)</sup> ENLL211 GERM211 <sup>(PC/VC)</sup> KSGS212 <sup>(PC)</sup> LATN211 <sup>(MC/PC)</sup> PHIL213 <sup>(PC/VC)</sup> SKRK211 <sup>(PC)</sup> SSLL212 <sup>(VC)</sup>	16 16	Select ONE (1): ATSN311 <sup>(PC)</sup> ENLL311 GERM311 <sup>(PC)</sup> KSGS312 <sup>(PC)</sup> LATN311 <sup>(PC)</sup> PHIL312 <sup>(PC/VC)</sup> + PHIL315 <sup>(PC/VC)</sup> SKRK311 <sup>(PC)</sup> SSLL312 <sup>(VC)</sup>	32
<b>Languages &amp; Arts, Philosophy, Social Sciences and Supplemental</b>					
Select TWO (2): AFLL111 AKLR113 <sup>(PC)</sup> ATSN111 <sup>(PC)</sup> BYBV113 <sup>(MC/VC)</sup> ENLL111 GEOG111 GERM111 <sup>(PC/VC)</sup> HIST112 IOPS111 KSGS113 <sup>(PC)</sup> LARM112 LATN112 <sup>(MC/PC)</sup> PADM111 <sup>(PC/VC)</sup> POLI112 PSYC111 SANL112 <sup>(PC/VC)</sup> SKRK111 <sup>(PC)</sup> <i>(not if you have SANL112)</i> SSLL112 <sup>(VC)</sup>	12 12	Select ONE (1): ATSN211 <sup>(PC)</sup> BYBV211 <sup>(MC/VC)</sup> ENLL211 GEOG211 GERM211 <sup>(PC/VC)</sup> HIST212* <sup>(PC/VC)</sup> HIST213 IOPS211 KSGS212 <sup>(PC)</sup> LARM212 LATN211 <sup>(MC/PC)</sup> PADM211 <sup>(PC/VC)</sup> PHIL213 <sup>(PC/VC)</sup> POLI213 PSYC211 PSYC212 SANL213 <sup>(PC/VC)</sup> SKRK211 <sup>(PC)</sup> SSLL212 <sup>(VC)</sup>	16		
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>



Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
ALDE/A122	12				
SOCY121	12	SOCY221	16	SOCY323 + SOCY324 <sup>(VC)</sup> SOCY325 <sup>(PC)</sup> SOCY326 <sup>(MC)</sup>	32
PHIL122	12				
<b>Languages &amp; Arts</b>		<b>Languages &amp; Arts and Philosophy</b>			
Select ONE (1): ATSN121 <sup>(PC)</sup> ENLL121 GERM121 <sup>(PC/VC)</sup> KSGS122 <sup>(PC)</sup> LATN122 <sup>(MC/PC)</sup> SKRK121 <sup>(PC)</sup> SSLL122 <sup>(VC)</sup>	12	Select TWO (2): AFLL222 <sup>(MC/PC)</sup> ATSN221 <sup>(PC)</sup> ENLL221 GERM221 <sup>(PC/VC)</sup> KSGS222 <sup>(PC)</sup> LATN221 <sup>(PC)</sup> LATN222 <sup>(PC)</sup> PHIL223 <sup>(PC/VC)</sup> SKRK221 <sup>(PC)</sup> SSLL222 <sup>(VC)</sup>	16 16	Select ONE (1): ATSN321 <sup>(PC)</sup> ENLL321 GERM321 <sup>(PC)</sup> KSGS322 <sup>(PC)</sup> LATN321 <sup>(PC)</sup> PHIL325 <sup>(PC/VC)</sup> + PHIL326 <sup>(PC/VC)</sup> SKRK321 <sup>(PC)</sup> SSLL322 <sup>(VC)</sup>	32
<b>Languages &amp; Arts, Philosophy, Social Sciences and Supplemental</b>					
Select TWO (2): AFLL121 AKLR123 <sup>(PC)</sup> ATSN121 <sup>(PC)</sup> BYBV123 <sup>(MC/VC)</sup> ENLL121 GEOG121 GERM121 <sup>(PC/VC)</sup> HIST122 <sup>(VC)</sup> OR HIST123 IOPS121 KSGS122 <sup>(PC)</sup> LATN122 <sup>(MC/PC)</sup> PADM121 <sup>(PC/VC)</sup> POLI123 PSYC121 SANL122 <sup>(PC/VC)</sup> SKRK121 <sup>(PC)</sup> <i>(not if you have SANL122)</i> SSLL122 <sup>(VC)</sup>	12 12	Select ONE (1): AFLL222 <sup>(MC/PC)</sup> ATSN221 <sup>(PC)</sup> BYBV223 <sup>(MC/VC)</sup> ENLL221 GEOG221 GERM221 <sup>(PC/VC)</sup> HIST223 IOPS221 KSGS222 <sup>(PC)</sup> LARM221 LATN221 <sup>(PC)</sup> LATN222 <sup>(PC)</sup> PADM221 <sup>(PC/VC)</sup> PHIL223 <sup>(PC/VC)</sup> POLI223 PSYC221 SANL223 <sup>(PC)</sup> SANL225 <sup>(PC/VC)</sup> SKRK221 <sup>(PC)</sup> SSLL222 <sup>(VC)</sup>	16		
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>388</b>

## HUM.2.17 PROGRAMME – PHILOSOPHY

### Bachelor of Arts in Humanities with Philosophy

Qualification Code:	<b><u>1GS H20 L301M/P</u></b>
Prerequisites:	APS of 24 and <a href="#">language requirements</a>
Campus:	Mahikeng and Potchefstroom
Delivery mode:	Full-time

### HUM.2.17.1 Compilation of Programme 1GS H20 L301M/P: Philosophy

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
PHIL112	12	PHIL213 <sup>(PC/VC)</sup>	16	PHIL312 <sup>(PC/VC)</sup> PHIL315 <sup>(PC/VC)</sup> <i>(Arrangements will be made for FREN students by PHIL)</i>	32
<b>Languages &amp; Arts</b>			<b>Languages &amp; Arts and Philosophy</b>		
Select ONE (1): AFL111 ATSN111 <sup>(PC)</sup> ENLL111 FREN111 GERM111 <sup>(PC/VC)</sup> KSGS113 <sup>(PC)</sup> LATN112 <sup>(MC/PC)</sup> SETM111 <sup>(MC/PC)</sup> SKRK111 <sup>(PC)</sup>	12	Select TWO (2): AFL211 ATSN211 <sup>(PC)</sup> ENLL211 FREN211 GEOG211 GERM211 <sup>(PC/VC)</sup> HIST213 KSGS212 <sup>(PC)</sup> LATN211 <sup>(MC/PC)</sup> POLI213 PSYC211 PSYC212 SANL213 <sup>(PC/VC)</sup> SETM211 <sup>(MC/PC)</sup> SKRK211 <sup>(PC)</sup> SOCY211	16 16	Select ONE (1): AFL311 ATSN311 <sup>(PC)</sup> ENLL311 FREN311 GEOG311 GERM311 <sup>(PC)</sup> HIST312 KSGS312 <sup>(PC)</sup> LATN311 <sup>(PC)</sup> POLI313 <sup>(PC/VC)</sup> + POLI314 <sup>(PC/VC)</sup> + PSYC311 + PSYC312 SANL315 <sup>(PC/VC)</sup> SETM311 <sup>(MC/PC)</sup> SKRK311 <sup>(PC)</sup>	32
<b>Languages &amp; Arts, Philosophy, Social Sciences and Supplemental</b>					
Select THREE (3): AFL111 ATSN111 <sup>(PC)</sup> ENLL111 FREN111 GEOG111 GERM111 <sup>(PC/VC)</sup> HIST112 IOPS111 KSGS113 <sup>(PC)</sup> LARM112 LATN112 <sup>(MC/PC)</sup> PADM111 <sup>(PC/VC)</sup> POLI112 PSYC111 SANL112 <sup>(PC/VC)</sup> SETM111 <sup>(MC/PC)</sup>	12 12 12	Select ONE (1): AFL211 ATSN211 <sup>(PC)</sup> ENLL211 FREN211 GEOG211 GERM211 <sup>(PC/VC)</sup> HIST212* <sup>(PC/VC)</sup> HIST213 IOPS211 KSGS212 <sup>(PC)</sup> LARM212 LATN211 <sup>(MC/PC)</sup> PADM211 <sup>(PC/VC)</sup> POLI213 PSYC211 PSYC212	16		

SKRK111 <sup>(PC)</sup> (not if you have SANL112) SOCY111		SANL213 <sup>(PC/VC)</sup> SETM211 <sup>(MC/PC)</sup> SKRK211 <sup>(PC)</sup> SOCY211			
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>
<b>Year level 1</b>		<b>Year level 2</b>		<b>Year level 3</b>	
<b>Second semester</b>		<b>Second semester</b>		<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
ALDE/A122	12				
PHIL122	12	PHIL223 <sup>(PC/VC)</sup> (Arrangements will be made for FREN, SETM, and SANL students by PHIL)	16	PHIL325 <sup>(PC/VC)</sup> PHIL326 <sup>(PC/VC)</sup> (Arrangements will be made for FREN students by PHIL)	32
<b>Languages &amp; Arts</b>		<b>Languages &amp; Arts and Philosophy</b>			
Select ONE (1): AFLL121 ATSN121 <sup>(PC)</sup> ENLL121 FREN121 GERM121 <sup>(PC/VC)</sup> KSGS122 <sup>(PC)</sup> LATN122 <sup>(MC/PC)</sup> SETM121 <sup>(MC/PC)</sup> SKRK121 <sup>(PC)</sup>	12	Select TWO (2): AFLL221 <sup>(PC/VC)</sup> OR AFLL222 <sup>(MC/PC)</sup> ATSN221 <sup>(PC)</sup> ENLL221 FREN221 GEOG221 GERM221 <sup>(PC/VC)</sup> HIST223 KSGS222 <sup>(PC)</sup> LATN221 <sup>(PC)</sup> LATN222 <sup>(PC)</sup> POLI223 PSYC221 SANL223 <sup>(PC)</sup> SANL225 <sup>(PC/VC)</sup> SETM221 <sup>(MC/PC)</sup> SKRK221 <sup>(PC)</sup> SOCY221	16 16	Select ONE (1): AFLL321 ATSN321 <sup>(PC)</sup> ENLL321 FREN32 GEOG321 GERM321 <sup>(PC)</sup> HIST322** <sup>(PC/VC)</sup> HIST323 KSGS322 <sup>(PC)</sup> LATN321 <sup>(PC)</sup> POLI323 <sup>(PC/VC)</sup> + POLI324 <sup>(PC/VC)</sup> PSYC321 + PSYC322 SANL323 <sup>(PC/VC)</sup> SETM321 <sup>(PC)</sup> SETM322 <sup>(MC)</sup> SKRK321 <sup>(PC)</sup> SOCY323 + SOCY324 <sup>(VC)</sup> SOCY325 <sup>(PC)</sup> SOCY326 <sup>(MC)</sup>	32
<b>Languages &amp; Arts, Philosophy, Social Sciences and Supplemental</b>					
Select THREE (3): AFLL121 AKLR123 <sup>(PC)</sup> ATSN121 <sup>(PC)</sup> ENLL121 FREN121 GEOG121 GERM121 <sup>(PC/VC)</sup> HIST122 <sup>(VC)</sup> OR HIST123 IOPS121 KSGS122 <sup>(PC)</sup> LATN122 <sup>(MC/PC)</sup> PADM121 <sup>(PC/VC)</sup>	12 12 12	Select ONE (1): AFLL221 <sup>(PC/VC)</sup> AFLL222 <sup>(MC/PC)</sup> ATSN221 <sup>(PC)</sup> ENLL221 FREN221 GEOG221 GERM221 <sup>(PC/VC)</sup> HIST223 IOPS221 KSGS222 <sup>(PC)</sup> LARM221 LATN221 <sup>(PC)</sup> LATN222 <sup>(PC)</sup>	16		

POLI123 PSYC121 SANL122 (PC/VC) SETM121 (MC/PC) SKRK121 (PC) ( <i>not if you have SANL122</i> ) SOCY121		PADM221 <sup>(PC/VC)</sup> POLI223 PSYC221 SANL223 (PC) SANL225 (PC/VC) SETM221 (MC/PC) SKRK221 (PC) SOCY221			
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>388</b>

**HUM.2.18 PROGRAMME – HISTORY AND SOCIETY**

**Bachelor of Arts in Humanities with History and Society**

**Qualification Code:** [1GS H21 L301M/V](#)  
**Prerequisites:** APS of 24 and [language requirements](#)  
**Campus:** Mahikeng and Vanderbijlpark  
**Delivery mode:** Full-time

**HUM.2.18.1 Compilation of Programme 1GS H21 L301M/V: History and Society**

Year level 1		Year level 2		Year level 3		
First semester		First semester		First semester		
Module code	Cr	Module code	Cr	Module code	Cr	
HIST112	12	HIST212* (PC/VC) OR HIST213	16	HIST312	32	
PHIL112	12					
<b>Languages &amp; Arts</b>		<b>Languages &amp; Arts and Philosophy</b>				
Select ONE (1): AFLL111 ENLL111 FREN111 GERM111 (PC/VC) SSLL112 (VC)	12	Select ONE (1): AFLL211 ENLL211 FREN211 GERM211 (PC/VC) PHIL213 (PC/VC) SSLL212 (VC)	16	Select ONE (1): AFLL311 ENLL311 FREN311 PHIL312 (PC/VC) + PHIL315 (PC/VC) POLI313 (PC/VC) + POLI314 (PC/VC) PSYC311 + PSYC312 SOCY314 + SOCY315 (VC) SOCY316 (PC) SOCY317 (MC) SSLL312 (VC)	32	
<b>Languages &amp; Arts, Philosophy, Social Sciences and Supplemental</b>						
Select TWO (2): AFLL111 BYBV113 (MC/VC) ENLL111 FREN111 GEOG111 GERM111 (PC/VC) IOPS111 LARM112 PADM111 (PC/VC) POLI112 PSYC111 SANL112 (PC/VC) SOCY111 SSLL112 (VC)	12 12	Select TWO (2): AFLL211 BYBV211 (MC/VC) ENLL211 FREN211 GEOG211 GERM211 (PC/VC) IOPS211 LARM212 PHIL213 (PC/VC) POLI213 PSYC211 PSYC212 PADM211 (PC/VC) SANL213 (PC/VC) SOCY211 SSLL212 (VC)	16 16			
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	

Year level 1		Year level 2		Year level 3		
Second semester		Second semester		Second semester		
Module code	Cr	Module code	Cr	Module code	Cr	
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>						
ALDE/A122	12					
HIST122 <sup>(VC)</sup> OR HIST123 – if you want to take AFLL	12	HIST223	16	HIST323	32	
PHIL122	12					
<b>Languages &amp; Arts</b>		<b>Languages &amp; Arts and Philosophy</b>				
Select ONE (1): AFL121 ENLL121 FREN121 GERM121 <sup>(PC/VC)</sup> SSLL122 <sup>(VC)</sup>	12	Select ONE (1): AFL121 <sup>(PC/VC)</sup> AFL122 <sup>(MC/PC)</sup> ENLL221 FREN221 GERM221 <sup>(PC/VC)</sup> SSLL222 <sup>(VC)</sup>  PHIL223 <sup>(PC/VC)</sup>	16	Select ONE (1): AFL321 ENLL321 FREN321 PHIL325 <sup>(PC/VC)</sup> + PHIL326 <sup>(PC/VC)</sup> + POLI323 <sup>(PC/VC)</sup> + POLI324 <sup>(PC/VC)</sup> PSYC321 + PSYC322 SOCY323 + SOCY324 <sup>(VC)</sup> SOCY325 <sup>(PC)</sup> SOCY326 <sup>(MC)</sup> SSLL322 <sup>(VC)</sup>	32	
<b>Languages &amp; Arts, Philosophy, Social Sciences and Supplemental</b>						
Select TWO (2): AFL121 BYBV123 <sup>(MC/VC)</sup> ENLL121 FREN121 GEOG121 GERM121 <sup>(PC/VC)</sup> IOPS121 PADM121 <sup>(PC/VC)</sup> POLI123 PSYC121 SANL122 <sup>(PC/VC)</sup> SOCY121 SSLL122 <sup>(VC)</sup>	12 12	Select TWO (2): AFL221 <sup>(PC/VC)</sup> OR AFL222 <sup>(MC/PC)</sup> BYBV223 <sup>(MC/VC)</sup> ENLL221 FREN221 GEOG221 GERM221 <sup>(PC/VC)</sup> IOPS221 LARM221 PADM221 <sup>(PC/VC)</sup> PHIL223 <sup>(PC/VC)</sup> POLI223 PSYC221 SANL225 <sup>(PC/VC)</sup> SOCY221 SSLL222 <sup>(VC)</sup>	16 16			
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>	
<b>Total credits for the programme</b>					<b>388</b>	

**HUM.2.19 PROGRAMME – PSYCHOLOGY AND SOCIETY**

**Bachelor of Arts in Humanities with Psychology and Society**

**Qualification Code:** [1GS H22 L301M/V](#)  
**Prerequisites:** APS of 24 and [language requirements](#)  
**Campus:** Mahikeng and Vanderbijlpark  
**Delivery mode:** Full-time

**HUM.2.19.1 Compilation of Programme 1GS H22 L301M/V: Psychology and Society**

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
PSYC111	12	PSYC211 + PSYC212	16 16	PSYC311 + PSYC312	32
PHIL112	12				
<b>Languages &amp; Arts</b>		<b>Languages &amp; Arts and Philosophy</b>			
Select ONE (1): AFLL111 ENLL111 FREN111 GERM111 (PC/VC) SSLL112 (VC)	12	Select ONE (1): AFLL211 ENLL211 FREN211 GERM211 (PC/VC) PHIL213 (PC/VC) SSLL212 (VC)	16	Select ONE (1): AFLL311 ENLL311 FREN311 HIST312 PHIL312 (PC/VC) + PHIL315 (PC/VC) POLI313 (PC/VC) + POLI314 (PC/VC) SOCY314 + SOCY315 (VC) SOCY316 (PC) SOCY317 (MC) SSLL312 (VC)	32
<b>Languages &amp; Arts, Philosophy, Social Sciences and Supplemental</b>					
Select TWO (2): AFLL111 BYBV113 (MC/VC) ENLL111 FREN111 GEOG111 GERM111 (PC/VC) HIST112 IOPS111 LARM112 PADM111 (PC/VC) POLI112 SANL112 (PC/VC) SOCY111 SSLL112 (VC)	12 12	Select TWO (2): AFLL211 BYBV211 (MC/VC) ENLL211 FREN211 GEOG211 GERM211 (PC/VC) HIST213 IOPS211 LARM212 PADM211 (PC/VC) PHIL213 (PC/VC) POLI213 SANL213 (PC/VC) SOCY211 SSLL212 (VC)	16 16		
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>

Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
ALDE/A122	12				
PSYC121	12	PSYC221	16	PSYC321 + PSYC322	32
PHIL122	12				
<b>Languages &amp; Arts</b>		<b>Languages &amp; Arts and Philosophy</b>			
Select ONE (1): AFLL121 ENLL121 FREN121 GERM121 (PC/VC) SSLL122 (VC)	12	Select ONE (1): AFLL221 (PC/VC) AFLL222 (MC/PC) ENLL221 FREN221 GERM221 (PC/VC) PHIL223 (PC/VC) SSLL222 (VC)	16	Select ONE (1): AFLL321 ENLL321 FREN321 HIST323 PHIL325 (PC/VC) + PHIL326 (PC/VC) POLI323 (PC/VC) + POLI324 (PC/VC) SOCY323 + SOCY324 (VC) SOCY325 (PC) SOCY326 (MC) SSLL322 (VC)	32
<b>Languages &amp; Arts, Philosophy, Social Sciences and Supplemental</b>					
Select TWO (2): AFLL121 BYBV123 (MC/VC) ENLL121 FREN121 GEOG121 GERM121 (PC/VC) HIST123 IOPS121 PADM121 (PC/VC) POLI123 SANL122 (PC/VC) SOCY121 SSLL122 (VC)	12 12	Select TWO (2): AFLL221 (PC/VC) OR AFLL222 (MC/PC) BYBV223 (MC/VC) ENLL221 FREN221 GEOG221 GERM221 (PC/VC) HIST223 IOPS221 LARM221 PADM221 (PC/VC) PHIL223 (PC/VC) POLI223 SANL225 (PC/VC) SOCY221 SSLL222 (VC)	16 16		
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>388</b>



**HUM.2.20 PROGRAMME – GEOGRAPHY AND SOCIETY**

**Bachelor of Arts in Humanities with Geography and Society**

**Qualification Code:** 1GS H23 L301M/V  
**Prerequisites:** APS of 24 and language requirements  
**Campus:** Mahikeng and Vanderbijlpark  
**Delivery mode:** Full-time

**HUM.2.20.1 Compilation of Programme 1GS H23 L301M/V: Geography and Society**

Year level 1		Year level 2		Year level 3		
First semester		First semester		First semester		
Module code	Cr	Module code	Cr	Module code	Cr	
GEOG111	12	GEOG211	16	GEOG311	32	
PHIL112	12					
<b>Languages &amp; Arts</b>		<b>Languages &amp; Arts and Philosophy</b>				
Select ONE (1): AFLL111 ENLL111 FREN111 SSLL112 (VC)	12	Select ONE (1): AFLL211 ENLL211 FREN211 PHIL213 (PC/VC) SSLL212 (VC)	16	Select ONE (1): AFLL311 ENLL311 FREN311 HIST312 PHIL312 (PC/VC) + PHIL315 (PC/VC) + POLI313 (PC/VC) + POLI314 (PC/VC) PSYC311 + PSYC312 SOCY314 + SOCY315 (VC) SOCY316 (PC) SOCY317 (MC) SSLL312 (VC)	32	
<b>Languages &amp; Arts, Philosophy, Social Sciences and Supplemental</b>						
Select TWO (2): AFLL111 BYBV113 (MC/VC) ENLL111 FREN111 HIST112 IOPS111 LARM112 PADM111 (PC/VC) POLI112 PSYC111 SANL112 (PC/VC) SOCY111 SSLL112 (VC)	12 12	Select TWO (2): AFLL211 BYBV211 (MC/VC) ENLL211 FREN211 HIST212* (PC/VC) OR HIST213 IOPS211 LARM212 PADM211 (PC/VC) PHIL213 (PC/VC) POLI213 PSYC211 PSYC212 SANL213 (PC/VC) SOCY211 SSLL212 (VC)	16 16			
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	

Year level 1		Year level 2		Year level 3		
Second semester		Second semester		Second semester		
Module code	Cr	Module code	Cr	Module code	Cr	
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>						
ALDE/A122	12					
GEOG121	12	GEOG221	16	GEOG321	32	
PHIL122	12					
<b>Languages &amp; Arts</b>		<b>Languages &amp; Arts and Philosophy</b>				
Select ONE (1): AFLL121 ENLL121 FREN121 SSLL122 (VC)	12	Select ONE (1): AFLL221 (PC/VC) AFLL222 (MC/PC) ENLL221 FREN221 PHIL223 (PC/VC) SSLL222 (VC)	16	Select ONE (1): AFLL321 ENLL321 FREN321 HIST323 PHIL325 (PC/VC) + PHIL326 (PC/VC) POLI323 (PC/VC) + POLI324 (PC/VC) PSYC321 + PSYC322 SOCY323 + SOCY324 (VC) SOCY325 (PC) SOCY326 (MC) SSLL322 (VC)	32	
<b>Languages &amp; Arts, Philosophy, Social Sciences and Supplemental</b>						
Select TWO (2): AFLL121 BYBV123 (MC/VC) ENLL121 FREN121 HIST122 (VC) OR HIST123 IOPS121 PADM121 (PC/VC) POLI123 PSYC121 SANL122 (PC/VC) SOCY121 SSLL122 (VC)	12 12	Select TWO (2): AFLL221 (PC/VC) OR AFLL222 (MC/PC) BYBV223 (MC/VC) ENLL221 FREN221 HIST223 IOPS221 LARM221 PADM221(PC/VC) PHIL223 (PC/VC) POLI223 PSYC221 SANL225 (PC/VC) SOCY221 SSLL222 (VC)	16 16			
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>	
<b>Total credits for the programme</b>					<b>388</b>	

**HUM.2.21 PROGRAMME – POLITICS AND SOCIETY**

**Bachelor of Arts in Humanities with Politics and Society**

**Qualification Code:** [1GS H24 L301V](#)  
**Prerequisites:** APS of 24 and [language requirements](#)  
**Campus:** Vanderbijlpark  
**Delivery mode:** Full-time

**HUM.2.21.1 Compilation of Programme 1GS H24 L301V: Politics and Society**

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
POLI112	12	POLI213	16	POLI313 <sup>(PC/VC)</sup> + POLI314 <sup>(PC/VC)</sup>	32
PHIL112	12				
<b>Languages &amp; Arts</b>		<b>Languages &amp; Arts and Philosophy</b>			
Select ONE (1): ENLL111 FREN111 GERM111 <sup>(PC/VC)</sup> SSLL112 <sup>(VC)</sup>	12	Select ONE (1): ENLL211 FREN211 GERM211 <sup>(PC/VC)</sup> PHIL213 <sup>(PC/VC)</sup> SSLL212 <sup>(VC)</sup>	16	Select ONE (1): ENLL311 FREN311 HIST312 PHIL312 <sup>(PC/VC)</sup> + PHIL315 <sup>(PC/VC)</sup> PSYC311 + PSYC312 SOCY314 + SOCY315 <sup>(VC)</sup> SOCY316 <sup>(PC)</sup> SOCY317 <sup>(MC)</sup> SSLL312 <sup>(VC)</sup>	32
<b>Languages &amp; Arts, Philosophy, Social Sciences and Supplemental</b>					
Select TWO (2): AFLL111 BYBV113 <sup>(MC/VC)</sup> ENLL111 FREN111 GEOG111 GERM111 <sup>(PC/VC)</sup> HIST112 IOPS111 PADM111 <sup>(PC/VC)</sup> PSYC111 SANL112 <sup>(PC/VC)</sup> SOCY111 SSLL112 <sup>(VC)</sup>	12	Select TWO (2): AFLL211 ENLL211 FREN211 GEOG211 GERM211 <sup>(PC/VC)</sup> HIST212* <sup>(PC/VC)</sup> OR HIST213 IOPS211 LARM212 PADM211 <sup>(PC/VC)</sup> PHIL213 <sup>(PC/VC)</sup> PSYC211 PSYC212 SANL213 <sup>(PC/VC)</sup> SOCY211 SSLL212 <sup>(VC)</sup>	16		
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>

Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
ALDE/A122	12				
POLI123	12	POLI223	16	POLI323 <sup>(PC/VC)</sup> + POLI324 <sup>(PC/VC)</sup>	32
PHIL122	12				
<b>Languages &amp; Arts</b>		<b>Languages &amp; Arts and Philosophy</b>			
Select ONE (1): ENLL121 FREN121 GERM121 <sup>(PC/VC)</sup> SSLL122 <sup>(VC)</sup>	12	Select ONE (1): ENLL221 FREN221 GERM221 <sup>(PC/VC)</sup> PHIL223 <sup>(PC/VC)</sup> SSLL222 <sup>(VC)</sup>	16	Select ONE (1): AFLL321 ENLL321 FREN321 HIST323 PHIL325 <sup>(PC/VC)</sup> + PHIL326 <sup>(PC/VC)</sup> PSYC321 + PSYC322 SOCY323 + SOCY324 <sup>(VC)</sup> SOCY325 <sup>(PC)</sup> SOCY326 <sup>(MC)</sup> SSLL322 <sup>(VC)</sup>	32
<b>Languages &amp; Arts, Philosophy, Social Sciences and Supplemental</b>					
Select TWO (2): AFLL121 BYBV123 <sup>(MC/VC)</sup> ENLL121 FREN121 GEOG121 GERM121 <sup>(PC/VC)</sup> HIST122 <sup>(VC)</sup> OR HIST123 IOPS121 PADM121 <sup>(PC/VC)</sup> PSYC121 SANL122 <sup>(PC/VC)</sup> SOCY121 SSLL122 <sup>(VC)</sup>	12 12	Select TWO (2): AFLL221 <sup>(PC/VC)</sup> OR AFLL222 <sup>(MC/PC)</sup> ENLL221 FREN221 GEOG221 GERM221 <sup>(PC/VC)</sup> HIST223 IOPS221 PADM211 <sup>(PC/VC)</sup> PHIL223 <sup>(PC/VC)</sup> PSYC221 SANL225 <sup>(PC/VC)</sup> SOCY221 SSLL222 <sup>(VC)</sup>	16 16		
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>128</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>388</b>

## **HUM.3 BACHELOR OF PHILOSOPHY**

### **HUM.3.1 RULES FOR THE DEGREE BACHELOR IN PHILOSOPHY**

#### **HUM.3.1.1 Duration (minimum and maximum duration)**

The minimum study period for this degree is three years and the maximum duration is four years.

#### **HUM.3.2 PROGRAMME – PHILOSOPHY, POLITICS AND ECONOMICS (PPE)**

##### **Bachelor of Philosophy with Philosophy, Politics and Economics (PPE)**

**Qualification Code:** [1GF H08 L301P](#)

**Prerequisites:** APS of 26

**Campus:** Potchefstroom

**Delivery mode:** Full-time

#### **HUM.3.2.1 Admission requirements for the programme**

In addition to the general entrance requirements as specified in the General Academic Rule 1.5, a student must have an APS count of at least 26.

#### **HUM.3.2.2 Articulation of programme**

This programme articulates to an Honours degree in Philosophy, on condition that certain specific admission requirements are met.

Students wishing to continue with a Honours degree in economic sciences, are advised to take ECON325 as an additional module and should note that a module mark of at least 65% is required for the following modules: ECON211, ECON221, ECON313, ECON314, ECON322 and ECON325.

Students wishing to continue with a Honours degree in political sciences, are advised to take POLI313, POLI314, POLI323 and POLI324. Such students should also take note that an average module mark of 65% is required for all third year political science modules.

**HUM.3.2.3      Compilation of Programme 1GF H08 L301P: Philosophy, Politics and Economics (PPE)**

Year level 1			Year level 2			Year level 3		
First semester			First semester			First semester		
Module code		Cr	Module code		Cr	Module code		Cr
PHIL112	H	12	PHIL213 <sup>(PC/VC)</sup>	H	16	PHIL312 <sup>(PC/VC)</sup> PHIL315 <sup>(PC/VC)</sup>	H	32
POLI112	H	12	POLI213	H	16	POLI313 <sup>(PC/VC)</sup> OR POLI314 <sup>(PC/VC)</sup>	H	16
ECON112	H	12	ECON211	H	16	ECON313	H	16
STTN111	X	12	ECON314	H	16	WVLS317	X	12
						*Optional POLI313 <sup>(PC/VC)</sup> OR POLI314 <sup>(PC/VC)</sup>	A	
<b>Total 1<sup>st</sup> semester</b>		<b>48</b>	<b>Total 1<sup>st</sup> semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> semester</b>		<b>76</b>
Year level 1			Year level 2			Year level 3		
Second semester			Second semester			Second semester		
Module code		Cr	Module code		Cr	Module code		Cr
PHIL122	H	12	PHIL223 <sup>(PC/VC)</sup>	H	16	PHIL325 <sup>(PC/VC)</sup> PHIL326 <sup>(PC/VC)</sup>	H	32
POLI123	H	12	POLI223	H	16	POLI323 <sup>(PC/VC)</sup> OR POLI324 <sup>(PC/VC)</sup>	H	16
ECON122	H	12	ECON221	H	16	ECON322	H	16
SOCY121	X	12	WVES222	X	16	*Optional POLI323 <sup>(PC/VC)</sup> OR POLI324 <sup>(PC/VC)</sup> OR ECON325	A	
ALDE/A122	X	12						
<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>64</b>
<b>Total year level 1</b>		<b>108</b>	<b>Total year level 2</b>		<b>124</b>	<b>Total year level 3</b>		<b>140</b>
<b>Total credits for the programme</b>								<b>372</b>

\* The programme allows for an additional module in the first and second semester of the first year. These modules do not count towards credits for the programme.

## HUM.4 BACHELOR OF ARTS IN BEHAVIOURAL SCIENCES

### HUM.4.1 RULES FOR THE DEGREE BACHELOR OF ARTS IN BEHAVIOURAL SCIENCES

The programmes for this qualification is offered only full-time.

PROGRAM CODE	BACHELOR OF ARTS IN BEHAVIOURAL SCIENCES WITH
1GR H01 L301P/V (HUM)	Sociology and Psychology
1GR H02 G301P/V (HEALTH)	Psychology and Labour Relations Management
PROGRAM CODE	BACHELOR OF ARTS WITH
1GB H03 E301P/V (EMS)	Organisational Psychology and Labour Relations Management

#### HUM.4.1.1 Admission requirements for the qualification

In addition to the general entrance requirements as specified in General Rule A.2.2. a student must have an APS of at least 22.

Specific Faculty requirements Students can only select between the modules SOCY315, SOCY316, SOCY324 and SOCY325 depending the availability of staff capacity.

#### HUM.4.1.2 Faculty-specific requirements

- Students should comply with the pre-requisites of modules as stipulated, before progressing to follow-up modules.
- Successful completion of the Bachelor of Arts degree gives admission to honours level study in Psychology or Sociology if successful in a selection process, and is subject to availability of capacity in the subject field.

## HUM.4.2 PROGRAMME – SOCIOLOGY AND PSYCHOLOGY

### [Bachelor of Arts in Behavioural Sciences with Sociology and Psychology](#)

Qualification Code:	<u><a href="#">1GR H01 L301P/V</a></u>
Campus:	Potchefstroom and Vanderbijlpark
Prerequisites:	APS of 22
Delivery mode:	Full-time

#### HUM.4.2.1 Programme outcomes

On completion of the programme of this programme, students should

- be able to take the initiative within private organisations when human resources need to be managed, sound working relationships have to be promoted and dynamic group work has to be mobilised;
- have basic training in the human and economic sciences, which will enable them to function in a problem-solving capacity within the work place and to contribute through personal initiative and job creation;
- be equipped to perform functions and apply skills that would enable the students to investigate and manage psychological phenomena within the work context.

**HUM.4.2.2 Compilation of programme 1GR H01 L301P/V: Sociology and Psychology**

Year level 1			Year level 2			Year level 3		
First semester			First semester			First semester		
Module code		Cr	Module code		Cr	Module code		Cr
PSYC111	H	12	PSYC211	H	16	PSYC311	H	16
SOCY111	H	12	PSYC212	H	16	PSYC312	H	16
PADM111 (PC/VC)	X	12	SOCY211	H	16	SOCY314	H	16
SANL112 (PC/VC)	X	12	PADM211 (PC/VC) OR SANL213 (PC/VC)	X	16	SOCY315 <sup>(VC)</sup> SOCY316 <sup>(PC)</sup>	H	16
KCOM112	X	12						
ALDE/A111	A	-						
<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> semester</b>		<b>64</b>
Year level 1			Year level 2			Year level 3		
Second semester			Second semester			Second semester		
Module code		Cr	Module code		Cr	Module code		Cr
PSYC121	H	12	PSYC221	H	16	PSYC321	H	16
SOCY121	H	12	SOCY221	H	16	PSYC322	H	16
PADM121 (PC/VC)	X	12	PADM221 <sup>(PC/VC)</sup> OR SANL225 <sup>(PC/VC)</sup>	X	16	SOCY323	H	16
SANL122 (PC/VC)	X	12				SOCY324 <sup>(VC)</sup> SOCY325 <sup>(PC)</sup>	H	16
COMS124	X	12	WVCS223	X	12			
ALDE/A122	X	12						
<b>Total 2<sup>nd</sup> semester</b>		<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>64</b>
<b>Total year level 1</b>		<b>132</b>	<b>Total year level 2</b>		<b>124</b>	<b>Total year level 3</b>		<b>128</b>
<b>Total credits for the programme</b>								<b>384</b>

**HUM.4.2.3 Articulation**

**HUM.4.2.3.1 Postgraduate Studies**

**HUM.4.2.3.1.1 Post-graduate Certificate in Education (PGCE)**

This programme allows students to plan for a PGCE and a career in teaching as a main career path or a backup career. To gain admission to the PGCE, students must have an undergraduate university degree with two recognised school subjects, such as History, Mathematics, Languages, Sociology, Psychology (the two school subjects allow the student to select two methodologies of teaching in the PGCE). The recognised school subjects have to be combined as follows: one recognised school subject at level 3 + one recognised school subject at level 1 (**with the exception of languages and mathematics**).

A student who wants to take the **Methodology of Life Orientation** must have two of the following subjects on degree level: Sociology, Psychology, Political Studies, Human Movement Science, Labour -and Industrial studies, Human Rights and Ethics and Nutrition. The student must already have a second school subject on degree level for the second methodology.

A student who wants to take the **Methodology of Languages** must have **completed it on level 3**. In this programme, languages will have to be taken



additionally **up to third year level to qualify as first or second school subject.**

A student who wants to take the **Methodology of Mathematics** must have completed Mathematics **on level 2** or otherwise Mathematics on **level 1 with one of the following on level 2:** Statistics, Mathematical Statistics, Applied Mathematics and Financial Mathematics. Statistics offered in this programme qualify as statistics modules for the PGCE.

#### **HUM.4.2.3.1.2 Honours in Sociology**

Specific admission requirements of the Honours programme: In addition to General Rule A.3.2, the following rules apply: a) Applications for the Honours degree closes by end September. b) A B-degree is required, for which all the modules in Sociology were passed during the respective undergraduate levels. c) The modules of the final undergraduate year must have been completed with an average of at least 65%.

#### **HUM.4.2.3.1.3 Honours in Psychology**

A MINIMUM average of 65% in Year 3 psychology modules, as well as passing in a selection process, are required for admission.

Statistics is a requirement in Hons with Sociology or Hons Psychology and may be completed in the undergraduate years. If students do not wish to continue with an Honours degree, the above requirements for statistics modules do not apply and other module choices may be made. Students may also apply to take additional modules, if their marks permit this.

#### **HUM.4.2.3.1.4 Career in business or human resource management**

Selecting a language at first year level and IOPS and LLAW at second year level are recommended.

#### **HUM.4.2.3.1.5 Career in the public sector**

It is recommended to select PADM as elective and support with it with any of languages, statistics and history.

## **HUM.5 BACHELOR OF ARTS**

### **HUM.5.1 RULES FOR THE DEGREE BACHELOR OF ARTS**

The programme for this programme is offered only full-time.

#### **HUM.5.1.1 Admission requirements for the programme**

In addition to the general entrance requirements as specified in General Rule A.2.2. a student must have an APS of at least 22.

### **HUM.5.2 PROGRAMME – HERITAGE AND CULTURAL TOURISM MANAGEMENT**

#### **PHASING OUT FROM 2022 – NO NEW REGISTRATIONS FROM 2022**

##### **[Bachelor of Arts with Heritage and Cultural Tourism Management](#)**

**Qualification Code:** **[1GB H04 L301P](#)**

**Campus:** **Potchefstroom**

**Prerequisites:** **APS of 22**

**Delivery mode:** **Full-time**

#### **HUM.5.2.1 Admission requirements for the programme**

In addition to the general entrance requirements as specified in Academic Rule 1.5.a student must have an APS of at least 22.

#### **HUM.5.2.2 Programme outcomes**

On completion of this programme, students should

- a) possess systematic in-depth knowledge of cultural heritage and be able to demonstrate profound insight into the interpretation and application of ethical and historical issues within the parameters of heritage and cultural tourism;
- b) should possess the necessary knowledge (including the value of archaeology), skills and values to explore, develop and assess efficiently organised products (including package tours, excursions, data bases, publications, sources of information, etc.) in a responsible manner for heritage and cultural tourism and to present these products in both written and oral format by using well-structured arguments showing sufficient appreciation for specific audiences and client bases;
- c) to creatively approach and address known and hitherto unknown problems and challenges in the heritage and cultural tourism sector in South Africa, with a regional focus on the North West Province, and to report on recommended solutions both individually and within groups.

**HUM.5.2.3 Compilation of Programme 1GB H04 L301P: Heritage and Cultural Tourism Management (phasing out from 2022)**

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
TMBP111	12	TMBP211	16	TMBP312	16
HIST112	12	HIST212* (PC/VC) OR HIST213	16	TMBP313 (PC)	16
Select ONE (1): GEOG111 SOCY111	12	Select TWO (2): HIST213 KSGS212 (PC) SOCY211	32	HIST312	32
Select ONE (1): ATSN111 (PC) KCOM112 KSGS113 (PC) SETM111 (MC/PC)	12			WVLS317	12
Select ONE (1): FREB111 (PC/VC) FREN111 GERB111 (PC/VC) GERM111 (PC/VC) SANL112 (PC/VC)	12				
ALDE/A111	-				
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
TMBP122	12	TMBP221	16	TMBP321	16
HIST122 (VC) OR HIST123	12	HIST223	16	TMBP322	16
BMAN121	12	WVCS223	12	HIST322** (PC/VC)	16
Select ONE (1): ATSN121 (PC) COMS124 FREB121 (PC/VC) FREN121 GEOG121 GERB121 (PC/VC) GERM121 KSGS122 (PC) POLI123 SANL122 (PC/VC) SETM121 (MC/PC) SOCY121	12	Select ONE (1): KSGS222 (PC) SANL225 (PC/VC) TMBP222	16		
ALDE/A122	12				
<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>120</b>	<b>Total year level 2</b>	<b>124</b>	<b>Total year level 3</b>	<b>140</b>
<b>Total credits for the programme</b>					<b>384</b>

\*HIST212 will not be on offer on PC from 2023. Pipeline students register for HIST214.

\*\*HIST322 will not be on offer on PC from 2024. Pipeline students register for HIST324.

## HUM.5.3 PROGRAMME – SOCIOLOGY AND GEOGRAPHY

### Bachelor of Arts with Sociology and Geography

Qualification Code: 1GB H05 L301P

Prerequisites: APS of 22

Campus: Potchefstroom

Delivery mode: Full-time

#### HUM.5.3.1 Motivation for the programme

Studying environmental issues from a sociological perspective means exploring the social dynamics that shape our interactions with the physical environment, studying the manner in which social actions produce and reproduce the quality of the physical environment. In turn, the influence of a physical environment on the social environment, social behaviour, community health, development and wellbeing is studied. It is, therefore, critical to have a sound grasp of geographical and environmental issues. Environmental issues are narrowly linked with social problems and social justice, as vulnerable groups are disproportionately affected by problems such as access to clean air, water, food, as well as more exposed to the problems created, for example, by climate change, environmental politics and access to support for the problems created by toxic environments. Social scientists find it difficult to study social problems that have their roots in the natural and environmental sciences, without a better grasp of core geographical and environmental theories and issues.

#### HUM.5.3.2 Admission requirements for the programme

In addition to the general entrance requirements as specified in General Rule A.2.2. a student must have an APS of at least 22.

#### HUM.5.3.3 Programme outcomes

On completion of this program, students will have some understanding of the nature of society, how it functions and interacts with the environment. They may be able to apply this knowledge in careers that require analytical thought processes and competence to deal with the reciprocal influence of society and the environment, the opportunities and challenges created in this regard, as well as possible interventions.

Postgraduate studies in Environmental Sociology and Environmental Management may lead to a career in environmental management, environmental impact assessment, social impact assessment and public-sector work in shaping policy formulation that supports sustainable development.

#### HUM.5.3.4 Faculty-specific rules for the programme

\*IOPS111, IOPS211 and STTK214 or STTN124 become elective modules for students who do not plan postgraduate studies in BA Honours in Sociology with Environmental Sociology or BA Hons in Geography. It is not a requirement for students who consider BA Honours in Sociology (the generic programme) for postgraduate studies. STTK214 is taken in the first semester of the BA Honours in Sociology and does not have to be taken on an undergraduate level. Students must pass STTK214 or STTN124 in/before their third year of study for BA Honours in Sociology with Environmental Sociology or BA Hons in Geography.

If a student previously chose IOPS111 / IOPS211 or SBSS121 (and not STTK214 or STTN124) irrespective whether the student passed or failed IOPS111 / IOPS211 or SBSS121, STTK214 / STTN124 still remains compulsory in/before the third year of study for BA Honours in Sociology with Environmental Sociology or BA Hons in Geography.

#### **HUM.5.3.5 Post Graduate Studies**

If successful, students may be eligible for admission to an Honours degree.

##### **BA Hons Sociology with Environmental Sociology**

Specific admission requirements of the Honours programme: In addition to General Rule A.3.2, the following rules apply: a) Applications for the Honours degree closes by end September. b) A B-degree is required, for which all the modules in Sociology were passed during the respective undergraduate levels. c) The modules of the final undergraduate year must have been completed with an average of at least 65%. d) STTK214 should be completed before entry to the Honours programme.

##### **BA Hons Sociology**

Specific admission requirements of the Honours programme: In addition to General Rule A.3.2, the following rules apply: a) Applications for the Honours degree closes by end September. b) A B-degree is required, for which all the modules in Sociology were passed during the respective undergraduate levels. c) The Sociology modules of the final undergraduate year must have been completed with an average of at least 65%.

##### **BA Hons Geography**

Students may be admitted to the Honours qualification in Geography given that they are in possession of a B degree with Geography passed at NQF level 7 with at least 60%. Selection is furthermore based on students' academic record and other proven appropriate prior learning, but both students' backgrounds and potential are taken into account.

**HUM.5.3.6 Compilation of programme 1GB H05 L301P: Sociology and Geography**

Year level 1			Year level 2			Year level 3		
First semester			First semester			First semester		
Module code		Cr	Module code		Cr	Module code		Cr
SOCY111	H	12	SOCY211	H	16	SOCY314	H	16
GEOG111	H	12	GEOG211	H	16	SOCY316 <sup>(PC)</sup>	H	16
POL112	X	12	POLI213	X	16	GEOG311	H	32
SBSS111 (SBES111)	X	12	Select ONE (1): SBES212 IOPS211 STTK214	X	16	WVLS317	X	12
IOPS111 OR STTN111	X	12	<i>(Recommend taking STTK214 as additional module – 16 credits)</i>			<i>(Recommend taking SBSS313 (SBSS311) as additional module – 16 credits)</i>		
ALDE/A111	A	-						
<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> semester</b>		<b>76</b>
Year level 1			Year level 2			Year level 3		
Second semester			Second semester			Second semester		
Module code		Cr	Module code		Cr	Module code		Cr
SOCY121	H	12	SOCY221	H	16	SOCY323	H	16
GEOG121	H	12	GEOG221	H	16	SOCY325 <sup>(PC)</sup>	H	16
SBSS121 (SBES121)	X	12	Select ONE (1): SBSS223 (SBSL221) IOPS221 POLI223	X	16	GEOG321	H	32
IOPS121 OR POLI123	X	12	WVCS223	X	12	<i>(Recommend taking SECO321 as additional module – 16 credits)</i>		
ALDE/A122	X	12						
<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>64</b>
<b>Total year level 1</b>		<b>120</b>	<b>Total year level 2</b>		<b>124</b>	<b>Total year level 3</b>		<b>140</b>
<b>Total credits for the programme</b>								<b>384</b>

## HUM.5.4 PROGRAMME – SOCIOLOGY AND LABOUR RELATIONS MANAGEMENT

### Bachelor of Arts with Sociology and Labour Relations Management

Qualification Code:	<u>1GB H07 L301P</u>
Prerequisites:	APS of 22
Campus:	Potchefstroom
Delivery mode:	Full-time

#### HUM.5.4.1 Admission requirements for the programme

In addition to the general entrance requirements as specified in General Rule A.2.2. a student must have an APS of at least 22.

#### HUM.5.4.2 Programme outcomes

On completion of this programme, students should be able to understand the relationship between Sociology and Labour relations management and will be able to apply analytic skills from these disciplines in careers that require engagement with social and work-related questions.

#### HUM.5.4.3 Faculty-specific rules for the programme

Students considering doing **Honours in Sociology**, must have completed all the undergraduate modules in Sociology. The modules of the final undergraduate year must have been completed with an average of at least 65%.

Students considering doing **Honours in Labour Relations** must have completed the IOPS311 and IOPS321 modules before applying. These modules can be taken additionally in the third year of the student's studies, for non-degree purposes. Students must make sure that they completed STTN111 (or STTN122) and STTN124. A minimum of 60% must have been obtained for LARM311, LARM321, LARM322 and IOPS321. Applicants are subjected to a selection process.

**HUM.5.4.4      Compilation of programme 1GB H07 L301P: Sociology and Labour Relations Management**

Year level 1			Year level 2			Year level 3		
First semester			First semester			First semester		
Module code		Cr	Module code		Cr	Module code		Cr
SOCY111	H	12	SOCY211	H	16	SOCY314	H	16
LARM112	H	12	LARM212	H	16	SOCY316 <sup>(PC)</sup>	H	16
IOPS111	X	12	IOPS211	X	16	LARM311	H	32
BMAN111	X	12	PSYC211	X	16	PHIL213 <sup>(PC/VC)</sup>	X	16
PSYC111 OR STTN11	X	12						
ALDE/A111	A	-						
<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> semester</b>		<b>64</b>
Year level 1			Year level 2			Year level 3		
Second semester			Second semester			Second semester		
Module code		Cr	Module code		Cr	Module code		Cr
SOCY121	H	12	SOCY221	H	16	SOCY323	H	16
IOPS121	H	12	LARM221	H	16	SOCY325 <sup>(PC)</sup>	H	16
PSYC121	X	12	IOPS221	X	16	LARM321	H	16
BMAN121 OR STTN124	X	12	WVCS223	X	12	LARM322	H	16
ALDE/A122	X	12				LLAW221	X	12
<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>76</b>
<b>Total year level 1</b>		<b>120</b>	<b>Total year level 2</b>		<b>124</b>	<b>Total year level 3</b>		<b>140</b>
<b>Total credits for the programme</b>								<b>384</b>



## HUM.6 BACHELOR OF ARTS IN PUBLIC GOVERNANCE

### HUM.6.1 RULES FOR THE DEGREE BACHELOR OF ARTS IN PUBLIC GOVERNANCE

#### HUM.6.1.1 Duration (minimum and maximum duration)

The minimum study period for this degree is three years and the maximum duration is four years.

#### HUM.6.1.2 Admission requirements for the qualification

In addition to the general entrance requirements as specified in General Rule A.2.2, a student must have an APS of at least 25.

### HUM.6.2 PROGRAMME – PUBLIC ADMINISTRATION

#### Bachelor of Arts in Public Governance with Public Administration

Qualification Code:	<u>1GE H01 L301P/V</u>
Prerequisites:	APS of 25
Campus:	Potchefstroom and Vanderbijlpark
Delivery mode:	Full-time

#### HUM.6.2.1 Programme outcomes

On completion of this programme, students should

- have basic training in P(p)ublic A(a)dmistration which will enable them to function in a problem-solving capacity within the workplace and to contribute through **personal initiative** and job creation;
- be **equipped** to perform functions and apply skills **that would enable them to investigate and manage** political phenomena within the work context.

#### HUM.6.2.2 Compilation of programme 1GE H01 L301P/V: Public Administration

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
PADM111 (PC/VC)	12	PADM211 (PC/VC)	16	PADM311 (PC/VC)	16
POLI112	12	POLI213	16	PADM312 (PC/VC)	16
HIST112	12	HIST213	16	POLI313 (PC/VC)	16
SOCY111	12	SOCY211	16	POLI314 (PC/VC)	16
ENLS112	12			WVLS317	12
ALDE/A111	-				
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
PADM121 (PC/VC)	12	PADM221(PC/VC)	16	PADM321 (PC/VC)	16
POLI123	12	POLI223	16	PADM322 (PC/VC)	16
SOCY121	12	HIST223 OR SOCY221	16	POLI323 (PC/VC)	16
HIST123	12			POLI324 (PC/VC)	16
ALDE/A122	12	WVCS223	12		
<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>120</b>	<b>Total year level 2</b>	<b>124</b>	<b>Total year level 3</b>	<b>140</b>
<b>Total credits for the programme</b>					<b>380</b>

## HUM.6.3 PROGRAMME – POLITICS AND PUBLIC ADMINISTRATION

### Bachelor of Arts in Public Governance with Politics and Public Administration

Qualification Code:	<u>1GE H02 L301P/V</u>
Prerequisites:	APS of 25
Campus:	Potchefstroom and Vanderbijlpark
Delivery mode:	Full-time

#### HUM.6.3.1 Programme outcomes

On completion of this programme, students should:

- have knowledge of the basic political government structures within a democratic establishment;
- have knowledge of public governance principles within the South African environment;
- have knowledge of the underlying legal aspects (legislation), which guide and determine the way of governance within South African government structures;
- understand the complex social development dynamics of South Africa;
- interpret and manage the abovementioned complex situations by means of acquired legal and political expertise;
- be equipped to perform managerial functions on middle management level.

#### HUM.6.3.2 Compilation of programme 1GE H02 L301P/V: Politics and Public Administration

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
PADM111 (PC/VC)	12	PADM211 (PC/VC)	16	PADM311 (PC/VC)	16
POLI112	12	POLI213	16	PADM312 (PC/VC)	16
IURI171	16	IURI213	12	POLI313 (PC/VC)	32
SOCY111	12	IURI275	16	POLI314 (PC/VC)	16
HIST112	12			WVLS317	12
ALDE/A111	-				
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
PADM121 (PC/VC)	12	PADM221 (PC/VC)	16	PADM321 (PC/VC)	16
POLI123	12	POLI223	16	PADM322 (PC/VC)	16
SOCY121	12	LLAW221	12	POLI323 (PC/VC)	16
HIST123	12	WVCS223	12	POLI324 (PC/VC)	16
ALDE/A122	12				
<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>56</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>120</b>	<b>Total year level 2</b>	<b>116</b>	<b>Total year level 3</b>	<b>140</b>
<b>Total credits for the programme</b>					<b>380</b>

## HUM.6.4 PROGRAMME – MUNICIPAL MANAGEMENT AND LEADERSHIP

### Bachelor of Arts in Public Governance with Municipal Management and Leadership

Qualification Code:	<u>1GE H03 L301P</u>
Prerequisites:	APS of 25
Campus:	Potchefstroom
Delivery mode:	Full-time (limited contact)

#### HUM.6.4.1 Admission requirement for the programme

In addition to the general entrance requirements as specified in General Rule A.2.2. a student:

- a) must have an APS of at least 25;
- b) must have a minimum of two years working experience within the public sector, preferably the local sphere of government.

#### HUM.6.4.2 Programme outcomes

On completion of this programme, students should demonstrate:

- a) integrated knowledge and understanding of the context and dynamics of developmental local governance in South Africa;
- b) knowledge and comprehension of the basic political government structures within a democratic establishment and connect them with society which is influenced by these structures;
- c) understanding of the underlying legislative aspects (legislation) which underwrite the political process, governing function and which offer functional frameworks to public managers within the South African government structures;
- d) competency to justify ethically appropriate actions and decisions within the context of a municipal service ethos;
- e) the ability to contribute towards the enhancement of local government professionalism and capacity building;
- f) acquired advanced competencies in different areas of Municipal Governance to improve the quality of local government services delivery;
- g) skills to function as a public governor in order to implement government policy in a meaningful and effective manner.

**HUM.6.4.3    Compilation of programme 1GE H03 L301P Municipal Management and Leadership**

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
PADM111 <sup>(PC/VC)</sup>	12	PADM211 <sup>(PC/VC)</sup>	16	PADM311 <sup>(PC/VC)</sup>	16
MUMA115 <sup>(PC)</sup>	12	MUMA213 <sup>(PC)</sup>	16	PADM312 <sup>(PC/VC)</sup>	16
MUMA116 <sup>(PC)</sup>	12	MUMA214 <sup>(PC)</sup>	16	MUMA314 <sup>(PC)</sup>	32
MUMA117 <sup>(PC)</sup>	12	SOCY211	16	MUMA315 <sup>(PC)</sup>	16
POLI113 <sup>(PC)</sup>	12			WVLS317	12
ALDE/A111	-				
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
PADM121 <sup>(PC/VC)</sup>	12	PADM221 <sup>(PC/VC)</sup>	16	PADM321 <sup>(PC/VC)</sup>	16
MUMA125 <sup>(PC)</sup>	12	MUMA225 <sup>(PC)</sup>	16	PADM322 <sup>(PC/VC)</sup>	16
MUMA126 <sup>(PC)</sup>	12	MUMA226 <sup>(PC)</sup>	16	MUMA324 <sup>(PC)</sup>	16
POLI123	12	WVCS223	12	MUMA325 <sup>(PC)</sup>	16
ALDE/A122	12				
<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>120</b>	<b>Total year level 2</b>	<b>124</b>	<b>Total year level 3</b>	<b>140</b>
<b>Total credits for the programme</b>					<b>384</b>

## HUM.6.5 PROGRAMME – PUBLIC ADMINISTRATION AND SOCIAL STUDIES

### Bachelor of Arts in Public Governance with Public Administration and Social Studies

Qualification Code:	<u>1GE H04 L301P/V</u>
Prerequisites:	APS of 25
Campus:	Potchefstroom and Vanderbijlpark
Delivery mode:	Full-time

#### HUM.6.5.1 Programme outcomes

On completion of this programme, students should

- have acquired a basic training in public management and governance, which will enable them to function in a problem-solving capacity within the workplace and to contribute additional value through personal initiative and job creation;
- be equipped to perform functions and apply skills that would enable them to investigate and manage sociological phenomena within in the work context.

#### HUM.6.5.2 Compilation of programme 1GE H04 L301P/V: Public Administration and Social Studies

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
PADM111 (PC/VC)	12	PADM211 (PC/VC)	16	PADM311 (PC/VC)	16
SANL112 (PC/VC)	12	SANL213 (PC/VC)	16	PADM312 (PC/VC)	16
SOCY111	12	SOCY211	16	SANL315 (PC/VC) OR	32
POLI112	12	HIST213 OR POLI213	16	SOCY314 + SOCY315 (VC) SOCY316 (PC)	
HIST112	12			WVLS317	
ALDE/A111	-				
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
PADM121 (PC/VC)	12	PADM221 (PC/VC)	16	PADM321 (PC/VC)	16
SANL122 (PC/VC)	12	SANL225* (PC/VC) OR SOCY221*	16	PADM322 (PC/VC)	16
SOCY121	12	WVCS223	12	SANL323 (PC/VC) OR	32
HIST123 OR POLI123	12	HIST223 OR POLI223	16	SOCY323 + SOCY324 (VC) SOCY325 (PC)	
ALDE/A122	12				
<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>120</b>	<b>Total year level 2</b>	<b>124</b>	<b>Total year level 3</b>	<b>140</b>
<b>Total credits for the programme</b>					<b>384</b>

\* Students who select SANL225 in the second year of study should register for SANL315 and SANL323 in the third year of study. Similarly, students who select SOCY221 in the second year of study should register for SOCY314 and SOCY323 in the third year of study.

## HUM.6.6 PROGRAMME – PUBLIC ADMINISTRATION AND GEOGRAPHY

### Bachelor of Arts in Public Governance with Public Administration and Geography

Qualification Code:	<b><u>1GE H05 L301P/V</u></b>
Prerequisites:	APS of 25
Campus:	Potchefstroom and Vanderbijlpark
Delivery mode:	Full-time

#### HUM.6.6.1 Programme outcomes

On completion of this programme, student should:

- be knowledgeable about the basic political government structures within a democratic establishment and connect them with society which is influenced by these structures;
- have skills to function as a public governor in order to implement government policy in a meaningful and effective manner;
- understand the underlying legislative aspects (legislation) which underwrite the political process, governing function and which offer functional frameworks to public managers within the South African government structures;
- be able to describe the complex social dynamics of the development of government structures and institutions within the South African context;
- be able to interpret and manage complex political and related environmental situations by means of acquired managerial, legal, environmental and political know-how.

#### HUM.6.6.2 Compilation of programme 1GE H05 L301P/V: Public Administration Geography

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
PADM111 <sup>(PC/VC)</sup>	12	PADM211 <sup>(PC/VC)</sup>	16	PADM311 <sup>(PC/VC)</sup>	16
GEOG111	12	GEOG211	16	PADM312 <sup>(PC/VC)</sup>	16
HIST112	12	HIST213	16	GEOG311	32
POLI112	12	POLI213	16	WVLS317	12
SOCY111 OR SANL112 <sup>(PC/VC)</sup>	12				
ALDE/A111	-				
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
PADM121 <sup>(PC/VC)</sup>	12	PADM221 <sup>(PC/VC)</sup>	16	PADM321 <sup>(PC/VC)</sup>	16
GEOG121	12	GEOG221	16	PADM322 <sup>(PC/VC)</sup>	16
HIST123	12	HIST223 OR	16	GEOG321	32
POLI123	12	POLI223			
ALDE/A122	12	WVCS223	12		
<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>120</b>	<b>Total year level 2</b>	<b>124</b>	<b>Total year level 3</b>	<b>140</b>
<b>Total credits for the programme</b>					<b>384</b>

## HUM.6.7 PROGRAMME – PUBLIC ADMINISTRATION AND LABOUR RELATIONS MANAGEMENT

### Bachelor of Arts in Public Governance with Public Administration and Labour Relations Management

Qualification Code:	<b>1GE H06 L301P/V</b>
Prerequisites:	APS of 25
Campus:	Potchefstroom and Vanderbijlpark
Delivery mode:	Full-time

#### HUM.6.7.1 Programme outcomes

On completion of this programme, students should:

- be able to take the initiative within public organisations when human resources need to be managed;
- be able to promote sound working relationships, to mobilise dynamic group work and in the process, also address the needs of the community;
- have basic training in the human sciences, which will enable them to function in a problem-solving capacity within the workplace and to contribute through personal initiative and job creation;
- be equipped to perform functions and apply skills **that would enable them to investigate and manage** psychological phenomena within the work context.

#### HUM.6.7.2 Compilation of programme 1GE H06 - L301P/V: Public Administration and Labour Relations Management

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
PADM111 (PC/VC)	12	PADM211 (PC/VC)	16	PADM311 (PC/VC)	16
IOPS111	12	IOPS211	16	PADM312 (PC/VC)	16
LARM112	12	LARM212	16	IOPS311	16
SOCY111	12	SOCY211	16	LARM311	16
STTN111	12			WVLS317	12
ALDE/A111	-				
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
PADM121 (PC/VC)	12	PADM221 (PC/VC)	16	PADM321 (PC/VC)	16
IOPS121	12	IOPS221	16	PADM322 (PC/VC) **	16
HRMA122	12	LARM221	16	OR	
SOCY121 OR	12	WVCS223	12	LARM322**	
STTN124*				IOPS321	16
ALDE/A122	12			LARM321	16
<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>120</b>	<b>Total year level 2</b>	<b>124</b>	<b>Total year level 3</b>	<b>140</b>
<b>Total credits for the programme</b>					<b>384</b>

## HUM.6.8 PROGRAMME – POLICING PRACTICE

### Bachelor of Arts in Public Governance with Policing Practice

Qualification Code:	<u>1DU H01 L302P</u>
Campus:	Potchefstroom
Prerequisites:	APS of 25
Delivery mode:	Distance (limited contact) (only English)

#### HUM.6.8.1 Open Distance Learning

Open distance learning is an approach which combines the principles of learner-centeredness, lifelong learning, flexibility provision, the removal of barriers to learning, accessibility to learning, the recognition of prior learning, the provision of learner support, the construction of learning programmes in the expectation that learners can succeed, e-learning and the maintenance of rigorous quality assurance.

The Unit for Open Distance Learning at the Potchefstroom Campus presents several distance programmes on behalf of the faculties at a number of open learning centres in Southern Africa. Distance learning programmes are offered on the following principles:

- a) Students can register any time of the year.
- b) Each programme has a minimum and maximum duration to complete.
- c) Students have a number of assessment opportunities (examinations) during a study period and all modules can be written at each assessment opportunity.
- d) Students do not have a second examination opportunity directly after the first attempt. If they fail the first attempt (e.g. June), they can write the failed module during the next examination opportunity (e.g. November). A valid participation mark will give the student access to two examination opportunities, where after a student must generate a new participation mark.
- e) Contact classes are mainly presented by means of interactive white boards, supported by facilitators. Lectures can also be followed on a personal computer if students have access to the Internet. All modules presented by means of interactive white boards are stored on the Internet for students to access at a later stage.
- f) Students are supported by means of a Call Centre, social media (Facebook) and contact with lecturers and facilitators.
- g) Examinations are written at several examination centres throughout Southern Africa, but the NWU can request students to write a specific module (e.g. Computer Science) at the Potchefstroom Campus.

#### HUM.6.8.2 Admission requirement for the programme

In addition to the general entrance requirements as specified in General Rule A.2.2:

- a) A student must have an APS of at least 25 for students who matriculated after 2008 and a M-Score of at least 13 for learners matriculated before 2008.
- b) A valid matric (Grade 12) certificate with University exemption is also a requirement.
- c) Applicant must have passed the language of tuition (English) with the minimum symbol of:



- Symbol “D” (50% – 59%) if the Grade 12 was obtained after 2008 (National Senior Certificate)
- “E” (40% to 49%) Higher Grade (HG) if the matric was obtained before 2008 (Senior Certificate)

In cases of a matric certificate obtained before 2008, no endorsement of university exemption might appear on the certificate due to subjects chosen by the student. In those cases, an “**Aggregate**” is provided which is a summary of the symbols the candidate achieved holistically. The following aggregates apply:

- Aggregate with a “M” Symbol means matric with university exemption
- Aggregate with a “S” Symbol means matric without university exemption.

#### **HUM.6.8.2.1 Mature age conditional exemption:**

“An applicant may qualify for mature age conditional exemption by virtue of being over the age of 23 years. However, to qualify for exemption on the basis of being over the age of 23 years, an applicant must be in possession of a National Senior or Senior Certificate and must have passed four matric subjects, including one of the official languages - one of which must be a higher grade (HG) subject” (Senior Certificate).

Applicants over the age of 45 don’t need university exemption to register at NWU, but the applicant needs to apply to Universities South Africa (previously known as HESA) for university exemption before registration will be accepted and processed at the NWU. The APS-Score or M-Score and minimum language of tuition requirements explained also applies during these applications.

#### **Exemption on grounds of post-school qualifications**

“An applicant without matriculation exemption, but in possession of a valid National Senior Certificate or Senior Certificate, as well as a recognised three-year diploma issued by a South African University, College of Education or Technikon, accredited by CHE and SAQA may qualify for total exemption on grounds of post-matric qualifications obtained. This exemption should, however, be awarded after faculty specific requirements are considered”.

#### **HUM.6.8.2.2 Registration**

In terms of the Open Distance Learning principle, students are permitted to register for the qualification at any stage during the academic year.

#### **HUM.6.8.2.3 Examination opportunities**

Open Distance students are awarded two opportunities during an academic year to write their examinations, namely June and November. In accordance with the Open Distance Learning policy, students are not awarded a second opportunity to sit for a supplementary examination directly after the main examination. Students who failed the main examination will be awarded a second opportunity during the next main examination period. If the student, for example failed his or her examination during the June examinations will be awarded an opportunity to sit for the next examination scheduled for November the same academic year.

If the student failed the June examination and would like to utilise the November opportunity, they retain their attendance mark and they also don't have to re-register for the second semester, nor to re-submit an assignment during that second semester.

#### **HUM.6.8.2.4 Calculation of attendance mark**

The level of participation of the student during the semester is determined by means of formative assessment, submitting an assignment or two. This assignment should be submitted to the University for evaluation and assessment purposes. If the student successfully passes the assignment, an attendance mark is awarded. This assignment not only awards an attendance mark to the student, but it also contributes 50% towards the students' final semester mark. This requirement is explained fully in the study material and it remains the responsibility of the student to acquaint him or herself with the contents thereof.

#### **HUM.6.8.2.5 Requirements to pass a module**

- a) The pass requirement with regard to the formative assessment (assignment) during the semester is 40%.
- b) The pass requirement with regard to the semester summative assessment or the written examination is also 40%.
- c) The pass requirement with regard to the overall module and final semester mark is 50%.

#### **HUM.6.8.3 Programme outcomes**

On completion of this programme, students should be able to:

- a) Strategically lead and manage human, financial, physical and information resources through effective organisational relations and practices to achieve strategic goals.
- b) Manage crime prevention by utilising specialised management skills in order to function strategically and effectively within a range of situations such as security and protection interventions as well as crowd control and management interventions.
- c) Manage crime detection by utilising specialised management skills in order to function strategically and effectively within a range of situations.
- d) Manage Community Service Centres (CSC) by utilising specialised management skills in order to function strategically and effectively within a range of situations.
- e) Manage the provision of protection, security and crime intelligence services for a safe and secure environment within the Republic of South Africa.
- f) Manage internal quality management systems to enable the organisation to reflect on whether organisational needs have been met.

**HUM.6.8.4      Compilation of programme 1DU H01 L302P: Policing Practice**

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
PADM111	12	PADM211	16	PADM311	16
POMA113	12	POMA212	16	PADM312	16
POMA114	12	SANL214	16	POMA317	16
POMA115	12	FORP214	16	CLLE211	8
PSDT111	12			PHIL315	16
ALDE/A111	-				
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>72</b>
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
PADM121	12	PADM221	16	PADM321	16
POMA124	12	POMA224	16	PADM322	16
COMS121	12	WVCS223	12	POMA323	16
POLI123	12	FORP225	16	ALLE221	8
SOCY121	12				
ALDE/A122	12				
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>56</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>124</b>	<b>Total year level 3</b>	<b>128</b>
<b>Total credits for the programme</b>					<b>384</b>

## **HUM.7 BACHELOR OF SOCIAL SCIENCES**

The programmes for this qualification is offered only full-time.

### **HUM.7.1 RULES FOR THE DEGREE BACHELOR OF SOCIAL SCIENCES**

#### **HUM.7.1.1 Duration (minimum and maximum duration)**

The minimum study period for this degree is three years and the maximum duration is four years.

#### **HUM.7.1.2 Specific admission requirements for the programme**

The rules of admission for this qualification are determined in accordance with the stipulations of General Rule A.2.2. In addition to this a student must have an APS of at least 24 and at least a level 4 (50-59%) success mark for the first (home) language.

## **HUM.7.2 PROGRAMME – POLITICAL STUDIES AND INTERNATIONAL RELATIONS**

### **[Bachelor of Social Sciences with Political Studies and International Relations](#)**

<b>Qualification Code:</b>	<b><u><a href="#">1GG H28 L301M</a></u></b>
<b>Prerequisites:</b>	<b>APS of 24 and level 4 (50-59%) for first (home) language</b>
<b>Campus:</b>	<b>Mahikeng</b>
<b>Delivery mode:</b>	<b>Full-time</b>
<b>Replace:</b>	<b>1GG H25 L301M 1GG H26 L301M</b>

#### **HUM.7.2.1 Programme outcomes**

On completion of this programme, students should demonstrate:

- a) A broad, in-depth, systemic and integrated knowledge and understanding by interpreting, applying, evaluating, and comparing fundamental concepts, approaches, facts, structures, institutions, and theories relevant to Political Studies and International Relations;
- b) An understanding of the role and operation of power in all contexts of social relations, structures and institutions that transcends the national context (nation states) into the international environment where politics influence the conduct of foreign societies and their respective institutions;
- c) Engaged scholarship and intellectual expertise, individually or in a team setting, by effectively recording, communicating and transmitting outcomes of scientific inquiry within appropriate ethical guidelines and through various technological tools;
- d) Social responsiveness and operational excellence, managing and developing solutions to evolving systems in political settings, diplomacy, institutions, and governance in different worlds of individuals, groups and societies – South Africa, Africa, and the World; and
- e) An ethic of care by understanding trends, governance systems in changing worlds, the cause and effect that social participation has on peoples lived experiences or contents – embracing cultural diversity and social justice.

**HUM.7.2.2      Compilation of programme 1GG H28 L301M: Political Studies and International Relations**

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
HIRL115 <sup>(MC)</sup>	12	HIRL212 <sup>(MC)</sup>	16	HIRL314 <sup>(MC)</sup>	32
POLI112	12	POLI213	16	POLI313 <sup>(PC/VC)</sup>	16
HPEC111 <sup>(MC)</sup>	12	HPEC211 <sup>(MC)</sup>	12	POLY311 <sup>(MC)</sup>	16
SOCY111	12	SOCY211	16	WVLS317	12
ALDE111	12				
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
HIRL123 <sup>(MC)</sup>	12	HIRL222 <sup>(MC)</sup>	16	HIRL326 <sup>(MC)</sup>	32
POLI123	12	POLI223	16	POLI327 <sup>(MC)</sup>	16
HPEC121 <sup>(MC)</sup>	12	HPEC223 <sup>(MC)</sup>	16	POLI329 <sup>(MC)</sup>	16
SOCY121	12	SOCY221	16		
ALDE122	12	WVCS223	12		
<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>76</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>120</b>	<b>Total year level 2</b>	<b>136</b>	<b>Total year level 3</b>	<b>140</b>
<b>Total credits for the programme</b>					<b>396</b>

## HUM.7.3 PROGRAMME – DEVELOPMENT STUDIES

### Bachelor of Social Sciences with Development Studies

Qualification Code: **1GG H30 L301M**

Prerequisites: **APS of 22**

Campus: **Mahikeng**

Delivery mode: **Full-time**

#### HUM.7.3.1 Programme outcomes

On completion of this programme, students will understand the relationship between Development Studies and other social sciences and will be able to apply analytic skills from these disciplines in careers that require engagement with Development and Social Science questions.

#### HUM.7.3.2 Faculty-specific rules for the programme

**Please refer to the specific Faculty rules regarding admission requirements to Afrikaans, English, Sesotho and Setswana modules on first, second and third year levels.**

##### **Year level 1, first semester**

The compulsory major is Development Studies.

The student must select a second major from the Major 2 block in the programme map below.

The student must select one elective from Elective 1 block in the programme map below.

The student must select two electives from the Elective 2 block in the programme map below.

##### **Year level 1, second semester**

The compulsory major is Development Studies.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

The student must continue with the elective selected from the Elective 1 block of the first semester of the first year in the programme map below.

The student must continue with the two electives selected from the Elective 2 block of the first semester of the first year in the programme map below.

##### **Year level 2, first semester**

The compulsory major is Development Studies.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

The student must continue with the elective selected from the Elective 1 block of the first semester of the first year in the programme map below.

The student must continue with one elective selected from the Elective 2 block of the first semester of the first year in the programme map below.

##### **Year level 2, second semester**

The compulsory major is Development Studies.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

The student must continue with the elective selected from the Elective 1 block of the first semester of the first year in the programme map below.

### Year level 3, first semester

The compulsory major is Development Studies.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

### Year level 3, second semester

The compulsory major is Development Studies.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

### HUM.7.3.3 Compilation of programme 1GG H30 L301M: Development Studies

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
DEVS111 <sup>(MC)</sup>	12	DEVS211 <sup>(MC)</sup>	16	DEVS311 <sup>(MC)</sup>	32
Select ONE (1): HIST112 HPOP111 <sup>(MC)</sup> POLI112 SOCY111	12	Select ONE (1): HIST213 HPOP212 <sup>(MC)</sup> POLI213 SOCY211	16	Select ONE (1): HIST312 HPOP311 <sup>(MC)</sup> + HPOP312 <sup>(MC)</sup> POLI313 <sup>(PC/VC)</sup> + POLI314 <sup>(PC/VC)</sup> SOCY314 + SOCY315 <sup>(VC)</sup> SOCY316 <sup>(PC)</sup> SOCY317 <sup>(MC)</sup>	32
Select ONE (1) not already included: HIST112 HPOP111 <sup>(MC)</sup> POLI112 SOCY111	12	Select ONE (1) not already included: HIST213 HPOP212 <sup>(MC)</sup> POLI213 SOCY211	16	WVLS317	12
Select TWO (2) not already included: AFLL111 ECON112 ENLL111 GEOG111 HIST112 HPOP111 <sup>(MC)</sup> IKSM111 <sup>(MC)</sup> PADM111 <sup>(PC/VC)</sup> POLI112 PSYC111 SETM111 <sup>(MC/PC)</sup> SOCY111	24	Select TWO (2) not already included: AFLL211 ECON211 ENLL211 GEOG211 HIST213 HPOP212 <sup>(MC)</sup> IKSM211 <sup>(MC)</sup> PADM211* <sup>(PC/VC)</sup> POLI213 PSYC211 PSYC212 SETM211 <sup>(MC/PC)</sup> SOCY211	16		
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>

Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
DEVS121 <sup>(MC)</sup>	12	DEVS221 <sup>(MC)</sup>	16	DEVS322 <sup>(MC)</sup>	32
Select ONE (1): HIST123 HPOP121 <sup>(MC)</sup> POLI123 SOCY121	12	Select ONE (1): HIST223 HPOP221 <sup>(MC)</sup> POLI223 SOCY221	16	Select ONE (1): HIST323 HPOP321 <sup>(MC)</sup> + HPOP322 <sup>(MC)</sup> POLI323 <sup>(PC/VC)</sup> + POLI324 <sup>(PC/VC)</sup> SOCY323 + SOCY324 <sup>(VC)</sup> SOCY325 <sup>(PC)</sup> SOCY326 <sup>(MC)</sup>	32
Select ONE (1) not already included: HIST123 HPOP121 <sup>(MC)</sup> POLI123 SOCY121	12	Select ONE (1) not already included: HIST223 HPOP221 <sup>(MC)</sup> POLI223 SOCY221	16		
Select TWO (2) not already included: AFLL121 ECON122 ENLL121 GEOG121 HIST123 HPOP121 <sup>(MC)</sup> IKSM121 <sup>(MC)</sup> KSGS122 <sup>(PC)</sup> PADM121* <sup>(PC/VC)</sup> POLI123 PSYC121 SETM121 <sup>(MC/PC)</sup> SOCY121	24	WVCS223	12		
ALDE122	12				
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>124</b>	<b>Total year level 3</b>	<b>140</b>
<b>Total credits for the programme</b>					<b>396</b>

\* PADM211 will only be offered to MC students who have successfully completed PADM111 and/or PADM121 in 2021.



## HUM.7.4 PROGRAMME – ECONOMICS

### Bachelor of Social Sciences with Economics

Qualification Code:	<u>1GG H31 L301M/PV</u>
Prerequisites:	APS of 22 and <u>Gr12 Mathematics Level 4 (50%-59%)</u>
Campus:	Mahikeng, Potchefstroom and Vanderbijlpark
Delivery mode:	Full-time

#### HUM.7.4.1 Programme outcomes

On completion of this programme, students will understand the relationship between Economics and other social sciences and will be able to apply analytic skills from these disciplines in careers that require engagement with Economic and Social Scientific questions.

#### HUM.7.4.2 Faculty-specific rules for the programme

**Please refer to the specific Faculty rules regarding admission requirements to Afrikaans, English, Sesotho and Setswana modules on first, second and third year levels.**

##### **Year level 1, first semester**

The compulsory major is Economics.

The student must select a second major from the Major 2 block in the programme map below.

The student must select one elective from Elective 1 block in the programme map below.

The student must select two electives from the Elective 2 block in the programme map below.

##### **Year level 1, second semester**

The compulsory major is Economics.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

The student must continue with the elective selected from the Elective 1 block of the first semester of the first year in the programme map below.

The student must continue with one elective selected from the Elective 2 block of the first semester of the first year in the programme map below.

Students must register for **MTHS123 (Mathematical Techniques)** as one of the electives during the second semester of the first year of study.

##### **Year level 2, first semester**

The compulsory major is Economics.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

The student must continue with the elective selected from the Elective 1 block of the first semester of the first year in the programme map below.

The student must continue with one elective selected from the Elective 2 block of the first semester of the first year in the programme map below.

##### **Year level 2, second semester**

The compulsory major is Economics.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.  
The student must continue with the elective selected from the Elective 1 block of the first semester of the first year in the programme map below.

### Year level 3, first semester

The compulsory major is Economics.  
The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

### Year level 3, second semester

The compulsory major is Economics.  
The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

#### HUM.7.4.3 Compilation of programme 1GG H31 L301M/P/V: Economics

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ECON112	12	ECON211	32	ECON313 + ECON314	32
Select ONE (1): DEVS111 (MC) HIST112 HPOP111 (MC) POLI112 SANL112 (PC/VC) SOCY111	12	Select ONE (1): DEVS211 (MC) HIST213 HPOP212 (MC) POLI213 SANL213 (PC/VC) SOCY211	16	Select ONE (1): DEVS311 (MC) HIST312 HPOP311 (MC) + HPOP312 (MC) POLI313 (PC/VC) + POLI314 (PC/VC) SANL315 (PC/VC) SOCY314 + SOCY315 (VC) SOCY316 (PC) SOCY317 (MC)	32
Select ONE (1) not already included: DEVS111 (MC) HIST112 HPOP111 (MC) POLI112 SANL112 (PC/VC) SOCY111	12	Select ONE (1) not already included: DEVS211 (MC) HIST213 HPOP212 (MC) POLI213 SANL213 (PC/VC) SOCY211	16	WVLS317	12
Select TWO (2) not already included: AFLL111 DEVS111 (MC) ENLL111 GERM111 (PC/VC) GEOG111 HIST112 HPOP111 (MC) IKSM111 (MC) KSGS113 (PC) PADM111 (PC/VC) PHIL112	24	Select ONE (1) not already included: AFLL211 DEVS211 (MC) ENLL211 GERM211 (PC/VC) GEOG211 HIST213 HPOP212 (MC) IKSM211 (MC) KSGS212 (PC) PADM211* (PC/VC) PHIL213 (PC/VC)	16		

POLI112 PSYC111 SANL112 (PC/VC) SETM111 (MC/PC) SOCY111 SSLL112 (VC)		POLI213 PSYC211 PSYC212 SANL213 (PC/VC) SETM211 (MC/PC) SOCY211 SSLL212 (VC)			
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>
<b>Year level 1</b>		<b>Year level 2</b>		<b>Year level 3</b>	
<b>Second semester</b>		<b>Second semester</b>		<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
ECON122	12	ECON221	16	ECON322 + ECON325 ECON326 (MC)	32
Select ONE (1): DEVS121 (MC) HIST123 HPOP121 (MC) POLI123 SANL122 (PC/VC) SOCY121	12	Select ONE (1): DEVS221 (MC) HIST223 HPOP221 (MC) POLI223 SANL225 (PC/VC) SOCY221	16	Select ONE (1): DEVS321 (MC) HIST323 HPOP321 (MC) + HPOP322 (MC) POLI323 (PC/VC) + POLI324 (PC/VC) SANL323 (PC/VC) SOCY323 + SOCY324 (VC) SOCY325 (PC) SOCY326 (MC)	32
ALDE/A122	12	WVCS223	12		
MTHS123	12				
Select ONE (1): DEVS121 (MC) HIST123 HPOP121 (MC) POLI123 SANL122 (PC/VC) SOCY121	12	Select ONE (1) not already included: DEVS221 (MC) HIST223 HPOP221 (MC) POLI223 SANL225 (PC/VC) SOCY221	16		
Select ONE (1) not already included: AFLL121 DEVS121 (MC) ENLL121 GERM121 (PC/VC) GEOG121 HIST123 HPOP121 (MC) IKSM121 (MC) KSGS122 (PC) PADM121 (PC/VC) PHIL122 POLI123 PSYC121 SANL122 (PC/VC)	12				

SETM121 (MC/PC) SOCY121 SSLL122 (VC)					
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>124</b>	<b>Total year level 3</b>	<b>140</b>
<b>Total credits for the programme</b>					<b>396</b>

\* PADM211 will only be offered to MC students who have successfully completed PADM111 and/or PADM121 in 2021.

## HUM.7.5 PROGRAMME – GEOGRAPHY

### Bachelor of Social Sciences in Geography

Qualification Code:	<u>1GG H32 L301M/P/V</u>
Prerequisites:	APS of 22
Campus:	Mahikeng, Potchefstroom and Vanderbijlpark
Delivery mode:	Full-time

#### HUM.7.5.1 Programme outcomes

On completion of this programme, students will understand the relationship between Geography and the social sciences and will be able to apply analytic skills from these disciplines in careers that require engagement with Geographical and Social Scientific questions.

#### HUM.7.5.2 Faculty-specific rules for the programme

**Please refer to the specific Faculty rules regarding admission requirements to Afrikaans, English, Sesotho and Setswana modules on first, second and third year levels.**

##### **Year level 1, first semester**

The compulsory major is Geography.

The student must select a second major from the Major 2 block in the programme map below.

The student must select one elective from Elective 1 block in the programme map below.

The student must select two electives from the Elective 2 block in the programme map below.

##### **Year level 1, second semester**

The compulsory major is Geography.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

The student must continue with the elective selected from the Elective 1 block of the first semester of the first year in the programme map below.

The student must continue with the two electives selected from the Elective 2 block of the first semester of the first year in the programme map below.

##### **Year level 2, first semester**

The compulsory major is Geography.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

The student must continue with the elective selected from the Elective 1 block of the first semester of the first year in the programme map below.

The student must continue with one elective selected from the Elective 2 block of the first semester of the first year in the programme map below.

##### **Year level 2, second semester**

The compulsory major is Geography.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

The student must continue with the elective selected from the Elective 1 block of the first semester of the first year in the programme map below.

### Year level 3, first semester

The compulsory major is Geography.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

### Year level 3, second semester

The compulsory major is Geography.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

### HUM.7.5.3 Compilation of programme 1GG H32 L301M/P/V: Geography

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
GEOG111	12	GEOG211	16	GEOG311	32
Select ONE (1): DEVS111 (MC) HIST112 HPOP111 (MC) POLI112 SANL112 (PC/VC) SOCY111	12	Select ONE (1): DEVS211 (MC) HIST213 HPOP212 (MC) POLI213 SANL213 (PC/VC) SOCY211	16	Select ONE (1): DEVS311 (MC) HIST312 HPOP311 (MC) + HPOP312 (MC) POLI313 (PC/VC) + POLI314 (PC/VC) SANL315 (PC/VC) SOCY314 + SOCY315 (VC) SOCY316 (PC) SOCY317 (MC)	32
Select ONE (1) not already included: DEVS111 (MC) HIST112 HPOP111 (MC) POLI112 SANL112 (PC/VC) SOCY111	12	Select ONE (1) not already included: DEVS211 (MC) HIST213 HPOP212 (MC) POLI213 SANL213 (PC/VC) SOCY211	16	WVLS317	12
Select TWO (2) not already included: AFLL111 DEVS111 (MC) ECON112 ENLL111 GERM111 (PC/VC) HIST112 HPOP111 (MC) IKSM111 (MC) KSGS113 (PC) PADM111 (PC/VC) PHIL112 POLI112 PSYC111 SANL112 (PC/VC) SETM111 (MC/PC) SOCY111 SSLL112 (VC)	24	Select ONE (1) not already included: AFLL211 DEVS211 (MC) ECON211 ENLL211 GERM211 (PC/VC) HIST213 HPOP212 (MC) IKSM211 (MC) KSGS212 (PC) PADM211* (PC/VC) PHIL213 (PC/VC) POLI213 PSYC211 PSYC212 SANL213 (PC/VC) SETM211 (MC/PC) SOCY211	16		

		SSLL212 <sup>(VC)</sup>			
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>
<b>Year level 1</b>		<b>Year level 2</b>		<b>Year level 3</b>	
<b>Second semester</b>		<b>Second semester</b>		<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
GEOG121	12	GEOG221	16	GEOG321	32
Select ONE (1): DEVS121 <sup>(MC)</sup> HIST123 HPOP121 <sup>(MC)</sup> POLI123 SANL122 <sup>(PC/VC)</sup> SOCY121	12	Select ONE (1): DEVS221 <sup>(MC)</sup> HIST223 HPOP221 <sup>(MC)</sup> POLI223 SANL225 <sup>(PC/VC)</sup> SOCY221	16	Select ONE (1): DEVS321 <sup>(MC)</sup> HIST323 HPOP321 <sup>(MC)</sup> + HPOP322 <sup>(MC)</sup> POLI323 <sup>(PC/VC)</sup> + POLI324 <sup>(PC/VC)</sup> + SANL323 <sup>(PC/VC)</sup> SOCY323 <sup>(MC/PC)</sup> + SOCY324 <sup>(VC)</sup> SOCY325 <sup>(PC)</sup> SOCY326 <sup>(MC)</sup>	32
ALDE/A122	12	WVCS223	12		
Select ONE (1) not already included: DEVS121 <sup>(MC)</sup> HIST123 HPOP121 <sup>(MC)</sup> POLI123 SANL122 <sup>(PC/VC)</sup> SOCY121	12	Select ONE (1) not already included: DEVS221 <sup>(MC)</sup> HIST223 HPOP221 <sup>(MC)</sup> POLI223 SANL225 <sup>(PC/VC)</sup> SOCY221	16		
Select TWO (2) not already included: AFLL121 DEVS121 <sup>(MC)</sup> ECON122 ENLL121 GERM121 <sup>(PC/VC)</sup> HIST123 HPOP121 <sup>(MC)</sup> IKSM121 <sup>(MC)</sup> KSGS122 <sup>(PC)</sup> PADM121 <sup>(PC/VC)</sup> PHIL122 POLI123 PSYC121 SANL122 <sup>(PC/VC)</sup> SETM121 <sup>(MC/PC)</sup> SOCY121 SSLL122 <sup>(VC)</sup>	24				
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>124</b>	<b>Total year level 3</b>	<b>140</b>
<b>Total credits for the programme</b>					<b>396</b>

\* PADM211 will only be offered to MC students who have successfully completed PADM111 and/or PADM121 in 2021.

## HUM.7.6 PROGRAMME – HISTORY

### Bachelor of Social Sciences with History

Qualification Code:	<u>1GG H33 L301M/P/V</u>
Prerequisites:	APS of 22
Campus:	Mahikeng, Potchefstroom and Vanderbijlpark
Delivery mode:	Full-time

#### HUM.7.6.1 Programme outcomes

On completion of this programme, students will understand the relationship between History and the social sciences and will be able to apply analytic skills from these disciplines in careers that require engagement with Historical and Social Scientific questions.

#### HUM.7.6.2 Faculty-specific rules for the programme

**Please refer to the specific Faculty rules regarding admission requirements to Afrikaans, English, Sesotho and Setswana modules on first, second and third year levels.**

##### **Year level 1, first semester**

The compulsory major is History.

The student must select a second major from the Major 2 block in the programme map below.

The student must select one elective from Elective 1 block in the programme map below.

The student must select two electives from the Elective 2 block in the programme map below.

##### **Year level 1, second semester**

The compulsory major is History.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

The student must continue with the elective selected from the Elective 1 block of the first semester of the first year in the programme map below.

The student must continue with the two electives selected from the Elective 2 block of the first semester of the first year in the programme map below.

##### **Year level 2, first semester**

The compulsory major is History.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

The student must continue with the elective selected from the Elective 1 block of the first semester of the first year in the programme map below.

The student must continue with one elective selected from the Elective 2 block of the first semester of the first year in the programme map below.

##### **Year level 2, second semester**

The compulsory major is History.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

The student must continue with the elective selected from the Elective 1 block of the first semester of the first year in the programme map below.



### Year level 3, first semester

The compulsory major is History.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

### Year level 3, second semester

The compulsory major is History.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

### HUM.7.6.3 Compilation of programme 1GG H33 L301M/P/V: History

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
HIST112	12	HIST213	16	HIST312	32
Select ONE (1): DEVS111 (MC) HPOP111 (MC) POLI112 SANL112 (PC/VC) SOCY111	12	Select ONE (1): DEVS211 (MC) HPOP212 (MC) POLI213 SANL213 (PC/VC) SOCY211	16	Select ONE (1): DEVS311 (MC) HPOP311 (MC) + HPOP312 (MC) POLI313 (PC/VC) + POLI314 (PC/VC) SANL315 (PC/VC) SOCY314 + SOCY315 (VC) SOCY316 (PC) SOCY317 (MC)	32
Select ONE (1) not already included: DEVS111 (MC) HPOP111 (MC) POLI112 SANL112 (PC/VC) SOCY111	12	Select ONE (1) not already included: DEVS211 (MC) HPOP212 (MC) POLI213 SANL213 (PC/VC) SOCY211	16	WVLS317	12
Select TWO (2) not already included: AFLL111 DEVS111 (MC) ECON112 ENLL111 GERM111 (PC/VC) GEOG111 HPOP111 (MC) IKSM111 (MC) KSGS113 (PC) PADM111 (PC/VC) PHIL112 POLI112 PSYC111 SANL112 (PC/VC) SETM111 (MC/PC) SOCY111 SSLL112 (VC)	24	Select ONE (1) not already included: AFLL211 DEVS211 (MC) ECON211 ENLL211 GERM211 (PC/VC) GEOG211 HPOP212 (MC) IKSM211 (MC) KSGS212 (PC) PADM211* (PC/VC) PHIL213 (PC/VC) POLI213 PSYC211 PSYC212 SANL213 (PC/VC) SETM211 (MC/PC) SOCY211 SSLL212 (VC)	16		
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>

Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
HIST123	12	HIST223	16	HIST323	32
Select ONE (1): DEVS121 <sup>(MC)</sup> HPOP121 <sup>(MC)</sup> POLI123 SANL122 <sup>(PC/VC)</sup> SOCY121	12	Select ONE (1): DEVS221 <sup>(MC)</sup> HPOP221 <sup>(MC)</sup> POLI223 SANL225 <sup>(PC/VC)</sup> SOCY221	16	Select ONE (1): DEVS321 <sup>(MC)</sup> HPOP321 <sup>(MC)</sup> + HPOP322 <sup>(MC)</sup> POLI323 <sup>(PC/VC)</sup> + POLI324 <sup>(PC/VC)</sup> + SANL323 <sup>(PC/VC)</sup> SOCY323 + SOCY324 <sup>(VC)</sup> SOCY325 <sup>(PC)</sup> SOCY326 <sup>(MC)</sup>	32
ALDE/A122	12	WVCS223	12		
Select ONE (1) not already included: DEVS121 <sup>(MC)</sup> HPOP121 <sup>(MC)</sup> POLI123 SANL122 <sup>(PC/VC)</sup> SOCY121	12	Select ONE (1) not already included: DEVS221 <sup>(MC)</sup> HPOP221 <sup>(MC)</sup> POLI223 SANL225 <sup>(PC/VC)</sup> SOCY221	16		
Select TWO (2) not already included: AFLL121 DEVS121 <sup>(MC)</sup> ECON122 ENLL121 GERM121 <sup>(PC/VC)</sup> GEOG121 HPOP121 <sup>(MC)</sup> IKSM121 <sup>(MC)</sup> KSGS122 <sup>(PC)</sup> PADM121 <sup>(PC/VC)</sup> PHIL122 POLI123 PSYC121 SANL122 <sup>(PC/VC)</sup> SETM121 <sup>(MC/PC)</sup> SOCY121 SSLL122 <sup>(VC)</sup>	24				
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>124</b>	<b>Total year level 3</b>	<b>140</b>
<b>Total credits for the programme</b>					<b>396</b>

\* PADM211 will only be offered to MC students who have successfully completed PADM111 and/or PADM121 in 2021.

## HUM.7.7 PROGRAMME – POPULATION STUDIES

### Bachelor of Social Sciences with Population Studies

Qualification Code: **1GG H34 L301M**

Prerequisites: **APS of 22**

Campus: **Mahikeng**

Delivery mode: **Full-time**

#### HUM.7.7.1 Programme outcomes

On completion of this programme, students will understand the relationship between Population Studies and the other social sciences and will be able to apply analytic skills from these disciplines in careers that require engagement with Population Studies and Social Science questions.

#### HUM.7.7.2 Faculty-specific rules for the programme

**Please refer to the specific Faculty rules regarding admission requirements to Afrikaans, English, Sesotho and Setswana modules on first, second and third year levels.**

##### **Year level 1, first semester**

The compulsory major is Population Studies.

The student must select a second major from the Major 2 block in the programme map below.

The student must select one elective from Elective 1 block in the programme map below.

The student must select one elective from the Elective 2 block in the programme map below.

Students must register for STFM111.

##### **Year level 1, second semester**

The compulsory major is Population Studies.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

The student must continue with the elective selected from the Elective 1 block of the first semester of the first year in the programme map below.

The student must continue with one elective selected from the Elective 2 block of the first semester of the first year in the programme map below.

Students must register for STFM121.

##### **Year level 2, first semester**

The compulsory major is Population Studies.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

Students must register for HPOP212

Students must register for HPOP213

##### **Year level 2, second semester**

The compulsory major is Population Studies.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

Students must register for HPOP223

### Year level 3, first semester

The compulsory major is Population Studies.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

### Year level 3, second semester

The compulsory major is Population Studies.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

### HUM.7.7.3 Compilation of programme 1GG H34 L301M: Population Studies

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
HPOP111 <sup>(MC)</sup>	12	HPOP212 <sup>(MC)</sup>	16	HPOP311 <sup>(MC)</sup> + HPOP312 <sup>(MC)</sup>	32
Select ONE (1): DEVS111 <sup>(MC)</sup> HIST112 POLI112 SOCY111	12	Select ONE (1): DEVS211 <sup>(MC)</sup> HIST213 POLI213 SOCY211	16	Select ONE (1): DEVS311 <sup>(MC)</sup> HIST312 POLI313 <sup>(PC/VC)</sup> + POLI314 <sup>(PC/VC)</sup> SOCY314 + SOCY315 <sup>(VC)</sup> SOCY316 <sup>(PC)</sup> SOCY317 <sup>(MC)</sup>	32
STFM111 <sup>(MC)</sup>	12	HPOP213 <sup>(MC)</sup>	16	WVLS317	12
Select ONE (1) not already included: DEVS111 <sup>(MC)</sup> HIST112 POLI112 SOCY111	12	Select ONE (1) not already included: DEVS211 <sup>(MC)</sup> HIST213 POLI213 SOCY211	16		
Select ONE (1) not already included: AFLL111 DEVS111 <sup>(MC)</sup> ECON112 ENLL111 GEOG111 HIST112 IKSM111 <sup>(MC)</sup> PADM111 <sup>(PC/VC)</sup> POLI112 PSYC111 SETM111 <sup>(MC/PC)</sup> SOCY111	12				
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>

Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
HPOP121 <sup>(MC)</sup>	12	HPOP221 <sup>(MC)</sup>	16	HPOP321 <sup>(MC)</sup> + HPOP322 <sup>(MC)</sup>	32
Select ONE (1): DEVS121 <sup>(MC)</sup> HIST123 POLI123 SOCY121	12	Select ONE (1): DEVS221 <sup>(MC)</sup> HIST223 POLI223 SOCY221	16	Select ONE (1): DEVS321 <sup>(MC)</sup> HIST323 POLI323 <sup>(PC/VC)</sup> + POLI324 <sup>(PC/VC)</sup> SOCY323 + SOCY324 <sup>(VC)</sup> SOCY325 <sup>(PC)</sup> SOCY326 <sup>(MC)</sup>	32
STFM121 <sup>(MC)</sup>	12	HPOP223 <sup>(MC)</sup>	16		
Select ONE (1) not already included: DEVS121 <sup>(MC)</sup> HIST123 POLI123 SOCY121	12	WVCS223	12		
Select ONE (1) not already included: AFLL121 DEVS121 <sup>(MC)</sup> ECON122 ENLL121 GEOG121 HIST123 IKSM121 <sup>(MC)</sup> PADM121 <sup>(PC/VC)</sup> POLI123 PSYC121 SETM121 <sup>(MC/PC)</sup> SOCY121	12				
ALDE122	12				
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>124</b>	<b>Total year level 3</b>	<b>140</b>
<b>Total credits for the programme</b>					<b>396</b>

## HUM.7.8 PROGRAMME – PSYCHOLOGY AND THE SOCIAL SCIENCES

### Bachelor of Social Sciences with Psychology and the Social Sciences

Qualification Code:	<u>1GG H35 L301M/P/V</u>
Prerequisites:	APS of 22
Campus:	Mahikeng, Potchefstroom and Vanderbijlpark
Delivery mode:	Full-time

#### HUM.7.8.1 Programme outcomes

On completion of this programme, students will understand the relationship between Psychology and the social sciences and will be able to apply analytic skills from these disciplines in careers that require engagement with Psychological and Social Science questions.

#### HUM.7.8.2 Faculty-specific rules for the programme

**Please refer to the specific Faculty rules regarding admission requirements to Afrikaans, English, Sesotho and Setswana modules on first, second and third year levels.**

##### **Year level 1, first semester**

The compulsory major is Psychology.

The student must select a second major from the Major 2 block in the programme map below.

The student must select one elective from Elective 1 block in the programme map below.

The student must select two electives from the Elective 2 block in the programme map below.

##### **Year level 1, second semester**

The compulsory major is Psychology.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

The student must continue with the elective selected from the Elective 1 block of the first semester of the first year in the programme map below.

The student must continue with the two electives selected from the Elective 2 block of the first semester of the first year in the programme map below.

##### **Year level 2, first semester**

The compulsory major is Psychology (both PSYC211 & PSYC212).

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

The student must continue with the elective selected from the Elective 1 block of the first semester of the first year in the programme map below.

##### **Year level 2, second semester**

The compulsory major is Psychology.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

The student must continue with the elective selected from the Elective 1 block of the first semester of the first year in the programme map below.

### Year level 3, first semester

The compulsory major is Psychology.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

### Year level 3, second semester

The compulsory major is Psychology.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

### HUM.7.8.3 Compilation of programme 1GG H35 L301M/P/V: Psychology and the Social Sciences

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
PSYC111	12	PSYC211 + PSYC212	32	PSYC311 + PSYC312	32
Select ONE (1): DEVS111 <sup>(MC)</sup> HIST112 HPOP111 <sup>(MC)</sup> POLI112 SANL112 <sup>(PC/VC)</sup> SOCY111	12	Select ONE (1): DEVS211 <sup>(MC)</sup> HIST213 HPOP212 <sup>(MC)</sup> POLI213 SANL213 <sup>(PC/VC)</sup> SOCY211	16	Select ONE (1): DEVS311 <sup>(MC)</sup> HIST312 HPOP311 <sup>(MC)</sup> + HPOP312 <sup>(MC)</sup> POLI313 <sup>(PC/VC)</sup> + POLI314 <sup>(PC/VC)</sup> SANL315 <sup>(PC/VC)</sup> SOCY314 + SOCY315 <sup>(VC)</sup> SOCY316 <sup>(PC)</sup> SOCY317 <sup>(MC)</sup>	32
Select ONE (1) not already included: DEVS111 <sup>(MC)</sup> HIST112 HPOP111 <sup>(MC)</sup> POLI112 SANL112 <sup>(PC/VC)</sup> SOCY111	12	Select ONE (1) not already included: DEVS211 <sup>(MC)</sup> HIST213 HPOP212 <sup>(MC)</sup> POLI213 SANL213 <sup>(PC/VC)</sup> SOCY211	16	WVLS317	12
Select TWO (2) not already included: AFLL111 DEVS111 <sup>(MC)</sup> ECON112 ENLL111 GEOG111 GERM111 <sup>(PC/VC)</sup> HIST112 HPOP111 <sup>(MC)</sup> IKSM111 <sup>(MC)</sup> KSGS113 <sup>(PC)</sup> PADM111 <sup>(PC/VC)</sup> PHIL112 POLI112 SANL112 <sup>(PC/VC)</sup> SETM111 <sup>(MC/PC)</sup>	24				

SOCY111 SSLL112 <sup>(VC)</sup>					
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>
<b>Year level 1</b>		<b>Year level 2</b>		<b>Year level 3</b>	
<b>Second semester</b>		<b>Second semester</b>		<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
PSYC121	12	PSYC221	16	PSYC321 + PSYC322	32
Select ONE (1): DEVS121 <sup>(MC)</sup> HIST123 HPOP121 <sup>(MC)</sup> POLI123 SANL122 <sup>(PC/VC)</sup> SOCY121	12	Select ONE (1): DEVS221 <sup>(MC)</sup> HIST223 HPOP221 <sup>(MC)</sup> POLI223 SANL225 <sup>(PC/VC)</sup> SOCY221	16	Select ONE (1): DEVS321 <sup>(MC)</sup> HIST323 HPOP321 <sup>(MC)</sup> + HPOP322 <sup>(MC)</sup> POLI323 <sup>(PC/VC)</sup> + POLI324 <sup>(PC/VC)</sup> SANL323 <sup>(PC/VC)</sup> SOCY323 + SOCY324 <sup>(VC)</sup> SOCY325 <sup>(PC)</sup> SOCY326 <sup>(MC)</sup>	32
ALDE/A122	12	WVCS223	12		
Select ONE (1) not already included: DEVS121 <sup>(MC)</sup> HIST123 HPOP121 <sup>(MC)</sup> POLI123 SANL122 <sup>(PC/VC)</sup> SOCY121	12	Select ONE (1) not already included: DEVS221 <sup>(MC)</sup> HIST223 HPOP221 <sup>(MC)</sup> POLI223 SANL225 <sup>(PC/VC)</sup> SOCY221	16		
Select TWO (2)not already included: AFLL121 DEVS121 <sup>(MC)</sup> ECON122 ENLL121 GEOG121 GERM121 <sup>(PC/VC)</sup> HIST123 HPOP121 <sup>(MC)</sup> IKSM121 <sup>(MC)</sup> KSGS122 <sup>(PC)</sup> PADM121 <sup>(PC/VC)</sup> PHIL122 POLI123 SANL122 <sup>(PC/VC)</sup> SETM121 <sup>(MC/PC)</sup> SOCY121 SSLL122 <sup>(VC)</sup>	24				
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>124</b>	<b>Total year level 3</b>	<b>140</b>
<b>Total credits for the programme</b>					<b>396</b>



## HUM.7.9 PROGRAMME – SOCIAL ANTHROPOLOGY

### Bachelor of Social Sciences with Social Anthropology

Qualification Code:	<u>1GG H36 L301P/V</u>
Prerequisites:	APS of 22
Campus:	Potchefstroom and Vanderbijlpark
Delivery mode:	Full-time

#### HUM.7.9.1 Programme outcomes

On completion of this programme, students will understand the relationship between Social Anthropology and other social sciences and will be able to apply analytic skills from these disciplines in careers that require engagement with Anthropological and Social Science questions.

#### HUM.7.9.2 Faculty-specific rules for the programme

**Please refer to the specific Faculty rules regarding admission requirements to Afrikaans, English, Sesotho and Setswana modules on first, second and third year levels.**

##### **Year level 1, first semester**

The compulsory major is Social Anthropology.

The student must select a second major from the Major 2 block in the programme map below.

The student must select one elective from Elective 1 block in the programme map below.

The student must select two electives from the Elective 2 block in the programme map below.

##### **Year level 1, second semester**

The compulsory major is Social Anthropology.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

The student must continue with the elective selected from the Elective 1 block of the first semester of the first year in the programme map below.

The student must continue with the two electives selected from the Elective 2 block of the first semester of the first year in the programme map below.

##### **Year level 2, first semester**

The compulsory major is Social Anthropology.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

The student must continue with the elective selected from the Elective 1 block of the first semester of the first year in the programme map below.

The student must continue with one elective selected from the Elective 2 block of the first semester of the first year in the programme map below.

##### **Year level 2, second semester**

The compulsory major is Social Anthropology.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

The student must continue with the elective selected from the Elective 1 block of the first semester of the first year in the programme map below.

### Year level 3, first semester

The compulsory major is Social Anthropology.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

### Year level 3, second semester

The compulsory major is Social Anthropology.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

## HUM.7.9.3 Compilation of programme 1GG H36 L301P/V: Social Anthropology

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
SANL112 <sup>(PC/VC)</sup>	12	SANL213 <sup>(PC/VC)</sup>	16	SANL315 <sup>(PC/VC)</sup>	32
Select ONE (1): HIST112 POLI112 SOCY111	12	Select ONE (1): HIST213 POLI213 SOCY211	16	Select ONE (1): HIST312 POLI313 <sup>(PC/VC)</sup> + POLI314 <sup>(PC/VC)</sup> SOCY314 + SOCY315 <sup>(VC)</sup> SOCY316 <sup>(PC)</sup> SOCY317 <sup>(MC)</sup>	32
Select ONE (1) not already included: HIST112 POLI112 SOCY111	12	Select ONE (1) not already included: HIST213 POLI213 SOCY211	16	WVLS317	12
Select TWO (2) not already included: AFLL111 ECON112 ENLL111 GEOG111 GERM111 <sup>(PC/VC)</sup> HIST112 KSGS113 <sup>(PC)</sup> PADM111 <sup>(PC/VC)</sup> PHIL112 POLI112 PSYC111 SETM111 <sup>(MC/PC)</sup> SOCY111 SSLL112 <sup>(VC)</sup>	24	Select ONE (1) not already included: AFLL211 ECON211 ENLL211 GEOG211 GERM211 <sup>(PC/VC)</sup> HIST213 KSGS212 <sup>(PC)</sup> PADM211* <sup>(PC/VC)</sup> PHIL213 <sup>(PC/VC)</sup> POLI213 PSYC211 PSYC212 SETM211 <sup>(MC/PC)</sup> SOCY211 SSLL212 <sup>(VC)</sup>	16		
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>

Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
SANL122 <sup>(PC/VC)</sup>	12	SANL225 <sup>(PC/VC)</sup>	16	SANL323 <sup>(PC/VC)</sup>	32
Select ONE (1): HIST123 POLI123 SOCY121	12	Select ONE (1): HIST223 POLI223 SOCY221	16	Select ONE (1): HIST323 POLI323 <sup>(PC/VC)</sup> + POLI324 <sup>(PC/VC)</sup> SOCY323 + SOCY324 <sup>(VC)</sup> SOCY325 <sup>(PC)</sup> SOCY326 <sup>(MC)</sup>	32
ALDE/A122	12	WVCS223	12		
Select ONE (1) not already included: HIST123 POLI123 SOCY121	12	Select ONE (1) not already included: HIST223 POLI223 SOCY221	16		
Select TWO (2) not already included: AFLL121 ECON122 ENLL121 GEOG121 GERM121 <sup>(PC/VC)</sup> HIST123 KSGS122 <sup>(PC)</sup> PADM121 <sup>(PC/VC)</sup> PHIL122 POLI123 PSYC121 SETM121 <sup>(MC/PC)</sup> SOCY121 SSLL122 <sup>(VC)</sup>	24				
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>124</b>	<b>Total year level 3</b>	<b>140</b>
<b>Total credits for the programme</b>					<b>396</b>

\* PADM211 will only be offered to MC students who have successfully completed PADM111 and/or PADM121 in 2021.

## HUM.7.10 PROGRAMME – SOCIOLOGY

### Bachelor of Social Sciences in Sociology

Qualification Code:	<u>1GG H37 L301M/P/V</u>
Prerequisites:	APS of 22
Campus:	Mahikeng, Potchefstroom and Vanderbijlpark
Delivery mode:	Full-time

#### HUM.7.10.1 Programme outcomes

On completion of this programme, students will understand the relationship between Sociology and other social sciences and will be able to apply analytic skills from these disciplines in careers that require engagement with Sociological and Social Science questions.

#### HUM.7.10.2 Faculty-specific rules for the programme

**Please refer to the specific Faculty rules regarding admission requirements to Afrikaans, English, Sesotho and Setswana modules on first, second and third year levels.**

##### **Year level 1, first semester**

The compulsory major is Sociology.

The student must select a second major from the Major 2 block in the programme map below.

The student must select one elective from Elective 1 block in the programme map below.

The student must select two electives from the Elective 2 block in the programme map below.

##### **Year level 1, second semester**

The compulsory major is Sociology.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

The student must continue with the elective selected from the Elective 1 block of the first semester of the first year in the programme map below.

The student must continue with the two electives selected from the Elective 2 block of the first semester of the first year in the programme map below.

##### **Year level 2, first semester**

The compulsory major is Sociology.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

The student must continue with the elective selected from the Elective 1 block of the first semester of the first year in the programme map below.

The student must continue with one elective selected from the Elective 2 block of the first semester of the first year in the programme map below.

##### **Year level 2, second semester**

The compulsory major is Sociology.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

The student must continue with the elective selected from the Elective 1 block of the first semester of the first year in the programme map below.

### Year level 3, first semester

The compulsory major is Sociology.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

### Year level 3, second semester

The compulsory major is Sociology.

The student must continue with the second major selected from the Major 2 block of the first semester of the first year in the programme map below.

### HUM.7.10.3 Compilation of programme 1GG H37 L301M/P/V: Sociology

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
SOCY111	12	SOCY211	16	SOCY314 + SOCY315 <sup>(VC)</sup> SOCY316 <sup>(PC)</sup> SOCY317 <sup>(MC)</sup>	32
Select ONE (1): DEVS111 <sup>(MC)</sup> HIST112 HPOP111 <sup>(MC)</sup> POLI112 SANL112 <sup>(PC/VC)</sup>	12	Select ONE (1): DEVS212 <sup>(MC)</sup> HIST213 HPOP212 <sup>(MC)</sup> POLI213 SANL213 <sup>(PC/VC)</sup>	16	Select ONE (1): DEVS311 <sup>(MC)</sup> HIST312 HPOP311 <sup>(MC)</sup> + HPOP312 <sup>(MC)</sup> + POLI313 <sup>(PC/VC)</sup> + POLI314 <sup>(PC/VC)</sup> + SANL315 <sup>(PC/VC)</sup>	32
Select ONE (1) not already included: DEVS111 <sup>(MC)</sup> HIST112 HPOP111 <sup>(MC)</sup> POLI112 SANL112 <sup>(PC/VC)</sup>	12	Select ONE (1) not already included: DEVS212 <sup>(MC)</sup> HIST213 HPOP212 <sup>(MC)</sup> POLI213 SANL213 <sup>(PC/VC)</sup>	16	WVLS317	12
Select TWO (2) not already included: AFLL111 DEVS111 <sup>(MC)</sup> ECON112 ENLL111 GEOG111 GERM111 <sup>(PC/VC)</sup> HIST112 HPOP111 <sup>(MC)</sup> IKSM111 <sup>(MC)</sup> KSGS113 <sup>(PC)</sup> PADM111 <sup>(PC/VC)</sup> PHIL112 POLI112 PSYC111 SANL112 <sup>(PC/VC)</sup> SETM111 <sup>(MC/PC)</sup> SSLL112 <sup>(VC)</sup>	24	Select ONE (1) not already included: AFLL211 DEVS212 <sup>(MC)</sup> ECON211 ENLL211 GEOG211 GERM211 <sup>(PC/VC)</sup> HIST213 HPOP212 <sup>(MC)</sup> IKSM211 <sup>(MC)</sup> KSGS212 <sup>(PC)</sup> PADM211* <sup>(PC/VC)</sup> PHIL213 <sup>(PC/VC)</sup> POLI213 PSYC211 PSYC212 SANL213 <sup>(PC/VC)</sup> SETM211 <sup>(MC/PC)</sup> SSLL212 <sup>(VC)</sup>	16		
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>

Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
SOCY121	12	SOCY221	16	SOCY323 + SOCY324 <sup>(VC)</sup> SOCY325 <sup>(PC)</sup> SOCY326 <sup>(MC)</sup>	32
Select ONE (1): DEVS121 <sup>(MC)</sup> HIST123 HPOP121 <sup>(MC)</sup> POLI123 SANL122 <sup>(PC/VC)</sup>	12	Select ONE (1): DEVS221 <sup>(MC)</sup> HIST223 HPOP221 <sup>(MC)</sup> POLI223 SANL225 <sup>(PC/VC)</sup>	16	Select ONE (1): DEVS321 <sup>(MC)</sup> HIST323 HPOP321 <sup>(MC)</sup> + HPOP322 <sup>(MC)</sup> + POLI323 <sup>(PC/VC)</sup> + POLI324 <sup>(PC/VC)</sup> + SANL323 <sup>(PC/VC)</sup>	32
ALDE/A122	12	WVCS223	12		
Select ONE (1) not already included: DEVS121 <sup>(MC)</sup> HIST123 HPOP121 <sup>(MC)</sup> POLI123 SANL122 <sup>(PC/VC)</sup>	12	Select ONE (1) not already included: DEVS221 <sup>(MC)</sup> HIST223 HPOP221 <sup>(MC)</sup> POLI223 SANL225 <sup>(PC/VC)</sup>	16		
Select TWO (2) not already included: AFLL121 DEVS121 <sup>(MC)</sup> ECON122 ENLL121 GEOG121 GERM121 <sup>(PC/VC)</sup> HIST123 HPOP121 <sup>(MC)</sup> IKSM121 <sup>(MC)</sup> KSGS122 <sup>(PC)</sup> PADM121 <sup>(PC/VC)</sup> PHIL122 POLI123 PSYC121 SANL122 <sup>(PC/VC)</sup> SETM121 <sup>(MC/PC)</sup> SSLL122 <sup>(VC)</sup>	24				
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>124</b>	<b>Total year level 3</b>	<b>140</b>
<b>Total credits for the programme</b>					<b>396</b>

\* PADM211 will only be offered to MC students who have successfully completed PADM111 and/or PADM121 in 2021.

## HUM.7.11 PROGRAMME – INTERNATIONAL RELATIONS

**PHASING OUT FROM 2021**

**Bachelor of Social Sciences with International Relations**

**Qualification Code: 1GG H25 L301M**

**Prerequisites: APS of 22**

**Campus: Mahikeng**

**Delivery mode: Full-time**

### HUM.7.11.1 Compilation of programme 1GG H25 L301M: International Relations

Year level 1			Year level 2			Year level 3		
First semester			First semester			First semester		
Module code		Cr	Module code		Cr	Module code		Cr
HIRL115 <sup>(MC)</sup>	H	12	HIRL213 <sup>(MC)</sup>	H	12	HIRL311 <sup>(MC)</sup>	H	12
ECON112	X	12	HIRL214 <sup>(MC)</sup>	H	12	HIRL312 <sup>(MC)</sup>	H	12
HCOM117	X	12	HIRL217 <sup>(MC)</sup>	H	12	HIRL316 <sup>(MC)</sup>	H	12
PADM118	X	12	ECON211	X	16	HIRL317 <sup>(MC)</sup>	H	26
POLT112	X	12	HBRM211	X	12			
ALDE/A111	X	12						
<b>Total 1<sup>st</sup> semester</b>		<b>72</b>	<b>Total 1<sup>st</sup> semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> semester</b>		<b>62</b>
Year level 1			Year level 2			Year level 3		
Second semester			Second semester			Second semester		
Module code		Cr	Module code		Cr	Module code		Cr
HIRL123 <sup>(MC)</sup>	H	12	HIRL221 <sup>(MC)</sup>	H	12	HIRL321 <sup>(MC)</sup>	H	12
ECON122	X	12	HIRL223 <sup>(MC)</sup>	H	12	HIRL322 <sup>(MC)</sup>	H	12
HCOM127	X	12	ECON221	X	16	HIRL326 <sup>(MC)</sup>	H	12
PADM128	X	12	HBRM221	X	12	HIRL327 <sup>(MC)</sup>	H	26
POLT123	X	12						
ALDE/A122	X	12						
<b>Total 2<sup>nd</sup> semester</b>		<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>62</b>
<b>Total year level 1</b>		<b>144</b>	<b>Total year level 2</b>		<b>128</b>	<b>Total year level 3</b>		<b>124</b>
<b>Total credits for the programme</b>								<b>396</b>

## HUM.7.12 PROGRAMME – POLITICAL SCIENCES

**PHASING OUT FROM 2021**

**Bachelor of Social Sciences with Political Sciences**

**Qualification Code: 1GG H26 L301M**

**Prerequisites: APS of 22**

**Campus: Mahikeng**

**Delivery mode: Full-time**

### HUM.7.12.1 Compilation of programme 1GG H26 L301M: Political Sciences

Year level 1			Year level 2			Year level 3		
First semester			First semester			First semester		
Module code		Cr	Module code		Cr	Module code		Cr
POLT112	H	12	POLT213	H	12	POLT312	H	16
PADM118	X	12	POLT214	H	12	POLT316	H	16
HPEC111 <sup>(MC)</sup>	X	12	POLT215	H	12	POLT318	H	34
HIRL115 <sup>(MC)</sup>	X	12	HBRM211	X	12			
HCOM117	X	12	HPEC211 <sup>(MC)</sup>	X	12			
ALDE111	X	12						
<b>Total 1<sup>st</sup> semester</b>		<b>72</b>	<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>60</b>
Year level 1			Year level 2			Year level 3		
Second semester			Second semester			Second semester		
Module code		Cr	Module code		Cr	Module code		Cr
POLT123	H	12	POLT221	H	12	POLT322	H	16
PADM128	X	12	POLT222	H	12	POLT326	H	16
HPEC121 <sup>(MC)</sup>	X	12	POLT223	H	12	POLT328	H	34
HIRL123 <sup>(MC)</sup>	X	12	HBRM221	X	12			
HCOM127	X	12	HPEC221 <sup>(MC)</sup>	X	12			
ALDE122	X	12						
<b>Total 2<sup>nd</sup> semester</b>		<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>66</b>
<b>Total year level 1</b>		<b>144</b>	<b>Total year level 2</b>		<b>128</b>	<b>Total year level 3</b>		<b>132</b>
<b>Total credits for the programme</b>								<b>396</b>



## HUM.8 BACHELOR OF ARTS IN COMMUNICATION

### HUM.8.1 RULES FOR THE DEGREE BACHELOR OF ARTS IN COMMUNICATION

#### HUM.8.1.1 Specific admission requirements of the programme

#### HUM.8.1.2 Specific admission requirements of the programme

In addition to the admission requirements stated in General Rule A.2.2, the following requirements and rules are applicable:

- an APS score of at least 24;
- the guidelines for screening can be obtained from the University's Admission Office.

**Please note:** Students who wish to enrol for the honours degree in Communication, are preliminary screened at the beginning of the second semester in the third study year. Certain honours courses will only be presented if there is sufficient demand.

#### HUM.8.1.3 List of modules

Module code	Descriptive name	Prerequisites	Credits
<b>First year</b>			
KCOM111	Introduction to mass communication		12
KCOM112	Introduction to communication contexts		12
COMS113	Writing in different contexts		12
COMS114	Introduction to visual communication		12
KCOM121	Introduction to journalism		12
COMS123	Introduction to development communication		12
COMS124	Introduction to corporate communication		12
<b>Second year</b>			
KCOM211	Desktop publishing (DTP)		16
COMS212	Identity and diversity within development communication contexts		12
COMS213	Corporate communication		16
COMS214	Social media		16
COMS215 <sup>(MC)</sup>	Radio broadcasting		16
COMS221	Reputation management		16
COMS222	Corporate communication: Writing for internal audiences	KCOM121 KCOM211	16
COMS223 <sup>(MC/VC)</sup>	Visual communication		16
COMS224 <sup>(MC)</sup>	Television broadcasting		16
COMS225 <sup>(PC) (**)</sup>	CSR communication		16
<b>Third year</b>			
COMS311	Communication theory		16
COMS312 <sup>(PC/VC)</sup>	Corporate communication: Writing for external audiences	COMS222	16
COMS313 <sup>(MC/VC)</sup>	Applied web development		16
COMS314 <sup>(MC) (***)</sup>	Radio production		16

KCOM318 <sup>(MC/PC)</sup> (**)	Development communication		16
COMS321	Communication ethics and law		16
COMS322	Research methodology		16
KCOM328 (*)	Marketing communication		16
COMS323 <sup>(MC)</sup> (***)	Television production		16
COMS324 <sup>(VC)</sup> (***)	Applied multi-media development		16
COMS325 (*)	Integrated communication		16
COMS326 <sup>(PC)</sup> (***)	Core skills in journalism	COMS312	16

(\*) Admission requirements: For admission into Bachelor of Arts Honours in Advanced corporate communication (1FB L03 L601P/M) students are required to have passed the following undergraduate modules: KCOM328 and COMS325 (M/P/V)

(\*\*) Admission requirements: For Bachelor of Arts Honours in Development communication (1FB L02 L601P) students are required to have passed the following module: KCOM318 (P/M). Students are advised to also take COMS225

(\*\*\*) Admission requirements: For Bachelor of Arts Honours in Journalism and media studies (1FB L01 L601P) students are required to have passed the following modules: COMS326 <sup>(PC)</sup> or COMS324 <sup>(VC)</sup> or COMS314 <sup>(MC)</sup> and COMS323 <sup>(MC)</sup>.

## HUM.8.2 PROGRAMME – COMMUNICATION

### Bachelor of Arts in Communication

Qualification Code:	<u>1GC H01 L301M/P/V</u>
Prerequisites:	APS of 24
Campus:	Mahikeng, Potchefstroom and Vanderbijlpark
Delivery mode:	Full-time

#### HUM.8.2.1 Programme outcomes

On the successful completion of this programme, students should be able to demonstrate

- knowledge of the most important theories within the different fields of specialisation in Communication;
- the ability to apply theoretical approaches and perspectives with regard to the nature of communication within a Southern African context.
- the skill to identify and apply specific practices within the fields of mass communication and communication within for-profit and non-profit organisations in at least one of the following fields of specialisation: Journalism and Media Studies or Advanced Corporate Communication or Television and Radio Broadcasting (MC only) or Development Communication

#### HUM.8.2.2 Compilation of programme 1GC H01 L301M/P/V: Communication

Students who want to enrol for a second major for non-degree purposes must complete a student request form to be signed off by the subject chair: Communication, the School Director of the School of Communication, the subject chair of the relevant subject group in which the student wishes to further their studies as well as the faculty manager of the faculty of Humanities of the relevant campus.

Additional selection processes will apply for admission to the following fields of specialisation for the honours programmes: Journalism and Media Studies (M/P/V), Advanced Corporate Communication (M/P), Development Communication (P). The admission guidelines are explained in the Calendar for Postgraduate Programmes, as well as the Student Guide of the School of Communication.

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
KCOM111	12	KCOM211	16	COMS311	16
KCOM112	12	COMS212	12	COMS312 <sup>(PC/VC)</sup>	16
COMS113	12	COMS213	16	COMS313 <sup>(MC/VC)</sup> OR COMS314 <sup>(MC)</sup>	16
COMS114	12	COMS214 OR COMS215 <sup>(MC)</sup>	16	WVLS317	12
ENLS112 OR ENLL111	12			KCOM318 <sup>(MC/PC)</sup>	16
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>60</b>
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
ALDA/E122	12	COMS221	16	COMS321	16
KCOM121	12	COMS222	16	COMS322	16
COMS124	12	Select ONE (1): COMS223 <sup>(MC/VC)</sup> COMS224 <sup>(MC)</sup> COMS225 <sup>(PC)</sup>	16	Select ONE (1): COMS323 <sup>(MC)</sup> COMS324 <sup>(VC)</sup> COMS325 COMS326 <sup>(PC)</sup>	16
COMS123	12	WVCS223	12	KCOM328	16
ENLS122 OR ENLL121	12				
<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>120</b>	<b>Total year level 2</b>	<b>120</b>	<b>Total year level 3</b>	<b>124</b>
<b>Total credits for the programme</b>					<b>364</b>

## HUM.9 BACHELOR OF ARTS IN LANGUAGE AND LITERARY STUDIES

### HUM.9.1 RULES FOR THE DEGREE BACHELOR OF ARTS IN LANGUAGE AND LITERARY STUDIES

This programme is offered on a full-time basis.

#### HUM.9.1.1 Admission requirements for the programme

- a) In addition to the general entrance requirements as specified in General Rule A.2.2. a student must have an APS of at least 24.
- b) Credits may not be obtained for both AFLL111 and AFPR111, and neither for AFLL121 and AFPR121. A student may therefore NOT take both AFLL and AFPR if the credits for both will be counted towards the total credits for obtaining a qualification.

### HUM.9.2 PROGRAMME – LANGUAGE AND LITERARY STUDIES

#### Bachelor of Arts in Language and Literary Studies

Qualification Code:	<u>1GM H16 L301M/P</u>
Prerequisites:	APS of 24 and <u>language requirements</u>
Campus:	Potchefstroom
Delivery mode:	Full-time

#### HUM.9.2.1 Programme outcomes

- a) On completion of this programme, students should have acquired sufficient knowledge, skills and values to understand not only the demands of the specific occupation they wish to enter, but also that of the broader society within which they will function.
- b) This knowledge will equip students with the additional skills that language and literary studies can provide for the professional world. Language is used in teaching, the publishing world, journalism, the world of advertising, public relations work, the communication divisions of the corporate and business world, by language practitioners (like translators, interpreters, text editors), in semi-statal/government institutions like dictionary services and language boards.

#### HUM.9.2.2 Faculty-specific rules for the programme – 1GM H16 L301P

##### Year level 1, first semester:

**ABCD1:** Select **TWO** modules from the following list: AFLL111; ENLL111; SETM111 or ATSN111; FREN111 or FREB111; GERM111 or GERB111; SKRK111; LPRA111; SASL111. If LPRA111 is one of these modules, the other may NOT be SKRK111.

**ABCD2:** Select **ONE** module from the following which is not already included in the curriculum: AFLL111; ENLL111 or ENLS112; SETM111 or ATSN111; FREN111 or FREB111; GERM111 or GERB111; SKRK111; LPRA111; SASL111.

**ABCD3:** Select **ONE** of the following modules which is not already included in the curriculum: AFLL111; ENLL111 or ENLS112; SETM111 or ATSN111; FREN111 or FREB111; GERM111 or GERB111; SKRK111; LPRA111; SASL111; AKLR113; SANL112; PHIL112; HIST112; KSGS113; LATN112; SOCY111.

**ABCD4:** Select **ONE** of the following modules which is not already included in the curriculum: AFLL111; AFPR111; ENLL111 or ENLS112; SETM111 or ATSN111; FREN111 or FREB111; GERM111 or GERB111; SKRK111; LPRA111; SASL111; AKLR113; SANL112; PHIL112; HIST112; KSGS113; LATN112; SOCY111.

**Year level 1, second semester:**

**ABCD5:** Select **TWO** modules from the following list, **succeeding** modules elected in Year level 1, first semester, as **ABCD1:** AFLL121; ENLL121; SETM121 or ATSN121; FREN121 or FREB121; GERM121 or GERB121; SKRK121; LPRA122; SASL121. If LPRA122 is one of these modules, the other may NOT be SKRK121.

**ABCD6:** Select **ONE** module from the following list, **succeeding** modules elected in Year level 1, first semester, as **ABCD2:** AFLL121; ENLL121 or ENLS122; SETM121 or ATSN121; FREN121 or FREB121; GERM121 or GERB121; SKRK121; LPRA122; SASL121.

**ABCD7:** Select **ONE** of the following modules which is **succeeding** the module elected in Year level 1, first semester, as **ABCD3:** AFLL121; ENLL121 or ENLS122; SETM121 or ATSN121; FREN121 or FREB121; GERM121 or GERB121; SKRK121; LPRA122; SASL121; AKLR123; SANL122; PHIL122; HIST123; KSGS122; LATN122; SOCY121.

**ABCD8:** Select **ONE** of the following modules which is **succeeding** the module elected in Year level 1, first semester, as **ABCD4:** AFLL121 or AFPR121; ENLL121 or ENLS122; SETM121 or ATSN121; FREN121 or FREB121; GERM121 or GERB121; SKRK121; LPRA122; SASL121; AKLR123; SANL122; PHIL122; HIST123; KSGS122; LATN122; SOCY121.

**Year level 2, first semester:**

**ABCD9:** Select **TWO** modules from the following list, **succeeding** modules elected in Year level 1, second semester, as **ABCD5:** AFLL211; ENLL211; SETM211 or ATSN211; FREN211; GERM211; SKRK211; LPRA211; SASL211.

**ABCD10:** Select **ONE** module from the following list, **succeeding** modules elected in Year level 1, second semester, as **ABCD6:** AFLL211; ENLL211; SETM211 or ATSN211; FREN211; GERM211; SKRK211; LPRA211; SASL211.

**ABCD11:** Select **ONE** of the following modules which is **succeeding** the module elected in Year level 1, second semester, as **ABCD7**, or two of the 8 credit modules (AFNE211; AFNE212; AFNE213; ENLE211): AFLL211; ENLL211; SETM211 or ATSN211; FREN211; GERM211; SKRK211; LPRA211; SASL211; AKLR211; SANL213; PHIL213; SKRK211; LPRA211.

**Year level 2, second semester:**

**ABCD12:** Select **TWO** modules from the following list, **succeeding** modules elected in Year level 2, first semester as **ABCD9:** AFLL222; ENLL221; SETM221 or ATSN221; FREN221; GERM221; SKRK211; LPRA222; SASL221.

**ABCD13:** Select **ONE** module from the following list, **succeeding** the module elected in Year level 2, first semester, as **ABCD10:** AFLL222;

ENLL221; SETM221 or ATSN221; FREN221; GERM221; SKRK211;  
LPRA222; SASL221

**Year level 3, first semester:**

**ABCD14:** Select **TWO** modules from the following list, **succeeding** modules elected in Year level 2, second semester, as **ABCD12:** AFLL311; ENLL311; SETM311 or ATSN311; FREN311; GERM311; SKRK311; LPRA311 and LPRA312; SASL311.

**Year level 3, second semester:**

**ABCD15:** Select **TWO** modules from the following list, succeeding modules elected in Year level 3, first semester, as **ABCD14:** AFLL321; ENLL321; SETM321 or ATSN311; FREN321; GERM321; SKRK321; LPRA323 and LPRA324; SASL321.

**ENLE221 (8 credits) can on request be included in the curriculum if ENLE211 was successfully completed by the student.**

**HUM.9.2.3      Compilation of programme 1GM H16 L301P: Language and Literary Studies**

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ALDE/A111	-				
[ABCD1] Select TWO (2): AFLL111 ENLL111 SETM111 (MC/PC) OR ATSN111 (PC) FREN111 OR FREB111 (PC/VC) GERM111 OR GERB111 (PC/VC) SKRK111 (PC) LPRA111* SASL111 (PC)	24	[ABCD9] Select TWO (2): AFLL211 ENLL211 SETM211 (MC/PC) OR ATSN211 (PC) FREN211 GERM211 (PC/VC) SKRK211 (PC) LPRA211* SASL211 (PC)	32	[ABCD14] Select TWO (2): AFLL311 ENLL311 SETM311 (MC/PC) OR ATSN311 (PC) FREN311 GERM311 (PC) SKRK311 (PC) LPRA311* + LPRA312* SASL311 (PC)	64
[ABCD2] Select ONE (1): not already included at ABCD1): AFLL111 ENLL111 OR ENLS112 SETM111 (MC/PC) OR ATSN111 (PC) FREN111 OR FREB111 (PC/VC) GERM111 OR GERB111 (PC/VC) SKRK111 (PC) LPRA111* SASL111 (PC)	12	ABCD10] Select ONE (1): AFLL211 ENLL211 SETM211 (MC/PC) OR ATSN211 (PC) FREN211 GERM211 (PC/VC) SKRK211 (PC) LPRA211* SASL211 (PC)	16		
[ABCD3] Select ONE (1): not already included at ABCD1 or ABCD2): AFLL111 ENLL111 OR ENLS112 SETM111 (MC/PC) OR ATSN111 (PC) FREN111 OR FREB111 (PC/VC) GERM111 OR GERB111 (PC/VC) SKRK111 (PC) LPRA111* SASL111 (PC)	12	[ABCD11] Select ONE (1): AFLL211 ENLL211 SETM211 (MC/PC) OR ATSN211 (PC) FREN211 GERM211 (PC/VC) SKRK211 (PC) LPRA211* SASL211 (PC) SANL213 (PC/VC) PHIL213 (PC/VC) HIST213 KSGS212 (PC) LATN211 (MC/PC)	16	WVLS317	12



SANL112 <sup>(PC/VC)</sup> (not if you have SKRK111) PHIL112 HIST112 KSGS113 <sup>(PC)</sup> LATN112 <sup>(MC/PC)</sup> SOCY111		SOCY211 OR Combination of TWO (2) 8 credits: AFNE211 <sup>(PC)</sup> (8) AFNE212 <sup>(PC)</sup> (8) AFNE213 <sup>(PC)</sup> (8) ENLE211 <sup>(PC)</sup> (8)			
[ABCD4] Select ONE (1): not already included at ABCD1, 2 or 3): AFLL111 OR AFPR111*** <sup>(PC/VC)</sup> ENLL111 OR ENLS112 SETM111 <sup>(MC/PC)</sup> OR ATSN111 <sup>(PC)</sup> FREN111 OR FREB111 <sup>(PC/VC)</sup> GERM111 OR GERB111 <sup>(PC/VC)</sup> SKRK111 <sup>(PC)</sup> LPRA111* SASL111 <sup>(PC)</sup> AKLR113 <sup>(PC)</sup> SANL112 <sup>(PC/VC)</sup> (not if you have SKRK111) PHIL112 HIST112 KSGS113 <sup>(PC)</sup> LATN112 <sup>(MC/PC)</sup> SOCY111	12				
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>
<b>Year level 1</b>		<b>Year level 2</b>		<b>Year level 3</b>	
<b>Second semester</b>		<b>Second semester</b>		<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
ALDE/A122	12				
[ABCD5] Select TWO (2): AFLL121 ENLL121 SETM121 <sup>(MC/PC)</sup> OR ATSN121 <sup>(PC)</sup> FREN121 OR FREB121 <sup>(PC/VC)</sup> GERM121 OR GERB121 <sup>(PC/VC)</sup> SKRK121 <sup>(PC)</sup> LPRA122* SASL121 <sup>(PC)</sup>	24	[ABCD12] Select TWO (2): AFLL222 <sup>(MC/PC)</sup> ENLL221 SETM221 <sup>(MC/PC)</sup> OR ATSN221 <sup>(PC)</sup> FREN221 GERM221 <sup>(PC/VC)</sup> SKRK221 <sup>(PC)</sup> LPRA222* <sup>(MC/PC)</sup> SASL221 <sup>(PC)</sup>	32	[ABCD15] Select TWO (2): AFLL321 ENLL321 SETM321 <sup>(PC)</sup> OR ATSN321 <sup>(PC)</sup> FREN321 GERM321 <sup>(PC)</sup> SKRK321 <sup>(PC)</sup> LPRA323* <sup>(MC/PC)</sup> + LPRA324* <sup>(MC/PC)</sup> SASL321 <sup>(PC)</sup>	64

<p>[ABCD6]  Select ONE (1):  AFLL121  ENLL121 OR  ENLS122  SETM121 (MC/PC)  OR  ATSN121 (PC)  FREN121 OR  FREB121 (PC/VC)  GERM121 OR  GERB121 (PC/VC)  SKRK121 (PC)  LPRA122*  SASL121 (PC)</p>	<p>12</p>	<p>[ABCD13]  Select ONE (1):  AFLL222 (MC/PC)  ENLL221  SETM221 (MC/PC)  OR  ATSN221 (PC)  FREN221  GERM221 (PC/VC)  SKRK221 (PC)  LPRA222* (MC/PC)  SASL221 (PC)</p>	<p>16</p>		
<p>[ABCD7]  Select ONE (1):  AFLL121  ENLL121 or  ENLS122  SETM121 (MC/PC)  OR  ATSN121 (PC)  FREN121 OR  FREB121 (PC/VC)  GERM121 OR  GERB121 (PC/VC)  SKRK121 (PC)  LPRA122*  SASL121 (PC)  SANL122 (PC/VC) (<i>not if you have SKRK122</i>)  PHIL122  HIST123  KSGS122 (PC)  LATN122 (MC/PC)  SOCY121</p>	<p>12</p>	<p>WVCS223</p>	<p>12</p>		
<p>[ABCD8]  Select ONE (1):  AFLL121 OR  AFPR121*** (PC/VC)  ENLL121 OR  ENLS121  SETM121 (MC/PC)  OR  ATSN121 (PC)  FREN121 OR  FREB121 (PC/VC)  GERM121 OR  GERB121 (PC/VC)  SKRK121 (PC)  LPRA122*  SASL121 (PC)  AKLR123 (PC)</p>	<p>12</p>				

SANL122 (PC/VC) (not if you have SKRK122) PHIL122 HIST123 KSGS122 (PC) LATN122 (MC/PC) SOCY121					
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>124</b>	<b>Total year level 3</b>	<b>140</b>
<b>Total credits for the programme</b>					<b>396</b>

\* If Language Practice (LPRA modules) is select as a major, the other major must be a language (AFLL, ENLL, SETM, ATSN, GERM or FREN).

In addition, ANOTHER language (AFLL, ENLL, SETM, ATSN, GERM or FREN) must be taken until second year, second semester (i.e. ABCD2, ABCD6, ABCD10, and ABCD13).

#### HUM.9.2.4 Faculty-specific rules for the programme – 1GM H16 L301M

##### Year level 1, first semester:

**ABCD1:** Select **TWO** modules from the following list: AFLL111; ENLL111; SETM111; FREN111; LPRA111.

**ABCD2:** Select **ONE** module from the following which is not already included in the curriculum: AFLL111; ENLL111; SETM111; FREN111; LPRA111; HIST112; POLI112; SOCY111.

**ABCD3:** Select **ONE** of the following modules which is not already included in the curriculum: AFLL111; ENLL111; SETM111; FREN111; LPRA111; HIST112; POLI112; SOCY111; GEOG111.

**ABCD4:** Select **ONE** of the following modules which is not already included in the curriculum: AFLL111; ENLL111 or ENLS112; SETM111; FREN111; LPRA111; HIST112; POLI112; SOCY111; GEOG111.

##### Year level 1, second semester:

**ABCD5:** Select **TWO** modules from the following list, succeeding modules elected in Year level 1, first semester, as ABCD1: AFLL121; ENLL121; SETM121; FREN121; LPRA122.

**ABCD6:** Select **ONE** module from the following list, succeeding modules elected in Year level 1, first semester, as ABCD2: AFLL121; ENLL121; SETM121; FREN121; LPRA122; HIST123; POLI123; SOCY121;.

**ABCD7:** Select **ONE** of the following modules which is succeeding the module elected in Year level 1, first semester, as ABCD3: AFLL121; ENLL121; SETM121; FREN121; LPRA122; HIST123; POLI123; SOCY121; GEOG121.

**ABCD8:** Select **ONE** of the following modules which is succeeding the module elected in Year level 1, first semester, as ABCD4: AFLL121; ENLL121 or ENLS122; SETM121; FREN121; LPRA122; HIST123; POLI123; SOCY121; GEOG121; PHILL112.

**Year level 2, first semester:**

**ABCD9:** Select TWO modules from the following list, succeeding modules elected in Year level 1, second semester, as ABCD5: AFLL211; ENLL211; SETM211; FREN211; LPRA211.

**ABCD10:** Select ONE module from the following list, succeeding modules elected in Year level 1, second semester, as ABCD6: AFLL211; ENLL211; SETM211; FREN211; LPRA211; HIST213; POLI213; SOCY211.

**ABCD11:** Select ONE of the following modules which is succeeding the module elected in Year level 1, second semester, as ABCD7: AFLL211; ENLL211; SETM211; FREN211; LPRA211; HIST213; POLI213; SOCY211; GEOG211; PHILL122.

**Year level 2, second semester:**

**ABCD12:** Select TWO modules from the following list, succeeding modules elected in Year level 2, first semester, as ABCD9: AFLL222; ENLL221; SETM221; FREN221; LPRA222.

**ABCD13:** Select ONE module from the following list, succeeding the module elected in Year level 2, first semester, as ABCD10: AFLL222; ENLL221; SETM221; FREN221; LPRA222; HIST223; POLI223; SOCY221.

**Year level 3, first semester:**

**ABCD14:** Select TWO modules from the following list, succeeding modules elected in Year level 2, second semester, as ABCD12: AFLL311; ENLL311; SETM311; FREN311; LPRA311 and LPRA312.

**Year level 3, second semester:**

**ABCD15:** Select TWO modules from the following list, succeeding modules elected in Year level 3, first semester, as ABCD14: AFLL321; ENLL321; SETM322; FREN321; LPRA323 and LPRA324.

**HUM.9.2.5      Compilation of programme 1GM H16 L301M: Language and Literary Studies**

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ALDE111	-				
[ABCD1] Select TWO (2): AFLL111 ENLL111 FREN111 LPRA111* SETM111 (MC/PC)	24	[ABCD9] Select TWO (2): AFLL211 ENLL211 FREN211 LPRA211* SETM211 (MC/PC)	32	[ABCD14] Select TWO (2): AFLL311 ENLL311 FREN311 LPRA311*+ LPRA312* SETM311 (MC/PC)	64
[ABCD2] Select ONE (1): not already included at ABCD1): AFLL111 ENLL111 FREN111 HIST112 LPRA111 POLI112 SETM111 (MC/PC) SOCY111	12	ABCD10] Select ONE (1): AFLL211 ENLL211 FREN211 HIST213 LPRA211 POLI213 SETM211 (MC/PC) SOCY211	16		
[ABCD3] Select ONE (1): not already included at ABCD1 or ABCD2): AFLL111 ENLL111 FREN111 GEOG111 HIST112 LPRA111 POLI112 SETM111 (MC/PC) SOCY111	12	[ABCD11] Select ONE (1): AFLL211 ENLL211 FREN211 GEOG211** HIST213 LPRA211 POLI213 SETM211 (MC/PC) SOCY211	16	WVLS317	12
[ABCD4] Select ONE (1) not already included: AFLL111 ENLL111 ENLS112 FREN111 GEOG111 HIST112 LPRA111 PHILL112 POLI112 SETM111 (MC/PC) SOCY111	12				
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>

Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
ALDE/A122	12				
[ABCD5] Select TWO (2): AFLL121 ENLL121 FREN121 LPRA122* SETM121 (MC/PC)	24	[ABCD12] Select TWO (2): AFLL222 (MC/PC) ENLL221 FREN221 LPRA222 (MC/PC)* SETM221 (MC/PC)	32	[ABCD15] Select TWO (2): AFLL321 ENLL321 FREN321 LPRA323 (MC/PC)* + LPRA324 (MC/PC)* SETM322 (MC)	64
[ABCD6] Select ONE (1): AFLL121 ENLL121 FREN121 HIST123 LPRA122 POLI123 SETM121 (MC/PC) SOCY121	12	[ABCD13] Select ONE (1): AFLL221 (PC/VC) ENLL221 FREN221 HIST223 LPRA222 (MC/PC) POLI223 SETM221 (MC/PC) SOCY221	16		
[ABCD7] Select ONE (1): AFLL121 ENLL121 FREN121 GEOG121 HIST123 LPRA122 POLI123 SETM121 (MC/PC) SOCY121	12	WVCS223	12		
[ABCD8] Select ONE (1): AFLL121 ENLL121 ENLS122 FREN121 GEOG121 HIST123 LPRA122 PHILL122 POLI123 SETM121 (MC/PC) SOCY121	12				
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>124</b>	<b>Total year level 3</b>	<b>140</b>
<b>Total credits for the programme</b>					<b>396</b>

\* If Language Practice (LPRA modules) is select as a major, the other major must be a language (AFLL, ENLL, SETM or FREN).

In addition, ANOTHER language (AFL, ENLL, SETM or FREN) must be taken until second year, second semester (i.e. ABCD2, ABCD6, ABCD10, and ABCD13).

\*\* Students must complete GEOG111 prior to registering for GEOG211.

## HUM.9.3 PROGRAMME – LANGUAGE PRACTICE

### Bachelor of Arts in Language and Literary Studies with Language Practice

Qualification Code:	<b><u>1GM H01 L301V</u></b>
Prerequisites:	APS of 24 and language requirements
Campus:	Vanderbijlpark
Delivery mode:	Full-time

#### HUM.9.3.1 Compilation of programme 1GM H01 L301V: Language Practice

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
LPRA111	12	LPRA211	16	LPRA311	16
Select ONE (1): AFLL111 ENLL111 SLL112 (VC) FREN111	12	Select ONE (1): AFLL211 ENLL211 SLL212 (VC) FREN211	16	LPRA312	16
Select ONE (1): AFLL111 ENLL111 FREN111 GERM111 SLL112 (VC)	12	Select ONE (1): AFLL211 ENLL211 FREN211 GERM211 (PC/VC) SLL212 (VC)	16	Select ONE (1): AFLL311 ENLL311 SLL312 (VC) FREN311	32
KCOM111	12	KCOM211	16	WVLS317**	12
Select ONE (1): AFLL111 AFPR111*** (PC/VC) BYBV113 (MC/VC) ENLL111 ENLS112*** FREN111 GERM111 HIST112 KCOM112 POLI112 PSYC111 SSCO111*** (VC) SLL112 (VC)	12				
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>



Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
LPRA122	12	LPRA221 <sup>(VC)</sup>	16	LPRA321 <sup>(VC)</sup>	16
Select ONE (1): AFLL121 ENLL121 FREN121 SSLL122 <sup>(VC)</sup>	12	Select ONE (1): AFLL221 <sup>(PC/VC)</sup> ENLL221 SSLL222 <sup>(VC)</sup> FREN221	16	LPRA322 <sup>(VC)</sup>	16
Select ONE (1): AFLL121 ENLL121 FREN121 GERM121 SSLL122 <sup>(VC)</sup>	12	Select ONE (1): AFLL221 <sup>(PC/VC)</sup> ENLL221 FREN221 GERM221 <sup>(PC/VC)</sup> SSLL222 <sup>(VC)</sup>	16	Select ONE (1): AFLL321 ENLL321 SSLL322 <sup>(VC)</sup> FREN321	32
KCOM121	12	* WVCS223	12		
Select ONE (1): AFLL121 AFPR121*** <sup>(PC/VC)</sup> BYBV123 <sup>(MC/VC)</sup> ENLL121 ENLS122*** FREN121 GERM121 HIST123 COMS124 POLI123 PSYC121 SSCO121*** <sup>(VC)</sup> SSLL122 <sup>(VC)</sup>	12				
ALDE/A122	12				
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>124</b>	<b>Total year level 3</b>	<b>140</b>
<b>Total credits for the programme</b>					<b>396</b>

\*\*\*Credits may not be obtained for both AFLL111 and AFPR111, and neither for both AFLL121 and AFPR121. A student may therefore NOT take both AFLL and AFPR if the credits for both will be counted towards the total credits for obtaining a qualification.

\*\*\* Credits may not be obtained for both ENLL111 and ENLS112, and neither for ENLL121 and ENLS122. A student may therefore NOT take both ENLL and ENLS if the credits for both will be counted towards the total credits for obtaining a qualification.

\*\*\*Credits may not be obtained for both SSLL112 and SSCO111, and neither for SSLL122 and SSCO121. A student may therefore NOT take both SSLL and SSCO if the credits for both will be counted towards the total credits for obtaining a qualification.

Students must consult the various campus yearbooks for postgraduate studies and familiarise themselves with the prerequisites for entrance to the various postgraduate curricula. Students must therefore ensure that they are registered for the correct undergraduate modules as required for postgraduate studies.

## HUM.9.4 PROGRAMME – LANGUAGE PRACTICE AND COMMUNICATION

### Bachelor of Arts in Language and Literary Studies with Language Practice and Communication

Qualification Code:	<b><u>1GM H02 L301V</u></b>
Prerequisites:	APS of 24 and <a href="#">language requirements</a>
Campus:	Vanderbijlpark
Delivery mode:	Full-time

#### HUM.9.4.1 Compilation of programme 1GM H02 L301V: Language Practice and Communication

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
LPRA111	12	LPRA211	16	LPRA311	16
KCOM111	12	KCOM211	16	LPRA312	16
KCOM112	12	COMS213 OR COMS214	16	COMS311	16
Select ONE (1): AFLL111 ENLL111 FREN111 GERM111 SSLL112 <sup>(VC)</sup>	12	Select ONE (1): AFLL211 ENLL211 FREN211 GERM211 <sup>(PC/VC)</sup> SSLL212 <sup>(VC)</sup>	16	COMS312 <sup>(PC/VC)</sup>	16
Select ONE (1): AFLL111 AFPR111*** <sup>(PC/VC)</sup> ENLL111 ENLS112*** FREN111 GERM111 SSCO111*** <sup>(VC)</sup> SSLL112 <sup>(VC)</sup>	12			WVLS317**	12
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>

Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
LPRA122	12	LPRA221 <sup>(VC)</sup>	16	LPRA321 <sup>(VC)</sup>	16
KCOM121	12	COMS222	16	LPRA322 <sup>(VC)</sup>	16
COMS124	12	* WVCS223	12	COMS322	16
Select ONE (1): AFLL121 ENLL121 FREN121 GERM121 SSLL122 <sup>(VC)</sup>	12	Select ONE (1): AFLL221 <sup>(PC/VC)</sup> ENLL221 FREN221 GERM221 <sup>(PC/VC)</sup> SSLL222 <sup>(VC)</sup>	16	KCOM328	16
Select ONE (1): AFLL121 AFPR121*** <sup>(PC/VC)</sup> ENLL121 ENLS122*** FREN121 GERM121 SSCO121*** <sup>(VC)</sup> SSLL122 <sup>(VC)</sup>	12				
ALDE/A122	12				
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>124</b>	<b>Total year level 3</b>	<b>140</b>
<b>Total credits for the programme</b>					<b>396</b>

\*PHIL223 can be taken as a choice module

\*\*PHIL213 can be taken as a choice module

\*\*\*Credits may not be obtained for both AFLL111 and AFPR111, and neither for both AFLL121 and AFPR121. A student may therefore NOT take both AFLL and AFPR if the credits for both will be counted towards the total credits for obtaining a qualification.

\*\*\* Credits may not be obtained for both ENLL111 and ENLS112, and neither for ENLL121 and ENLS122. A student may therefore NOT take both ENLL and ENLS if the credits for both will be counted towards the total credits for obtaining a qualification.

\*\*\*Credits may not be obtained for both SSLL112 and SSCO111, and neither for SSLL122 and SSCO121. A student may therefore NOT take both SSLL and SSCO if the credits for both will be counted towards the total credits for obtaining a qualification.

Students who wish to pursue an honours in Communication must consult a subject advisor in the School of Communication to ensure that they are registered for the correct modules. Students must consult the various campus yearbooks for postgraduate studies and familiarise themselves with the prerequisites for entrance to the various postgraduate curricula. Students must therefore ensure that they are registered for the correct undergraduate modules as required for postgraduate studies.

## HUM.9.5 PROGRAMME – LANGUAGES

### Bachelor of Arts in Language and Literary Studies with Languages

Qualification Code:	<b>1GM H10 L301V</b>
Prerequisites:	APS of 24 and <a href="#">language requirements</a>
Campus:	Vanderbijlpark
Delivery mode:	Full-time

### HUM.9.5.1 Compilation of programme 1GM H10 L301V: Languages

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
Select TWO (2): AFLL111 ENLL111 SSLL112 (VC) FREN111	24	Select TWO (2): AFLL211 ENLL211 SSLL212 (VC) FREN211	32	Select TWO (2): AFLL311 ENLL311 SSLL312 (VC) FREN311	64
Select THREE (3): ENLS112*** AFPR111*** (PC/VC) GERM111 HIST112 PSYC111 POLI112 SSCO111*** (VC) BYBV113 (MC/VC) KCOM112 AFLL111 ENLL111 SSLL112 (VC) FREN111 LPRA111	36	Select TWO (2): GERM211 (PC/VC) HIST213 PSYC211 PSYC212 POLI213 LPRA211 AFLL211 ENLL211 SSLL212 (VC) FREN211	32	WVLS317 OR PHIL213 (PC/VC)	12
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
<b>!! SECOND SEMESTER ELECTIVE MODULES ARE A CONTINUATION OF MODULES ELECTED IN THE FIRST SEMESTER !!</b>					
Select TWO (2): AFLL121 ENLL121 SSLL122 (VC) FREN121	24	Select TWO (2): AFLL221 (PC/VC) ENLL221 SSLL222 (VC) FREN221	32	Select TWO (2): AFLL321 ENLL321 SSLL322 (VC) FREN321	64
Select THREE (3): ENLS122*** GERM121 AFPR121*** (PC/VC) HIST123 PSYC121 POLI123 SSCO121*** (VC) LPRA122 BYBV123 (MC/VC)	36	Select ONE (1): AFLL221 (PC/VC) ENLL221 FREN221 GERM221 (PC/VC) HIST223 LPRA221 (VC) POLI223 PSYC221 SSLL222 (VC)	16		

COMS124 AFLL121 ENLL121 SSLL122 (VC) FREN121					
ALDE/A122	12	WVCS223 OR PHIL223 (PC/VC)	12		
<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total year level 1</b>	<b>132</b>	<b>Total year level 2</b>	<b>124</b>	<b>Total year level 3</b>	<b>140</b>
<b>Total credits for the programme</b>					<b>396</b>

\*PHIL223 can be taken as a choice module

\*\*PHIL213 can be taken as a choice module

\*\*\*Credits may not be obtained for both AFLL111 and AFPR111, and neither for both AFLL121 and AFPR121. A student may therefore NOT take both AFLL and AFPR if the credits for both will be counted towards the total credits for obtaining a qualification.

\*\*\* Credits may not be obtained for both ENLL111 and ENLS112, and neither for ENLL121 and ENLS122. A student may therefore NOT take both ENLL and ENLS if the credits for both will be counted towards the total credits for obtaining a qualification.

\*\*\*Credits may not be obtained for both SSLL112 and SSCO111, and neither for SSLL122 and SSCO121. A student may therefore NOT take both SSLL and SSCO if the credits for both will be counted towards the total credits for obtaining a qualification.

Students who wish to pursue an honours in Communication must consult a subject advisor in the School of Communication to ensure that they are registered for the correct modules. Students must consult the various campus yearbooks for postgraduate studies and familiarise themselves with the prerequisites for entrance to the various postgraduate curricula. Students must therefore ensure that they are registered for the correct undergraduate modules as required for postgraduate studies.

## PROGRAMME – ENGLISH AND SETSWANA (3<sup>RD</sup> LANGUAGE)

### PHASING OUT FROM 2021 – NO NEW REGISTRATION

Bachelor of Arts in Language and Literary Studies with English and Setswana (3<sup>rd</sup> Language)

Qualification Code: **1GM H11 L301M**

Prerequisites: **APS of 24 and language requirements**

Campus: **Mahikeng**

Delivery mode: **Full-time**

#### HUM.9.5.2 Admission requirements for the programme

- a) In addition to the general entrance requirements as specified in General Rule
- b) A.2.2. a student must have an APS of 24 and above.

#### Specifications for the programme as offered on Mahikeng:

- a) Setswana, English and Afrikaans are the primary working languages for the Language Practice modules and students should be highly proficient in two of these languages if they wish to major in Language Practice.
- b) Students who wish to major in Language Practice should continue with a working language (Setswana, Afrikaans or English) in their third-year.

#### **MAJORS:**

1. ENGLISH
2. SETSWANA
3. AFRIKAANS
4. FRENCH
5. LANGUAGE PRACTICE

#### **ELECTIVES**

1. HISTORY
2. SOCIOLOGY
3. LANGUAGE PRACTICE

Students must have two majors. Possible majors are:

1. English and Setswana
- \*2. English and Afrikaans and Dutch
3. English and French
- \*4. Afrikaans and Dutch and French
- \*5. Setswana and Afrikaans and Dutch
6. French and Setswana

#### HUM.9.5.3 Programme Outcomes

- a) On completion of this programme, students should have acquired sufficient knowledge, skills and values to understand not only the demands of the specific occupation they wish to enter, but also that of the broader society within which they will function.
- b) This knowledge will equip students with the additional skills that language and literary studies can provide for the professional world.

Language is used in teaching, the publishing world, journalism, the world of advertising, public relations work, the communication divisions of the corporate and business world, by language practitioners (like translators, interpreters, text editors), in semi-state/ government institutions like dictionary services and language boards.

**HUM.9.5.4 Compilation of programme 1GM H11 L301M: English and Setswana (3<sup>rd</sup> language)**

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ENLL111	12	ENLL211	16	ENLL311*	32
SETM111 (MC/PC)	12	SETM211 (MC/PC)	16	SETM311 (MC/PC)*	32
LPRA111	12	LPRA211	16		
SOCY111 OR HIST112	12	History or Sociology if not chosen in first year HIST112 SOCY111	12	*Students who wish to take LPRA as a major have to substitute <b>ONE</b> language major with LPRA311+312 (32)	
ALDE111	12			WVLS317	12
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
ENLL121	12	ENLL221	16	ENLL321	32
SETM121 (MC/PC)	12	SETM221 (MC/PC)	16	SETM322 (MC)*	32
LPRA122	12	LPRA222 (MC/PC)	16	* Students who wish to take LPRA as a major have to substitute <b>ONE</b> language major with LPRA323+324 (32)	
SOCY121 OR HIST123	12			SOCY221 OR HIST223	16
ALDE122	12	WVCS223	12		
<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>80</b>
<b>Total year level 1</b>	<b>120</b>	<b>Total year level 2</b>	<b>120</b>	<b>Total year level 3</b>	<b>156</b>
<b>Total credits for the programme</b>					<b>396</b>

## HUM.9.6 PROGRAMME – AFRIKAANS AND DUTCH AND ENGLISH

<b>PHASING OUT FROM 2021 – NO NEW REGISTRATION</b>	
<b>Bachelor of Arts in Language and Literary Studies with Afrikaans and Dutch and English</b>	
<b>Qualification Code:</b>	<b>1GM H04 L301M</b>
<b>Prerequisites:</b>	<b>APS of 24 and language requirements</b>
<b>Campus:</b>	<b>Mahikeng</b>
<b>Delivery mode:</b>	<b>Full-time</b>

### HUM.9.6.1 Compilation of programme 1GM H04 L301M: Afrikaans and Dutch and English

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ENLL111	12	ENLL211	16	ENLL311*	32
AFLL111	12	AFLL211	16	AFLL311*	32
ALDE111	12	History or Sociology if not chosen in first year HIST112 SOCY111	12	* Students who wish to take LPRA as a major have to substitute <b>ONE</b> language major with LPRA311+312 (32)	
HIST112 OR SOCY111	12	LPRA211	16	WVLS317	12
LPRA111	12				
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
ENLL121	12	ENLL221	16	ENLL321*	32
AFLL121	12	AFLL222 (MC/PC)	16	AFLL321*	32
HIST123 OR SOCY121	12			* Students who wish to take LPRA as a major have to substitute <b>ONE</b> language major with LPRA323+324 (32)	
ALDE122	12	WVCS223	12	SOCY221 OR HIST223	16
LPRA122	12	LPRA222 (MC/PC)	16		
<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>80</b>
<b>Total year level 1</b>	<b>120</b>	<b>Total year level 2</b>	<b>120</b>	<b>Total year level 3</b>	<b>156</b>
<b>Total credits for the programme</b>					<b>396</b>



## HUM.9.7 PROGRAMME – ENGLISH AND FRENCH

### PHASING OUT FROM 2021 – NO NEW REGISTRATION

Bachelor of Arts in Language and Literary Studies with English and French

Qualification Code: **1GM H09 L301M**

Prerequisites: **APS of 24 and language requirements**

Campus: **Mahikeng**

Delivery mode: **Full-time**

### HUM.9.7.1 Compilation of programme 1GM H09 L301M: English and French

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
ENLL111	12	ENLL211	16	ENLL311*	32
FREN111	12	FREN211	16	FREN311*	32
ALDE111	12	History or Sociology if not chosen in first year HIST112 OR SOCY111	12	* Students who wish to take LPRA as a major have to substitute <b>ONE</b> language major with LPRA311+312 (32)	
LPRA111	12			WVLS317	12
HIST112 OR SOCY111	12	LPRA211	12		
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
ENLL121	12	ENLL221	16	ENLL321*	32
FREN121	12	FREN221	16	FREN321*	32
ALDE122	12				
LPRA122	12	LPRA222 <sup>(MC/PC)</sup>	16	* Students who wish to take LPRA as a major have to substitute <b>ONE</b> language major with LPRA323+324 (32)	
HIST123 OR SOCY121	12	WVCS223	12	SOCY221 OR HIST223	16
<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>80</b>
<b>Total year level 1</b>	<b>120</b>	<b>Total year level 2</b>	<b>120</b>	<b>Total year level 3</b>	<b>156</b>
<b>Total credits for the programme</b>					<b>396</b>

## HUM.9.8 PROGRAMME – AFRIKAANS AND DUTCH AND FRENCH

<b>PHASING OUT FROM 2021 – NO NEW REGISTRATION</b>	
<b>Bachelor of Arts in Language and Literary Studies with Afrikaans and Dutch and French</b>	
<b>Qualification Code:</b>	<b>1GM H06 L301M</b>
<b>Prerequisites:</b>	<b>APS of 24 and language requirements</b>
<b>Campus:</b>	<b>Mahikeng</b>
<b>Delivery mode:</b>	<b>Full-time</b>

### HUM.9.8.1 Compilation of programme 1GM H06 L301M: Afrikaans and Dutch and French

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
AFL111	12	AFL211	16	AFL311*	32
FREN111	12	FREN211	16	FREN311*	32
LPRA111	12	LPRA211	16	WVLS317	12
SOCY111 OR HIST112	12	History or Sociology if not chosen in first year HIST112 SOCY111	12	* Students who wish to take LPRA as a major have to substitute <b>ONE</b> language major with LPRA311+312 (32)	
ALDE111	12				
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
AFL121	12	AFL222 (MC/PC)	16	AFL321*	32
FREN121	12	FREN221	16	FREN321*	32
LPRA122	12	LPRA222 (MC/PC)	16	SOCY221 OR HIST223	16
SOCY121 OR HIST123	12			* Students who wish to take LPRA as a major have to substitute <b>ONE</b> language major with LPRA323+324 (32)	
ALDE122	12	WVCS223	12		
<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>80</b>
<b>Total year level 1</b>	<b>120</b>	<b>Total year level 2</b>	<b>120</b>	<b>Total year level 3</b>	<b>156</b>
<b>Total credits for the programme</b>					<b>396</b>

## HUM.9.9 PROGRAMME – AFRIKAANS AND DUTCH AND SETSWANA

<b>PHASING OUT FROM 2021 – NO NEW REGISTRATION</b>	
<b>Bachelor of Arts in Language and Literary Studies with Afrikaans and Dutch and Setswana</b>	
<b>Qualification Code:</b>	<b>1GM H07 L301M</b>
<b>Prerequisites:</b>	<b>APS of 24 and language requirements</b>
<b>Campus:</b>	<b>Mahikeng</b>
<b>Delivery mode:</b>	<b>Full-time</b>

### HUM.9.9.1 Compilation of programme 1GM H07 L301M: Afrikaans and Dutch and Setswana

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
SETM111 (MC/PC)	12	SETM211 (MC/PC)	16	SETM311 (MC/PC)*	32
AFLL111	12	AFLL211	16	AFLL311*	32
LPRA111	12	LPRA211	16	WVLS317	12
SOCY111 OR HIST112	12	History or Sociology if not chosen in first year HIST112 SOCY111	12	* Students who wish to take LPRA as a major have to substitute <b>ONE</b> language major with LPRA311+312 (32)	
ALDE111	12				
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
SETM121 (MC/PC)	12	SETM221 (MC/PC)	16	SETM322 (MC)*	32
AFLL121	12	AFLL222 (MC/PC)	16	AFLL321*	32
LPRA122	12	LPRA222 (MC/PC)	16	SOCY221 OR HIST223	16
SOCY121 OR HIST123	12			* Students who wish to take LPRA as a major have to substitute <b>ONE</b> language major with LPRA323+324 (32)	
ALDE122	12	WVCS223	12		
<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>80</b>
<b>Total year level 1</b>	<b>120</b>	<b>Total year level 2</b>	<b>120</b>	<b>Total year level 3</b>	<b>156</b>
<b>Total credits for the programme</b>					<b>396</b>

## HUM.9.10 PROGRAMME – FRENCH AND SETSWANA

<b>PHASING OUT FROM 2021 – NO NEW REGISTRATION</b>	
<b>Bachelor of Arts in Language and Literary Studies with French and Setswana</b>	
<b>Qualification Code:</b>	<b>1GM H14 L301M</b>
<b>Prerequisites:</b>	<b>APS of 24 and language requirements</b>
<b>Campus:</b>	<b>Mahikeng</b>
<b>Delivery mode:</b>	<b>Full-time</b>

### HUM.9.10.1 Compilation of programme 1GM H14 L301M: French and Setswana

Year level 1		Year level 2		Year level 3	
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
FREN111	12	FREN211	16	FREN311*	32
SETM111 <sup>(MC/PC)</sup>	12	SETM211 <sup>(MC/PC)</sup>	16	SETM311 <sup>(MC/PC)*</sup>	32
LPRA111	12	LPRA211	16	WVLS317	12
SOCY111 OR HIST112	12	History or Sociology if not chosen in first year HIST112 SOCY111	12	* Students who wish to take LPRA as a major have to substitute <b>ONE</b> language major with LPRA311+312 (32)	
ALDE111	12				
<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>60</b>	<b>Total 1<sup>st</sup> semester</b>	<b>76</b>
Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
FREN121	12	FREN221	16	FREN321*	32
SETM121 <sup>(MC/PC)</sup>	12	SETM221 <sup>(MC/PC)</sup>	16	SETM322 <sup>(MC)*</sup>	32
LPRA122	12	LPRA222 <sup>(MC/PC)</sup>	16	SOCY221 OR HIST223	16
SOCY121 OR HIST123	12			* Students who wish to take LPRA as a major have to substitute <b>ONE</b> language major with LPRA323+324 (32)	
ALDE122	12	WVCS223	12		
<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>80</b>
<b>Total year level 1</b>	<b>120</b>	<b>Total year level 2</b>	<b>120</b>	<b>Total year level 3</b>	<b>156</b>
<b>Total credits for the programme</b>					<b>396</b>

## **HUM.10 BACHELOR OF ARTS IN LANGUAGE TECHNOLOGY**

The curricula for this qualification is offered full-time only.

### **HUM.10.1 DURATION (MINIMUM AND MAXIMUM DURATION)**

The minimum study period for this qualification is three years and the maximum duration is four years.

### **HUM.10.2 ADMISSION REQUIREMENTS FOR THE QUALIFICATION**

The rules for admission to this qualification are in accordance with the stipulations of General Academic Rule A.2.2. and the Admissions policy of the North-West University.

A prospective student who meets the requirements of the NSC or NC(V) for degree studies, and has attained an APS-score of at least 24 may qualify for admission. In addition, the following NSC subject minimum requirements apply:

- a) Mathematics: a pass mark on level 5 (60-69%); and
- b) A pass mark in one science subject at level 4 (50-59%). (Approved science subjects are: Information Technology, Accountancy or Physical Sciences)

### **HUM.10.3 ARTICULATION**

Successful completion of this qualification will allow for vertical articulation into the Bachelor of Arts Honours degree in the specialized fields of language technology or linguistics at NQF level 8, and further towards the cognate master's degree at NQF level 9.

### **HUM.10.4 PROGRAMME – LANGUAGE TECHNOLOGY**

#### **PHASING IN FROM 2021**

#### **[Bachelor of Arts in Language Technology](#)**

**Qualification Code:** **[1GU H01 L301P](#)**

**Prerequisites:** **APS of 24, Mathematics (+60%) and Science subject (+50%)**

**Campus:** **Potchefstroom**

**Delivery mode:** **Full-time**

#### **HUM.10.4.1 Programme outcomes**

The programme (and curriculum) has as its purpose to develop scientific insight and knowledge in Language Technology. To achieve this purpose, the qualification has the following outcomes:

- a) The acquisition of skills, knowledge and values that would enable students to create, develop, manage and exploit language sources, to use language appropriately and to follow an occupation in language technology.
- b) Students will understand the multilingual complexity of South Africa and will contribute towards the empowerment of the entire community by using language technology.
- c) Students will be able to use their knowledge and understanding of applicable multi-disciplinary concepts, structures, models, theories, principles and research methods.

- d) Students will be able to contribute meaningfully to the management of information and information sources.
- e) Students will be able to solve Information Technology (IT) related problems by using their knowledge and insight into the field of IT, and by using approaches and techniques from related fields.
- f) Students will realise the importance of ensuring continued capability and staying on the frontline of the latest technologies and techniques, and stay lifelong students by utilising a well-established learning ability.

#### HUM.10.4.2 Faculty-specific rules for the programme

- a) Students must take the fourteen compulsory modules.
- b) Students are expected to take ten modules as Capita Selecta (ABCD) (total credit value of 176) from the list of available languages offered annually in the participating subject groups (namely Afrikaans and Dutch, English, Setswana, French and German).
- c) Progression rules from one year to the next dictate that the relevant preceding modules be passed before progressing.

#### HUM.10.4.3 Compilation of programme 1GU H01 L301P: Language Technology

Year level 1			Year level 2			Year level 3		
First semester			First semester			First semester		
Module code		Cr	Module code		Cr	Module code		Cr
CMPG111	H	12	CMPG211	H	16	TTEG312 <sup>(PC)</sup>	H	32
ABCD1	H	24	ABCD3	H	32	ABCD5	H	32
STTN115	X	12	CMPG213	X	16	WVLS317 <sup>(PC)</sup>	X	12
MTHS111	X	12						
<b>Total 1<sup>st</sup> semester</b>		<b>60</b>	<b>Total 1<sup>st</sup> semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> semester</b>		<b>76</b>
Year level 1			Year level 2			Year level 3		
Second semester			Second semester			Second semester		
Module code		Cr	Module code		Cr	Module code		Cr
TTEG122 <sup>(PC)</sup>	H	12	TTEG222 <sup>(PC)</sup>	H	16	TTEG322 <sup>(PC)</sup>	H	32
ABCD2	H	24	ABCD4	H	32	ABCD6	H	32
CMPG121	X	12	WVNS221	X	12			
STTN125	X	12						
ALDE/A122	X	12						
<b>Total 2<sup>nd</sup> semester</b>		<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>64</b>
<b>Total year level 1</b>		<b>132</b>	<b>Total year level 2</b>		<b>124</b>	<b>Total year level 3</b>		<b>140</b>
<b>Total credits for the programme</b>								<b>396</b>

#### Year level 1, first semester:

**ABCD1:** TWO of the following: AFLL111, GERM111, ENLL111, FREN111, ATSN111 / SETM111.

#### Year level 1, second semester:

**ABCD2:** TWO of the following succeeding modules elected as ABCD1 in semester one: AFLL121, GERM121, ENLL121, FREN121, ATSN121 / SETM121.

#### Year level 2, first semester:

**ABCD3:** TWO of the following succeeding modules taken in both semesters of year level 1: AFLL211, GERM211, ENLL211, FREN211, ATSN211 / SETM211.

**Year level 2, second semester:**

**ABCD4:** TWO of the following succeeding modules elected as ABCD3 in semester one: AFLL222, GERM221, ENLL221, FREN221, ATSN221 / SETM221.

**Year level 3, first semester:**

**ABCD5:** ONE of the following succeeding modules taken in both semesters of year level 2: AFLL311, GERM311, ENLL311, FREN311, ATSN311 / SETM311.

**Year level 3, second semester:**

**ABCD6:** ONE of the following succeeding modules elected as ABCD5 in semester one: AFLL321, GERM321, ENLL321, FREN321, ATSN321 / SETM321.\*\*

## **HUM.11 BACHELOR OF ARTS IN ANCIENT LANGUAGES**

The following programme is presented at the **Faculty of Theology** and all enquiries pertaining to this programme should be referred to the Faculty Administrator - Ms Antoinett Moerdyk,

Tel: 018 299 1847

Email address: [Antoinett.Moerdyk@nwu.ac.za](mailto:Antoinett.Moerdyk@nwu.ac.za)

### **HUM.11.1 BACHELOR OF ARTS IN ANCIENT LANGUAGES**

The BA in Ancient Languages programme is housed in the Faculty of Theology and offers specialisation in Classical Studies, Ancient Near Eastern Studies and Translation Studies

The BA in Ancient Languages accommodate many subjects from Humanities and modules from Ancient Languages may be elected to supplement other BA programmes.

The following modules are offered in the BA in Ancient Languages at all levels

- LATN Latin, first year to doctoral level
- SEMT Hebrew, first year to doctoral level
- GRKS Ancient Greek, first year to doctoral level
- ARAB Arabic, first year to doctoral level
- AKLR Ancient Cultures, first year to doctoral level

Ancient Languages offers smaller modules in:

- Akkadian /Akkadies
- Aramaic / Aramees
- Egyptian / Egipties
- Syriac / Siries
- Ugaritic / Ugarities



## **HUM.12 BACHELOR OF ARTS IN GRAPHIC DESIGN**

### **HUM.12.1 RULES FOR THE DEGREE BACHELOR OF ARTS IN GRAPHIC DESIGN**

#### **HUM.12.1.1 Duration (minimum and maximum duration)**

The minimum study period for this qualification is four years and the maximum duration is five years.

#### **HUM.12.1.2 Admission requirements for the qualification and the programme**

In addition to the requirements set out in Academic Rule 1.5.the following entrance requirements apply:

- a) APS score of at least 24.
- b) Selection is based on a portfolio of the prospective student's own work, a skills test for practical aptitude, as well as an academic record review and a personal interview. Only a limited number of students are admitted to the programme (between 35 and 40 first years). The guidelines for the selection procedure are set out in the BA Graphic Design Prospectus and Application documents.

### **HUM.12.2 PROGRAMME – GRAPHIC DESIGN**

#### **Bachelor of Arts in Graphic Design**

**Qualification Code:** **1DN K01 L401P**

**Prerequisites:** **APS of 24**

**Campus:** **Potchefstroom**

**Delivery mode:** **Full-time**

#### **HUM.12.2.1 Programme outcomes**

The student should develop creative thought, acquire technical skills in and knowledge of design and the art of illustration, as well as the principles of design; demonstrate the skill to design a graphic product independently and to evaluate it, and to make design presentations; and develop skills in the use of print and digital media and techniques.

#### **HUM.12.2.2 Faculty-specific rules for the programme**

##### **Rule for examination opportunities:**

In the practical modules for the BA in Graphic Design a portfolio of work has to be exhibited. It is compulsory that students make use of the first examination opportunity. The second examination opportunity will only become applicable when the student did not pass the first opportunity or could not take part in the examination due to severe illness or any other reason that is accepted as valid by the Faculty.

**HUM.12.2.3 Compilation of programme 1DN K01 L401P: Graphic Design**

Year level 1		Year level 2		Year level 3		Year level 4	
First semester		First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
GRFI112 <sup>(PC)</sup>	12	GRFI211 <sup>(PC)</sup>	16	GRFI312 <sup>(PC)</sup>	12	GRFO414 <sup>(PC)</sup> OR GRFM411 <sup>(PC)</sup>	32
GRFO112 <sup>(PC)</sup>	12	GRFO212 <sup>(PC)</sup>	16	GRFO313 <sup>(PC)</sup> OR GRFM311 <sup>(PC)</sup>	24	GRFI472 <sup>(PC)</sup>	14 of 28
KSGS113 <sup>(PC)</sup>	12	GRFO213 <sup>(PC)</sup>	16	KSGS312 <sup>(PC)</sup>	32	KSGS686	12 of 24
KCOM112	12					WVLS317	12
Total 1 <sup>st</sup> semester	48	Total 1 <sup>st</sup> semester	48	Total 1 <sup>st</sup> semester	68	Total 1 <sup>st</sup> semester	70
Year level 1		Year level 2		Year level 3		Year level 4	
Second semester		Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
GRFI122 <sup>(PC)</sup>	12	GRFI221 <sup>(PC)</sup>	16	GRFI321 <sup>(PC)</sup>	16	GRFO424 <sup>(PC)</sup> OR GRFM421 <sup>(PC)</sup>	32
GRFO122 <sup>(PC)</sup>	12	GRFO222 <sup>(PC)</sup>	16	GRFO323 <sup>(PC)</sup> OR GRFM321 <sup>(PC)</sup>	24	GRFI472 <sup>(PC)</sup>	14 of 28
KSGS122 <sup>(PC)</sup>	12	KSGS222 <sup>(PC)</sup>	16	KSGS322 <sup>(PC)</sup>	32	KSGS686	12 of 24
COMS124	12	WVCS223	12				
ALDE122	12	SANL223 <sup>(PC)</sup>	16				
<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>76</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>58</b>
<b>Total year level 1</b>	<b>108</b>	<b>Total year level 2</b>	<b>124</b>	<b>Total year level 3</b>	<b>140</b>	<b>Total year level 4</b>	<b>128</b>
<b>Total credits for the programme</b>							<b>500</b>

## HUM.12.3 PROGRAMME – GRAPHIC DESIGN WITH COMMUNICATION

### Bachelor of Arts in Graphic Design with Communication

Qualification Code:	<u>1DN K02 L402P</u>
Prerequisites:	APS of 24
Campus:	Potchefstroom
Delivery mode:	Full-time

#### HUM.12.3.1 Programme outcomes

The student should acquire technical skills in and knowledge of the art of designing and principles of design; the skill to design a graphic product independently and evaluate it, make design presentations and develop skills in the use of traditional and digital media and techniques, coupled with a broad understanding, knowledge and skills in corporate communication, the communication practices in businesses (like liaising, social investment and corporate identity) all within a South African context.

#### HUM.12.3.2 Faculty-specific rules for the programme

##### **Rule for examination opportunities:**

In the practical modules for the BA in Graphic Design a portfolio of work has to be exhibited. It is compulsory that students make use of the first examination opportunity. The second examination opportunity will only become applicable when the student did not pass the first opportunity or could not take part in the examination due to severe illness or any other reason that is accepted as valid by the Faculty.

### HUM.12.3.3 Compilation of programme 1DN K02 L402P: Graphic Design with Communication

Year level 1		Year level 2		Year level 3		Year level 4	
First semester		First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
KCOM112	12	COMS213	16	KCOM318 <sup>(MC/PC)</sup>	16	KCMK615	16
GRFO112 <sup>(PC)</sup>	12	GRFO212 <sup>(PC)</sup>	16	GRFO313 <sup>(PC)</sup> OR GRFM311 <sup>(PC)</sup>	24	GRFO414 <sup>(PC)</sup> OR GRFM411 <sup>(PC)</sup>	32
GRFI112 <sup>(PC)</sup>	12	GRFO213 <sup>(PC)</sup>	16	WVLS317	12	KSGS686	12 of 24
KSGS113 <sup>(PC)</sup>	12	BMAN111	12				
		COMS212	12				
<b>Total 1<sup>st</sup> semester</b>	<b>48</b>	<b>Total 1<sup>st</sup> semester</b>	<b>72</b>	<b>Total 1<sup>st</sup> semester</b>	<b>52</b>	<b>Total 1<sup>st</sup> semester</b>	<b>60</b>
Year level 1		Year level 2		Year level 3		Year level 4	
Second semester		Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
COMS124	12	GRFO222 <sup>(PC)</sup>	16	KCOM328	16	GRFO424 <sup>(PC)</sup> OR GRFM421 <sup>(PC)</sup>	32
GRFO122 <sup>(PC)</sup>	12	KSGS222 <sup>(PC)</sup>	16	BMAR222	16	KCMK624 + CSCC622	16 + 16
GRFI122 <sup>(PC)</sup>	12	WVCS223	12	GRFO323 <sup>(PC)</sup> OR GRFM321 <sup>(PC)</sup>	24	KSGS686	12 of 24
KSGS122 <sup>(PC)</sup>	12	SANL223 <sup>(PC)</sup>	16	COMS322	16		
ALDE122	12						
<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>76</b>
<b>Total year level 1</b>	<b>108</b>	<b>Total year level 2</b>	<b>132</b>	<b>Total year level 3</b>	<b>124</b>	<b>Total year level 4</b>	<b>136</b>
<b>Total credits for the programme</b>							<b>500</b>

Students who wish to register for Advanced Corporate Communication in their fourth year, must pass the modules KCOM122 (new COMS124), KCOM213 (new COMS213), and KCOM328 with an average of 60%.

#### HUM.12.3.3.1 EXAMINATION

Examination is written according to the specifications set in General Rule A.5.4 of the University.

**HUM.12.3.4 Compilation of OLD programme 1DN K02 L401P: Graphic Design with Communication**

Year level 1		Year level 2		Year level 3		Year level 4	
First semester		First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
KCOM112	12	KCOM2138	16	KCOM311*	16	KCMK615	16
GRFO112 <sup>(PC)</sup>	12	GRFO212 <sup>(PC)</sup>	16	KCOM318 <sup>(MC/PC)</sup>	16	GRFO414 <sup>(PC)</sup> OR GRFM411 <sup>(PC)</sup>	32
GRFI112 <sup>(PC)</sup>	12	GRFO213 <sup>(PC)</sup>	16	GRFO313 <sup>(PC)</sup> OR GRFM311 <sup>(PC)</sup>	24	KSGS686	12 of 24
KSGS113 <sup>(PC)</sup>	12	Photography (after hours)		WVLS317	12		
<b>Total 1<sup>st</sup> semester</b>	<b>48</b>	<b>Total 1<sup>st</sup> semester</b>	<b>48</b>	<b>Total 1<sup>st</sup> semester</b>	<b>68</b>	<b>Total 1<sup>st</sup> semester</b>	<b>60</b>
Year level 1		Year level 2		Year level 3		Year level 4	
Second semester		Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
KCOM122*	12	KCOM222	16	KCOM328	16	GRFO424 <sup>(PC)</sup> OR GRFM421 <sup>(PC)</sup>	32
GRFO121 <sup>(PC)</sup>	12	GRFO222 <sup>(PC)</sup>	16	BMAR222	16	KCMK624 + CSCC622	16 +16
GRFI122 <sup>(PC)</sup>	12	KSGS222 <sup>(PC)</sup>	16	GRFO323 <sup>(PC)</sup> OR GRFM321 <sup>(PC)</sup>	24	KSGS686	12 of 24
KSGS122 <sup>(PC)</sup>	12	WVCS223	12	KCOM329*	16		
ALDE122	12	SANL223 <sup>(PC)</sup>	16				
		Photography (after hours)					
<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>76</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>76</b>
<b>Total year level 1</b>	<b>108</b>	<b>Total year level 2</b>	<b>124</b>	<b>Total year level 3</b>	<b>140</b>	<b>Total year level 4</b>	<b>136</b>
<b>Total credits for the programme</b>							<b>508</b>

\* 1DN K02 L401P is phasing out and students must register for the following equivalents if they have outstanding credits for the indicated modules: KCOM122 new equivalent is COMS124; KCOM213 new equivalent is COMS213; KCOM222 new equivalent is COMS212; KCOM311 new equivalent is COMS322; KCOM329 has no new equivalent but students must register for COMS325 as replacement.

## HUM.13 DIPLOMA IN MUSIC

### HUM.13.1 RULES FOR THE DIPLOMA IN MUSIC

#### HUM.13.1.1 Duration (minimum and maximum duration)

The minimum study period for this qualification is three years and the maximum duration is five years from the first date of registration for this programme.

#### HUM.13.1.2 Admission requirements for the qualification

Apart from the entrance requirements specified in Academic Rule 1.5. of the University, the following also apply:

- a) at least a Senior Certificate or equivalent qualification;
- b) an APS of at least 18;
- c) successful completion of a language proficiency test, a musical aptitude test and an audition;
- d) a candidate must achieve an average of at least 50% (level 4) for English in Grade 12 in order to be admitted to the programme.

### HUM.13.2 PROGRAMME – DIPLOMA IN MUSIC

#### [Diploma in Music](#)

Qualification Code:

[1GL B01 L201P](#)

Prerequisites:

**APS of 18, language proficiency test, musical aptitude test and audition**

Campus:

**Potchefstroom**

Delivery mode:

**Full-time (only in English)**

#### HUM.13.2.1 Programme outcomes

After completing this programme the student will possess well-rounded knowledge and skills in music and will be able to perform effectively as an educator and musician within society.

#### HUM.13.2.2 Faculty-specific rules for the programme

- a) Concert attendance is an integral part of music training at the North-West University. Full-time music students registered for practical modules are therefore expected to attend the prescribed number of student assemblies (including studio classes and student concerts) and concerts presented in the School of Music's official concert series for its full duration.
- b) Students who fail to attend the prescribed number of student assemblies and concerts during the year will not receive a proof of participation for the specific practical module.
- c) For the performance modules in this programme (MZSU177, MZSU277, MZSU377), sufficient class attendance and participation in the practical lessons (80%) are required in order to receive proof of participation for the relevant module.
- d) For the ensemble modules in this programme, sufficient class attendance and participation are required: Students have to participate in all rehearsals and ensemble concerts in order to receive a proof of participation for the relevant module. Even with valid excuses for absence, attendance of at least 80% is required for

examination admission (the Director of the School of Music may evaluate these cases).

**Rule regarding examination opportunities:**

It is compulsory for students to make use of the first examination opportunity for the performance modules in this programme. The second examination opportunity will only become applicable when the student failed the first opportunity or could not participate in the first examination opportunity due to illness or any other valid excuse accepted by the School Director.

**HUM.13.2.3 List of modules**

<b>Music modules for Diploma in Music</b>			
<b>Module code</b>	<b>Module name</b>	<b>Prerequisite</b>	<b>Credits</b>
MZME119	Music education		8
MZME129	Music education	MZME119	12
MZME219	Music education	MZME129	8
MZME229	Music education	MZME219	8
MZME319	Music education	MZME229	8
MZME329	Music education	MZME319	8
MZSD119	Ensemble studies		4
MZSD129	Ensemble studies		4
MZSD219	Ensemble studies		4
MZSD229	Ensemble studies		4
MZSD319	Ensemble studies		4
MZSD329	Ensemble studies		4
MZSJ129	Community music		8
MZSJ219	Community music	MZSJ129	8
MZSJ229	Community music	MZSJ219	8
MZSJ319	Community music	MZSJ229	8
MZSJ329	Community music	MZSJ319	8
MZSL177	Introduction to music research		12
MZSN119	Music notation		16
MZSN129	Music notation	MZSN119	16
MZSP179	Keyboard skills		12
MZSP279	Keyboard skills	MZSP179	12
MZSP379	Keyboard skills	MZSP279	12
MZSS218	Musicology	MZSL177	12
MZSS228	Musicology	MZSL177 MZSS218	12
MZST219	Music theory	MZSN129	16
MZST229	Music theory	MZST219	16
MZST319	Music theory	MZST229	16
MZST329	Music theory	MZST319	16
MZSU177	Music performance		16
MZSU277	Music performance	MZSU177	16
MZSU377	Music performance	MZSU277	16
MZSY317	African music		12
MZSY327	African music	MZSY317	12

### HUM.13.2.4 Compilation of programme 1GL B01 L201P: Diploma in Music

Year level 1			Year level 2			Year level 3		
First semester			First semester			First semester		
Module code		Cr	Module code		Cr	Module code		Cr
MZME119	H	8	MZME219	H	8	MZME319	H	8
MZSD119	X	4	MZSD219	X	4	MZSD319	X	4
MZSL177	X	12	MZSJ219	H	8	MZSJ319	H	8
MZSN119	H	16	MZSP279	H	12	MZSP379	H	12
MZSP179	H	12	MZSS218	X	12	MZST319	H	16
MZSU177	H	16	MZST219	H	16	MZSU377	H	16
			MZSU277	H	16	MZSY317	X	12
<b>Total 1<sup>st</sup> semester</b>		<b>68</b>	<b>Total 1<sup>st</sup> semester</b>		<b>76</b>	<b>Total 1<sup>st</sup> semester</b>		<b>76</b>
Year level 1			Year level 2			Year level 3		
Second semester			Second semester			Second semester		
Module code		Cr	Module code		Cr	Module code		Cr
ALDE122	X	12	MZME229	H	8	MZME329	H	8
MZME129	H	12	MZSD229	X	4	MZSD329	X	4
MZSD129	X	4	MZSJ229	H	8	MZSJ329	H	8
MZSJ129	H	8	MZSS228	X	12	MZST329	H	16
MZSN129	H	16	MZST229	H	16	MZSY327	X	12
<b>Total 2<sup>nd</sup> semester</b>		<b>52</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>48</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>48</b>
<b>Total year level 1</b>		<b>120</b>	<b>Total year level 2</b>		<b>124</b>	<b>Total year level 3</b>		<b>124</b>
<b>Total credits for the programme</b>								<b>368</b>

### HUM.13.2.5 EXAMINATION

Examinations are written according to the specifications in General Rule A.5.4 of the University.



## HUM.14 BACHELOR OF ARTS IN MUSIC

### HUM.14.1 RULES FOR THE DEGREE BACHELOR OF ARTS IN MUSIC AND SOCIETY

#### HUM.14.1.1 Duration

The minimum study period for this qualification is three years and the maximum duration is five years from the first date of registration for this programme.

#### HUM.14.1.2 Admission requirements

In addition to the general entrance requirements as specified in General Academic Rule 1.5, the following requirements also apply:

- a) a National Senior Certificate or equivalent qualification with an average of at least 50% (level 4) for English and an APS of at least 21; as well as successful completion of a practical audition on par with Grade III (Unisa) / Grade IV (Royal Schools), and a music theory placement test on par with Grade II (Unisa) / Grade III (Royal Schools);

OR

- b) a Diploma in Music or an equivalent qualification in which the modules for the final year were passed with an average of at least 60%.

### HUM.14.2 PROGRAMME – MUSIC AND SOCIETY

#### [Bachelor of Arts in Music and Society](#)

Qualification Code: [1GD H01 L301P](#)

Prerequisites: APS of 21, a language proficiency test, a practical audition and a music theory placement test

Campus: Potchefstroom

Delivery mode: Full-time (only in English)

#### HUM.14.2.1 Programme outcomes

After completing the curriculum of this programme the student will understand the relationship between music, culture and society and apply this insight in the development of community projects.

#### HUM.14.2.2 Faculty-specific rules for the programme

- a) Concert attendance is an integral part of music training at the North-West University. Full-time music students registered for practical modules are therefore expected to attend the prescribed number of student assemblies (including studio classes and student concerts) and concerts presented in the School of Music's official concert series for its full duration.
- b) Students who fail to attend the prescribed number of student assemblies and concerts during the year will not receive a proof of participation for the specific practical module.
- c) For the performance modules in this programme (MUSU177, MUSP277, MUSP377), sufficient class attendance and participation in the practical lessons are required (80%) in order to receive proof of participation for the relevant module.

- d) For the ensemble modules in this programme, sufficient class attendance and participation are required: Students have to participate in all rehearsals and ensemble concerts in order to receive a proof of participation for the relevant module. Even with valid excuses for absence, attendance of at least 80% is required for examination admission (the Director of the School of Music may evaluate these cases).

**Rule regarding examination opportunities:**

It is compulsory for students to make use of the first examination opportunity for the performance modules in this programme. The second examination opportunity will only become applicable when the student failed the first opportunity or could not participate in the first examination opportunity due to illness or any other valid excuse accepted by the School Director.

**HUM.14.2.3 List of modules**

<b>Music modules for BA Music and Society</b>			
<b>Module code</b>	<b>Module name</b>	<b>Prerequisite</b>	<b>Credits</b>
MUME113	Music education		8
MUME123	Music education	MUME113	8
MUME213	Music education	MUME123	8
MUME223	Music education	MUME213	8
MUME313	Music education	MUME223	8
MUME323	Music education	MUME313	8
MUSB317	Arts management		8
MUSB327	Arts management		8
MUSC217	Music technology		8
MUSD119	Ensemble studies		4
MUSD129	Ensemble studies		4
MUSD219	Ensemble studies		4
MUSD229	Ensemble studies		4
MUSD319	Ensemble studies		4
MUSD329	Ensemble studies		4
MUSF229	Music theory	MUST219	12
MUSF319	Music theory	MUSF229	8
MUSF329	Music theory	MUSF319	8
MUSJ113	Community music		8
MUSJ123	Community music	MUSJ113	8
MUSJ213	Community music	MUSJ123	8
MUSJ223	Community music	MUSJ213	8
MUSJ313	Community music	MUSJ223	8
MUSJ323	Community music	MUSJ313	8
MUSL177	Introduction to music research		12
MUSP179	Keyboard skills		12
MUSP277	Practical music	MUSU177	24
MUSP377	Practical music	MUSP277	24
MUSS218	Musicology	MUSL177	12
MUSS228	Musicology	MUSL177	12
MUST119	Music theory		16
MUST129	Music theory	MUST119	16
MUST219	Music theory	MUST129	12
MUSU177	Practical music	Practical audition	16
MUSY117	African music		8

MUSY217	African music	MUSY117	8
MUSY227	African music	MUSY217	8
MUSY317	African music	MUSY227	8
MUSY327	African music	MUSY317	8

#### HUM.14.2.4 Compilation of programme 1GD H01 L301P: Music and Society

Year level 1			Year level 2			Year level 3		
First semester			First semester			First semester		
Module code		Cr	Module code		Cr	Module code		Cr
ALDE111	A		MUME213	H	8	MUME313	H	8
MUME113	H	8	MUSC217	X	8	MUSB317	X	8
MUSD119	X	4	MUSD219	X	4	MUSD319	X	4
MUSJ113	H	8	MUSJ213	H	8	MUSF319	H	8
MUSL177	X	12	MUSP277	H	24	MUSJ313	H	8
MUSP179	X	12	MUSS218	X	12	MUSP377	H	24
MUST119	H	16	MUST219	H	12	MUSY317	H	8
MUSU177	H	16	MUSY217	H	8	WVLS317	X	12
MUSY117	H	8						
<b>Total 1<sup>st</sup> semester</b>		<b>84</b>	<b>Total 1<sup>st</sup> semester</b>		<b>84</b>	<b>Total 1<sup>st</sup> semester</b>		<b>80</b>
Year level 1			Year level 2			Year level 3		
Second semester			Second semester			Second semester		
Module code		Cr	Module code		Cr	Module code		Cr
ALDE122	X	12	MUME223	H	8	MUME323	H	8
MUME123	H	8	MUSD229	X	4	MUSB327	X	8
MUSD129	X	4	MUSF229	H	12	MUSD329	X	4
MUSJ123	H	8	MUSJ223	H	8	MUSF329	H	8
MUST129	H	16	MUSS228	X	12	MUSJ323	H	8
			MUSY227	H	8	MUSY327	H	8
			WVCS223	X	12			
<b>Total 2<sup>nd</sup> semester</b>		<b>48</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>44</b>
<b>Total year level 1</b>		<b>132</b>	<b>Total year level 2</b>		<b>148</b>	<b>Total year level 3</b>		<b>124</b>
<b>Total credits for the programme</b>								<b>404</b>

#### HUM.14.2.5 Examination

Examinations are written according to the specifications in General Rule A.5.4 of the University.

## HUM.15 BACHELOR OF MUSIC

### HUM.15.1 RULES FOR THE DEGREE BACHELOR OF MUSIC

#### HUM.15.1.1 Duration

The minimum study period for this qualification is four years and the maximum duration is six years from the first date of registration for this programme.

#### HUM.15.1.2 Admission requirements

In addition to the general entrance requirements as specified in General Academic Rule 1.5, the following requirements also apply:

- a) a National Senior Certificate or equivalent qualification;
- b) an APS of at least 24;
- c) grade VI in one instrument and grade V in theory (UNISA), or at least 60% (level 5) in Music as a designated NSC subject, or some other equivalent standard in Music approved by the Senate;
- d) successful completion of a language proficiency test, a practical audition and a music theory placement test.

### HUM.15.2 PROGRAMME – BACHELOR OF MUSIC

#### Bachelor of Music

Qualification Code: **1GK K01 L401P**

Prerequisites: **APS of 24, a language proficiency test, a practical audition and a music theory placement test**

Campus: **Potchefstroom**

Delivery mode: **Full-time**

#### HUM.15.2.1 Programme outcomes

At the end of the study the student will be able to apply successfully basic knowledge and techniques within the field of music, and particularly with regard to his/her speciality, and to communicate effectively about it both orally and in writing.

#### HUM.15.2.2 Faculty-specific rules for the programme

- a) Concert attendance is an integral part of music training at the North-West University. Therefore, all music students registered for practical modules are expected to attend the prescribed number of student assemblies (including studio classes and student concerts) and concerts presented in the School of Music's official concert series and to stay for the full length of the concert.
- b) Students who fail to attend the prescribed number of student assemblies and concerts during the year will not get proof of participation for the specific practical module.
- c) For the performance modules in this programme (MUSP174, MUSP274, MUSU374, MUSU376, MUSU474, MUSU476), sufficient class attendance and participation in the practical lessons are required (80%) in order to receive proof of participation for the relevant module. For the ensemble modules in this programme, sufficient class attendance and participation are required: Students have to participate in all rehearsals and ensemble concerts in order to receive a proof of participation for the relevant module. Even with valid excuses for absence, attendance of at least 80% is required for examination

admission (the Director of the School of Music may evaluate these cases).

**Rule regarding examination opportunities:**

It is compulsory for students to make use of the first examination opportunity for the performance modules in this programme. The second examination opportunity will only become applicable when the student failed the first opportunity or could not participate in the first examination opportunity due to illness or any other valid excuse accepted by the School Director.

**HUM.15.2.3 List of modules**

<b>Music modules for both programmes of BMus</b>			
<b>Module code</b>	<b>Module name</b>	<b>Prerequisite</b>	<b>Credits</b>
MUSB312	Arts management		8
MUSB322	Arts management		8
MUSC311	Music technology	MUST121	16
MUSC321	Music technology	MUSC311	16
MUSC411	Music technology	MUSC321	16
MUSC421	Music technology	MUSC411	16
MUSD111	Ensemble studies		4
MUSD121	Ensemble studies		4
MUSD211	Ensemble studies		4
MUSD221	Ensemble studies		4
MUSD311	Ensemble studies		4
MUSD321	Ensemble studies		4
MUSE211	Methodology of main instrument		8
MUSE221	Methodology of main instrument	MUSE211	8
MUSE311	Methodology of main instrument	MUSE221	16
MUSE321	Methodology of main instrument	MUSE311	16
MUSE411	Methodology of main instrument	MUSE321	16
MUSE421	Methodology of main instrument	MUSE411	16
MUSH171	Aural training		8
MUSH271	Aural training	MUSH171	8
MUSH371	Aural training	MUSH271	8
MUSJ311	Community music		16
MUSJ321	Community music	MUSJ311	16
MUSJ411	Community music	MUSJ321	16
MUSJ421	Community music	MUSJ411	16
MUSK311	Composition		16
MUSK321	Composition		16
MUSK411	Composition	MUSK321	16
MUSK421	Composition	MUSK411	16
MUSM411	Research methodology	ALDE/A122	8
MUSO111	Music education		8
MUSO211	Music education	MUSO111	8
MUSO221	Music education	MUSO211	8
MUSO311	Music education	MUSO221	16
MUSO321	Music education	MUSO311	16
MUSO411	Music education	MUSO321	16
MUSO421	Music education	MUSO411	16
MUSP174	Music performance	Practical audition	24
MUSP274	Music performance	MUSP174	24
MUST111	Music theory	Placement test	16

MUST121	Music theory	MUST111	8
MUST211	Music theory	MUST111,121	16
MUST221	Music theory	MUST121	8
MUST311	Music theory	MUST211	16
MUST321	Music theory	MUST221	16
MUST411	Music theory	MUST311	16
MUST421	Music theory	MUST321	16
MUSU374	Music performance	MUSP274	32
MUSU376	Music performance	MUSP274 (75 PM)	32
MUSU474	Music performance	MUSU374 OR MUSU376	32
MUSU476	Music performance	MUSU376	32
MUSW474	Research essay		28
MUSX111	Musicology		8
MUSX121	Musicology		8
MUSX122	Musicology		8
MUSS214	Musicology		12
MUSS224	Musicology	MUSS214	12
MUSX311	Musicology	MUSX111 MUSX121 MUSX122 MUSS214 MUSS224	16
MUSX321	Musicology	MUSX111 MUSX121 MUSX122 MUSS214 MUSS224	8
MUSX322	Musicology	MUSX111 MUSX121 MUSX122 MUSS214 MUSS224	8
MUSX411	Musicology	MUSX111 MUSX121 MUSX122 MUSS214 MUSS224	16
MUSX421	Musicology	MUSX111 MUSX121 MUSX122 MUSS214 MUSS224	16
MUSY222	African music		8

**HUM.15.2.4 Compilation of curriculum 1GK K01 L401P: Music**

Year level 1		Year level 2		Year level 3		Year level 4	
First semester		First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr	Module code	Cr
MUSD111	4	MUSD211 (H)	4	MUSD311 (H)	4	MUSM411 (H)	8
MUSH171 (H)	8	MUSE211(H)	8	MUSH371 (H)	8	MUSW474 (H)	28
MUSO111 (H)	8	MUSH271 (H)	8	MUSU374 (H) OR MUSU376 (H)	32	MUSC411 (16) MUSE411 (16) MUSJ411 (16) MUSK411 (16) MUSO411 (16) MUST411 (16) MUSU474 (32) MUSU476 (32) MUSX411 (16)	32 OR 48 if MUSU 374/6 is taken
MUSP174 (H)	24	MUSO211 (H)	8	MUSB312 (8) MUSC311 (16) MUSE311 (16) MUSJ311 (16) MUSK311 (16) MUSO311 (16) MUST311 (16) MUSX311 (16)	16		
MUST111 (H)	16	MUSP274 (H)	24	MUSB312 (8) MUSC311 (16) MUSE311 (16) MUSJ311 (16) MUSK311 (16) MUSO311 (16) MUST311 (16) MUSX311 (16)	16		
MUSX111 (H)	8	MUST211 (H)	16	WVLS317	12		

Select ONE AFLL111 ATSN111 (PC) ENLL111 FREN111 GERM111 PSYC111	12	MUSS214 (H)	12				
<b>Total 1st semester</b>	<b>80</b>	<b>Total 1st semester</b>	<b>80</b>	<b>Total 1st semester</b>	<b>88</b>	<b>Total 1st semester</b>	<b>68</b>
<b>Year level 1</b>		<b>Year level 2</b>		<b>Year level 3</b>		<b>Year level 4</b>	
<b>Second semester</b>		<b>Second semester</b>		<b>Second semester</b>		<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
ALDE122	12	MUSD221	4	MUSD321	4	MUSC421 (16) MUSE421 (16) MUSJ421 (16) MUSK421 (16) MUSO421 (16) MUST421 (16) MUSX421 (16)	32 OR16 if MUSU 374/6 is taken
MUSD121	4	MUSE221 (H)	8	MUSB322 (8) MUSC321 (16) MUSE321 (16) MUSJ321 (16) MUSK321 (16) MUSO321 (16) MUST321 (16) MUSX321 (8) + MUSX322 (8)	16		
MUST121 (H)	8	MUSO221 (H)	8	MUSB322 (8) MUSC321 (16) MUSE321 (16) MUSJ321 (16) MUSK321 (16) MUSO321 (16)	16		



				MUST321 (16) MUSX321 (8) + MUSX322 (8)			
MUSX121 (H)	8	MUST221 (H)	8				
MUSX122 (H)	8	MUSS224 (H)	12				
Select ONE AFLL121 ATSN121 (PC) ENLL121 FREN121 GERM121 PSYC121	12	MUSY222	8				
		WVCS223	12				
<b>Total 2nd Semester</b>	<b>52</b>	<b>Total 2nd Semester</b>	<b>60</b>	<b>Total 2nd Semester</b>	<b>36</b>	<b>Total 2nd Semester</b>	<b>32</b>
<b>Total Year level 1</b>	<b>132</b>	<b>Total Year level 2</b>	<b>140</b>	<b>Total Year level 3</b>	<b>124</b>	<b>Total Year level 4</b>	<b>100</b>
<b>Total credits for the curriculum</b>							<b>496</b>

### **HUM.15.2.5 Rules for the compilation of curriculum**

**BA modules:** AFLL111; AFLL121; ATSN111; ATSN121; ENLL111; ENLL121; FREN111; FREN121; GERM111; GERM121; PSYC111; PSYC121

**ELECTIVES:** MUSB312; MUSB322; MUSC311; MUSC321; MUSE311; MUSE321; MUSJ311; MUSJ321; MUSK311; MUSK321; MUSO311; MUSO321; MUST311; MUST321; MUSX311; MUSX321; MUSX322;

**ELECTIVES:** MUSC411; MUSC421; MUSE411; MUSE421; MUSJ411; MUSJ421; MUSK411; MUSK421; MUSO411; MUSO421; MUST411; MUST421; MUSU474; MUSU476; MUSX411; MUSX421

#### **Compulsory subject combinations:**

If MUSX modules are selected as a major, **MUSX321, 322** must both be completed.

If a student qualifies and registers for **MUSU376**, then the student must also include **MUSE311,321** in their curriculum.

If a student qualifies and registers for **MUSU474/MUSU476**, then the student must also include **MUSE411,421** in their curriculum. 80% ensemble participation in the primary ensemble is a requirement: Students have to participate in all rehearsals and ensemble concerts in order to receive a proof of participation for MUSU474 / MUSU476.

If a student qualifies and registers for **MUSK411,421**; then the student must also include MUST411,421 in their curriculum.

### **HUM.15.2.6 Examination**

Examinations are written according to the specifications of General Academic Rule 1.13.

## HUM.16 MODULE OUTCOMES

### HUM.16.1 CCFO MODULES

#### HUM.16.1.1 [Academic literacy](#)

Module code: <a href="#">ALDE/A111</a>	Semester 1	NQF level: 5
Title: Academic Literacy Development		
Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"><li>• bridge the divide between secondary school and university education;</li><li>• access academic information effectively in order to understand academic texts;</li><li>• process academic information successfully; and</li><li>• produce academic information responsibly and appropriately.</li></ul>		
Method of delivery: Full-time		
Module code: <a href="#">ALDE/A122</a>	Semester 2	NQF level: 5
Title: Academic Literacy Development		
Module outcomes: On completion of this module, students should be able to: <ul style="list-style-type: none"><li>• successfully become part of the academic learning community and participate in this community;</li><li>• access information in a responsible and ethical way in order to write an academic text;</li><li>• process information strategically in order to write an academic text;</li><li>• produce an academic text;</li><li>• read at an acceptable speed and on an acceptable level of understanding; and</li><li>• demonstrate a fundamental level of computer and information literacy.</li></ul>		
Method of delivery: Full-time		

#### HUM.16.2 [AFRIKAANS AND DUTCH](#)

Module code: <a href="#">AFNE211</a>	Semester 1	NQF level: 6
Title: "From Amsterdam to Potchdam": Facets of Dutch language and literature		
Module outcomes: After successful completion of this module the student should be able to: <ul style="list-style-type: none"><li>• demonstrate a basic knowledge of Dutch and Dutch grammar;</li><li>• demonstrate knowledge of important trends, writers and texts from modern Dutch;</li><li>• read selected Dutch texts within their literary and cultural context;</li><li>• read the principles of comparative texts within their literary and cultural contexts;</li><li>• apply the principles of comparative literature study in a critical manner;</li><li>• compare Dutch texts with South African texts; and</li><li>• independently acquire, analyse, apply, integrate, evaluate and effectively communicate knowledge.</li></ul>		
Method of delivery: Full time		
Assessment methods: Tests and assignments — weight: 60% Semester examinations 1x3 hours — weight: 40%		
Module code: <a href="#">AFNE212</a>	Semester 1	NQF level: 6
Title: Text, intertext and hypertext: Literary theoretical perspectives		
Module outcomes: After successful completion of this module the student should be able to:		

<ul style="list-style-type: none"> <li>demonstrate knowledge of literary science and insight into selected concepts, paradigms, models and theories in this science;</li> <li>critically read and evaluate texts (including cultural texts) on the basis of certain criteria as an individual and also in group context from different literary theoretical perspectives and communicate a personal opinion in a responsible and effective manner with the aid of appropriate technology.</li> </ul>		
Method of delivery: Full time		
Assessment methods: Tests and assignments — weight: 60% Semester examination 1x3 hours — weight: 40%		
<b>Module code:</b> <a href="#">AFNE213</a>	<b>Semester</b> 1	<b>NQF level:</b> 6
Title: Interdisciplinary perspectives on children's and youth literature		
Module outcomes: After successful completion of this module the student should be able to: <ul style="list-style-type: none"> <li>communicate with knowledge and insight on the operation of infant, children's and youth literature from various disciplines (literature, linguistics, psychology, sociology, communication science, technology, information science, education, art and culture);</li> <li>create texts with a view to contributing to the promotion of infant, children's and youth literature (reviews, articles, translations, stories, poems, songs, dramas, scripts for radio, television and films, children's book illustrations, manipulatable books, the creation of computer games, contributions to a webpage);</li> <li>think in a problem-solving manner about the promotion of infant, children's and youth literature for all languages in South Africa and focus on a specific language; and</li> <li>understand subject-specific values and argue about them — orally and in writing.</li> </ul>		
Method of delivery: Full time		
Assessment methods: Tests and assignments — weight: 60% Semester examination 1x3 hours — weight: 40%		
<b>Module code:</b> <a href="#">AFLL111</a>	<b>Semester</b> 1	<b>NQF level:</b> 5
Title: Afrikaans: Language without borders		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate: <ul style="list-style-type: none"> <li>knowledge and understanding of the basic principles of the Afrikaans language and linguistics,</li> <li>basic theoretical knowledge of Afrikaans grammar and the ability to use this knowledge,</li> <li>the ability to analyse, interpret and evaluate functional as well as</li> <li>Afrikaans texts,</li> <li>the ability to describe and analyse a selection of Afrikaans and Dutch short stories using key concepts from narratology.</li> </ul>		
Method of delivery: Full time		
Assessment methods: Tests, tasks assignments — weight: 60% Examination 1X3 hours — weight: 40%		
<b>Module code:</b> <a href="#">AFLL121</a>	<b>Semester</b> 2	<b>NQF level:</b> 5
Title: Afrikaans and Dutch language and literary study: Text and context – the language of texts		
Module outcomes: After successful completion of this module the student should be able to for linguistics:		

<ul style="list-style-type: none"> <li>• define and apply basic analytical and descriptive grammatical concepts;</li> <li>• analyse and describe representative Afrikaans constructions by means of analytical and descriptive models;</li> </ul>		
for literature:		
<ul style="list-style-type: none"> <li>• analyse Afrikaans and Dutch poetry and drama texts by means of a theoretically grounded reading strategy;</li> <li>• identify and interpret the aesthetic and ideological aspects of Afrikaans and Dutch poetry and drama texts; and</li> <li>• engage in conversations with a group about relevant themes.</li> </ul>		
Method of delivery: Full time		
Assessment methods:		
Tests, tasks assignments — weight: 60%		
Examination 1X3 hours — weight: 40%		
<b>Module code:</b> <a href="#">AFLL211</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Afrikaans and Dutch language and literature study		
Module outcomes:		
After the successful completion of this module, the student must be able to demonstrate for linguistics:		
<ul style="list-style-type: none"> <li>• insight into the origin and development of Afrikaans by providing a descriptive overview thereof, with a focus on socio-historical circumstances;</li> <li>• engagement in informed arguments and reasoning about the construct of "multilingualism" and its manifestations in South Africa, by focusing on (a) the multilingual society of South Africa, (b) language legislation, and (c) language management challenges;</li> <li>• the ability to critically analyse, compare and evaluate contemporary language political views;</li> </ul>		
for literature:		
<ul style="list-style-type: none"> <li>• the ability to effectively use different theoretical frameworks in the analysis and interpretation of Afrikaans and Dutch literary texts; and</li> <li>• - the ability to identify and interpret the esthetic, cultural and social values and trends in a diachronic study of the Afrikaans and Dutch literature.</li> </ul>		
Method of delivery: Full time		
Assessment methods:		
Tests, tasks assignments — weight: 60%		
Examination 2X3 hours — weight: 40%		
<b>Module code:</b> <a href="#">AFLL221</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Afrikaans and Dutch: Text linguistic perspectives and literary acts		
Module outcomes:		
After the successful completion of this module, the student must be able to demonstrate:		
for linguistics:		
<ul style="list-style-type: none"> <li>• the ability to analyse and evaluate a variety of Afrikaans text types to determine its level of success,</li> <li>• the ability to identify and explain (a) the choices of authors on among others a syntactic and semantic level, and (b) the functions of these choices;</li> <li>• the ability to effectively select and apply the appropriate methods to increase the readability index of a text;</li> <li>• detailed knowledge and a clear understanding of the interdisciplinary nature of text production, perception and interpretation;</li> <li>• insight into the techniques with which author intention can be emphasised.;</li> </ul>		
for literature:		
<ul style="list-style-type: none"> <li>• the ability to select, implement and evaluate different theoretical frameworks to analyse and interpret Afrikaans and Dutch literary texts; and</li> </ul>		

<ul style="list-style-type: none"> <li>the ability to gather, analyse, process and present integrated literature on the esthetic, cultural and social values and trends of the Afrikaans and Dutch literature since its origin until today.</li> </ul>		
Method of delivery: Contact, full-time		
Assessment Methods - Formal Formative: Tests and assignments		
Assessment Methods - Summative: Exam or project		
<b>Module code:</b> <a href="#">AFLL222</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Afrikaans and Dutch: Frameworks for language and literary study		
<p>Module outcomes:</p> <p>After the successful completion of this module, the student must be able to demonstrate for linguistics:</p> <ul style="list-style-type: none"> <li>define and understand the basic concepts of morphology;</li> <li>describe and analyse representative Afrikaans morphological constructions;</li> <li>describe representative Afrikaans morphonological processes and;</li> <li>discuss aspects of the Afrikaans lexicon ;and</li> </ul> <p>for literature</p> <ul style="list-style-type: none"> <li>use different theoretical frameworks to analyse and interpret Afrikaans and Dutch literary texts;</li> <li>identify and interpret the aesthetic, cultural and social values and trends in a diachronic study of Afrikaans and Dutch literature from the beginning until the present.</li> </ul>		
Method of delivery: Full time		
Assessment methods: Tests, tasks assignments — weight: 60% Examination 2X3 hours — weight: 40%		
<b>Module code:</b> <a href="#">AFLL311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Afrikaans and Dutch: Perspectives on language and literature (1)		
<p>Module outcomes:</p> <p>After the successful completion of this module, the student must be able to demonstrate for linguistics:</p> <ul style="list-style-type: none"> <li>explain and apply selected current theoretical and/or methodological approaches in linguistics;</li> <li>analyse representative Afrikaans constructions by using the analytical methods of the selected approaches, and</li> <li>show insight in these constructs and in the nature of language by providing detailed descriptions of the characteristics and features of the analysed constructs;</li> </ul> <p>for literature:</p> <ul style="list-style-type: none"> <li>identify and interpret the functioning of poetic views in poetic texts;</li> <li>account for and discuss the influence of theoretical approaches in studying poetry and drama;</li> <li>employ a few selected contemporary theoretical approaches in analysing and interpreting poetic and dramatic texts;</li> <li>know the works of important Afrikaans poets and playwrights so thoroughly by studying selected poems and dramas that meaningful and detailed reports can be written on the literary-theoretical implications of thematics, technique and the historical position of these writers and their work; and</li> <li>describe, analyse and interpret the poems and dramas of a few prominent twentieth century Dutch writers from a literary theoretic perspective.</li> </ul>		
Method of delivery: Full time		

Assessment methods: Tests, tasks assignments — weight: 60% Examination 2X3 hours — weight: 40%			
<b>Module code:</b> <a href="#">AFLL321</a>	<b>Semester 2</b>	<b>NQF level: 7</b>	
Title: Afrikaans and Dutch: Perspectives on language and literature (2)			
Module outcomes: After the successful completion of this module, the student must be able to for linguistics: <ul style="list-style-type: none"> <li>• describe and apply core concepts of sociolinguistics;</li> <li>• systematically describe and explain the grammar of Afrikaans from a sociolinguistic perspective;</li> <li>• explain how language contact in South Africa can lead to linguistic influence with specific reference to code switching in present-day Afrikaans;</li> <li>• indicate how the changing linguistic environment in which Afrikaans finds itself can influence the structure of the language;</li> <li>• describe and apply core concepts of sociolinguistics</li> <li>• identify and describe the Afrikaans vowels and consonants;</li> <li>• discuss the phonological processes in Afrikaans</li> <li>• analyse pronunciation variation; and</li> <li>• collect and analyse data independently, identify linguistic variants in the data, and interpret the phenomena with reference to factors that may support the selection of specific variants. for literature: <ul style="list-style-type: none"> <li>• provide an extensive narratological analysis of selected Afrikaans and Dutch novels (and in certain cases films);</li> <li>• interpret and evaluate selected Afrikaans and Dutch prose texts on the basis of different post-structuralist literary theories;</li> <li>• compare Afrikaans and Dutch novels on the basis of theme and style; and</li> <li>• understand the relationship between text analysis and literary theoretical interpretation and use this knowledge in a responsible manner in extensive written assignments.</li> </ul> </li> </ul>			
Method of delivery: Full time			
Assessment methods: Tests and assignments — weight: 40% Mini-dissertation — weight: 20% Semester examination 2X3 hours — weight: 40% Mini-dissertation: weight 20% (added to semester examination mark)			
<b>Module code:</b> <a href="#">AFPR111</a>	<b>Semester 1</b>	<b>Credits: 12</b>	<b>NQF level: 5</b>
Title: Afrikaans vir praktiese doeleindes			
Module outcomes: After successful completion of this module, the student should demonstrate: basic knowledge and informed understanding of Afrikaans grammar and vocabulary, basic knowledge and informed understanding of selected Afrikaans literary texts and other texts, ability to access and process information from different sources to understand and interpret different Afrikaans texts, ability to communicate effectively in Afrikaans in a variety of formats (oral, written and electronic) to diverse audiences and for various purposes, ability to plan and write an academic essay in Afrikaans.			
Method of delivery: Full time			
Assessment methods Formal Formative: Assignments, tests, essays Summative: One 3hour exam paper			

<p>Assessment criteria</p> <p>The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> <li>• demonstrate basic knowledge and informed understanding of Afrikaans grammar and vocabulary in the use of Afrikaans,</li> <li>• demonstrate basic knowledge and informed understanding of selected Afrikaans literary and other texts through analysis of it, comment on it, and response to it,</li> <li>• use different sources to understand and interpret different Afrikaans texts,</li> <li>• communicate effectively in Afrikaans in a variety of formats (oral, written and electronic),</li> </ul> <p>plan and write an academic essay in Afrikaans.</p>			
<b>Module code:</b> <a href="#">AFPR121</a>	<b>Semester 2</b>	<b>Credits: 12</b>	<b>NQF level:</b>
<p>Title: <i>Gevorderde Afrikaans vir praktiese doeleindes</i></p>			
<p>Module outcomes:</p> <p>After successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> <li>• knowledge of Afrikaans grammar and vocabulary relevant to understand and interpret a variety of Afrikaans texts and respond appropriately,</li> <li>• ability to analyse and engage with different Afrikaans literary texts,</li> <li>• ability to use different Afrikaans registers and varieties for communication in different contexts,</li> </ul> <p>flexibility and adaptability to apply knowledge of and skills in Afrikaans to practical, professional and academic contexts..</p>			
<p>Method of delivery: Full time</p>			
<p>Assessment methods</p> <p>Formal Formative:</p> <p>Assignments, tests, essays</p> <p>Summative:</p> <p>One 3hour exam paper</p> <p>Assessment criteria</p> <p>The outcomes have been mastered when the student can:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of Afrikaans grammar and vocabulary in interpreting a variety of Afrikaans texts and responding appropriately,</li> <li>• analysing and engaging with different Afrikaans literary texts,</li> <li>• using different Afrikaans registers and varieties appropriately for communication in different contexts,</li> </ul> <p>appropriately applying knowledge of and skills in Afrikaans in practical, professional and academic contexts..</p>			

### HUM.16.3 [COMMUNICATION](#)

<b>Module code:</b> <a href="#">COMS113</a>	<b>Semester 1</b>	<b>NQF level:5</b>
<p>Title: <i>Writing in different contexts</i></p>		
<p>Module outcomes:</p> <p>On the successful completion of this module, students should be able to:</p> <p>demonstrate knowledge and understanding of the complex writing demands in the various communication contexts in a digital era;</p> <p>demonstrate knowledge and understanding of the principles/elements of effective written communication (including standard language usage), as well as of relevant rhetorical principles such as ethos, logos and pathos;</p> <p>demonstrate knowledge and understanding of the writing process and different styles and kinds of writing, within the context of message, audience and communication platform; and</p>		



demonstrate the ability to apply the acquired knowledge and understanding in various communication contexts in practice		
Method of delivery: Full-time		
Assessment modes: Tests and assignments — weight: 66% Semester exam 1X2 hours — weight: 34%		
Assessment criteria: The student has reached the module outcomes when he/she can: describe what written communication entails in theory in different contexts, why it is important and which skills it requires from communication practitioners in a digital era; explain the role of the rhetorical principles of ethos (credibility), logos (logic, reasoning and evidence) and pathos (audience values and beliefs) in written communication, as well as how these principles manifest in different written communication contexts; define the elements and principles of effective written communication, and identify these in diverse examples; apply the steps in the writing process by planning, researching, organising, drafting, revising and editing written communication kinds such as emails, memos, letters, speeches and reports; use appropriate language resources correctly to continuously improve his/her language usage skills; apply specific styles of writing (i.e. tone, content and shape) appropriate to messages and audiences within specific contexts and across different platforms; and convey meaning in an accurate, appropriate, complete, clear, correct and courteous manner in practical assignments and projects.		
<b>Module code:</b> <a href="#">COMS114</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Introduction to visual communication		
Module outcomes: On the successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the different concepts in visual literacy;</li> <li>• demonstrate skills by evaluating, interpreting and analysing a variety of visual communication messages;</li> <li>• demonstrate a basic knowledge of visual literacy by applying visual communication techniques in creating forms of visual communication within specific contexts; and</li> <li>• demonstrate integrated knowledge and understanding of the basic elements of design, within a graphic context.</li> </ul>		
Method of delivery: Full-time		
Assessment modes: Tests and assignments — weight: 66% Semester exam 1X2 hours — weight: 34%		
Assessment criteria: The student has reached the module outcomes when he/she can: <ul style="list-style-type: none"> <li>• explain the different concepts of visual literacy in the field of communication studies;</li> <li>• evaluate, interpret and analyse a variety of visual communication messages; and</li> <li>• apply visual literacy techniques in creating different forms of visual communication within a specified context by using licenced and online software.</li> </ul>		
<b>Module code:</b> <a href="#">COMS123</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Introduction to development communication		
Module outcomes: On the successful completion of this module, students should be able to:		

<ul style="list-style-type: none"> <li>• demonstrate knowledge and informed understanding of the history and development of the theoretical field of development communication;</li> <li>• demonstrate knowledge and informed understanding of the basic principles/points of departure of the participatory approach to development communication;</li> <li>• demonstrate knowledge and informed understanding of different tools available to a development communication practitioner;</li> <li>• demonstrate knowledge and informed understanding of the relevance and application of different types of media within development initiatives;</li> <li>• demonstrate basic research skills such as gathering and verifying information from various sources, analysis and summary of key aspects; as well as the ability to communicate findings, verbally or in writing, via different technologies and media, in an accurate and coherent manner, with understanding copyright and rules on plagiarism;</li> <li>• demonstrate the ability to operate as part of a group/team and make appropriate contributions to successfully complete an assignment taking co-responsibility for learning progress and outcome realization of the group; and</li> <li>• monitor own learning progress, implement relevant learning strategies to improve learning, and manage resources effectively to successfully realize task outcomes.</li> </ul>		
Method of delivery: Full-time		
Assessment modes: Tests and assignments — weight: 66% Semester exam 1X3 hours — weight: 34%		
Assessment criteria: Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• summarise the historical development of the theoretical field of development communication;</li> <li>• discuss the basic principles and points of departure of the participatory approach to development communication;</li> <li>• identify and describe different tools the development communication practitioner can utilise within development initiatives;</li> <li>• Evaluate and motivate the relevance of different types of media within development initiatives;</li> <li>• do a basic literature review, using a variety of sources, to analyse and summarise key aspects within the theoretical field of development communication;</li> <li>• communicate findings, verbally or in writing via different technologies and media, in an accurate and coherent manner, whilst adhering to the rules of copyright and plagiarism;</li> <li>• operate effectively as part of a group/team, make relevant contributions to assignments and take co-responsibility for group assignments; and</li> <li>• take responsibility for their own learning, implement learning strategies to improve their own learning and utilise resources effectively.</li> </ul>		
<b>Module code:</b> <a href="#">COMS124</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Introduction to corporate communication		
Module outcomes: On the successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate an informed understanding of the most important corporate communication theories and distinguish between public relations, marketing; and journalism;</li> </ul>		

<ul style="list-style-type: none"> <li>• demonstrate the ability to collect information from different sources and interpret the findings in order to apply theoretical principles on public relations case studies;</li> <li>• demonstrate the ability to collect information from different sources and interpret the findings in order to apply theoretical principles on marketing case studies;</li> <li>• demonstrate the ability to collect information from different sources and interpret the findings in order to apply theoretical principles on business communication case studies; and</li> <li>• critically reflect on the application of persuasion in different communication contexts.</li> </ul>		
Method of delivery: Full-time		
Assessment modes: Tests and assignments — weight: 66% Semester exam 1X3 hours — weight: 34%		
Assessment criteria: The student has reached the module outcomes when he/she can: <ul style="list-style-type: none"> <li>• describe and explain the nature of the basic theories applicable to corporate communication;</li> <li>• explain the differences as well as the relationship between public relations, marketing and business communication;</li> <li>• recognise and summarise the nature and applicability of public relations in an organisation by analysing case studies;</li> <li>• recognise and summarise the nature and applicability of marketing in an organisation by analysing case studies;</li> <li>• examine and describe the nature of business communication case studies; and</li> <li>• understand, motivate and reflect on the use of persuasion in public relations, marketing, and business communication.</li> </ul>		
<b>Module code:</b> <a href="#">KCOM111</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Introduction to mass communication		
Module outcomes: On the successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate understanding of the historical development as well as the nature and scope of mass communication;</li> <li>• demonstrate a broad insight into the transformation of the mass media industry in South Africa;</li> <li>• demonstrate a basic understanding of various theoretical perspectives in mass media; and</li> <li>• critically reflect on the mass media.</li> </ul>		
Method of delivery: Full-time		
Assessment modes: Tests and assignments — weight: 66% Semester exam 1X2 hours — weight: 34%		
Assessment criteria: The student has reached the module outcomes when he/she can: <ul style="list-style-type: none"> <li>• demonstrate a broad understanding of the history, nature and scope of mass communication by presenting key examples that portray the nature of mass media, to peers in class;</li> <li>• illustrate a timeline on the history and development of mass media;</li> <li>• critically narrate the transformation of the mass media industry in South Africa;</li> <li>• explore and provide insight into selected theoretical perspectives in the mass media; and</li> <li>• critically reflect on mass media in the South African context.</li> </ul>		

<b>Module code:</b> <a href="#">KCOM112</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Introduction to communication contexts		
Module outcomes: On the successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• show insight into the historical development from the early days of human communication to today's information society and new communication technologies;</li> <li>• demonstrate a broad understanding of the key concepts and theories of communication; and</li> <li>• explore the theoretical principles of different communication contexts, including intrapersonal communication, interpersonal communication, small group communication, digital communication and mass communication.</li> </ul>		
Method of delivery: Full-time		
Assessment modes: Tests and assignments — weight: 66% Semester exam 1X2 hours — weight: 34%		
Assessment criteria: The student has reached the module outcomes when he/she can: <ul style="list-style-type: none"> <li>• demonstrate a solid knowledge of the overview of historical development from the early days of human communication to today's information society and new communication technologies by recalling and applying this knowledge in various assessments;</li> <li>• demonstrate understanding of the key concepts and theories of communication through applying it to case studies and class group activities; and</li> <li>• apply the studied theoretical principles to different communication contexts, including intrapersonal communication, interpersonal communication, small group communication, digital communication and mass communication through successful completion of various assessment methods.</li> </ul>		
<b>Module code:</b> <a href="#">KCOM121</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Introduction to journalism		
Module outcomes: On the successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate solid knowledge and comprehension of the context and functions of journalism with reference to the tasks of editors and reporters, the functioning of print, broadcast and digital media in a convergent media landscape, and the different types of journalistic writing, as well as demonstrate the ability to apply the knowledge to solve problems within a journalistic context;</li> <li>• demonstrate basic knowledge and skills regarding the visual/graphic dimension in the journalistic context;</li> <li>• research and apply practical journalistic skills in print, broadcast and digital media, individually as well as in groups, and communicate the results/findings in acceptable formats with the use of suitable IT; and</li> <li>• identify, evaluate and apply the normative dimension of journalism to examples from the different media in a convergent landscape.</li> </ul>		
Method of delivery: Full-time		
Assessment modes: Tests and assignments — weight: 66% Semester exam 1X3 hours — weight: 34%		
Assessment criteria: The student has reached the module outcomes when he/she can: <ul style="list-style-type: none"> <li>• complete a number of media packages on different media platforms;</li> </ul>		

<ul style="list-style-type: none"> <li>• demonstrate competence to apply journalism knowledge of writing skills such as information gathering, organising, analysing and critically evaluating information and writing;</li> <li>• demonstrate competence to identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made;</li> <li>• demonstrate competence in the creation and presentation of integrated news messages using a range of print and electronic media aimed at diverse audiences; and</li> <li>• identify, explain, and critique the norms and values of the profession.</li> </ul>		
<b>Module code:</b> <a href="#">KCOM211</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Desktop publishing (DTP)		
<p>Module outcomes:</p> <p>On the successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a solid knowledge of publishing in general and of the various types of publications in the media environment from the perspective of a media practitioner;</li> <li>• demonstrate a sound understanding of the nature and characteristics of Desktop Publishing (DTP) and the coordination of the publication process;</li> <li>• demonstrate basic knowledge and skills of typography and printing processes for page layout; and</li> <li>• do the layout and type-setting of different printed publications with the use of digital media.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment modes:</p> <p>Tests and assignments — weight: 66%</p> <p>Semester exam 1X1 hours theoretical exam and 1X3 hours practical exam — weight: 34%</p>		
<p>Assessment criteria:</p> <p>The student has reached the module outcomes when he/she can:</p> <ul style="list-style-type: none"> <li>• create a layout using the chosen software according to the brief and in line with applicable rules;</li> <li>• plan and produce a layout for digital documents (PDF);</li> <li>• appropriate use of typography in the abovementioned layouts;</li> <li>• apply the desktop publishing process;</li> <li>• use of appropriately selected graphics to represent descriptions; proper font selection and sizing;</li> <li>• application of layout techniques and procedures in both print and digital publications; and</li> <li>• have the ability to provide an error-free document will also be assessed.</li> </ul>		
<b>Module code:</b> <a href="#">COMS212</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Identity and diversity within development communication contexts		
<p>Module outcomes:</p> <p>On the successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate detailed knowledge and understanding of cultural identity and diversity in the context of the participatory communication approach;</li> <li>• demonstrate a detailed understanding on the role of identity in the post –colonial context of South Africa;</li> <li>• demonstrate detailed knowledge of and take cultural coding into consideration in the planning of development communication initiatives; and</li> <li>• demonstrate detailed knowledge and understanding of the diversity and complexity of South African development communication contexts.</li> </ul>		

Method of delivery: Full-time		
Assessment modes: Tests and assignments — weight: 66% Semester exam 1X3 hours — weight: 34%		
Assessment criteria Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• explain and substantiate the role and relevance of cultural identity and diversity within the context of the participatory communication approach;</li> <li>• critically reflect on the complexity of identity as concept;</li> <li>• critically discuss the role of identity in post-colonial South Africa;</li> <li>• describe the concept of cultural coding;</li> <li>• critically reflect on and explain the role indigenous knowledge, values, norms, stereotyping, prejudice, xenophobia, otherness in in the planning of development communication initiatives;</li> <li>• explain and substantiate the diversity and complexity of South African development communication contexts; and</li> <li>• evaluate the appropriateness of the principles of the participatory communication approach in health communication, community communication, government communication and political communication.</li> </ul>		
<b>Module code:</b> <a href="#">COMS213</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Corporate communication		
Module outcomes: On the successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• have a more advanced understanding of the nature of, and the most important theories of corporate communication;</li> <li>• show detailed knowledge of specialist areas in corporate communication;</li> <li>• demonstrate a sound understanding of the nature, necessity and application of the corporate communication problem solving process, especially pertaining to the dynamics of different internal and external publics within the South African context; and</li> <li>• reflect on the ethical matters in the field of corporate communication management.</li> </ul>		
Method of delivery: Full-time		
Assessment modes: Tests and assignments — weight: 66% Semester exam 1X3 hours — weight: 34%		
Assessment criteria: The student has reached the module outcomes when he/she can: <ul style="list-style-type: none"> <li>• describe, analyse and explain the nature of and theories applicable to corporate communication;</li> <li>• distinguish and explain the different specialist areas in corporate communication;</li> <li>• apply the corporate communication problem solving process to the unique South African environment by developing a corporate communication plan; and</li> <li>• reflect on and evaluate ethical matters in the field of corporate communication management.</li> </ul>		
<b>Module code:</b> <a href="#">COMS214</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Social media		
Module outcomes: On the successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate knowledge and informed understanding of the history and development of social media;</li> </ul>		

<ul style="list-style-type: none"> <li>• demonstrate understanding of applicable theories concerning social media for the purpose of human and professional communication;</li> <li>• demonstrate applied knowledge on the tools available to plan, manage, monitor and evaluate social media activities;</li> <li>• illustrate a sound understanding of social media within the South African environment; and</li> <li>• reflect on and evaluate acceptable ethical and professional conduct relevant to ethical and legal issues concerning the use of social media.</li> </ul>		
Method of delivery: Full-time		
Assessment modes: Tests and assignments — weight: 66% Semester exam 1X3 hours — weight: 34%		
Assessment criteria: The student has reached the module outcomes when he/she can: <ul style="list-style-type: none"> <li>• summarise the historical development of social media;</li> <li>• understand and apply selected theories to social media for the purpose of human and professional communication;</li> <li>• demonstrate applied knowledge to evaluate and select the various tools available to plan, manage, monitor and evaluate social media activities;</li> <li>• show and motivate a detailed understanding of social media within the South African environment using selected case studies; and</li> <li>• show an understanding of what constitutes ethical and professional conduct relevant to ethical and legal issues concerning the use of social media.</li> </ul>		
<b>Module code:</b> <a href="#">COMS215</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Radio broadcasting		
Module outcomes: On the successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate an understanding of the role, functions and applications of radio broadcasting in South Africa;</li> <li>• demonstrate sound knowledge of the policies and structure of radio in South Africa;</li> <li>• illustrate the ability to conduct radio interviews, write news reports for radio and compile radio news bulletins; and</li> <li>• demonstrate a solid knowledge and comprehension of the dynamics within the community radio in South Africa.</li> </ul>		
Method of delivery: Full-time		
Assessment modes: Tests and assignments — weight: 66% Semester exam 1X2 hours — weight: 34%		
Assessment criteria : The student has reached the module outcomes when he/she can: <ul style="list-style-type: none"> <li>• write an essay, giving a detailed history of radio in South Africa;</li> <li>• discuss and critically evaluate the regulatory framework for radio in South Africa, including the functions of bodies such as BCCSA and ICASA</li> <li>• write an essay describing how “convergence” is applied within the radio broadcasting environment;</li> <li>• prepare, write and package a news report for a radio current affairs program/talk-show; and</li> <li>• critically analyse the dynamics of the overall radio industry in the country.</li> </ul>		
<b>Module code:</b> <a href="#">COMS221</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Reputation management		
Module outcomes:		

<p>On the successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• contextualise reputation management within corporate communication;</li> <li>• demonstrate a solid knowledge and understanding of the fundamental elements of reputation, namely corporate identity, corporate image, branding and organisational personality and behaviour within the context of a case study;</li> <li>• demonstrate understanding of the importance of a good reputation within an organisational context;</li> <li>• demonstrate a critical distinguish between reputation as capital versus reputation as interpretation;</li> <li>• demonstrate a sound knowledge and understanding of online reputation management in a virtual environment by means of a case study;</li> <li>• demonstrate understanding of the role of the Chief Executive Officer in reputation management; and</li> <li>• demonstrate the ability to apply different methods of measuring reputation by means of practical examples.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment modes:          Tests and assignments — weight: 66%          Semester exam 1X3 hours — weight: 34%</p>		
<p>Assessment criteria:          The student has reached the module outcomes when he/she can:</p> <ul style="list-style-type: none"> <li>• argue the role of reputation management within corporate communication by means of an reflective essay;</li> <li>• use case studies to indicate related concepts and elements in reputation analysis;</li> <li>• reflect on the importance of reputation within an organisational context by means of presentations;</li> <li>• formulate a critical argument regarding the reputation as a capitol asset or an organisational philosophy;</li> <li>• use case studies to analyse online reputation management in virtual environments;</li> <li>• discuss the role of the CEO in reputation management within an organisational context; and</li> <li>• measure the reputation of an organisation by applying different reputation measurement scales and methods.</li> </ul>		
<b>Module code:</b> <a href="#">COMS222</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Corporate communication: Writing for internal audiences		
<p>Module outcomes:          On the successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a solid knowledge and comprehension of the context, importance, scope and requirements of in-house journals;</li> <li>• demonstrate a solid knowledge regarding the use of visual material and corporate media within the context of in-house journals; and</li> <li>• conduct research and apply skills to produce a basic in-house journal with the use of suitable IT according to the basic principles of good journalism.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment modes:          Tests and assignments — weight: 66%          Semester exam 1x3 hours and project – weight: 34%</p>		
<p>Assessment criteria:          The student has reached the module outcomes when he/she can:</p> <ul style="list-style-type: none"> <li>• debate the context, importance, scope and requirements of in-house media and develop criteria for the successful use of the creation of in-house media;</li> </ul>		



<ul style="list-style-type: none"> <li>• compile a collection of in-house media and conduct an analysis on the visual design elements and writing techniques;</li> <li>• analyse elements used in in-house media;</li> <li>• apply the principles of good writing and use the research to create in-house media for corporate organisations using the necessary software;</li> <li>• analyse in-house media products and show an understanding of the successful use of good journalism; and</li> <li>• evaluate technologies utilised to construct digital in-house media.</li> </ul>		
<b>Module Code:</b> <a href="#">COMS223</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Visual communication		
<p>Module outcomes:</p> <p>On the successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of the relevant theories of visual communication;</li> <li>• demonstrate a sound knowledge on the processes of creating visual images for various media;</li> <li>• demonstrate the ability to create visual images for various media; and</li> <li>• demonstrate an understanding of the process of creating meaning through the use of visual images.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment modes:</p> <p>Tests and assignments — weight: 66%</p> <p>Semester exam 1X3 hours — weight: 34%</p>		
<p>Assessment criteria</p> <p>The student has reached the module outcomes when he/she can:</p> <ul style="list-style-type: none"> <li>• critically discuss visual communication theories;</li> <li>• describe the processes of creating visual images for various media;</li> <li>• apply the production processes for various media by creating visual messages; and</li> <li>• explain and apply the process of creating meaning through the use of visual images</li> </ul>		
<b>Module code:</b> <a href="#">COMS224</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Television broadcasting		
<p>Module outcomes:</p> <p>On the successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• display a general understanding of the medium of television, especially its policies, applications and regulations;</li> <li>• to demonstrate appropriate knowledge and understanding of processes of television as well as video production;</li> <li>• show a solid knowledge and understanding of the roles of the production personnel involved in television production;</li> <li>• demonstrate understanding of the various phases of television productions; and</li> <li>• demonstrate technical and practical skills to be able to produce a television programme/ show.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment modes:</p> <p>Tests and assignments — weight: 66%</p> <p>Semester exam 1X2 hours — weight: 34%</p>		
<p>Assessment criteria :</p> <p>The student has reached the module outcomes when he/she can:</p> <ul style="list-style-type: none"> <li>• write an essay, giving a detailed history of television in South Africa and how it is regulated by institutions such as BCCSA and ICASA;</li> </ul>		

<ul style="list-style-type: none"> <li>• write an essay describing how “convergence” is applied within the television broadcasting environment;</li> <li>• prepare, write and package a news report for a television current affairs program/talk-show; and</li> <li>• draw up a plan for administering a television programmes/shows.</li> </ul>		
<b>Module code:</b> <a href="#">COMS225</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: CSR Communication		
<p>Module outcomes:</p> <p>On the successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a detailed understanding of the origin, development and objectives of CSR internationally and in South Africa;</li> <li>• define and explain the concept of CSR communication;</li> <li>• demonstrate a detailed understanding of the different world views and theoretical approaches to CSR communication; and</li> <li>• analyse and evaluate the communication in CSR case studies according to the principals of integrated CSR communication.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment modes:</p> <p>Tests and assignments — weight:66%</p> <p>Semester exam 1X3 hours — weight: 34%</p>		
<p>Assessment criteria:</p> <p>Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> <li>• explain the origin and development of CSR internationally as well as in South Africa by referring to relevant reports, standards and guidelines pertinent to CSR within the South African context;</li> <li>• discuss and motivate the potential sustainability outcomes of CSR with reference to the strategic advantage for the company and the contribution to sustainable development;</li> <li>• map the field of CSR communication;</li> <li>• critically discuss the role and nature of CSR communication in contributing to sustainability outcomes;</li> <li>• critically discuss the different world views and theoretical approaches to CSR communication; and</li> <li>• examine communication in CSR case studies according to the principals of integrated CSR communication and make recommendations for improvement.</li> </ul>		
<b>Module code:</b> <a href="#">COMS311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Communication theory		
<p>Module outcomes:</p> <p>On the successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate sound knowledge and critical understanding of communication theory in a metamodel or typology of communication;</li> <li>• demonstrate a critical understanding of the seven traditions of communication theory;</li> <li>• demonstrate sound knowledge and critical understanding of selected communication theories as major exponents of seven selected traditions of communication theory; and</li> <li>• demonstrate sound knowledge and critical understanding of meta-theoretical points of departure as well as selected theoretical approaches to provide academic depth to the study of communication phenomena.</li> </ul>		
Method of delivery: Full-time		

<p>Assessment modes:          Tests and assignments — weight: 66%          Semester exam 1X3 hours — weight: 34%</p>		
<p>Assessment criteria:          The student has reached the module outcomes when he/she can:</p> <ul style="list-style-type: none"> <li>• describe and differentiate between different concepts relating to the study of communication theory;</li> <li>• explain the different models of communication and classify communication theories in the meta-theoretical fields of study;</li> <li>• discuss the seven traditions of communication theory and apply them in different communication contexts;</li> <li>• identify, analyse and critically evaluate selected communication theories as major exponents of the seven traditions of communication theory by means of practical examples and scenarios;</li> <li>• critically evaluate meta-theoretical points of departure and selected theoretical approaches in order to indicate correspondences between theoretical concepts and actual communication phenomena; and</li> <li>• use communication theory to analyse and evaluate communication problems in a variety of communication contexts.</li> </ul>		
<b>Module code:</b> <a href="#">COMS312</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
<p>Title: Corporate communication: Writing for external audiences</p>		
<p>Module outcomes:          On the successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of the importance and nature of communicating with external audiences, particularly through the mass media, but also directly on platforms such as an organisation's website and social media;</li> <li>• demonstrate understanding of the place, importance, range and requirements of sound relations with the mass media in a South African context;</li> <li>• demonstrate understanding of how the mass media functions in a South African context;</li> <li>• demonstrate understanding of how the various liaison methods – including digital media – could be applied optimally in a variety of settings including during a crisis and as part of a media activism campaign; and</li> <li>• apply writing and technological skills to create corporate media instruments including news releases, fact sheets, background articles and opinion pieces for communicating with the media/external audiences on different platforms.</li> </ul>		
<p>Method of delivery: Full-time</p>		
<p>Assessment modes:          Tests and assignments — weight: 66%          Semester exam 1x3 hours and project – weight: 34%          The following module is excluded from a second examination opportunity: COMS312.</p>		
<p>Assessment criteria:          The student has reached the module outcomes when he/she can:</p> <ul style="list-style-type: none"> <li>• explain the nature of communicating with external audiences through the mass media in the context of an organisation's need for publicity;</li> <li>• critically evaluate the place, importance, range and requirements of sound relations with the mass media in South Africa;</li> <li>• identify opportunities and methods to generate publicity through the mass media for organisations in different sectors;</li> <li>• compile a comprehensive publicity plan;</li> <li>• apply the principles of journalism and effective communication, and practical/technological skills to produce different forms of written, audio and visual material based on such a publicity plan; and</li> </ul>		

<ul style="list-style-type: none"> <li>plan a news conference and produce a media kit.</li> </ul>		
<b>Module code:</b> <a href="#">COMS313</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Applied web development		
Module outcomes: On the successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>have an understanding how websites are developed and built;</li> <li>have an advanced understanding of how the web is used to decimate information;</li> <li>evaluate various types of web spaces in terms of objective, function, interactivity and user models; and</li> <li>build websites using an appropriate platform/ software.</li> </ul>		
Method of delivery: Full-time		
Assessment modes: Tests and assignments — weight: 66% Exam paper and/or project — weight: 34%		
Assessment criteria: The student has reached the module outcomes when he/she can: <ul style="list-style-type: none"> <li>plan and build a custom website;</li> <li>identify technical problems on web pages and evaluate a website;</li> <li>demonstrate an understanding of how to create specifically for webpages; and</li> <li>demonstrate an advanced understanding of how websites are used as a strategic marketing/PR tool.</li> </ul>		
<b>Module code:</b> <a href="#">COMS314</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Radio production		
Module outcomes: On the successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>demonstrate understanding of the role, regulations and the future of radio broadcasting in South Africa;</li> <li>demonstrate sound knowledge of the processes involved in the production of radio programmes;</li> <li>demonstrate the knowledge of advertising, sales and marketing within the radio broadcasting environment; and</li> <li>demonstrate solid knowledge of radio programme transmission and studio management.</li> </ul>		
Method of delivery: Full-time		
Assessment modes: Tests and practical portfolios — weight: 66% Semester exam 1X3 hours — weight: 34%		
Assessment criteria : Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>write an essay, analysing the current radio regulations, policies and research for future knowledge;</li> <li>plan, execute with hands on exercises advertising, sales as well as marketing radio portfolios; and</li> <li>design and write various programmes for final transmission/on-air.</li> </ul>		
<b>Module Code:</b> <a href="#">KCOM318</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Development communication		
Module outcomes: On the successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>demonstrate sound knowledge of the main theoretical approaches within the field of development communication and democratization;</li> </ul>		

<ul style="list-style-type: none"> <li>• demonstrate coherent and critical understanding of the use of different types of media within the framework of participatory communication, and democratization of the media within the context of a developing democracy;</li> <li>• demonstrate critical analysis and synthesis of the roles of the media, government communication and political parties' communication in sustaining and strengthening the South African democracy; and</li> <li>• formulate a communication strategy for development projects in a developing society.</li> </ul>		
Method of delivery: Full-time		
Assessment modes: Tests and assignments — weight: 66% Integrated examination assignment — weight: 34%		
Assessment criteria: Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• identify, analyse and critically evaluate the different theoretical approaches in development communication and make suggestions as to which contexts it can be applied to;</li> <li>• draft a research report that comparatively assesses the different models/theoretical approaches which tracks the evolution of development communication theory;</li> <li>• identify, analyse and critically evaluate the different types of media relevant to participatory communication and the democratization of the media within the context of a developing democracy;</li> <li>• write a research report on the role of the internet and social media on social movements as part of a virtual rise of media practices in community engagement and mobilisation in line with communication for development and social change;</li> <li>• critically evaluate the role of the media, government communication and political parties' communication in sustaining and strengthening the South African democracy; and</li> <li>• develop a communication strategy for a developmental project in a developing society.</li> </ul>		
<b>Module code:</b> <a href="#">COMS321</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Communication ethics and law		
Module outcomes: On the successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate thorough knowledge and clear understanding of the theoretical and philosophical foundations of meta- and normative ethics in a broad communication context;</li> <li>• demonstrate thorough knowledge and clear understanding of the constitutional and legal principles regulating the broad communication industry in a digital era, and</li> <li>• articulate how the approaches, principles and guidelines pertaining to ethical communication might be applicable in his/her personal, professional and public life..</li> </ul>		
Method of delivery: Full-time		
Assessment modes: Tests and assignments — weight: 66% Semester exam 1x3 hours and project – weight: 34%		
Assessment criteria: The student has reached the module outcomes when he/she can: <ul style="list-style-type: none"> <li>• demonstrate insight into the ethical dimension of communication in general and in the different professional communication disciplines by researching,</li> </ul>		

<p>comparing and discussing different theories and viewpoints in a written assignment;</p> <ul style="list-style-type: none"> <li>• demonstrate how the application of different philosophical viewpoints can change the ethical decisions taken in the end through, for example, oral presentations in class;</li> <li>• describe the current regulatory environment in which communication professionals function, and explain how events and technological development influenced this environment over time;</li> <li>• explain in a written/oral assignment how ethics and the law are interwoven and should be taken into consideration in a parallel sense using relevant examples;</li> <li>• identify ethical issues in different communication/media settings, analyse these by applying theoretical frameworks to case studies, and offer informed solutions; and</li> <li>• analyse professional case studies (in the communication sectors of journalism, advertising, entertainment, marketing, public relations and corporate communication and including activities across media platforms), and, using an instrument such as Potter's Box and guidelines in the form of professional and institutional codes of conduct to analyse situations and come to appropriate ethical solutions.</li> </ul>		
<b>Module code:</b> <a href="#">COMS322</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Research methodology		
<p>Module outcomes:</p> <p>On the successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate solid knowledge and critical understanding of the basic differences in research designs constituted by qualitative and quantitative research respectively and select the most appropriate approach for specific research scenarios;</li> <li>• demonstrate and apply a systematic knowledge of the elements of scientific communication research; and</li> <li>• demonstrate a critical understanding of the value of different research methods.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment modes:</p> <p>Tests and assignments — weight: 66%</p> <p>Integrated examination assignment — weight: 34%</p>		
<p>Assessment Criteria:</p> <p>Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> <li>• explain the differences between the assumptions of a quantitative and a qualitative approach to communication research;</li> <li>• indicate and justify the use of more qualitative or quantitative research designs in different research scenarios;</li> <li>• justify the choice of a more qualitative or quantitative research design for a communication study of the student's choice and apply the research design to the chosen study;</li> <li>• identify research problems in the field of communication and formulate a problem statement, general research question, specific research questions and research aims for communication studies;</li> <li>• conduct a scientific literature review in the field of communication;</li> <li>• Select, discuss and justify appropriate conceptual/theoretical frameworks for different communication studies;</li> <li>• explain different types of sampling, identify the strengths and weaknesses thereof and argue the relevance thereof for different communication studies;</li> </ul>		

<ul style="list-style-type: none"> <li>• discuss a variety of research designs and research methods, justify the choice thereof for different communication studies and apply these methods to collect information;</li> <li>• analyse and interpret quantitative data and qualitative information; and</li> <li>• write a research proposal.</li> </ul>		
<b>Module code:</b> <a href="#">COMS323</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Television production		
<p>Module outcomes:</p> <p>On the successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a solid knowledge and comprehension of commissioning procedures in producing local content for television;</li> <li>• demonstrate knowledge and understanding of programme proposal writing and pitching for briefs in television production;</li> <li>• illustrate knowledge and application of scriptwriting, budgeting as well as production stages for various types of television genres; and</li> <li>• demonstrate an understanding of broadcast technical aspects, sales and marketing as well as television management.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment modes:</p> <p>Tests and practical portfolios — weight: 66%</p> <p>Semester exam 1X3 hours — weight: 34%</p>		
<p>Assessment criteria :</p> <p>The student has reached the module outcomes when he/she can:</p> <ul style="list-style-type: none"> <li>• research and recommend regulations as well as policies for commissioning;</li> <li>• present and pitch for various television programmes/shows;</li> <li>• draft and produce budget for stage as well as studio show on different genres; and</li> <li>• demonstrate technical knowledge for television studio and its various equipment.</li> </ul>		
<b>Module code:</b> <a href="#">COMS324</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Applied multimedia development		
<p>Module outcomes:</p> <p>On the successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• interpret and analyse client briefs within various types of corporations/organisations; and generate appropriate creative multimedia concepts;</li> <li>• demonstrate a systematic knowledge and critical understanding of web publishing and the management processes involved; and</li> <li>• plan and execute integrated media programmes / campaigns.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment modes:</p> <p>Tests and assignments — weight: 66%</p> <p>Integrated examination assignment — weight: 34%</p>		
<p>Assessment criteria:</p> <p>Students have mastered the outcomes if they are able to:</p> <ul style="list-style-type: none"> <li>• plan and build a custom multimedia campaign using web, video and social media;</li> <li>• identify logistical issues where multimedia campaigns are concerned; and</li> <li>• demonstrate advanced problem solving skills after receiving a brief from a client to create the aforementioned multimedia campaign.</li> </ul>		

<b>Module code:</b> <a href="#">COMS325</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Integrated communication		
Module outcomes: On the successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate integrated knowledge and understanding of the different approaches within the corporate communication discipline;</li> <li>• discuss, analyse and critically reflect on issues pertaining to current challenges in the corporate communication environment; and</li> <li>• apply corporate communication knowledge to identify communication problems and suggest communication solutions.</li> </ul>		
Method of delivery: Full-time		
Assessment modes: Tests and assignments — weight: 66% Semester exam 1X3 hours — weight: 34%		
Assessment criteria: The student has reached the module outcomes when he/she can: <ul style="list-style-type: none"> <li>• differentiate a clear understanding of the different approaches within the corporate communication discipline;</li> <li>• motivate their view, analysis and critique of issues pertaining to current challenges in the corporate communication environment; and</li> <li>• in applied cases, use his/her specialist knowledge to identify communication problems and suggest communication solutions in case studies.</li> </ul>		
<b>Module code:</b> <a href="#">COMS326</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Core skills in journalism		
Module outcomes: On the successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate deeper knowledge and critical understanding of the dimensions of news and news coverage in the digital era and how this manifests across media platforms;</li> <li>• demonstrate thorough knowledge and clear understanding of topics such as journalists and trauma, diversity in journalism, and sensitive issues such as race and gender;</li> <li>• demonstrate the ability to apply journalistic principles and techniques to produce news stories on different journalistic beats/topics while heeding ethical and legal issues in journalism;</li> <li>• demonstrate knowledge and understanding of the role of social media in the lives of journalists today, and the ability to integrate this in practice;</li> <li>• distinguish between different programmes and formats of news broadcasts on South African radio;</li> <li>• demonstrate applied knowledge in conceptualising, researching, writing, compiling and producing different news products for radio broadcast; and</li> <li>• demonstrate the practical ability to act as an interviewer on South African radio.</li> </ul>		
Method of delivery: Full-time		
Assessment modes: Tests and assignments — weight: 66% Semester exam 1x3 hours and project – weight: 34%		
Assessment criteria: Students have mastered the outcomes if they are able to: <ul style="list-style-type: none"> <li>• can identify, plan and run a sustainable journalistic “beat”/topic over a period of time, including spotting news stories and trends, generating viable story ideas, and identifying and cultivating credible sources;</li> </ul>		



<ul style="list-style-type: none"> <li>• is proficient in using reporting (news-gathering) and writing techniques, and more advanced story structures/shapes and formats to produce responsible, comprehensive and compelling news stories for different platforms; and</li> <li>• creates and maintains a digital platform to engage with audiences, market stories and start developing a diverse journalism portfolio;</li> <li>• make a distinction between different news programmes and formats of broadcasts on South African radio, such as news bulletins, news shows, documentaries, journal programmes and news interviews;</li> <li>• conceptualise, research, write, compile and produce different news products, such as news bulletins, news actualities, and news interviews fit for broadcast on radio; and</li> <li>• act as an interviewer in a simulated South African radio studio environment.</li> </ul>		
<b>Module code:</b> <a href="#">KCOM328</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Marketing communication		
<p>Module outcomes:</p> <p>On the successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a critical understanding of the context of marketing communication by referring to its growth, main developments in the industry and the role it plays in a campaign;</li> <li>• demonstrate proof of a solid knowledge of the field of marketing, as well as integrated marketing communication management; and</li> <li>• design a marketing communication plan by incorporating various media and appropriate methods.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment modes:</p> <p>Tests and assignments — weight: 66%</p> <p>Semester exam 1X3 hours — weight: 34%</p>		
<p>Assessment criteria:</p> <p>The student has reached the module outcomes when he/she can:</p> <ul style="list-style-type: none"> <li>• critically discuss the marketing communication context with reference to the growth, most important developments in the industry and their role in a marketing campaign;</li> <li>• critically argue the different viewpoints of the field of marketing communication as well as integrated marketing communication; and</li> <li>• design a marketing communication plan for an external client by incorporating various media and methods.</li> </ul>		

#### HUM.16.4 [CREATIVE WRITING](#)

<b>Module code:</b> <a href="#">SKRK111</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Introduction to Creative Writing		
<p>Module outcomes:</p> <p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of the introductory theory of Creative Writing within the context of literary art;</li> <li>• produce better creative writing, and evaluate and edit their own work;</li> <li>• evaluate someone else's creative writing in a writerly manner within group context, and communicate about it effectively;</li> <li>• reconcile theory and practice; and</li> <li>• create literary art in a responsible and ethical manner.</li> </ul>		
Method of delivery: Full-time		

Assessment methods: Tests and assignments — weight: 60% Creative writing project and semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">SKRK121</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Creative Writing: Writing prose		
Module outcomes: On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate knowledge of the introductory theory of prose writing within the context of literary art;</li> <li>• write short stories that are clearly their own, original work, and critically evaluate and edit their own work;</li> <li>• evaluate someone else's creative writing in a writerly manner within group context, and communicate about it effectively;</li> <li>• reconcile theory and practice; and</li> <li>• create literary art in a responsible and ethical manner.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Creative writing project and semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">SKRK211</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Creative Writing: Writing poetry		
Module outcomes: On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate a sound knowledge of the theory of writing poetry within the context of literary art;</li> <li>• write different kinds of poetry that are clearly their own, original work, and critically evaluate and edit their own work;</li> <li>• evaluate someone else's poems in a writerly manner within group context, communicate about it effectively, and teach others to write;</li> <li>• demonstrate a basic understanding of theoretical research and its practical application; reconcile theoretical and practical opinions, and communicate them effectively and reliably; and</li> <li>• create literary art in a responsible and ethical manner.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Creative writing project and semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">SKRK221</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Creative Writing: Writing children's and youth literature		
Module outcomes: On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate a sound knowledge of the theory of writing children's and youth literature within the context of literary art;</li> <li>• write different kinds of texts for young readers that are clearly their own, original work, and critically evaluate and edit their own work;</li> <li>• evaluate someone else's creative texts in a writerly manner within group context, communicate about it effectively, and teach others to write;</li> <li>• demonstrate a basic understanding of theoretical research and its practical application; reconcile theoretical and practical opinions, and communicate them effectively and reliably;</li> <li>• create literary art in a responsible and ethical manner.</li> </ul>		
Method of delivery: Full-time		

Assessment methods: Tests and assignments — weight: 60% Creative writing project and semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">SKRK311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Creative writing: Writing drama		
Module outcomes: On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate a sound knowledge of the theory of the writing of at least two different kinds of drama texts, for instance stage, radio, TV and film, within the context of literary art;</li> <li>• write a variety of drama texts for different audiences, and critically evaluate and their edit own work;</li> <li>• evaluate others' texts and projects in a writerly manner;</li> <li>• illustrate a sound understanding of research methods in Creative Writing by selecting and applying them effectively, reconcile theoretical and practical insight, and communicate it effectively and reliably; and</li> <li>• create literary art in a responsible and ethical manner.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Creative writing project and semester exam 1X3 hours —weight: 40%		
<b>Module code:</b> <a href="#">SKRK321</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Creative Writing applied		
Module outcomes: After successful completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• render well-rounded and systematic knowledge on Creative Writing;</li> <li>• write, publish and market texts individually and also within a group, taking into account the context and publication system, including market research, concept development, writing practice, manuscript development, project facilitation, publishing theory and practice, marketing and reception theory;</li> <li>• evaluate others' texts and projects in a writerly manner;</li> <li>• present a class in Creative Writing;</li> <li>• illustrate a sound knowledge of research methods in Creative Writing by selecting and effectively applying them, reconciling theoretical and practical insights and communicating effectively and reliably;</li> <li>• create a word artwork in a responsible and ethical manner.</li> </ul>		
Method of delivery: Full time		
Assessment methods: Tests and assignments — weight: 30% Creative writing project and semester examination 1x3 hours — weight: 70%		

## HUM.16.5 [DEVELOPMENT STUDIES](#)

<b>Module code:</b> <a href="#">DEVS111</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Introduction to Development Studies		
Module outcomes: At the end of the module learners should be able to: <ul style="list-style-type: none"> <li>• Define the key concepts in development.</li> <li>• Identify the indicators of development.</li> <li>• Measure development</li> <li>• Explain the existence of the development gap between the developed and developing countries and within individual countries.</li> </ul>		

<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the impact of Western development on African societies</li> <li>• Explain the existence of underdevelopment in Southern Africa.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Evidence( in the form of written assignments, tests and examinations) must show that the learner : <ul style="list-style-type: none"> <li>• Understands and can define key concepts of development.</li> <li>• Can identify the criteria for measuring development</li> <li>• Can explain the existence of the development gap between developed and developing countries</li> <li>• Has knowledge to explain the impact &amp; existence of underdevelopment in Southern Africa.</li> </ul>		
<b>Module code:</b> <a href="#">DEVS121</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Development problems and Issues		
Module outcomes: At the end of the module learners should be able to: <ul style="list-style-type: none"> <li>• Identify the development problems when and wherever they occur, their causes and their impact.</li> <li>• Demonstrate ability to solve development problems.</li> <li>• Identify pertinent issues in development.</li> <li>• Demonstrate the understanding of their importance and role in the development process</li> </ul>		
Method of delivery: Full-time		
Assessment modes: <ul style="list-style-type: none"> <li>• Can identify development problems, causes and their impact</li> <li>• Can demonstrate knowledge of workable solutions to development problems</li> <li>• Identify pertinent issues in development</li> <li>• Demonstrate the roles played by development organizations</li> </ul>		
<b>Module code:</b> <a href="#">DEVS211</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Development theory and strategy		
Module outcomes: At the end of the module learners should be able to: <ul style="list-style-type: none"> <li>• Aware of development theories.</li> <li>• Able to demonstrate an understanding of different development theories.</li> <li>• Demonstrate an understanding of development strategies.</li> <li>• Apply different strategies to the problems of the developing countries</li> </ul>		
Method of delivery:		
Assessment methods: Integrate the theoretical framework(s) with the preliminary literature review in order to reveal the direction that such a framework(s) provides for the scrutiny of the literature Evaluate fully the different modes of creating knowledge Assess discriminately the different theories of knowledge		
<b>Module code:</b> <a href="#">DEVS221</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Political Economy of Southern Africa		
Module outcomes: At the end of the module learners should be able to: <ul style="list-style-type: none"> <li>• Demonstrate familiarity with the political and economic systems within Southern Africa.</li> <li>• Explain why economic systems in some Southern African countries are what they are.</li> <li>• Give an overview of the political economic situation in South Africa since the dawn of democracy in 1994.</li> </ul>		

<ul style="list-style-type: none"> <li>• Exhibit knowledge of the reasons for regional integration.</li> <li>• Outline regional strategies to bring about socio-economic growth and transformation within the various SADC countries.</li> <li>• Demonstrate familiarity with SADC's objectives and intra-regional trade.</li> <li>• Explain how intergovernmental relations in the SADC would result in good governance and development.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: <ul style="list-style-type: none"> <li>• Understands the political economies of Southern African countries</li> <li>• Can analyse the political economies of some Southern African countries.</li> <li>• Can exhibit knowledge of the reasons for regional integration</li> <li>• Can demonstrate familiarity with SADC objectives, regional strategies and achievements.</li> </ul>		
<b>Module code:</b> <a href="#">DEV5311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Rural and Urban Development		
Module outcomes: At the end of the module learners should be able to: <ul style="list-style-type: none"> <li>• Identify challenges facing rural communities.</li> <li>• Demonstrate knowledge of different rural development strategies and policies.</li> <li>• Assess rural development systems.</li> <li>• Identify challenges facing urban communities.</li> <li>• Demonstrate knowledge of different urban development strategies and policies.</li> <li>• Assess urban development support systems.</li> </ul>		
Method of delivery: Full-time		
Assessment modes: <ul style="list-style-type: none"> <li>• Understands the challenges facing rural communities.</li> <li>• Identify different rural development strategies and support systems.</li> <li>• Analyse different rural development strategies and support systems</li> <li>• Understands the challenges facing urban communities</li> <li>• Can identify different urban development strategies and policies</li> </ul>		
<b>Module code:</b> <a href="#">DEV5321</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Development planning and Management		
Module Outcomes: At the end of the module learners should be able to: <ul style="list-style-type: none"> <li>• Demonstrate an understanding of development planning and administration.</li> <li>• Design, implement, monitor and evaluate development projects.</li> <li>• Assess the role of participants in development planning management.</li> <li>• Identify challenges that participants are faced with in the process of development planning management.</li> <li>• Demonstrate an understanding of knowledge of development planning management</li> </ul>		
Method of delivery: Full-time		
Assessment criteria: Evidence (in the form of writing assignments, tests and examinations) must show that the learner: <ul style="list-style-type: none"> <li>• Can demonstrate knowledge of theories of planning design</li> <li>• Can demonstrate knowledge of monitoring and evaluation of development projects</li> <li>• Can demonstrate knowledge of development planning and management</li> <li>• Shows understanding of the role of participants in development management</li> </ul>		

**HUM.16.6 ENGLISH**

<b>Module code:</b> <a href="#">ENLE211</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Classics for literature students I		
Module outcomes: On completion of this module students should <ul style="list-style-type: none"> <li>• have a basic knowledge of the key literary theories of antiquity;</li> <li>• have a basic knowledge of the central conventions of classical epic and tragedy;</li> <li>• have a basic knowledge of some of the most influential Greek myths; and</li> <li>• be able to recognise the influence of classical literature, literary theory and myths on later literature written in English.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: <ul style="list-style-type: none"> <li>• Tests and assignments — weight: 60%</li> <li>• Examination 1X2 hours — weight: 40%</li> </ul>		
<b>Module code:</b> <a href="#">ENLE221</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Classics for literature students II		
Module outcomes: On completion of this module students should <ul style="list-style-type: none"> <li>• show an understanding of the influence of classical genres on later literature written in English;</li> <li>• show an understanding of the use made of classical myth in later literature written in English; and</li> <li>• present discussions in appropriate academic formats.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: <ul style="list-style-type: none"> <li>• Tests and assignments — weight: 60%</li> <li>• Examination 1X2 hours — weight: 40%</li> </ul>		
<b>Module code:</b> <a href="#">ENLL111</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Introduction to literary genres (I)		
Module outcomes: On completion of this module learners should be able to: <ul style="list-style-type: none"> <li>• understand the fundamental concepts and characteristics of literary genres;</li> <li>• analyse and interpret literary texts with a view to their generic elements;</li> <li>• develop arguments based on textual evidence in the course of the interpretation of literary texts; and</li> <li>• present sustained arguments about texts in accordance with appropriate academic conventions, in particular in academic essays.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: <ul style="list-style-type: none"> <li>• Tests and assignments — weight: 60%</li> <li>• Examination 1x2 hours — weight: 40%</li> </ul>		
<b>Module code:</b> <a href="#">ENLL121</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Introduction to literary genres (II) and grammatical analysis		
Module outcomes: On completion of this module students should be able to: <ul style="list-style-type: none"> <li>• understand the fundamental concepts and characteristics of literary genres;</li> <li>• analyse and interpret literary texts with a view to their generic elements;</li> <li>• develop arguments based on textual evidence in the course of the interpretation of literary texts;</li> <li>• present sustained arguments about texts in accordance with appropriate academic conventions, in particular in academic essays;</li> <li>• understand the fundamental concepts of grammatical analysis; and</li> </ul>		

<ul style="list-style-type: none"> <li>analyse and interpret simplex clauses in terms of their constituent elements and the grammatical functions thereof.</li> </ul>		
Method of delivery: Full-time		
Assessment methods:		
<ul style="list-style-type: none"> <li>Tests and assignments — weight: 60%</li> <li>Examination 1x2 hours — weight: 40%</li> </ul>		
<b>Module code:</b> ENLL211	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Development of literary genres (I) and development of grammatical complexity		
Module outcomes:		
Upon successful completion of this module learners should be able to:		
<ul style="list-style-type: none"> <li>understand key characteristics of the most significant pre-twentieth century literary periods;</li> <li>understand the development of pre-twentieth century poetry/prose fiction;</li> <li>engage critically with literary and contemporaneous critical texts through analysis and synthesis;</li> <li>present sustained arguments about texts, with arguments substantiated from text and context, in accordance with appropriate academic conventions, in particular in academic essays;</li> <li>understand the concepts of complex linguistic structure; and</li> <li>analyse and interpret complex words and clauses in terms of their constituent elements and the grammatical functions thereof.</li> </ul>		
Method of delivery: Full-time		
Assessment methods:		
<ul style="list-style-type: none"> <li>Tests and assignments — weight: 60%</li> <li>Examination 1x2,1x3 hours — weight: 40%</li> </ul>		
<b>Module code:</b> ENLL221	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Development of literary genres (II) and applied linguistics		
Module outcomes		
On completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>understand key characteristics of the most significant pre-twentieth century literary periods;</li> <li>understand the development of pre-twentieth century poetry/prose fiction;</li> <li>engage critically with literary and contemporaneous critical texts through analysis and synthesis;</li> <li>present sustained arguments about texts, with arguments substantiated from text and context, in accordance with appropriate academic conventions, in particular in academic essays;</li> <li>understand and evaluate the theoretical bases of the discipline of Applied Linguistics; and</li> <li>apply and evaluate relevant approaches to Teaching English to Speakers of Other Languages (TESOL) and English for Academic Purposes (EAP).</li> </ul>		
Method of delivery: Full-time		
Assessment methods:		
<ul style="list-style-type: none"> <li>Tests and assignments — weight: 60%</li> <li>Examination 1x2,1x3 hours — weight: 40%</li> </ul>		
<b>Module code:</b> ENLL311	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Key periods in literature, historical linguistics and stylistics		
Module outcomes		
Upon successful completion of this module, students should be able to:		
<ul style="list-style-type: none"> <li>demonstrate integrated knowledge and understanding of the ideas, characteristics and contexts relevant to Renaissance literature;</li> <li>demonstrate integrated knowledge and understanding of the key qualities and contexts relevant to Modernist literature;</li> </ul>		

<ul style="list-style-type: none"> <li>analyse selected Renaissance and Modernist texts critically, with reference to the conceptual frameworks for the study of these periods;</li> <li>present sustained arguments about Renaissance and Modernist literature, and integrate contextual and critical sources appropriately;</li> <li>explain selected concepts relevant to diachronic linguistic and stylistic analysis;</li> <li>analyse diachronic data and literary texts by means of appropriate linguistic concepts;</li> <li>critically select appropriate analytical techniques to solve problems arising from unseen texts; and</li> <li>present sustained arguments about linguistic phenomena, and integrate data analysis and interpretation appropriately.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: <ul style="list-style-type: none"> <li>Tests and assignments — weight: 60%</li> <li>Examination 2x3 hours — weight: 40%</li> </ul>		
<b>Module code:</b> <a href="#">ENLL321</a>	<b>Semester 2</b>	<b>NQF level:</b> 7
Title: South Africa and the world: postmodern and contemporary literature, sociolinguistics and advanced linguistics analysis		
Module outcomes Upon successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>demonstrate integrated knowledge and understanding of the ideas, qualities and contexts relevant to postmodern and contemporary literature, including South African literature;</li> <li>analyse and critically reflect on selected postmodern and contemporary texts;</li> <li>present sustained arguments about postmodern and contemporary literature;</li> <li>integrating appropriate contextual and critical sources in essays that follow accepted academic conventions;</li> <li>understand and explain the concepts relevant to sociolinguistic and textual analysis;</li> <li>analyse a wide variety of texts in different registers and dialects in terms of their unique and shared linguistic characteristics;</li> <li>explain observed linguistic patterns in terms of underlying linguistic-functional and sociolinguistic variables; and</li> <li>present sustained arguments about linguistic phenomena, and integrate data analysis and interpretation appropriately.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: <ul style="list-style-type: none"> <li>Tests and assignments — weight: 60%</li> <li>Examination 2x3 hours — weight: 40%</li> </ul>		
<b>Module code:</b> <a href="#">ENLS112</a>	<b>Semester 1</b>	<b>NQF level:</b> 5
Title: English language in context		
Module outcomes: On completion of this module students should be able to <ul style="list-style-type: none"> <li>classify words according to semantic, morphological and syntactic criteria</li> <li>understand and apply basic elements of lexical relations and text cohesion: linking words; semantically related words</li> <li>demonstrate knowledge of and sensitivity to context in written and spoken communication</li> <li>distinguish between text function and text type; and identify, understand and respond to various text types</li> <li>present arguments about texts in accordance with appropriate academic conventions</li> <li>write relevant texts clearly and logically, taking cognisance of context.</li> </ul>		



Method of delivery: Full-time		
Assessment methods: <ul style="list-style-type: none"> <li>• Tests and assignments — weight: 60%</li> <li>• Examination 1X2 hours — weight: 40%</li> </ul>		
<b>Module code:</b> <a href="#">ENLS122</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: English language for professional purposes		
Module outcomes: On completion of this module students should be able to <ul style="list-style-type: none"> <li>• understand and apply basic semiotic principles</li> <li>• understand and apply the fundamental concepts of grammatical analysis</li> <li>• analyse and interpret simple clauses in terms of their constituent elements and of their grammatical functions</li> <li>• understand and apply advanced elements of lexical relations and text cohesion: referential chains</li> <li>• read, understand and interpret texts within various contexts</li> <li>• present sustained arguments about texts in accordance with appropriate academic conventions</li> <li>• demonstrate advanced writing skills</li> <li>• plan and compose different types of business writing effectively, using appropriate language and style</li> </ul>		
Method of delivery: Full-time		
Assessment methods: <ul style="list-style-type: none"> <li>• Tests and assignments — weight: 60%</li> <li>• Examination 1X2 hours — weight: 40%</li> </ul>		

## HUM.16.7 [FRENCH](#)

<b>Module code:</b> <a href="#">FREB111</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Business French for beginners 1		
Module outcomes: On completion of this module, students should be able to <ul style="list-style-type: none"> <li>• demonstrate a basic knowledge of the French language in terms of comprehension (listening and reading), speaking and writing in order to express themselves in basic business and within a general context;</li> <li>• use analytical, synthetic and evaluation skills to understand and write elementary texts in French;</li> <li>• demonstrate knowledge of the French culture and society in a variety of contexts.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: <ul style="list-style-type: none"> <li>• Tests and assignments — weight: 60%</li> <li>• Semester exam 1X2 hours — weight: 40%</li> </ul>		
<b>Module code:</b> <a href="#">FREB121</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Business French for beginners 2		
Module outcomes: On completion of this module, students should be able to <ul style="list-style-type: none"> <li>• demonstrate a basic knowledge of the French language in terms of comprehension (listening and reading), speaking and writing in order to express themselves in basic business and within a general context;</li> <li>• use analytical, synthetic and evaluation skills to understand and write elementary texts in French;</li> <li>• demonstrate and creatively illustrate the understanding of forms of French art (e.g. texts, excerpts of comic strips or films).</li> </ul>		

Method of delivery: Full-time		
Assessment methods:		
<ul style="list-style-type: none"> <li>• Tests and assignments — weight: 60%</li> <li>• Semester exam 1X2 hours — weight: 40%</li> </ul>		
<b>Module code:</b> <a href="#">FREN111</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: French for beginners 1		
Module outcomes:		
On completion of this module, students should be able to		
<ul style="list-style-type: none"> <li>• demonstrate a basic knowledge of the French language in terms of comprehension (listening and reading), speaking and writing in order to express themselves at an elementary level;</li> <li>• use analytical, synthetic and evaluation skills to understand and write simple texts in French;</li> <li>• demonstrate a basic knowledge of the French culture and society in a variety of contexts.</li> </ul>		
Method of delivery: Full-time		
Assessment methods:		
<ul style="list-style-type: none"> <li>• Tests and assignments — weight: 60%</li> <li>• Semester exam 1X2 hours — weight: 40%</li> </ul>		
<b>Module code:</b> <a href="#">FREN121</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: French for beginners 2		
Module outcomes:		
On completion of this module students should be able to		
<ul style="list-style-type: none"> <li>• demonstrate basic knowledge of the French language in terms of comprehension (listening and reading), speaking and writing in order to express themselves at an elementary level;</li> <li>• use analytical, synthetical and evaluation skills to understand and write simple texts in French;</li> <li>• demonstrate and creatively illustrate the understanding of forms of French art (e.g. texts, excerpts of comic strips or films).</li> </ul>		
Method of delivery: Full-time		
Assessment methods:		
<ul style="list-style-type: none"> <li>• Tests and assignments — weight: 60%</li> <li>• Semester exam 1X2 hours — weight: 40%</li> </ul>		
<b>Module code:</b> <a href="#">FREN211</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: French intermediate 1		
Module outcomes:		
On completion of this module, students should be able to		
<ul style="list-style-type: none"> <li>• demonstrate a more advanced knowledge of the French language in terms of comprehension (listening and reading), speaking and writing in order to express themselves at an intermediate level;</li> <li>• demonstrate the mastery of the necessary analytical skills to analyse and creatively interact with examples of French art genres (e.g. <i>Chanson</i>, poetry, prose, theatre, graphic novels).</li> </ul>		
Method of delivery: Full-time		
Assessment methods:		
<ul style="list-style-type: none"> <li>• Tests and assignments — weight: 60%</li> <li>• Semester exam 1X2 hours — weight: 40%</li> </ul>		
<b>Module code:</b> <a href="#">FREN221</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: French intermediate 2		
Module outcomes:		
On completion of this module, students should be able to		

<ul style="list-style-type: none"> <li>demonstrate a more profound knowledge of the French language in terms of comprehension (listening and reading), speaking and writing in order to express themselves at an intermediate level;</li> <li>demonstrate the mastery of the necessary analytical skills to analyse and creatively interact with examples of French art genres (e.g. <i>Chanson</i>, poetry, prose, theatre, graphic novels).</li> </ul>		
Method of delivery: Full-time		
Assessment methods: <ul style="list-style-type: none"> <li>Tests and assignments — weight: 60%</li> <li>Semester exam 1X2 hours — weight: 40%</li> </ul>		
<b>Module code:</b> <a href="#">FREN311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: French advanced 1		
Module outcomes: On completion of this module, students should be able to <ul style="list-style-type: none"> <li>demonstrate a well-rounded / sophisticated knowledge of the French language in terms of comprehension (listening and reading), speaking and writing in order to express themselves at an advanced level;</li> <li>use analytical skills in order to understand and evaluate a wide array of complicated cultural, literary, historical, philosophical and current interest materials (both textual and audio-visual);</li> <li>demonstrate an advanced understanding of the variety of forms of French literature and art within a chosen socio-historical and political context and to analyse these art forms in an essay.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: <ul style="list-style-type: none"> <li>Tests and assignments — weight: 60%</li> <li>Semester exam 2X2 hours — weight: 40%</li> </ul>		
<b>Module code:</b> <a href="#">FREN321</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: French advanced 2		
Module outcomes: On completion of this module, students should be able to <ul style="list-style-type: none"> <li>demonstrate a well-rounded / sophisticated knowledge of the French language in terms of comprehension (listening and reading), speaking and writing in order to express themselves at an advanced level;</li> <li>use analytical skills in order to understand and evaluate a wide array of complicated cultural, literary, historical, philosophical and current interest materials (both textual and audio-visual);</li> <li>apply effective translation skills to a variety of complicated French texts; and</li> <li>demonstrate an advanced understanding of the variety of forms of French literature and art within a chosen socio-historical and political context and to analyse these art forms in an essay.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: <ul style="list-style-type: none"> <li>Tests and assignments — weight: 60%</li> <li>Semester exam 2X3 hours — weight: 40%</li> </ul>		

## HUM.16.8 [GERMAN](#)

<b>Module code:</b> <a href="#">GERB111</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Business German Elementary 1: Available on all campuses		
Module outcomes: On completion of this module, students should be able to <ul style="list-style-type: none"> <li>understand the basic rules of pronunciation in German;</li> </ul>		

<ul style="list-style-type: none"> <li>• understand and apply the basic rules of German grammar;</li> <li>• use vocabulary at an elementary level;</li> <li>• understand and apply basic German expressions and phrases at an elementary level;</li> <li>• use analytical, synthetic and evaluation skills to read and write simple texts;</li> <li>• have a basic knowledge of life and culture in the German speaking countries in comparison with South Africa; and</li> <li>• use IT skills to perform tasks and reflect on their learning individually or in groups within an accepted ethical framework.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester examination 1X3 hours — weight: 40%		
<b>Module code:</b> <a href="#">GERB121</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Business German Elementary 2; Available on all campuses		
Module outcomes: On completion of this module, students should be able to know and be able to apply the basic rules of pronunciation and grammar; <ul style="list-style-type: none"> <li>• use a basic vocabulary;</li> <li>• understand common German expressions and phrases;</li> <li>• be able to conduct a basic conversation in German at an elementary level;</li> <li>• be able to use analytical, synthetic and evaluation skills to read, write and translate simple relevant texts;</li> <li>• have a general knowledge of life and culture in the German speaking countries in comparison with South Africa; and</li> <li>• use IT skills to perform tasks and reflect on their learning individually or in groups within an accepted ethical framework.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester examination 1X3 hours — weight: 40%		
<b>Module code:</b> <a href="#">GERM111</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: German Elementary 1; Available on all campuses		
Module outcomes: On completion of this module, students should be able to <ul style="list-style-type: none"> <li>• understand the basic rules of pronunciation in German;</li> <li>• understand the basic rules of German grammar;</li> <li>• possess a vocabulary at an elementary level;</li> <li>• understand and apply basic German expressions and phrases at an elementary level;</li> <li>• use analytical, synthetic and evaluation skills to read and write simple texts;</li> <li>• have a basic knowledge of life and culture in the German speaking countries in comparison to South Africa;</li> <li>• use IT skills to perform tasks and reflect on their learning individually or in groups within an accepted ethical framework.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: <ul style="list-style-type: none"> <li>• Tests and assignments — weight: 60%</li> <li>• Semester examination 1X3 hours — weight: 40%</li> </ul>		
<b>Module code:</b> <a href="#">GERM121</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: German Elementary 2; Available on all campuses		
Module outcomes: On completion of this module, students should be able to <ul style="list-style-type: none"> <li>• know and be able to apply the basic rules of pronunciation and grammar;</li> </ul>		

<ul style="list-style-type: none"> <li>• possess a basic vocabulary;</li> <li>• understand common German expressions and phrases;</li> <li>• conduct a basic conversation in German at an elementary level;</li> <li>• use analytical, synthetic and evaluation skills to read, write and translate simple relevant texts;</li> <li>• have a general knowledge of life and culture in the German speaking countries in comparison to South Africa; and</li> <li>• use IT skills to perform tasks and reflect on their learning individually or in groups within an accepted ethical framework.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: <ul style="list-style-type: none"> <li>• Tests and assignments — weight: 60%</li> <li>• Semester examination 1X3 hours — weight: 40%</li> </ul>		
<b>Module code:</b> <a href="#">GERM211</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: German intermediary 1 (Available on PC and VTC campuses)		
Module outcomes: On completion of this module, students should be able to <ul style="list-style-type: none"> <li>• understand and speak German at an intermediary level;</li> <li>• effectively communicate in German with other students in classroom situations;</li> <li>• have a basic understanding of grammatical structures and sentence patterns;</li> <li>• read and comprehend German non-literary as well as literary texts at an intermediary level;</li> <li>• write general essays as well as essays on a literary work;</li> <li>• compare various aspects of the South African context with situations in German speaking countries; and</li> <li>• use IT skills to perform tasks and reflect on their learning individually or in groups within an accepted ethical framework.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: <ul style="list-style-type: none"> <li>• Tests and assignments — weight: 60%</li> <li>• Semester examination 1X3 hours — weight: 40%</li> </ul>		
<b>Module code:</b> <a href="#">GERM221</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: German intermediary 2 (Available on PC and VTC campuses)		
Module outcomes: On completion of this module, students should be able to <ul style="list-style-type: none"> <li>• understand and speak German at an intermediary level;</li> <li>• effectively communicate in German with other students in classroom situations;</li> <li>• have a basic knowledge and command of grammatical structures and sentence patterns;</li> <li>• read and comprehend German non-literary as well as literary texts at an intermediary level;</li> <li>• write general essays as well as essays on a literary work;</li> <li>• compare various aspects of the South African context with situations in German speaking countries; and</li> <li>• use IT skills to perform tasks and reflect on their learning individually or in groups within an accepted ethical framework.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: <ul style="list-style-type: none"> <li>• Tests and assignments — weight: 60%</li> <li>• Semester examination 1X3 hours — weight: 40%</li> </ul>		
<b>Module code:</b> <a href="#">GERM311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: German Advanced I; Available on PC		
Module outcomes:		

<p>On completion of this module, students should be able to</p> <ul style="list-style-type: none"> <li>• understand and speak German at an advanced level;</li> <li>• effectively communicate in German with other students in classroom situations;</li> <li>• have an adequate understanding of and ability to apply grammatical structures and sentence patterns;</li> <li>• read and comprehend German non-literary as well as literary texts at an advanced level;</li> <li>• write general essays as well as essays on a literary work;</li> <li>• compare various aspects of the South African cultural and historical context with situations in German speaking countries; and</li> <li>• use IT skills to perform tasks and reflect on their learning individually or in groups within an accepted ethical framework.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment methods:</p> <ul style="list-style-type: none"> <li>• Tests and assignments — weight: 60%</li> <li>• Semester examinations 2X2 hours — weight: 40%</li> </ul>		
<b>Module code: GERM321</b>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: German Advanced II; Available on PC		
<p>Module outcomes:</p> <p>On completion of this module, students should be able to understand and speak German at an advanced level;</p> <ul style="list-style-type: none"> <li>• effectively communicate in German with other students in classroom situations;</li> <li>• have a good understanding of and ability to apply; grammatical structures and sentence patterns;</li> <li>• read and comprehend German non-literary as well as literary texts at an advanced level;</li> <li>• write general essay as well as essays on a literary work;</li> <li>• compare various aspects of the South African cultural and historical context with situations in German speaking countries; and</li> <li>• use IT skills to perform tasks and reflect on their learning individually or in groups within an accepted ethical framework.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment methods:</p> <ul style="list-style-type: none"> <li>• Tests and assignments — weight: 60%</li> <li>• Semester examinations 2X3 hours — weight: 40%</li> </ul>		

## HUM.16.9 GRAPHIC DESIGN

<b>Module code: GRFO112</b>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Introduction to Design 1		
<p>Module outcomes:</p> <p>After successfully completing the module the student will be able to:</p> <ul style="list-style-type: none"> <li>• verbalise the basic design principles and formal visual elements and apply these in the form of successful design projects;</li> <li>• explain aesthetic principles and symbolic interpretation and integrate these effectively when executing successful design projects;</li> <li>• generate ideas within the context of a small group and to present these visually as well as orally;</li> <li>• apply introduction to basic conceptual skills techniques with regard to design;</li> <li>• communicate basic theories pertaining to design principles in visual as well as verbal terms;</li> <li>• integrate basic typographic skills within a variety of design applications;</li> <li>• apply basic design computer software principles.</li> </ul>		
Method of delivery: Full-time contact sessions		

Assessment methods: Formative assessments — weight: 66% Summative panel evaluation of examination project and/or portfolio of evidence — weight: 34%		
<b>Module code:</b> <a href="#">GRFO122</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Applied Design 1		
Module outcomes: After successfully completing the module the student will be able to: <ul style="list-style-type: none"> <li>• apply design principles in the form of appropriate communication outputs;</li> <li>• show his or her development of basic conceptualisation with regard to the design process;</li> <li>• generate ideas within the context of a small group and communicate these visually as well as orally;</li> <li>• communicate basic theories pertaining to applied design both visually and verbally;</li> <li>• apply basic typographic principles in an integrated manner in the design environment;</li> <li>• show basic conceptualisation skills in the form of appropriate visual communication outputs; and</li> <li>• apply basic design principles by means of appropriate design software.</li> </ul>		
Method of delivery: Full-time contact sessions		
Assessment methods: Formative assessments — weight: 66% Summative panel evaluation of examination project and/or portfolio of evidence — weight: 34%		
<b>Module code:</b> <a href="#">GRFO212</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Applied Design 2		
Module outcomes: After successfully completing the module the student will be able to: <ul style="list-style-type: none"> <li>• apply introductory principles of visual dynamics in a design environment;</li> <li>• integrate and apply illustration and graphic design successfully in creating successful design projects;</li> <li>• develop conceptual skills/techniques with regard to design;</li> <li>• understand and apply a variety of design principles in creating successful designs;</li> <li>• understand and apply conceptual skills pertaining to advertising by using appropriate media;</li> <li>• create basic informational and packaging design products;</li> <li>• integrate intermediate typographic principles and apply these within the design environment;</li> <li>• generate ideas in the context of a small group and present these visually as well as orally;</li> <li>• communicate basic theories pertaining to computer design verbally;</li> <li>• manage the creative process from its inception through to the completion of the project by means of a process document/file/book.</li> </ul>		
Method of delivery: Full-time contact sessions		
Assessment methods: Formative assessments — weight: 66% Summative panel evaluation of examination project and/or portfolio of evidence — weight: 34%		
<b>Module code:</b> <a href="#">GRFO213</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Creativity theory		
Module outcomes:		

After successfully completing the module the student will be able to:

- a thorough understanding of the strategic and creative processes and procedures pertaining to creative projects, as well as the foundational creative thinking techniques on which it is based;
- having insight into factors that influence the creative thinking process as applied to conceptual design projects such as topic specific research, the creative brief, concept and strategy, the target audience, the brand or client, marketing platforms and the use of various media in original ways;
- knowledge on how to generate a large number of creative and original concepts by way of selecting and analysing prescribed texts and case studies, identifying relevant creative thinking challenges and problems, and developing useful strategies for creative projects;
- effective analysis, communication and application of theoretical knowledge and various creativity theories successfully to basic practical projects, completed either individually or in groups, and skilfully articulated either verbally, visually or textually;
- the ability to define and develop new creative thinking strategies and determine the factors that lead to project-specific creative outcomes within the context of graphic design and creative advertising in order to determine the best possible creative solution to a problem;
- understanding and application of effective creative writing within the context of graphic design and creative advertising by way of putting into practice essential copywriting and academic writing skills;
- the ability to gather a large base of visual and textual materials for the stimulation of creative thinking skills and design innovation, analyse these critically and organize it in a way that predicates usefulness within prescribed graphic design projects;
- an understanding of ethical and social implications of ideas, experiments and applications of graphic design and/or creative projects.

Method of delivery: Full-time contact sessions

Formative assessments — weight: 66%

Summative examination project — weight: 34%

**Module code:** [GRFO222](#)

**Semester 2**

**NQF level: 6**

Title: Applied Design 3

Module outcomes:

After successfully completing the module the student will be able to:

- apply and integrate advanced knowledge with regard to computer software when creating successful design projects;
- integrate and apply illustration and graphic design effectively when producing successful design projects;
- understand and apply a variety of design principles when creating successful designs;
- show advanced development of conceptual skills/techniques with regard to design;
- generate ideas in the context of a small group and to present these visually as well as verbally;
- communicate regarding basic theories pertaining to the application of computer design - visually, orally and in writing;
- manipulate colour creatively by means of the computer ;
- create advanced information design and packaging design products;
- produce basic designs with the emphasis on the integration of sound, image and animation;
- trace and solve problems on computer;
- integrate advanced typographic principles within the design environment;



<ul style="list-style-type: none"> <li>manage the creative process from the onset through to the completion of the project by means of a process document/file/book.</li> </ul>		
Method of delivery: Full-time contact sessions		
Assessment methods: Formative assessments — weight: 66% Summative panel evaluation of examination project and/or portfolio of evidence — weight: 34%		
<b>Module code:</b> <a href="#">GRFO313</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Introduction to interactive and print-based design		
Module outcomes: After successfully completing the module the student will be able to: <ul style="list-style-type: none"> <li>integrate illustration and graphic design successfully and apply these when creating successful design projects;</li> <li>apply advanced knowledge of the design process in both manual as well as computer mediums in a creative design environment;</li> <li>execute the design process and develop it from the conceptualising phase through to the final phase of reproduction;</li> <li>apply advanced creative and conceptual thinking and skills when creating interactive and print-based design;</li> <li>communicate, in a more advanced manner, theories pertaining to interactive and print-based computer design; visually as well as orally;</li> <li>have advanced conceptual skills regarding mixed media, alternative media and design that makes use of multiple platforms (including analogue and digital) and apply these appropriately;</li> <li>evaluate the success of design products critically and develop an individual working method and style;</li> <li>produce creative, original and professional presentations and present these orally;</li> <li>manage the creative process from its inception through to the completion of the project by means of a process document/file/book.</li> </ul>		
Method of delivery: Full-time contact sessions		
Assessment methods: Formative assessments — weight: 66% Summative panel evaluation of examination project and/or portfolio of evidence — weight: 34%		
<b>Module code:</b> <a href="#">GRFO323</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Interactive and print based design 1		
Module outcomes: After successfully completing the module the student will be able to: <ul style="list-style-type: none"> <li>integrate and apply illustration and graphic design successfully in the creation of successful design projects;</li> <li>apply advanced knowledge of relevant computer software apply and also to integrate the manipulation of these with the composition of successful design products;</li> <li>develop advanced creative concepts and to generate ideas, within the context of a small group, and present these visually as well as verbally;</li> <li>develop comprehensive corporate/promotional campaigns and to create appropriate design products;</li> <li>execute comprehensive typographic projects and to reach appropriate communication objectives;</li> <li>integrate various software programmes effectively in order to create a single design product;</li> </ul>		

<ul style="list-style-type: none"> <li>manage the creative process from the onset up until the completion of the project;</li> <li>compile a final professional interactive and print-based portfolio that showcases a variety of design products and skills.</li> </ul>		
Method of delivery: Full-time contact sessions		
Assessment methods: Formative assessments — weight: 66% Summative panel evaluation of examination project and/or portfolio of evidence — weight: 34%		
<b>Module code:</b> <a href="#">GRFO414</a>	<b>Semester 1</b>	<b>NQF level: 8</b>
Title: Applied professional practice 1		
Module outcomes: After successfully completing the module the student will be able to: <ul style="list-style-type: none"> <li>display an integrated scope of design practice knowledge and a coherent critical understanding of and engagement with elements, principles, theories and methodologies relevant to design practice;</li> <li>implement critical interrogations and evaluations of multiple sources of design knowledge, as well as demonstrate a relational understanding and the transfer of this knowledge in order to achieve specific communication goals effectively;</li> <li>critically evaluate, select and apply appropriate methods and procedures within the field of design practice and evaluate the effectiveness thereof;</li> <li>identify a specific design problem within the relevant context, and apply advanced problem-solving skills towards achieving effective communication goals;</li> <li>select, implement and report on advanced design research methods to address complex design challenges, thereby demonstrating the development of advanced conceptual thinking and production procedures;</li> <li>effectively develop and implement advanced practical and technical skills within the field of design practice;</li> <li>demonstrate ethical conduct and professional practice with regards to academic, social, cultural and environmental contexts.</li> </ul>		
Method of delivery: Full-time contact sessions		
Assessment methods: Formative assessments — weight: 50% Summative panel evaluation of examination project and/or portfolio of evidence — weight: 50%		
<b>Module code:</b> <a href="#">GRFO424</a>	<b>Semester 2</b>	<b>NQF level: 8</b>
Title: Applied professional practice 2		
Module outcomes: After successfully completing the module the student will be able to: <ul style="list-style-type: none"> <li>display an integrated scope of design practice knowledge and a coherent critical understanding of and engagement with elements, principles, theories and methodologies relevant to design practice;</li> <li>implement critical interrogations and evaluations of multiple sources of design knowledge, as well as demonstrate a relational understanding and the transfer of this knowledge in order to achieve specific communication goals effectively;</li> <li>critically evaluate, select and apply appropriate methods and procedures within the field of design practice and evaluate the effectiveness thereof;</li> <li>identify a specific design problem within the relevant context, and apply advanced problem-solving skills towards achieving effective communication goals;</li> <li>select, implement and report on advanced design research methods to address complex design challenges, thereby demonstrating the development of advanced conceptual thinking and production procedures;</li> </ul>		

<ul style="list-style-type: none"> <li>effectively develop and implement advanced practical and technical skills within the field of design practice;</li> <li>demonstrate ethical conduct and professional practice with regards to academic, social, cultural and environmental contexts;</li> <li>compile a body of design practice work in various portfolio formats with the aim of either finding gainful employment or continue with further studies.</li> </ul>
Method of delivery: Full-time contact sessions
Assessment methods: Formative assessments — weight: 50% Summative panel evaluation of examination project and/or portfolio of evidence — weight: 50%

## HUM.16.10 GRAPHIC DESIGN — MULTIMEDIA DESIGN

<b>Module code:</b> <a href="#">GRFM311</a>	<b>Semester</b> 1	<b>NQF level:</b> 7
Title: Introduction to Multimedia Design		
Module outcomes: After successfully completing the module the student will be able to: <ul style="list-style-type: none"> <li>create animated sequences from the development of the original concept through design to final film or video production;</li> <li>communicate ideas, believable action and emotion effectively by employing principles of animation and performance in all aspects of drawing;</li> <li>integrate the concepts, principles and theories involved in the physics of animation in all aspects of drawing;</li> <li>refine personal narrative voice that holistically integrates the elements of storytelling and performance in order to actively engage the audience;</li> <li>create 2D and/or 3D characters and environments that reflect the integration of graphic clarity, design principles, performance principles and theoretical constructs;</li> <li>design layouts and backgrounds that incorporate principles of composition, perspective and colour, with speed, accuracy and dexterity, using a variety of media;</li> <li>create an animated film incorporating a range of artistic styles and techniques, reflecting the principle that form follows function;</li> <li>coordinate and manage the production of a student animation, including the aspects of cinematography, art direction and editing;</li> <li>collaborate effectively with peers on projects;</li> <li>use critical thinking skills and problem solving strategies in all dimensions of development and production;</li> <li>manage targets within the production schedule to effectively achieve completion of required tasks;</li> <li>communicate ideas, emotion and intent effectively in visual, oral and written forms;</li> <li>generate work that reflects initiative, creativity, adaptability and personal style;</li> <li>create animation that incorporates the basic principles of constructive anatomy and drawing using economy of expression;</li> <li>incorporate technology effectively in the development of animation projects.</li> </ul>		
Method of delivery: Full-time contact sessions		
Assessment methods: Formative assessments — weight: 50% Summative panel evaluation of examination project and/or portfolio of evidence — weight: 50%		

<b>Module code:</b> <a href="#">GRFM321</a>	<b>Semester 2</b>	<b>NQF level:</b> 7
Title: Multimedia Design		
Module outcomes: After successfully completing the module the student will be able to: <ul style="list-style-type: none"> <li>• apply principles of design and the design process in the design of imagery, type and sound, interaction, movement and sequence;</li> <li>• use creative conceptual tools and techniques to solve a given problem;</li> <li>• study and apply various multimedia software principles and techniques for the completion of multimedia projects (Basic/Intermediate: web, illustration, photo manipulation, 2D animation and video);</li> <li>• be able to compile professional multimedia presentations that communicate the visual communications message effectively;</li> <li>• develop a well-structured argument around a given theory topic in the form of an essay;</li> <li>• use object-orientated programming to develop successful multimedia applications (Intermediate);</li> <li>• use an array of available digital solutions to solve multimedia projects (Advanced);</li> <li>• work as an effective member of a brand communications team;</li> <li>• develop a fully functional online and offline identity and portfolio to promote the multimedia learners' skills (Basic).</li> </ul>		
Method of delivery: Full-time contact sessions		
Assessment methods: Formative assessments — weight: 50% Summative panel evaluation of examination project and/or portfolio of evidence — weight: 50%		
<b>Module code:</b> <a href="#">GRFM411</a>	<b>Semester 1</b>	<b>NQF level:</b> 8
Title: Applied Multimedia Design		
Module outcomes: After successfully completing the module the student will be able to: <ul style="list-style-type: none"> <li>• show a broad historical insight into the development of multimedia - from the early 1950s to the present;</li> <li>• to evaluate a variety of moving images and film in the contemporary environment, analyse and criticize;</li> <li>• studying various multimedia software principles and techniques and their application in the production of multimedia projects (Intermediate / Advanced: web, illustration, photo manipulation, 2D and 3D animation and video);</li> <li>• making secondary and observational research;</li> <li>• Use research to make complex strategic creative and technical decisions;</li> <li>• object-oriented programming used in the development of successful multimedia applications (Advanced);</li> <li>• socially responsible to create multimedia design;</li> <li>• Apply the four dimensions of human-centred design (ethnography, ergonomic, culture and society);</li> <li>• to function as an effective member of a visual communication team.</li> </ul>		
Method of delivery: Full-time contact sessions		
Assessment methods: Formative assessments — weight: 50% Summative panel evaluation of examination project and/or portfolio of evidence — weight: 50%		
<b>Module code:</b> <a href="#">GRFM421</a>	<b>Semester 2</b>	<b>NQF level:</b> 8
Title: Advanced Applied Multimedia Design		
Module outcomes:		

<p>After successfully completing the module the student will be able to:</p> <ul style="list-style-type: none"> <li>• show a broad historical insight into the development of multimedia - from the early 1950s to the present;</li> <li>• to evaluate a variety of moving images and film in the contemporary environment, analyse and criticize;</li> <li>• studying various multimedia software principles and techniques and their application in the production of multimedia projects (Intermediate / Advanced: web, illustration, photo manipulation, 2D and 3D animation and video);</li> <li>• making secondary and observational research;</li> <li>• Use research to make complex strategic creative and technical decisions;</li> <li>• object-oriented programming used in the development of successful multimedia applications (Advanced);</li> <li>• socially responsible to create multimedia design;</li> <li>• Apply the four dimensions of human-centred design (ethnography, ergonomic, culture and society);</li> <li>• to function as an effective member of a visual communication team.</li> </ul>
Method of delivery: Full-time contact sessions
<p>Assessment methods:</p> <p>Formative assessments — weight: 50%</p> <p>Summative panel evaluation of examination project and/or portfolio of evidence — weight: 50%</p>

### HUM.16.11 [HISTORY](#)

<b>Module code:</b> <a href="#">HIST112</a>	<b>Semester 1</b>	<b>NQF Level: 5</b>
Title: Themes in South African History		
<p>Module outcomes:</p> <p>After completion of this module, the student will demonstrate the following:</p> <ul style="list-style-type: none"> <li>• <u>basic</u> knowledge and an informed understanding of -</li> <li>• the events that shaped South African history and how they fit into the broader patterns and processes of world history;</li> <li>• the different sources of knowledge relevant to the field of South African history;</li> <li>• different approaches to South African history within the context of world history;</li> <li>• ability to select and work with an appropriate historical approach specifically within the context of South African history with the aim to understand South Africa's place in world history;</li> <li>• <u>basic</u> research skills such as gathering and verifying information from different historical sources, analysis and summary of key aspects of South African history with a view to understand why and how history unfolded as it did in South Africa;</li> <li>• the ability to communicate a basic knowledge of South African history, verbally or in writing, via different technologies and media, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism;</li> <li>• ability to successfully complete a written project related to South African history;</li> <li>• ability to operate as part of a group through implementing historical resources effectively in order to successfully understand your place as a South African within the scope of both South African and world history.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment methods:</p> <p>Formative assessment:</p> <p>Tests and assignments — weight: 50%</p> <p>Summative assessment:</p> <p>Semester exam 1x3 hours — weight: 50%</p>		
<b>Module code:</b> <a href="#">HIST122</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Introduction to heritage and cultural tourism		

<p>Module outcomes:</p> <p>On successful completion of this module, students should be able to</p> <ul style="list-style-type: none"> <li>• demonstrate a basic knowledge of heritage and cultural tourism on the basis of: applicable key concepts (including archaeological terms relevant for heritage tourism) rules (esp. those associated with the National Heritage Resources Act and SAHRA), principles (esp. those concerned with a balanced representation of the past) as well as ethics;</li> <li>• show an informed understanding about the organisation and operational environment of heritage and cultural tourism as a system within the broader context of an transforming South African society, with specific reference to the situation in the North West Province;</li> <li>• demonstrate skills to identify the role players and their respective relationships within this organisation and operational environment and analyse them;</li> <li>• by using, individually or within a group, these analyses to identify and analyse well-defined routine and non-routine problems facing the South African tourism industry (esp. North West Province), and recommend solutions;</li> <li>• present these results in oral or written form after compiling, analysing and synthesising the data and by utilising IT-resources.</li> </ul>		
<p>Method of delivery: Full-time (only Vanderbijlpark)</p>		
<p>Assessment methods:</p> <p>Formative assessment:</p> <p>Tests and assignments — weight: 50%</p> <p>Summative assessment:</p> <p>Semester exam 1x3 hours — weight: 50%</p>		
<b>Module code:</b> HIST123	<b>Semester 2</b>	<b>NQF level: 5</b>
<p>Title: Themes in world history</p>		
<p>Module outcomes:</p> <p>After completion of this module, the student will demonstrate the following:</p> <ul style="list-style-type: none"> <li>• <u>basic</u> knowledge and an informed understanding of -</li> <li>• the events that shaped world history, from prehistoric times to the 21<sup>st</sup> century;</li> <li>• the different sources of knowledge relevant to the field of world history;</li> <li>• different approaches to world history;</li> <li>• ability to select and work with an appropriate historical approach specifically within the context of world history with the aim of understanding your place as a South African within the processes and patterns of world history;</li> <li>• <u>basic</u> research skills such as gathering and verifying information from different historical sources, analysis and summary of key aspects of world history with a view to understand why and how history unfolded as it;</li> <li>• the ability to communicate a basic knowledge of world history, verbally or in writing, via different technologies and media, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism;</li> <li>• ability to successfully complete a written project related to world history;</li> <li>• ability to operate as part of a group through implementing historical resources effectively in order to successfully understand the unfolding of world history.</li> </ul>		
<p>Method of delivery: Full-time</p>		
<p>Assessment methods:</p> <p>Formative assessment:</p> <p>Tests and assignments — weight: 50%</p> <p>Summative assessment:</p> <p>Semester exam 1x3 hours — weight: 50%</p>		
<b>Module code:</b> HIST212	<b>Semester 1</b>	<b>NQF level: 6</b>
<p>Title: Heritage and cultural tourism – representation of the South African past</p>		
<p>Module outcomes:</p> <p>On successful completion of this module, students should be able to</p>		

<ul style="list-style-type: none"> <li>• apply their knowledge about the historical development of the South African tourism industry (particularly heritage and cultural tourism as a niche area) to identify analyse and evaluate trends in the industry;</li> <li>• establish the validity of these trends through arguments based on relevant/applicable evidence;</li> <li>• apply relevant evidence and examples from the literature in order to select procedures, methods and techniques and implement those that are suited to analyse the South African past critically;</li> <li>• work individually and within groups, developing from this analysis strategies that link the respective perspectives on the past;</li> <li>• analyse and compare the different groups' versions of the past and evaluate these critically in order to develop ideas on how heritage and tourism practitioners can represent the controversial past in an ethically acceptable way to their clients;</li> <li>• use professional, academic arguments, conventions and formats and show through case study analysis how heritage can be introduced as applied history in the tourism industry.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Formative assessment: Tests and assignments — weight: 50% Summative assessment: Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">HIST213</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Reflections on South Africa in Africa		
Module outcomes: After completion of this module, the student will demonstrate the following: <ul style="list-style-type: none"> <li>• <u>detailed</u> knowledge and understanding of - <ol style="list-style-type: none"> <li>a) the content, origin and development of knowledge within the field of African and South African political history, and a critical understanding of schools of thought relevant to this field;</li> <li>b) the historical roots of democracy from ancient times to today with a special emphasis on democracy in Africa and South Africa;</li> <li>c) the history of pre-colonial, colonial and decolonised Africa and South Africa within a framework of political, socio-cultural and economic patterns of existence and processes;</li> </ol> </li> <li>• ability to select, evaluate and effectively apply with discernment the relevant approaches to history with a view to understand the socio-economic and political developments in the history of Africa and South Africa;</li> <li>• discipline-specific methods and techniques of historical enquiry and information gathering with the aim to interpret, analyse, evaluate and synthesize the information and apply your research to a given context by employing the relevant approaches to history;</li> <li>• accurate and coherent written and verbal communication of historical information with understanding of the ethical implications of decisions (for example rules on plagiarism, copyright etc.), actions and practices specifically relevant to the historical profession;</li> <li>• ability to complete a written historical project, measuring the success of the task completion against given historiographical criteria;</li> <li>• ability to operate as part of a group through implementing historical resources effectively in order to successfully reflect on the place of South Africa in African history.</li> </ul>		
Method of delivery: Full-time		
Assessment methods:		

Formative assessment: Tests and assignments — weight: 50%		
Summative assessment: Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">HIST223</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Analysis of contemporary historical themes		
Module outcomes: After completion of the HIST223 module, the student will demonstrate the following: <ul style="list-style-type: none"> <li>• <u>detailed</u> knowledge and understanding of - <ol style="list-style-type: none"> <li>a) the content, origin and development of knowledge within a contemporary issue related to history, and a critical understanding of schools of thought and forms of explanations typical within the analytical, structural and post-structuralist approaches to history;</li> <li>b) teasing out the roots of a selected contemporary historical topic dealing with the history of South Africa, Africa and/or the world;</li> <li>c) the nature of history as social action in the present with the aim to understand the nature of contemporary society with historical perspective;</li> </ol> </li> <li>• ability to select, evaluate and effectively apply with discernment the analytical, structural, and post-structural approaches to history with a view to understand the nature and content of a specific contemporary historical topic;</li> <li>• understanding of the ethical implications of decisions, actions and practices specifically relevant to the historical profession;</li> <li>• discipline-specific research methods and techniques of historical enquiry through employing the analytical, structural and post-structural approaches to history in a written historical project;</li> <li>• ability to operate as part of a group with a view to collectively understand the structural and post-structural approaches to history in order to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Formative assessment: Tests and assignments — weight: 50%		
Summative assessment: Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">HIST312</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Historical perspectives		
Module outcomes: After completion of this module, the student will demonstrate the following: <ul style="list-style-type: none"> <li>• <u>integrated</u> knowledge and understanding of the practice of history with a focus on the perspectives used by historians to explain the nature of historical phenomena and the development of history such as race, class, gender, the regional/local, the environment etc.</li> <li>• <u>integrated</u> knowledge and understanding of, as well as an ability to correctly evaluate and apply a specific historical perspective, to different areas of specialization within the field of history, and an understanding of how that knowledge relates to contemporary historical phenomena with a view to understand the factors that shape history and the categories through which we try to understand history;</li> <li>• ability to select, evaluate and apply, with ethical conduct and justifiable decision-making, the factors and categories through which we define our understanding of history and the use of historical methods of enquiry to do focused research;</li> <li>• ability to identify, analyse, critically reflect on and address the nature of historical phenomena with the aim to apply a specific historical perspective by using</li> </ul>		



<p>theory-driven arguments to motivate how the shaping of the historical process takes place against the backdrop of relevant historiography;</p> <ul style="list-style-type: none"> <li>• accurate and coherent written and verbal communication of historical research projects through employing the historicist seminar-method;</li> <li>• ability to be part of a group in an unfamiliar context, reflecting on the different perspectives of history and the application of appropriate historical resources where appropriate.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment methods:</p> <p>Formative assessment:</p> <p>Tests and assignments — weight: 50%</p> <p>Summative assessment:</p> <p>Semester exam 1x3 hours — weight: 50%</p>		
<b>Module code:</b> HIST322	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Heritage and culture tourism in post-colonial South Africa		
<p>Module outcomes:</p> <p>On successful completion of this module, students should be able to</p> <ul style="list-style-type: none"> <li>• demonstrate well-rounded and systematic knowledge of the communities and heritage resources associated with 20th as well as 21st century history of South Africa;</li> <li>• apply this knowledge by theory-driven arguments to the critical analysis and addressing existing and new issues based on the evidence thereof;</li> <li>• apply the basic procedures, methods and techniques of historical research to collect scientific information in the form of both qualitative and quantitative data on one of the three heritage and cultural tourism topics discussed below;</li> <li>• analyse the collected data critically and present the findings in a systematic written report (using relevant IT-resources) and give an oral presentation to an audience.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment methods:</p> <p>Formative assessment:</p> <p>Tests and assignments — weight: 50%</p> <p>Summative assessment:</p> <p>Semester exam 1x3 hours — weight: 50%</p>		
<b>Module code:</b> HIST323	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: The nature, theory and practice of history		
<p>Module outcomes:</p> <p>After completion of this module, the student will demonstrate the following:</p> <ul style="list-style-type: none"> <li>• <u>integrated</u> knowledge and understanding of, as well as an ability to correctly evaluate intellectual history from ancient times to the present with a view to demonstrate how that knowledge relates to the practice of history;</li> <li>• <u>integrated</u> knowledge and understanding of the practice of history, focusing on historiography, theory and methodology with the aim of mastering the most important steps in the process of historical research;</li> <li>• ability to select, evaluate and apply, with ethical conduct and justifiable decision-making, a range of different but appropriate historical methodologies to do focused research within the context of an understanding of the main historiographical trends in the practice of history;</li> <li>• ability to identify, analyse, critically reflect on specific historiographical problems and address these problems with the relevant methodology and with theory-driven arguments;</li> <li>• accurate and coherent written and verbal communication in the form of a historical research project;</li> </ul>		

<ul style="list-style-type: none"> <li>ability to be part of a group in an unfamiliar context, reflecting on the theory and methods of history and the application of appropriate historical resources where appropriate</li> </ul>
Method of delivery: Full-time
<p>Assessment criteria:</p> <p>The student will prove that he/she has attained the outcomes of the HIST323 module when he/she can:</p> <ul style="list-style-type: none"> <li>Explain the development of intellectual history from ancient times to the present</li> <li>Use the case-study approach to solve specific historiographical problems</li> <li>Address historiographical problems by using the relevant methodology and theory-driven arguments</li> <li>Take responsibility for the choice and use of resources during group activities and class participation</li> </ul>
<p>Assessment methods:</p> <p>Formative assessment: Tests and assignments – weight: 50%</p> <p>Summative assessment: Semester exam 1x3 hours – weight: 50%</p>

## HUM.16.12 HISTORY OF ART

<b>Module code:</b> <a href="#">KSGS113</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Introduction to History of Art		
<p>Module outcomes:</p> <p>Upon successful completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>show insight into the broad development of ancient art until the Quattrocento;</li> <li>apply selected methods and models of analysis and interpretation of artworks;</li> <li>report on artworks from an accountable art-historical perspective, also within the framework of contextual realities and the history of ideas;</li> <li>function effectively in groups.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment methods:</p> <p>Tests and assignments — weight: 66%</p> <p>Semester exam 1X3 hours — weight: 34%</p>		
<b>Module code:</b> <a href="#">KSGS122</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: The artist as genius/master during the Renaissance and Baroque		
<p>Module-outcomes:</p> <p>Upon successful completion of this module, students should be able to</p> <ul style="list-style-type: none"> <li>demonstrate their knowledge of, and insight into the relationship between the visual arts and the Roman Catholic Church as introduction to the Renaissance-epoch, orally as well as in writing;</li> <li>debate the relationship between the development of style-historical and contextual issues relevant to the visual arts and graphic design during the Renaissance and the Baroque;</li> <li>offer valid arguments with reference to the influence of underlying philosophical tendencies during the Renaissance epoch (e.g. humanism, individualism, rationalism) within the contexts of social and other factors (e.g. the Reformation);</li> <li>apply selected models of analysis of artworks;</li> <li>apply their knowledge of, and insight into research methods with regard to the analysis and interpretation of artworks in a practical manner;</li> <li>function effectively within groups; and</li> <li>expose the world-view-based foundation of the visual arts and the philosophical foundations of art- historical contributions in order to arrive at individual opinions.</li> </ul>		
Method of delivery: Full-time		

Assessment methods: Tests and assignments — weight: 66% Semester examination 1X3 hours — weight: 34%		
<b>Module code:</b> <b>KSGS212</b>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: World art and world cultures		
Module-outcomes: Upon successful completion of this module, students should be able to		
<ul style="list-style-type: none"> <li>• define themes related to world art and world cultures and discuss the manner in which these themes influenced the visual arts in relevant parts of the world;</li> <li>• power and violence in selected ancient cultures;</li> <li>• mysticism as power play;</li> <li>• the role of ancestors and patriarchal communities;</li> <li>• explain and evaluate a selection of the visual arts by means of a number of social and/or ceremonial practices including birth, initiation, sexuality, maturity and death;</li> <li>• show an understanding of the role of a variety of religious beliefs and the influence of these on the visual arts in a number of world cultures</li> <li>• apply their knowledge of and insight into research methods with regard to the analysis and interpretation of artworks in a practical manner; and</li> <li>• function effectively within groups.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 66% Semester examination 1X3 hours — weight: 34%		
<b>Module code:</b> <b>KSGS222</b>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Themes in 19th century art		
Module-outcomes: Upon successful completion of this module, students should be able to		
<ul style="list-style-type: none"> <li>• present a broad, comparative overview and interpretation of technical, stylistic and content-related developments within the arts of the nineteenth and early twentieth centuries;</li> <li>• discuss and evaluate, with reference to selected focal points, the representative artists, artworks and relevant theoretical frameworks in a critical manner. These would include colonialism, the social role of art in 19th century society and issues of power in the art of this era;</li> <li>• analyse, interpret and evaluate these focal points also with specific reference to Post-Impressionism, Fauvism, Cubism, Expressionism, Futurism and Constructivism;</li> <li>• apply their knowledge of and insight into research methods with regard to the analysis and interpretation of artworks in a practical manner; and</li> <li>• function effectively within groups.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 66% Semester examination 1X3 hours — weight: 34%		
<b>Module code:</b> <b>KSGS312</b>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Introduction to modernism and postmodernism: From <i>Avant-garde</i> to <i>transavantgardia</i>		
Module-outcomes: Upon successful completion of this module, students should be able to		
<ul style="list-style-type: none"> <li>• demonstrate their knowledge of and insight into modernist art philosophy and theories, and contextual issues pertaining to the visual arts during the twentieth century, also with reference to a few issues in postmodernism;</li> </ul>		

<ul style="list-style-type: none"> <li>• explain their knowledge of and insight into the development of graphic design and the visual arts during the modernist era, orally and in writing;</li> <li>• apply their knowledge of theoretical methods to analyse and interpret artworks in a practical manner;</li> <li>• function effectively in groups;</li> <li>• expose the world-view-based foundation of the visual arts and the philosophical foundations of art historical contributions in order to arrive at an individual opinion on these issues.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 66% Semester examination 1X2 hours — weight: 34%		
<b>Module code:</b> <a href="#">KSGS322</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Postmodernism: From Kitsch to cyber culture		
Module-outcomes: Upon successful completion of this module, students should be able to		
<ul style="list-style-type: none"> <li>• demonstrate advanced abilities in scholarly analysis, interpretation and the evaluation of artworks in terms of their world-view-based approaches; with broad reference to the production and reading of visual arts and graphic design;</li> <li>• have a thorough knowledge of and insight into selected theories in the sphere of art and culture within the postmodern paradigm (including power and mass culture);</li> <li>• show a strongly developed ability (in oral, written and within group contexts) of more advanced, independent research in the discipline – including selected postmodern styles, tendencies and designs; and</li> <li>• arrive at a personal, well-founded stance regarding complex issues within contemporary art and cultural debates from an ethical-religious point of view.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 66% Semester examination 1X3 hours — weight: 34%		
<b>Module code:</b> <a href="#">KSGS686</a>	<b>Year module</b>	<b>NQF level: 8</b>
Title: Visual and popular culture theory		
Module outcomes: After having successfully completed the module, the student:		
<ul style="list-style-type: none"> <li>• must demonstrate broad insight into the most salient influences on, and complexities surrounding the contexts of visual culture over the centuries up until recent trends and manifestations in South Africa and internationally;</li> <li>• show thorough knowledge and critical insight into contemporary theories of design and cultural theories (among others, popular culture, power relations, mediation, dissemination and cyber-related theories);</li> <li>• should demonstrate advanced abilities to analyse, interpret and evaluate contemporary paradigms related to the creation and reception of visual culture, also in the context of practice-led research;</li> <li>• must manage higher-order reporting (orally, written and in group context) of more advanced, independent research in the discipline – with reference to contemporary design styles, interdisciplinary approaches, current trends and trend-setting producers of visual culture;</li> <li>• must have the ability to motivate a personal position regarding contemporary debates in visual culture, also within a framework of moral accountability.</li> <li>• should demonstrate these skills in the context of seminars, research assignments and class discussions.</li> </ul>		
Method of delivery: Full time		

Assessment methods:

Tests, seminars and assignments – weight 66%

Final examination: examination assignment – weight 34%

### HUM.16.13 ILLUSTRATION

Module code: <a href="#">GRFI112</a>	Semester 1	NQF level: 5
Title: Illustration: basic drawing techniques 1		
Module outcomes: After successfully completing the module the student will be able to: <ul style="list-style-type: none"><li>• a basic knowledge and informed understanding of the formal elements of line, shape, form, space, tone, texture, perspective and composition as they apply to the field of illustration art;</li><li>• an ability to implement the formal elements of line, shape, form, space, tone, texture, perspective and composition successfully in an illustration;</li><li>• a mastery of a variety of drawing techniques in order to apply these creatively in an illustration;</li><li>• an ability to execute a two-dimensional interpretation of a three-dimensional object in such a manner that the interpretation is faithful to nature;</li><li>• imaginative and innovative thinking that is appropriate to an illustration brief in order to provide the illustration with a creative edge;</li><li>• an ability to manage the different phases of the creative process effectively from its inception through to completion within the context of illustration practice, in order to deliver a well-rounded product;</li><li>• a work ethic with regard to the learning environment that reflects punctuality, commitment, honesty and professionalism.</li></ul>		
Method of delivery: Full-time contact sessions		
Assessment methods: Formative assessments — weight: 66% Summative panel evaluation of examination project and/or portfolio of evidence — weight: 34%		
Module code: <a href="#">GRFI122</a>	Semester 2	NQF level: 5
Title: Illustration: basic painting techniques		
Module outcomes: After successfully completing the module the student will be able to: <ul style="list-style-type: none"><li>• demonstrate basic knowledge of the formal principles of visual elements such as colour, composition, style/technique and the representation of form by means of painterly media;</li><li>• show a basic ability regarding illusory spatial representation by illustrating principles of perspective in a practical manner;</li><li>• illustrate basic knowledge of three-dimensional representation of form and colour theory;</li><li>• answer to the requirements of symbolic interpretation by means of creative application of painting media;</li><li>• apply a variety of creative stylistic techniques;</li><li>• generate ideas in the context of a small group and present these visually as well as orally;</li><li>• communicate subject-specific scholarly theory visually, orally and in writing;</li><li>• show the ability to manage the creative process effectively from its inception through to the completion thereof.</li></ul>		
Method of delivery: Full-time contact sessions		
Assessment methods: Formative assessments — weight: 66%		

Summative panel evaluation of examination project and/or portfolio of evidence — weight: 34%		
<b>Module code:</b> <a href="#">GRFI211</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Creative Illustration techniques: The art of drawing and painting 1		
Module outcomes: After successfully completing the module the student will be able to: <ul style="list-style-type: none"> <li>• exhibit knowledge regarding various corporate applications of illustration such as technical, promotional and editorial illustration, and execute these using various media;</li> <li>• create an illustration for a specified market-related purpose;</li> <li>• exhibit the skill of mastering a variety of illustrative media with confidence;</li> <li>• generate ideas in the context of a small group and present these visually as well as orally;</li> <li>• communicate subject-specific scholarly theory visually, orally and in writing;</li> <li>• show the ability to manage the creative process effectively from its inception through to the completion thereof.</li> </ul>		
Method of delivery: Full-time contact sessions		
Assessment methods: Formative assessments — weight: 66% Summative panel evaluation of examination project and/or portfolio of evidence — weight: 34%		
<b>Module code:</b> <a href="#">GRFI221</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Creative Illustration techniques: The art of drawing and painting 2		
Module outcomes: After successfully completing the module the student will be able to: <ul style="list-style-type: none"> <li>• exhibit the necessary skills to execute advanced anatomical studies in various illustrative media;</li> <li>• have knowledge and skills to execute architectural or interior and narrative illustration;</li> <li>• have the necessary skills to combine typography and illustrative images successfully in a design application;</li> <li>• apply the necessary knowledge and skills to execute botanical/scientific illustrations in a variety of media;</li> <li>• have the knowledge and skills required to execute convincing advanced technical illustrations;</li> <li>• apply the appropriate knowledge and skills when executing computer-generated illustration applications;</li> <li>• generate ideas in the context of a small group and present these visually as well as orally;</li> <li>• communicate subject-specific scholarly theory visually, orally and in writing;</li> <li>• have the ability to manage the creative process effectively from its inception through to the completion thereof.</li> </ul>		
Method of delivery: Full-time contact sessions		
Assessment methods: Formative assessments — weight: 66% Summative panel evaluation of examination project and/or portfolio of evidence — weight: 34%		
<b>Module code:</b> <a href="#">GRFI312</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Applied Illustration		
Module outcomes: After successfully completing the module the student will be able to: <ul style="list-style-type: none"> <li>• show advanced knowledge and skills regarding the creation of illustrations of an advanced technical standard for a specific market-related purpose;</li> </ul>		

<ul style="list-style-type: none"> <li>• generate ideas in the context of a small group regarding practice-driven illustration and to present these ideas visually as well as orally;</li> <li>• communicate subject-specific theoretical points of departure, as these pertain to illustration, both visually and orally;</li> <li>• show advanced knowledge and skills when handling all illustration media and materials as well as mastery of these as regards aesthetic sensitivity;</li> <li>• demonstrate sensitivity with regard to the time period and cultural spirit that underlie the creative work;</li> <li>• demonstrate high levels of visual literacy and aesthetic sensitivity with regard to the formal visual principles;</li> <li>• understand the technical and conceptual complexity of a practice-driven illustration brief and find an appropriate, original solution to such a brief;</li> <li>• make informed and appropriate choices with regard to the most appropriate medium for executing a brief;</li> <li>• develop an individual illustration style with regard to technique and creative approach;</li> <li>• show the ability to manage the creative process effectively from a project's inception through to the completion thereof.</li> </ul>		
Method of delivery: Full-time contact sessions		
Assessment methods: Formative assessments — weight: 66% Summative panel evaluation of examination project and/or portfolio of evidence — weight: 34%		
<b>Module code:</b> <a href="#">GRFI321</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Illustration: Advanced Application		
Module outcomes: After successfully completing the module the student will be able to: <ul style="list-style-type: none"> <li>• master all illustration media with advanced skill in order to optimise the creative potential of each medium;</li> <li>• generate imaginative and innovative thinking on an advanced level in order to provide the illustration with a creative edge;</li> <li>• conceptualise on a higher level when executing the creative interpretation and representation of a given text or theme;</li> <li>• manage the different phases of the creative process effectively, from the inception phase through to completion;</li> <li>• use the computer as illustration medium and manipulate digital techniques skilfully in order to obtain a creative result;</li> <li>• demonstrate high levels of visual literacy and aesthetic sensitivity with regard to the formal visual principles;</li> <li>• integrate knowledge of contemporary illustration styles, approaches and techniques in illustration products;</li> <li>• demonstrate a work ethic with regard to the learning environment that reflects punctuality, commitment, honesty and professionalism.</li> </ul>		
Method of delivery: Full-time contact sessions		
Assessment methods: Formative assessments — weight: 66% Summative panel evaluation of examination project and/or portfolio of evidence — weight: 34%		
<b>Module code:</b> <a href="#">GRFI472</a>	<b>Year module</b>	<b>NQF level: 8</b>
Title: Professional practice (Illustration)		
Module outcomes: After successfully completing the module the student will be able to:		

<ul style="list-style-type: none"> <li>• master all illustration media in innovative and convincing ways during the creation of striking and original products;</li> <li>• critically evaluate illustrations at an advanced level;</li> <li>• work and illustrate independently by applying an individual style;</li> <li>• deliver design presentations in a finished and professional manner;</li> <li>• integrate knowledge of relevant art styles, illustration and design with formal elements in creating design products;</li> <li>• generate ideas within the context of a small group and present these ideas visually as well as orally;</li> <li>• communicate insights into subject specific theories in written and oral form;</li> <li>• compile a practical portfolio of a professional standard</li> <li>• demonstrate a work ethic with regard to the learning environment that reflects punctuality, commitment, honesty and professionalism.</li> </ul>
Method of delivery: Full-time contact sessions
Assessment methods: Formative assessments — weight: 50% Summative panel evaluation of examination project and/or portfolio of evidence — weight: 50%

## HUM.16.14 INTERNATIONAL RELATIONS

<b>Module code: HPEC111</b>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Introduction to Peace Studies		
Module outcomes: On completion of the module, students should be able to demonstrate: <ul style="list-style-type: none"> <li>• the ability to identify and define central concepts in peace and conflict studies;</li> <li>• the ability to conceptualize peace education, promote learning and enhance knowledge and understanding of peace, peace processes and the conditions of peaceful change;</li> <li>• the ability to investigate and critically examine the theoretical and practical issues surrounding peace and violence with modern society;</li> <li>• the ability to independently write a conflict analysis, incorporating and applying it to the contemporary issues; and</li> <li>• the ability to present theoretical concepts and empirical findings in peace studies in the form of a conflict analysis and present this analysis in a seminar.</li> </ul>		
Method of delivery: Contact modes of teaching.		
Assessment methods: Formative and summative assessment Test/assignment/presentations. Participation in group discussions Module-end examination		
<b>Module code: HPEC121</b>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Introduction to Conflict Resolution and Conflict Management		
Module outcomes: On completion of the module, students should be: <ul style="list-style-type: none"> <li>• able to recognise and identify all the salient features and approaches to the study of conflict resolution;</li> <li>• understand the main concepts and theories of international conflict and conflict resolution;</li> <li>• identify the main practices of conflict resolution and their limitations;</li> <li>• engage with empirical cases and simulation of international conflicts; and</li> <li>• identify the main critiques of conflict resolution.</li> </ul>		
Method of delivery: Contact modes of teaching.		
Assessment methods:		



Formative and summative assessment Test/assignment/presentations. Participation in group discussions Module-end examination		
<b>Module code:</b> <a href="#">HPEC211</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Introduction to Movements for Peace and Social Changes		
Module outcomes: On completion of the module, students will be competent and conversant with: <ul style="list-style-type: none"> <li>• social and political movements in various countries at different times;</li> <li>• major theoretical approaches to the study of protest and social movements;</li> <li>• social and political factors influencing the emergence of protest and social movements, and the dynamics of social-movement activity and organization, including the choice of forms of action;</li> <li>• the character of power and the sources of stability in social movements;</li> <li>• social and political factors influencing the emergence of political challenges to establish regimes; and</li> <li>• the nature of the challenges to sustaining social movements.</li> </ul>		
Method of delivery: Contact modes of teaching.		
Assessment methods: Formative and summative assessment Test/assignment/presentations. Participation in group discussions Module-end examination		
<b>Module code:</b> <a href="#">HPEC221</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Introduction to International Organizations and Conflict Resolution		
Module outcomes: On completion of the module, students should be able to demonstrate: <ul style="list-style-type: none"> <li>• the understanding of international organizations involved in peacebuilding and conflict resolution;</li> <li>• the ability to identify different international organizations and their role in peacebuilding and conflict resolution;</li> <li>• the practice of international cooperation and conflict and the maintenance of international peace and security; and</li> <li>• the management of international economic relations, promotion of international environmental standards, prosecution of international crimes and related matters of concern to international society.</li> </ul>		
Method of delivery: Contact modes of teaching.		
Assessment methods: Formative and summative assessment Test/assignment/presentations. Participation in group discussions Module-end examination		
<b>Module code:</b> <a href="#">HPEC223</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: International Organisations for Peace and Conflict Resolution		
Module outcomes: On completion of the module, students should be able to demonstrate: <ul style="list-style-type: none"> <li>•</li> </ul>		
Method of delivery: Contact modes of teaching.		
Assessment methods: Formative and summative assessment Test/assignment/presentations. Participation in group discussions Module-end examination		
<b>Module code:</b> <a href="#">HIRL115</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Introduction to International Relations		
Module outcomes: On completion the students should be able to:		

<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding in major theories of International Relations;</li> <li>• expose learners to the key concepts of International Relations;</li> <li>• explain the relevance of key concepts in Historical and Contemporary International Relations; and</li> <li>• familiarise students with the key concepts for the study of International Politics and the nature of current International Systems.</li> </ul>		
Method of delivery: Contact modes of teaching.		
Assessment methods: Formative and summative assessment. Test/assignment/presentations. Participation in group discussions Module-end examination.		
<b>Module code:</b> <a href="#">HIRL123</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Africa's International Relations		
Module outcomes: On successful completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• Explain interactions between and among agents of IR across the African continent.</li> <li>• Discuss the nature of relations especially among states and the transnational structures which enhance interactions.</li> <li>• Analyse the political and structural challenges for unity in the continent.</li> <li>• Interrogate the nature of politics and suggest alternatives approaches for the numerous challenges.</li> </ul>		
Method of delivery: Contact modes of teaching.		
Assessment methods: Formative and summative assessment. Test/assignment/presentations. Participation in group discussions. Module-end examination.		
<b>Module code:</b> <a href="#">HIRL217</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Theory and Practice of Diplomacy		
Module outcomes: On successful completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• Identify the relationship between globalization and development among third world countries and the impact of such a link on the developed countries.</li> <li>• Understand the global institutions that drive globalization with a view to analyse their impact on core issues of development (poverty, inequality, and consumption patterns) in Africa.</li> <li>• Examine the impact of IMF and WTO economic treaties on regional organisations such as AU, BRICS, SADC, ECOWAS, IGADD, EAC, and CAEC.</li> </ul>		
Method of delivery: Contact modes of teaching.		
Assessment modes: Formative and summative assessment. Test/assignment/presentations. Participation in group discussions. Module-end examination.		
<b>Module code:</b> <a href="#">HIRL221</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Foreign Policy Formation		
Module outcomes: On successful completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• Expose learners to various aspects of foreign policy formation</li> <li>• Demonstrate knowledge and understanding of foreign policy formation</li> </ul>		
Method of delivery: Contact modes of teaching.		
Assessment modes: Formative and summative assessment. Test/assignment/presentations. Participation in group discussions. Module-end examination.		

<b>Module code:</b> <a href="#">HIRL226</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Environmental Politics		
Module outcomes: On successful completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• Discuss the concept of diplomacy and demonstrate the knowledge of theory and practice of diplomacy in Africa and beyond.</li> <li>• Examine different perspectives of diplomacy from the Italian Renaissance till the 21<sup>st</sup> century diplomacy.</li> <li>• Explain the structure, principles and mode of diplomacy as it is no longer confined to government activities.</li> </ul>		
Method of delivery: Contact modes of teaching.		
Assessment modes: Formative and summative assessment. Test/assignment/presentations. Participation in group discussions. Module-end examination.		
<b>Module code:</b> <a href="#">HIRL227</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: North-South Relations		
Module outcomes: On successful completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• Examine the basic forms of the political-economic relationship between the states of the North and that of the South.</li> <li>• Identify areas of tension and conflict between the political-economic interests and agendas of northern and southern countries.</li> <li>• Understand the role of International Organizations in the relationship between the North and South post the 1945 period.</li> <li>• Analyse the nature and trend of trade relations between the states of the North and the South.</li> <li>• Interrogate the birth, aims and objectives of BRICS.</li> </ul>		
Method of delivery: Contact modes of teaching.		
Assessment modes: Formative and summative assessment. Test/assignment/presentations. Participation in group discussions. Module-end examination.		
<b>Module code:</b> <a href="#">HIRL311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Theories of International Relations		
Module outcomes: On successful completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• Ability to analyse Positivists, Marxists and Realists' conceptions of international relations</li> <li>• Examine psychological and socio-psychological theories</li> <li>• Demonstrate knowledge and understanding of theories of international relations</li> </ul>		
Method of delivery: Contact modes of teaching.		
Assessment modes: Formative and summative assessment. Test/assignment/presentations. Participation in group discussions. Module-end examination.		
<b>Module code:</b> <a href="#">HIRL312</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: International Political Economy		
On successful completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• Discuss key concepts in International Political Economy.</li> <li>• Conceptualise the nature and structure of global environment, world monetary systems, world trade systems, multinational corporations.</li> <li>• Analyse the North-South economic relations.</li> </ul>		
Method of delivery: Contact modes of teaching.		
Assessment modes: Formative and summative assessment. Test/assignment/presentations. Participation in group discussions.		

Module-end examination.		
<b>Module code:</b> <a href="#">HIRL315</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Research Project and Experiential Learning		
Module outcomes:		
<p>Upon the successful completion of the module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• understand and comply with the practical training requirements of the university and practical training organisations;</li> <li>• understand and make use of the practical training organisation where they will be doing their mini internship, as well as the community context within which it functions;</li> <li>• demonstrate professional-ethical judgement;</li> <li>• deliver as individuals and groups the political sciences and international relations services that they need;</li> <li>• apply the required practical management skills;</li> <li>• compile a research proposal;</li> <li>• master communication skills;</li> <li>• display professional-ethical judgement;</li> <li>• establish networks and cooperate in team context;</li> <li>• understand the vision, mission and business of a professional society, as well as the role of trade unions and professional associations;</li> <li>• handle applications for vacancies (including the writing of a curriculum vitae) and the employment process;</li> <li>• identify own needs with regard to being integrated into a new community and job milieu;</li> <li>• utilise supervision meaningfully;</li> <li>• function in a new job milieu with the necessary professionalism;</li> <li>• prove the quality of professional equipment during an oral exam;</li> <li>• a coherent and critical understanding of social, political and economic problems and different fields of practice;</li> <li>• deal with unfamiliar concrete and abstract problems and issues using evidence-based and scientific solutions;</li> <li>• present and communicate information about projects during field practice</li> <li>• Assessment criteria: Evidence (in the form of written and, in some cases, oral assignments, practice simulations, professional service delivery during field placements, the design and implementation of programmes/projects, tests and examinations) must show that the learner can: <ul style="list-style-type: none"> <li>• learn by means of critical reflection and practical field experience.</li> <li>• learn by means of inter-disciplinary exposure.</li> <li>• show insight into the process of moral decision-making</li> <li>• demonstrate willingness to express a point of view according to his or her principles in practice.</li> <li>• apply what they know and study in culturally diverse contexts.</li> <li>• promote the value of open-mindedness, respect and tolerance to self and others.</li> <li>• use various skills such as listening and communication skills, empathy, open-mindedness.</li> <li>• illustrate the relationship between the knowledge, skills ass acquired in studying towards the Political Science and International Relations and those of the community at large (local, national and global).</li> <li>• make connections from theoretical knowledge to practical application in the real world.</li> <li>• identify and implement the skills which are highly valued in the workplace.</li> </ul> </li> </ul>		

- demonstrate a work ethic which shows responsibility and accountability to the employer and the client / community.
- create job opportunities in whatever situation they find themselves.
- demonstrate a healthy self-esteem and confidence in their knowledge, skills and attitudes as required to complete the Political Science and International Relations qualification.
- rounded knowledge of contemporary social issues and selected fields of practice

Upon the successful completion of the module, the learner will be able to:

- understand the context and practice of Political Science and International Relations research;
- comprehend the research process, including the pilot study, sampling, the research design, models and procedures;
- carry out the method of work of the social work researcher.
- discuss the requirements and content of a research proposal;
- understand the requirements and content of a research report;
- distinguish between the different types of research reports;
- understand the nature of study guidance and study utilisation and optimally utilise it;
- bring applicable literature in context with empirical data and integrate it;
- explain the different aspects of measurement; and
- reproduce in writing the results of the research in a research report.
- Assessment criteria: Evidence (in the form of written and, in some cases, oral assignments, the design and implementation of a research project, tests and examinations) must show that the learner can:
  - execute a research processes in accordance with accepted research protocol within the context of social science research.
  - clearly identify and consider research ethics in the design and implementation of all research activities.
  - clearly identify the research process within both the quantitative and qualitative paradigm.
  - clearly delineate the pilot study and sampling procedures within the total research process.
  - discuss research methodology according to research designs, research models and research procedures.
  - formulate a research proposal that reflect a well-formulated plan for the research.
  - make a connection between the various kinds of research reports.
  - integrate social science theory and empirical data.
  - optimal utilise study guidance.
  - provide measurements, interpretations and analyses of data and the applicable graphic representations of data.
  - compile research reports that reflect knowledge of, and skills in, social science research.

Method of delivery: Contact modes of teaching.

Assessment modes: Formative and summative assessment.

Test/assignment/presentations. Participation in group discussions.

Module-end examination.

**Module code:** [HIRL316](#)

**Semester 1**

**NQF level: 7**

Title: International Law

Module outcomes:

On successful completion of this module the student should be able to:

- Define and discuss the concept of International Law.

<ul style="list-style-type: none"> <li>Establish the practical interactions between International Relations and International Law.</li> <li>Understand and define the concept of legitimacy, humanitarian intervention and sovereignty.</li> <li>Analyse the role of the International Court of Justice and international tribunals including the International Criminal Court.</li> </ul>		
Method of delivery: Contact modes of teaching.		
Assessment modes: Formative and summative assessment. Test/assignment/presentations. Participation in group discussions. Module-end examination.		
<b>Module code:</b> <a href="#">HIRL321</a>	<b>Semester 2</b>	<b>NQF level:</b> 7
Title: Conflict and Conflict Management		
Module outcomes: By the end of the module, learners will be able to: <ul style="list-style-type: none"> <li>Demonstrate knowledge in conflict resolution and management models</li> <li>Ability to apply these models to conflict situations</li> <li>Examine conflict management processes</li> <li>Understanding of conventional warfare, intervention and coup d'état. The strategic political approach to revolutionary warfare, terrorism and neo-terrorism</li> </ul>		
Method of delivery: Contact modes of teaching.		
Assessment modes: Formative and summative assessment. Test/assignment/presentations. Participation in group discussions. Module-end examination.		
<b>Module code:</b> <a href="#">HIRL322</a>	<b>Semester 2</b>	<b>NQF level:</b> 7
Title: Gender and Development in the third world		
Module outcomes: On successful completion of this module the student should be able to: <ul style="list-style-type: none"> <li>Evaluate the importance of gender analysis in the political and socioeconomic settings of African states.</li> <li>Explain the origin of different theories connected with feminist study in International Relations.</li> <li>Examine gender sensitive approaches in assessing the development paradigm in Africa and the global economic system at large.</li> </ul>		
Method of delivery: Contact modes of teaching.		
Assessment modes: Formative and summative assessment. Test/assignment/presentations. Participation in group discussions. Module-end examination.		
<b>Module code:</b> <a href="#">HIRL323</a>	<b>Semester 2</b>	<b>NQF level:</b> 7
Title: Multinational Corporations and The Third World States		
Module outcomes: On successful completion of this module the student should be able to: <ul style="list-style-type: none"> <li>Demonstrate an understanding of the various theories of Multinational Corporations.</li> <li>Display the challenges of development through Foreign Direct Investment in the Developing World.</li> <li>Analyse the basic concept of industrial development in the Third World States.</li> <li>Evaluate the effectiveness of Multinational Corporations in the area of Corporate Social Responsibility.</li> </ul>		
Method of delivery: Contact modes of teaching.		
Assessment modes: Formative and summative assessment. Test/assignment/presentations. Participation in group discussions. Module-end examination.		

<b>Module code:</b> <a href="#">HIIRL325</a>	<b>Semester 2</b>	<b>NQF level:</b> 7
Title: Research Project and Experiential Learning		
Module outcomes:		
<p>Upon the successful completion of the module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• understand and comply with the practical training requirements of the university and practical training organisations;</li> <li>• understand and make use of the practical training organisation where they will be doing their mini internship, as well as the community context within which it functions;</li> <li>• demonstrate professional-ethical judgement;</li> <li>• deliver as individuals and groups the political sciences and international relations services that they need;</li> <li>• apply the required practical management skills;</li> <li>• compile a research proposal;</li> <li>• master communication skills;</li> <li>• display professional-ethical judgement;</li> <li>• establish networks and cooperate in team context;</li> <li>• understand the vision, mission and business of a professional society, as well as the role of trade unions and professional associations;</li> <li>• handle applications for vacancies (including the writing of a curriculum vitae) and the employment process;</li> <li>• identify own needs with regard to being integrated into a new community and job milieu;</li> <li>• utilise supervision meaningfully;</li> <li>• function in a new job milieu with the necessary professionalism;</li> <li>• prove the quality of professional equipment during an oral exam;</li> <li>• a coherent and critical understanding of social, political and economic problems and different fields of practice;</li> <li>• deal with unfamiliar concrete and abstract problems and issues using evidence-based and scientific solutions;</li> <li>• present and communicate information about projects during field practice</li> <li>• Assessment criteria: Evidence (in the form of written and, in some cases, oral assignments, practice simulations, professional service delivery during field placements, the design and implementation of programmes/projects, tests and examinations) must show that the learner can: <ul style="list-style-type: none"> <li>• learn by means of critical reflection and practical field experience.</li> <li>• learn by means of inter-disciplinary exposure.</li> <li>• show insight into the process of moral decision-making</li> <li>• demonstrate willingness to express a point of view according to his or her principles in practice.</li> <li>• apply what they know and study in culturally diverse contexts.</li> <li>• promote the value of open-mindedness, respect and tolerance to self and others.</li> <li>• use various skills such as listening and communication skills, empathy, open-mindedness.</li> <li>• illustrate the relationship between the knowledge, skills ass acquired in studying towards the Political Science and International Relations and those of the community at large (local, national and global).</li> <li>• make connections from theoretical knowledge to practical application in the real world.</li> <li>• identify and implement the skills which are highly valued in the workplace.</li> <li>• demonstrate a work ethic which shows responsibility and accountability to the employer and the client / community.</li> </ul> </li> </ul>		

- create job opportunities in whatever situation they find themselves.
- demonstrate a healthy self-esteem and confidence in their knowledge, skills and attitudes as required to complete the Political Science and International Relations qualification.
- rounded knowledge of contemporary social issues and selected fields of practice
- Upon the successful completion of the module, the learner will be able to:
- understand the context and practice of Political Science and International Relations research;
- comprehend the research process, including the pilot study, sampling, the research design, models and procedures;
- carry out the method of work of the social work researcher.
- discuss the requirements and content of a research proposal;
- understand the requirements and content of a research report;
- distinguish between the different types of research reports;
- understand the nature of study guidance and study utilisation and optimally utilise it;
- bring applicable literature in context with empirical data and integrate it;
- explain the different aspects of measurement; and
- reproduce in writing the results of the research in a research report.
- Assessment criteria: Evidence (in the form of written and, in some cases, oral assignments, the design and implementation of a research project, tests and examinations) must show that the learner can:
  - execute a research processes in accordance with accepted research protocol within the context of social science research.
  - clearly identify and consider research ethics in the design and implementation of all research activities.
  - clearly identify the research process within both the quantitative and qualitative paradigm.
  - clearly delineate the pilot study and sampling procedures within the total research process.
  - discuss research methodology according to research designs, research models and research procedures.
  - formulate a research proposal that reflect a well-formulated plan for the research.
  - make a connection between the various kinds of research reports.
  - integrate social science theory and empirical data.
  - optimal utilise study guidance.
  - provide measurements, interpretations and analyses of data and the applicable graphic representations of data.
  - compile research reports that reflect knowledge of, and skills in, social science research.

Method of delivery: Contact modes of teaching.

Assessment modes: Formative and summative assessment.

Test/assignment/presentations. Participation in group discussions.

Module-end examination.

## HUM.16.15 LANGUAGE PRACTICE

<b>Module code:</b> <a href="#">LPRA111</a>	<b>Semester</b> 1	<b>NQF level:</b> 5
Title: Introduction to language practice		
Module outcomes:		
On completion of this module, the student should be able to demonstrate:		



- integrated knowledge of language practice, including an understanding of the key terms, concepts, facts, principles and basic theories of translation;
- an awareness and understanding of the role of translation as a discipline and profession in the South African and global community, and how this role continues to evolve;
- the ability to select and apply essential methods, principles, procedures and techniques of translation in producing acceptable translations;
- the ability to identify, evaluate and solve well-defined known and unknown translation problems in a familiar context by using appropriate aids for language practice, and assess the success of solutions;
- the ability to gather and select information on language practice from a range of sources, and to apply basic processes of analysis, synthesis and evaluation on that information; and
- the ability to communicate theoretical and practical considerations related to translation problems reliably, accurately and coherently, using conventions appropriate to the context, including an understanding of and respect for conventions regarding intellectual property, copyright and plagiarism.

Method of delivery: Contact, full-time

Assessment methods – Formal formative:

- The formal formative assessments may include practical translation assignments, theoretical essays, class presentations, shorter written assignments and tests.
- All formative assessment counts towards the participation mark.

Assessment methods – Summative:

- One written examination.
- The examination makes up 100% of the summative assessment mark.

Assessment plan:

The final module mark is calculated as follows:

- Participation mark (Formal formative assessment): 60%
- Examination mark (Summative assessment): 40%

**Module code:** [LPRA122](#)

**Semester** 2

**NQF level:** 5

**Title:** Language practice and quality assurance

Module outcomes:

On completion of this module, the student should be able to demonstrate:

- integrated and sophisticated knowledge of language practice, including an understanding of the key terms, concepts, facts, principles and basic theories of translation and revision;
- the ability to select and apply essential methods, principles, procedures and techniques of translation and revision in producing acceptable translations and revisions;
- the ability to identify, evaluate and solve well-defined familiar and unfamiliar translation and revision problems in a familiar context by using appropriate aids for language practice, and assess the success of solutions;
- an understanding of the role of language practice as a discipline and profession in the South African and global community, including and ability to make valid judgements about the rights and duties of language practitioners based on knowledge of the status and legal protection of language practitioners;
- the ability to gather, select and integrate information on translation and revision theory and practice from a range of sources, and to apply basic processes of analysis, synthesis and evaluation on that information; and
- the ability to communicate theoretical and practical considerations related to translation and revision problems reliably, accurately and coherently, using conventions appropriate to the context, including an understanding of and

respect for conventions regarding intellectual property, copyright and plagiarism.		
Method of delivery: Contact, full-time		
Assessment methods – Formal formative: <ul style="list-style-type: none"> <li>• The formal formative assessments may include practical translation and revision assignments, theoretical essays, class presentations, shorter written assignments and tests.</li> <li>• All formative assessment counts towards the participation mark.</li> </ul> Assessment methods – Summative: <ul style="list-style-type: none"> <li>• One written examination.</li> <li>• The examination makes up 100% of the summative assessment mark.</li> </ul> Assessment plan: The final module mark is calculated as follows: <ul style="list-style-type: none"> <li>• Participation mark (Formal formative assessment): 60%</li> <li>• Examination mark (Summative assessment): 40%</li> </ul>		
<b>Module code:</b> <a href="#">LPRA211</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Theoretical perspectives on translation practice I		
Module outcomes: On completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge of linguistic theories in translation studies, including an understanding of and the ability to apply the key terms, concepts, facts, principles and theories pertaining to these linguistic theories;</li> <li>• the ability to evaluate, select and apply appropriate translation methods, procedures and techniques in processes of investigation or application taking into account linguistic principles and theories in translation studies;</li> <li>• the ability to identify, evaluate and solve translation problems in unfamiliar contexts, gathering evidence and applying solutions based on linguistic principles and theories in translation studies;</li> <li>• the ability to evaluate different sources of information on linguistic translation theory and translation practice, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information; and</li> <li>• the ability to present and communicate complex information pertaining to linguistic translation theories reliably and coherently, using appropriate academic and professional or occupational conventions, formats and technologies.</li> </ul>		
Method of delivery: Contact, full-time		
Assessment methods – Formal formative: <ul style="list-style-type: none"> <li>• The formal formative assessments may include theoretical essays, practical translation assignments, shorter written assignments, class presentations, tests, as well as a portfolio.</li> <li>• All formative assessment counts towards the participation mark.</li> </ul> Assessment methods – Summative: <ul style="list-style-type: none"> <li>• One written examination.</li> <li>• The examination makes up 100% of the summative assessment mark.</li> </ul> Assessment plan: The final module mark is calculated as follows: <ul style="list-style-type: none"> <li>• Participation mark (Formal formative assessment): 60%</li> <li>• Examination mark (Summative assessment): 40%</li> </ul>		
<b>Module code:</b> <a href="#">LPRA221</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Skills for language practice: editing and technological skills		
Module outcomes: On completion of this module, the student should be able to demonstrate:		

<ul style="list-style-type: none"> <li>• Detailed and integrated knowledge of language practice, in particular editing and technological skills, including an understanding of and the ability to apply the key terms, concepts, facts, principles, rules and theories pertaining to language practice work;</li> <li>• The ability to evaluate, select, apply and integrate appropriate methods, procedures and techniques in various fields in language practice in order to create language products of an acceptable standard;</li> <li>• The ability to identify, evaluate and solve language practice problems in unfamiliar contexts by gathering evidence and applying solutions that draw on an integrated understanding of linguistic and editing principles and theories;</li> <li>• An understanding of the ethical implications of decisions and actions within the context of professional editing and the field of language practice in South Africa;</li> <li>• The ability to evaluate different sources of information relevant to language practice work, to select information appropriate to the task, and to analyse, synthesise and evaluate that information, specifically in the context of editing and technological skills; and</li> <li>• The ability to present and communicate complex information pertaining to language practice reliably and coherently, using appropriate academic and professional or occupational conventions, formats and technologies.</li> </ul>		
Method of delivery: Contact, full-time		
<p>Assessment methods – Formal formative:</p> <ul style="list-style-type: none"> <li>• The formal formative assessments may include practical editing assignments, theoretical essays, group assignments, class presentations, shorter written and electronic assignments, practical assessments, as well as a portfolio.</li> <li>• All formative assessment counts towards the participation mark.</li> </ul> <p>Assessment methods – Summative:</p> <ul style="list-style-type: none"> <li>• One written examination.</li> <li>• The examination makes up 100% of the summative assessment mark.</li> </ul> <p>Assessment plan:</p> <p>The final module mark is calculated as follows:</p> <ul style="list-style-type: none"> <li>• Participation mark (Formal formative assessment): 60%</li> <li>• Examination mark (Summative assessment): 40%</li> </ul>		
<b>Module code:</b> <a href="#">LPRA222</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Introduction to interpreting		
<p>Module outcomes:</p> <p>On completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• detailed knowledge of interpreting theories in translation studies, including an understanding of and an ability to apply the key terms, concepts, facts, principles and theories pertaining to these interpreting theories;</li> <li>• the ability to evaluate, select and apply appropriate methods, procedures and techniques in processes of investigation or application taking into account principles and theories in interpreting studies;</li> <li>• the ability to identify, evaluate and solve interpreting problems in unfamiliar contexts, gathering evidence and applying solutions based on interpreting principles and theories in translation studies;</li> <li>• the understanding of the ethical implications of decisions and actions, within an organisational or professional context, based on an awareness of the complexity of ethical interpreting dilemmas;</li> <li>• the ability to evaluate different sources of information on interpreting theory and interpreting practice, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation on that information; and</li> </ul>		

<ul style="list-style-type: none"> <li>the ability to present and communicate complex information pertaining to interpreting theories reliably and coherently, using appropriate academic and professional or occupational conventions, formats and technologies.</li> </ul>		
Method of delivery: Contact, full-time		
Assessment methods – Formal formative: <ul style="list-style-type: none"> <li>The formal formative assessments may include practical interpreting assignments, theoretical essays, class presentations and seminars, shorter written assignments as well as a portfolio.</li> <li>All formative assessment counts towards the participation mark.</li> </ul> Assessment methods – Summative: <ul style="list-style-type: none"> <li>One written examination.</li> <li>The examination makes up 100% of the summative assessment mark.</li> </ul> Assessment plan: The final module mark is calculated as follows: <ul style="list-style-type: none"> <li>Participation mark (Formal formative assessment): 60%</li> <li>Examination mark (Summative assessment): 40%</li> </ul>		
<b>Module code:</b> LPRA311	<b>Semester</b> 1	<b>NQF level:</b> 7
Title: Theoretical perspectives on translation practice II		
Module outcomes: On completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>integrated knowledge of functionalist, discourse, systems and ideological theories of translation, including an understanding of and ability to apply key terms, concepts, facts, principles and theories pertaining to these theories of translation;</li> <li>an understanding of a range of methods of enquiry in translation studies and their suitability to specific investigations; and the ability to select and apply functionalist, discourse, systems and ideological principles and theories of translation in applications of theory to practice;</li> <li>the ability to identify, analyse, critically reflect on and address complex translation problems by applying evidence-based solutions and theory-driven arguments;</li> <li>the ability to make translation decisions in an ethical and professional manner, and the ability to justify those decisions and actions drawing on appropriate theories and approaches in the field of translation studies;</li> <li>the ability to develop appropriate processes of information gathering for translation theory and translation practice, independently validate sources of information, and evaluate and manage the information;</li> <li>the ability to develop and communicate ideas and opinions pertaining to functionalist, discourse, systems and ideological translation theories and problems in well-formed arguments, using appropriate academic, professional, or occupational discourse; and</li> <li>the ability to accurately identify, evaluate and address own learning needs in a self-directed manner, and to facilitate collaborative learning processes by actively and meaningfully participating in group tasks.</li> </ul>		
Method of delivery: Contact, full-time		
Assessment methods – Formal formative: <ul style="list-style-type: none"> <li>The formal formative assessments may include theoretical essays, practical translation assignments, class presentations, shorter written assignments and tests.</li> <li>All formative assessment counts towards the participation mark.</li> </ul> Assessment methods – Summative: <ul style="list-style-type: none"> <li>One written examination.</li> <li>The examination makes up 100% of the summative assessment mark.</li> </ul> Assessment plan:		

The final module mark is calculated as follows:		
<ul style="list-style-type: none"> <li>• Participation mark (Formal formative assessment): 60%</li> <li>• Examination mark (Summative assessment): 40%</li> </ul>		
<b>Module code:</b> <a href="#">LPRA312</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Advanced technological applications I: Machine translation and translation memory		
Module outcomes: On completion of this module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge of computer-assisted translation (CAT), including an understanding of and ability to apply key terms, concepts, facts, principles and theories pertaining to CAT;</li> <li>• an understanding of the range and suitability of CAT-tools, as well as general translation processes, techniques and procedures in producing acceptable translations of selected texts;</li> <li>• the ability to identify, analyse, critically reflect on and address complex translation problems by applying evidence-based solutions and theory-driven arguments when using CAT-tools and aids for language practice;</li> <li>• an understanding of the role of CAT in the South African and global community, as well as the ability to make decisions and act ethically and professionally when using CAT-tools to complete language practice work;</li> <li>• the ability to develop appropriate processes of information gathering for CAT, independently validate sources of information, and evaluate and manage the information; and</li> <li>• the ability to develop and communicate ideas and opinions pertaining to CAT in well-formed arguments, using appropriate academic, professional, or occupational discourse.</li> </ul>		
Method of delivery: Contact, full-time		
Assessment methods – Formal formative:		
<ul style="list-style-type: none"> <li>• The formal formative assessments may include practical translation assignments, theoretical essays, class presentations, shorter written assignments and tests</li> <li>• All formative assessment counts towards the participation mark.</li> </ul>		
Assessment methods – Summative:		
<ul style="list-style-type: none"> <li>• One written examination.</li> <li>• The examination makes up 100% of the summative assessment mark.</li> </ul>		
Assessment plan:		
The final module mark is calculated as follows:		
<ul style="list-style-type: none"> <li>• Participation mark (Formal formative assessment): 60%</li> <li>• Examination mark (Summative assessment): 40%</li> </ul>		
<b>Module code:</b> <a href="#">LPRA321</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Advanced professional applications: The publishing industry and internship work		
Module outcomes: On completion of this module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge of the publishing industry and the role of the language practitioner, including an understanding of key terms, concepts, facts, principles and theories pertaining to this field in language practice;</li> <li>• an understanding of the range and suitability of translation and editing tools and techniques in producing professionally acceptable texts for the publishing industry;</li> <li>• the ability to identify, analyse, critically reflect on and address complex language practice problems within the context of the publishing industry by applying evidence-based solutions and theory-driven arguments, and to solve these problems using appropriate aids for language practice;</li> </ul>		

<ul style="list-style-type: none"> <li>• an understanding of the South African and global publishing industry, as well as the ability to make decisions and act ethically and professionally when completing language practice work for this industry;</li> <li>• the ability to develop appropriate processes of information gathering related to translation and editing in the publishing industry, independently validate sources of information, and evaluate and manage the information; and</li> <li>• the ability to develop and communicate theoretical and practical considerations related to the publishing industry in well-formed arguments, using appropriate academic, professional, or occupational discourse.</li> </ul>		
Method of delivery: Contact, full-time		
Assessment methods – Formal formative: <ul style="list-style-type: none"> <li>• The formal formative assessments may include practical editing, translation or proofreading assignments, theoretical essays, class presentations, internship work and tests.</li> <li>• All formative assessment counts towards the participation mark.</li> </ul> Assessment methods – Summative: <ul style="list-style-type: none"> <li>• One written examination.</li> <li>• The examination makes up 100% of the summative assessment mark.</li> </ul> Assessment plan: <p>The final module mark is calculated as follows:</p> <ul style="list-style-type: none"> <li>• Participation mark (Formal formative assessment): 60%</li> <li>• Examination mark (Summative assessment): 40%</li> </ul>		
<b>Module code:</b> <a href="#">LPRA322</a>	<b>Semester</b> 2	<b>NQF level:</b> 7
Title: Advanced technological applications II: Audiovisual translation and interpreting		
Module outcomes: <p>On completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• integrated knowledge of audio-visual translation (AVT) and interpreting, including an understanding of and ability to apply key terms, concepts, facts, principles and theories pertaining to these fields in language practice;</li> <li>• an understanding of the range and suitability of subtitling and interpreting tools and techniques, as well as general translation processes, techniques and procedures in producing acceptable subtitled audio-visual material and basic interpreting;</li> <li>• the ability to identify, analyse, critically reflect on and address complex subtitling and interpreting problems by applying evidence-based solutions and theory-driven arguments, and to solve these problems using appropriate hardware, software and aids for language practice;</li> <li>• an understanding of the role of AVT and interpreting in the South African and global community, as well as an ability to make decisions and act ethically and professionally when completing language practice work in the form of AVT or interpreting;</li> <li>• the ability to develop appropriate processes of information gathering for AVT and interpreting, independently validate sources of information, and evaluate and manage the information; and</li> <li>• the ability to develop and communicate ideas and opinions pertaining to AVT and interpreting in well-formed arguments, using appropriate academic, professional, or occupational discourse.</li> </ul>		
Method of delivery: Contact, full-time		
Assessment methods – Formal formative: <ul style="list-style-type: none"> <li>• The formal formative assessments may include practical subtitling and interpreting assignments, theoretical essays, class presentations, shorter written assignments and tests.</li> <li>• All formative assessment counts towards the participation mark.</li> </ul> Assessment methods – Summative:		

<ul style="list-style-type: none"> <li>• Two written examinations.</li> <li>• Combined, the two examinations make up 100% of the summative assessment mark.</li> </ul>		
<p>Assessment plan: The final module mark is calculated as follows:</p> <ul style="list-style-type: none"> <li>• Participation mark (Formal formative assessment): 60%</li> <li>• Examination mark (Summative assessment): 40%</li> </ul>		
<b>Module code:</b> <a href="#">LPR323</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Internship: Interpreting or Translation		
<p>Module outcomes: On completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• integrated knowledge of the main areas of translation/interpreting, including an understanding of and an ability to apply and evaluate the key terms, concepts, facts, principles and theories of translation/interpreting; and demonstrate detailed knowledge of translation/interpreting and how that knowledge relates to other fields, disciplines or practices;</li> <li>• an understanding of a range of methods of enquiry in translation/interpreting, and their suitability to specific investigations; and an ability to apply a range of methods to resolve problems or introduce change within translation/interpreting practice;</li> <li>• the ability to identify, analyse, critically reflect on and address complex translation/interpreting problems, applying evidence-based solutions and theory-driven arguments;</li> <li>• the ability to make translation/interpreting decisions and act ethically and professionally, and the ability to justify those decisions and actions drawing on appropriate ethical values and approaches, within a supported environment; and</li> <li>• the ability to develop and communicate ideas and opinions in well-formed arguments, using appropriate academic, professional, or occupational discourse.</li> </ul>		
Method of delivery: Contact, full-time		
<p>Assessment methods – Formal formative:</p> <ul style="list-style-type: none"> <li>• For the formal formative assessment the learner will complete an internship and will be assessed by a professional in the working environment in terms of the extent to which he/she meets the professional quality requirement pertaining to the specific tasks allocated to him/her. Assessment is done by means of a tailored outcomes-based assessment grid.</li> <li>• The internship makes up 100% of the formative assessment mark.</li> </ul> <p>Assessment methods – Summative:</p> <ul style="list-style-type: none"> <li>• For the summative assessment the learner will submit a portfolio at the end of the year. The portfolio will comprise documentation related to interpreting/translation work and will reflect the skills, knowledge and expertise gained through the internship.</li> <li>• The portfolio makes up 100% of the summative assessment mark.</li> </ul> <p>Assessment plan: The final module mark is calculated as follows:</p> <ul style="list-style-type: none"> <li>• Participation mark (Formal formative assessment): 60%</li> <li>• Examination mark (Summative assessment): 40%</li> </ul>		
<b>Module code:</b> <a href="#">LPR324</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Advanced theory and research: Interpreting or machine translation		
<p>Module outcomes: On completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• demonstrate a sophisticated and systematic understanding of key terms, concepts and principles in interpreting or machine translation;</li> </ul>		

<ul style="list-style-type: none"> <li>• demonstrate an understanding of the role of interpreting or machine translation in the South African and global community;</li> <li>• select and apply interpreting or machine translation tools and techniques, as well as general translation processes, techniques and procedures, in producing basic interpreting and machine translations;</li> <li>• solve unfamiliar concrete and abstract subtitling and interpreting problems by using appropriate hardware, software and aids for language practice together with sophisticated theoretical reflection, and assess the success of solutions;</li> <li>• collect, analyse and synthesise quantitative and qualitative information on interpreting or machine translation; and</li> <li>• communicate theoretical and practical considerations with regard to interpreting or machine translation effectively and eruditely, using technology appropriately.</li> </ul>
Method of delivery: Contact, full-time
Assessment methods – Formal formative: <ul style="list-style-type: none"> <li>• The formal formative assessments may include practical interpreting and/or translation assignments, theoretical essays, class presentations and seminars, shorter written assignments as well as a portfolio.</li> <li>• All formative assessment counts towards the participation mark.</li> </ul> Assessment methods – Summative: <ul style="list-style-type: none"> <li>• One written examination.</li> <li>• The examination makes up 100% of the summative assessment mark.</li> </ul> Assessment plan: The final module mark is calculated as follows: <ul style="list-style-type: none"> <li>• Participation mark (Formal formative assessment): 60%</li> <li>• Examination mark (Summative assessment): 40%</li> </ul>

## HUM.16.16 LANGUAGE TECHNOLOGY

<b>Module code: TTEG122</b>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Introduction to Language Technology		
Module outcomes: On completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• knowledge and informed understanding of the domain of Human Language Technology, the importance thereof in a multilingual South Africa and the development of language technology applications;</li> <li>• ability to distinguish, evaluate and solve basic morphological or syntactic analysis problems in familiar contexts and to apply the annotation schemes to improve understanding in the practice of linguistic analysis;</li> <li>• actions in accordance with acceptable ethical and professional behaviour when annotating data according to set criteria relevant to the academic environment and the practice of data annotation;</li> <li>• basic research skills such as gathering and verifying information from various sources, analysis and summary of key aspects (such as linguistic analysis, annotation schemes and text/speech data collection) in order to develop own resources for future research;</li> <li>• the ability to communicate an understanding of the human-computer interaction, verbally or in writing, via different technologies and media, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism; and</li> <li>• the ability to operate as part of a team and contribute to successful completion of analysis and annotation tasks related to linguistic annotation, also managing resources (text, speech, linguistic analysis and annotation schemes) effectively to successfully realize task outcomes.</li> </ul>		
Assessment criteria: On completion of this module, students should be able to		



<ul style="list-style-type: none"> <li>• give a written and verbal overview of the domain of Human Language Technology (HLT);</li> <li>• give a written and verbal overview of the most important HLT applications as set out in the BLaRK;</li> <li>• discuss the importance of HLT for a multi-lingual South Africa as part of formal or informal assessment;</li> <li>• discuss the human-computer-relationship as part of formal assessment;</li> <li>• do basic formalised analyses of selected morphological and syntactic constructions;</li> <li>• convert formal analyses of data into annotation; and</li> <li>• develop and select annotation schemes from given explicit criteria as part of an assignment.</li> </ul>		
Method of delivery: Contact, full-time		
Assessment methods: <ul style="list-style-type: none"> <li>• Continuous assessment via tests and assignments — weight: 60%</li> <li>• Formal assessment via a semester exam 1X3 hours — weight: 40%</li> </ul>		
<b>Module code:</b> TTEG222	<b>Semester</b> 2	<b>NQF level:</b> 6
Title: Language Technology Applications: Introduction		
Module outcomes:		
<p>On completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• <u>detailed</u> knowledge and understanding of the use of corpora in the development of speech and text technology applications detailed knowledge and understanding of the evaluation and application of speech recognition and speech synthesis principals and theories to different areas of specialization within the field of Language Technology;</li> <li>• <u>detailed</u> knowledge and understanding of the evaluation and application of text recognition and production principals and theories to different areas of specialization within the field of Language Technology;</li> <li>• <u>detailed</u> knowledge of the needs analysis workflow in order to solve a contextual problem (speech or text related), monitoring the progress of the process and taking responsibility for task outcomes and application of appropriate resources where appropriate; and</li> <li>• monitoring of own learning progress and application of relevant learning strategies and management of resources to successfully realize all outcomes of this module.</li> </ul>		
Assessment criteria: On completion of this module, students should be able to		
<ul style="list-style-type: none"> <li>• define the concept “corpus” and describe and explain the key features;</li> <li>• describe, differentiate and add different kinds of annotation to language data;</li> <li>• describe and apply different standards for good corpora annotation;</li> <li>• differentiate between qualitative and quantitative approaches to the analysis of language data;</li> <li>• explain the importance and the implications of representativeness when compiling corpora;</li> <li>• describe and apply selected statistical techniques for data manipulation with the use of appropriate software;</li> <li>• apply theoretical concepts in phonetics and speech production to enable the description of speech necessary for accurate speech transcription during the development of speech corpora.</li> </ul>		
Method of delivery: Contact, full-time		
Assessment methods: <ul style="list-style-type: none"> <li>• Continuous assessment via tests and assignments — weight: 60%</li> <li>• Formal assessment via a semester exam 1X3 hours — weight: 40%</li> </ul>		

<b>Module code:</b> <a href="#">TTEG312</a>	<b>Semester 1</b>	<b>NQF level:</b> 7
Title: Natural Language Processing: Introduction		
Module outcomes: On completion of this module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply the basic principles of Natural Language Processing (key terms, concepts, facts, principles, rules, theories, etc.) to different areas of specialization within the field of Language Technology, and an understanding of how that knowledge relates to other fields or practices (i.e. Information Technology or Mathematics) within other disciplines with a view to distinguish between the applicability of different NLP solutions;</li> <li>• understanding of contested knowledge of different NLP techniques and ambiguity within the field of Language Technology, and a critical evaluation of the applicability of aforementioned theories to the field of Language Technology and linguistic ambiguity;</li> <li>• ability to select, evaluate and apply a range of different but appropriate Natural Language Processing techniques to model linguistic data for specified applications and scientific methods of enquiry (in particular machine learning, rule based or hybrid techniques) to do focused research and resolve problems that will effect change within practice;</li> <li>• ability to identify, analyse, critically reflect on and program complex text manipulation and analysis in Perl, with implementation in graphical user interfaces and apply evidence-based and practice-driven solutions with theory driven arguments;</li> <li>• accurate and coherent written and verbal communication of results of an experimental project in a technical report and presentation (including the planning of the application, reasoning and literature review, experimental setup, results and evaluation) with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism; and</li> <li>• take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>		
Assessment criteria: On completion of this module, students should be able to		
<ul style="list-style-type: none"> <li>• give a written and verbal account of the results of an experimental project as part of formal assessment;</li> <li>• apply the die basic principles of Natural Language Processing on various tasks;</li> <li>• solve problems and apply possible solutions for ambiguity in their own programming tasks;</li> <li>• apply various Natural Language Processing techniques in informal assignment conditions, as well as part of an extensive project;</li> <li>• distinguish between different Natural Language techniques and apply this distinction when choosing a technique for the project;</li> <li>• make suitable selections of Natural Language Processing techniques to model linguistic data for specified applications in an appropriate way; and</li> <li>• programme advanced text manipulation and analysis in Perl, with implementation in graphical user interfaces.</li> </ul>		
Method of delivery: Contact, full-time		
Assessment methods:		
<ul style="list-style-type: none"> <li>• Continuous assessment via tests and assignments — weight: 60%</li> <li>• Formal assessment via a semester exam 1X3 hours — weight: 40%</li> </ul>		
<b>Module code:</b> <a href="#">TTEG322</a>	<b>Semester 2</b>	<b>NQF level:</b> 7
Title: Language Technology Applications: Advanced		
Module outcomes: On completion of this module, the student should be able to demonstrate:		

- integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply speech recognition and speech synthesis principals and theories to different areas of specialization within the field of Language Technology, and an understanding of how that knowledge relates to other fields or practices within other disciplines with a view to plan and carry out an independent speech technological project;
- integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply advanced text recognition and production principals and theories to different areas of specialization within the field of Language Technology, and an understanding of how that knowledge relates to other fields or practices within other disciplines with a view to develop simple language technology applications;
- ability to select, evaluate and apply a range of different but appropriate object-oriented programming principals and elements from a large language resource kit and scientific methods of enquiry to do focused research and resolve problems that will effect change within practice;
- reflection of all values, ethical conduct and justifiable decision making appropriate to the practice of re-usability and portability;
- accurate and coherent written and verbal communication of results of an experimental speech technological project in a technical report and presentation (including the planning of the application, reasoning and literature review, experimental setup, results and evaluation) with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism;
- management of the needs analysis workflow in an unfamiliar context in order to solve a contextual problem (speech or text related, including planning and projection), monitoring the progress of the process and taking responsibility for task outcomes and application of appropriate resources where appropriate; and
- take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.

Assessment criteria: On completion of this module, students should be able to

- explain verbally and in a written report the problems and solutions with regards to speech recognition and synthesis in an informal and formal assessment opportunities;
- explain verbally and in a written report the problems and solutions with regards to text recognition and production;
- explain the requirements and architecture of a language resource kit in a written task;
- develop simple language technology applications;
- apply the basic principles of object-oriented programming (including planning and projection techniques) in the development of the simple application;
- understand the importance of re-usability and portability and be able to clearly communicate the importance in formal assessment;
- carry out the needs analysis workflow; and
- compare and apply classic and object-oriented analysis methods.

Method of delivery: Contact, full-time

Assessment methods:

- Continuous assessment via tests and assignments — weight: 60%
- Formal assessment via a semester exam 1X3 hours — weight: 40%

## HUM.16.17 MUNICIPAL MANAGEMENT AND LEADERSHIP

<b>Module code:</b> <a href="#">MUMA115</a>	<b>Semester</b> 1/2	<b>NQF level:</b> 5
<b>Title:</b> The Municipal Governance Context		

<p>Module outcomes: ‘</p> <p>On successful completion of this module, students should be able to demonstrate</p> <ul style="list-style-type: none"> <li>• basic knowledge and informed understanding of the constitutional mandate and developmental context within which local government functions in South Africa</li> <li>• an ability to access and process information from different sources to distinguish, compare, evaluate and summarise information relevant to the South African local government landscape</li> <li>• an ability to select and interpret theories, principles and practices relevant to the local sphere of government in South Africa</li> <li>• an ability to identify, analyse and define basic service delivery challenges and apply skills and knowledge pertaining to public administration and local government to address these</li> <li>• an ability to position own knowledge and understanding of socio-economic, political and developmental contexts relevant to the local sphere of government</li> </ul>		
<p>Method of delivery: Limited contact</p>		
<p>Assessment methods:</p> <p>Individual assignment &amp; group work — weight: 50%</p> <p>Semester exam 1x3 hours — weight: 50%</p>		
<b>Module code:</b> <a href="#">MUMA116</a>	<b>Semester 1/2</b>	<b>NQF level: 5</b>
<p>Title: The statutory and regulatory framework for local government</p>		
<p>Module outcomes:</p> <p>On successful completion of this module, students should be able to demonstrate</p> <ul style="list-style-type: none"> <li>• fundamental knowledge and informed understanding of the Constitution as point of departure for governance and the developmental imperative it enshrines on local government</li> <li>• the ability to identify, define and analyse basic problems specific to local government structures, systems and services, and generate possible solutions, based on the statutory and regulatory framework for local government</li> <li>• the ability to take informed action that contributes to sustainable socio-economic development in the local government context, informed by local government specific legislation and by means of critical engagement with contemporary societal challenges</li> <li>• the ability to identify acceptable ethical and professional practices and behaviour as required from legal principles in the municipal context</li> </ul>		
<p>Method of delivery: Limited contact</p>		
<p>Assessment methods:</p> <p>Individual assignment &amp; group work — weight: 50%</p> <p>Semester exam 1x3 hours — weight: 50%</p>		
<b>Module code:</b> <a href="#">MUMA117</a>	<b>Semester 1/2</b>	<b>NQF level: 5</b>
<p>Title: Municipal Planning</p>		
<p>Module outcomes:</p> <p>On successful completion of this module, students should be able to demonstrate</p> <ul style="list-style-type: none"> <li>• basic knowledge and understanding of legislation applicable to local government planning and an appreciation of the cyclical nature thereof</li> <li>• an ability to identify and select key processes and procedures within the field of local government planning</li> <li>• an ability to position own knowledge and understanding of key strategic initiatives with a view to effect an integrated approach to development planning in the local sphere of government</li> <li>• an ability to identify and basic understanding of strategic interventions (actions / programmes) that contribute to sustainable local government by means of critical engagement with contemporary local and national societal challenges</li> </ul>		

<ul style="list-style-type: none"> <li>• an ability to interact and collaborate effectively and work as part of a team in diverse social, cultural and economic contexts with a view to enhance integrated development planning practices by stakeholders</li> <li>• understanding of the interdependency of various management functions, strategies and stakeholders for effective municipal planning</li> </ul>		
Method of delivery: Limited contact		
Assessment methods: Individual assignment & group work — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <b>MUMA125</b>	<b>Semester 1/2</b>	<b>NQF level: 5</b>
Title: Good local governance and service ethos		
Module outcomes: On successful completion of this module, students should be able to demonstrate		
<ul style="list-style-type: none"> <li>• knowledge of theoretical and legislative imperatives for service delivery excellence and good local governance in the context of the democratic developmental state</li> <li>• identify and select alternative approaches to service delivery and the ability to offer value-driven and logical arguments for judgements</li> <li>• an ability to act as innovative thinkers, capable of critical analysis, creative solving of complex problems and the generation of original ideas and concepts pertaining to service ethos and good governance</li> <li>• understanding of their social, civic and environmental responsibilities within the context of their chosen careers in the municipal context, and commitment to social justice, democracy, human rights and the integrity of the environment, manifested in conduct that respects and upholds the rights of individuals, groups, and communities</li> </ul>		
Method of delivery: Limited contact		
Assessment methods: Individual assignment & group work — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <b>MUMA126</b>	<b>Semester 2/1</b>	<b>NQF level: 5</b>
Title: Local democracy		
Module outcomes: On successful completion of this module, students should be able to demonstrate		
<ul style="list-style-type: none"> <li>• an ability to contextualise the constitutional mandate of municipalities in relation to the other spheres of government</li> <li>• basic knowledge of the various categories of municipalities, respective government departments, statutory bodies and other organisations (stakeholders) which function within the local government domain</li> <li>• an ability to position own knowledge and understanding of democratic theories and principles and local democratic practices (participatory development/community participation/bottom-up principle)</li> <li>• an ability to identify and implement a set of engagement and public participation processes, systems and events to support and strengthen local democracy</li> <li>• an ability to apply sound communication principles in the coordination of selected public participation strategies and programmes</li> <li>• an ability to position own knowledge and understanding of theories and processes to facilitate democratic processes at local government level</li> </ul>		
Method of delivery: Limited contact		
Assessment methods: Individual assignment & group work — weight: 50% Semester exam 1x3 hours — weight: 50%		

<b>Module code:</b> <a href="#">MUMA213</a>	<b>Semester 1/2</b>	<b>NQF level: 6</b>
Title: Municipal Financial Management		
Module outcomes: On successful completion of this module, students should be able to demonstrate <ul style="list-style-type: none"> <li>• detailed knowledge and clear understanding of the legislative framework that governs municipal finances and the principles of accountability, responsibility and ethical conduct pertaining to municipal financial management</li> <li>• an ability to apply normative principles to ensure sound ethical and professional practices in local government</li> <li>• a clear understanding of the budgeting cycle and budgeting procedures relevant to local government</li> <li>• capacity to monitor local government finances against its approved budget</li> </ul>		
Method of delivery: Limited contact		
Assessment methods: Individual assignment & group work — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">MUMA214</a>	<b>Semester 1/2</b>	<b>NQF level: 6</b>
Title: Cooperative Governance		
Module outcomes: On successful completion of this module, students should be able to demonstrate <ul style="list-style-type: none"> <li>• detailed knowledge and clear understanding of the legislative framework pertaining to cooperative governance</li> <li>• an ability to interpret and analyse the principles of cooperative governance and intergovernmental relations</li> <li>• an ability to position own knowledge and understanding to evaluate the role and functions of the respective spheres of government in facilitating effective cooperative governance</li> <li>• detailed knowledge of the mechanisms and structures to facilitate cooperative governance</li> </ul>		
Method of delivery: Limited contact		
Assessment methods: Individual assignment & group work — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">MUMA225</a>	<b>Semester 2/1</b>	<b>NQF level: 6</b>
Title: Municipal Organisational Structures and Design		
Module outcomes: On successful completion of this module, students should be able to demonstrate <ul style="list-style-type: none"> <li>• basic knowledge of the theories, design and approaches to organisational design with specific reference to the local sphere of government in South Africa</li> <li>• intermediate knowledge of strategies to deal with selected organisational dynamics such as communication, conflict, development, and transformation</li> <li>• intermediate knowledge and understanding of alternative approaches, tools and techniques to facilitate organisational effectiveness and performance</li> </ul>		
Method of delivery: Limited contact		
Assessment methods: Individual assignment & group work — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">MUMA226</a>	<b>Semester 2/1</b>	<b>NQF level: 6</b>
Title: Municipal Transformation and Innovation		
Module outcomes: On successful completion of this module, students should be able to demonstrate <ul style="list-style-type: none"> <li>• an ability to display detailed knowledge and a clear understanding of socio-economic phenomena in the local sphere of government through the creation of</li> </ul>		

<p>new knowledge and understanding, as incited by the fourth Industrial Revolution (Industry 4.0)</p> <ul style="list-style-type: none"> <li>the ability to analyse the nature and scope of new ideas and approaches that question established ways of understanding transformation and innovation in urban and rural settlements that reflect varying geographical and demographical properties and phases of development</li> <li>critical analysis of alternative approaches to complex socio-economic phenomena in local government and the ability to offer value-driven, logical arguments for judgements, underpinned by statutory, legislative and regulatory frameworks</li> </ul>		
Method of delivery: Limited contact		
<p>Assessment methods:          Individual assignment &amp; group work — weight: 50%          Semester exam 1x3 hours — weight: 50%</p>		
<b>Module code:</b> <a href="#">MUMA314</a>	<b>Semester 1/2</b>	<b>NQF level: 7</b>
Title: Strategic and Transformational Municipal Leadership		
<p>Module outcomes:          On successful completion of this module, students should be able to demonstrate</p> <ul style="list-style-type: none"> <li>integrated knowledge and clear understanding of, as well as an ability to correctly evaluate theories of leadership to different areas of specialisation within the field of local government</li> <li>the ability to identify, analyse, critically reflect on and address complex issues related to leadership challenges in the municipal context and apply practice-driven solutions with arguments, grounded in leadership theory</li> <li>ability to be self-directed and lifelong learners, as well as to articulate a clear vision and goals, and to motivate others to achieve them, utilise resources effectively, and exercise initiative</li> </ul>		
Method of delivery: Limited contact		
<p>Assessment methods:          Individual assignment &amp; group work — weight: 50%          Semester exam 1x3 hours — weight: 50%</p>		
<b>Module code:</b> <a href="#">MUMA315</a>	<b>Semester 1/2</b>	<b>NQF level: 7</b>
Title: Performance Monitoring and Evaluation		
<p>Module outcomes:          On successful completion of this module, students should be able to demonstrate</p> <ul style="list-style-type: none"> <li>integrated knowledge and coherent understanding of theories and applicable legislation and the ability to reflect on practices pertaining to the design and implementation of a Performance Management System for local government</li> <li>advanced ability to effectively integrate and apply appropriate organisational performance management models, tools and techniques for continuous municipal process- and performance improvement and critically reflect on these</li> <li>advanced ability to position own knowledge and understanding and critically reflect on the complex interface between organisational performance and human resource performance management practices</li> </ul>		
Method of delivery: Limited contact		
<p>Assessment methods:          Individual assignment &amp; group work — weight: 50%          Semester exam 1x3 hours — weight: 50%</p>		
<b>Module code:</b> <a href="#">MUMA324</a>	<b>Semester 2/1</b>	<b>NQF level: 7</b>
Title: Project Management		
<p>Module outcomes:          On successful completion of this module, students should be able to demonstrate</p> <ul style="list-style-type: none"> <li>integrated theoretical knowledge and a logical understanding of Project Management as field of study and as public policy instrument, and the ability to</li> </ul>		

<p>accurately apply and evaluate municipal projects within which different areas of specialisation are directed by PMBOK principles in order to redress post-modern, socio-economic phenomena in a developing local government</p> <ul style="list-style-type: none"> <li>critical reflection on complex socio-economic phenomena and ameliorating public policy to determine appropriate municipal projects that has the ability to address challenges through practice-directed project management initiatives</li> <li>an effectively developed comprehensive project plan that directs a municipal project in redressing post-modern socio-economic phenomena in the local government sphere of government</li> </ul>		
Method of delivery: Limited contact		
<p>Assessment methods:          Individual assignment &amp; group work — weight: 50%          Semester exam 1x3 hours — weight: 50%</p>		
<b>Module code:</b> <b>MUMA325</b>	<b>Semester 2/1</b>	<b>NQF level: 7</b>
Title: Municipal Administration Practice		
<p>Module outcomes:          On successful completion of this module, students should be able to demonstrate</p> <ul style="list-style-type: none"> <li>integrated knowledge and logical understanding of, as well as an ability to correctly reflect on, evaluate and apply public administration and municipal management theories, principles and concepts related to municipal management practices within their own work environment</li> <li>the ability to identify, analyse, and critically reflect on complex issues and challenges related to their own work environment and apply evidence-based practices with theory-driven arguments</li> <li>ability to position own knowledge and understanding within the context of broader public administration and municipal management trends and development</li> <li>capacity to engage in informed argument and reasoning, based on a principled defence of personal values, beliefs and practices pertaining to their own municipal management work environment</li> </ul>		
Method of delivery: Limited contact		
<p>Assessment methods:          Reflective Journal — weight: 50%          Portfolio of Evidence — weight: 50%</p>		

## HUM.16.18 **MUSIC** (BA MUSIC & SOCIETY)

<b>Module code:</b> <b>MUME113</b>	<b>Semester 1</b>	<b>NQF Level: 5</b>
Title: Music Education		
<p>Module outcomes:          On completion of this module the student should demonstrate</p> <ul style="list-style-type: none"> <li>basic knowledge and informed understanding of the use of musical concepts in music education;</li> <li>the ability to select and apply applicable pedagogical strategies, inspired by the Dalcroze approach to music education;</li> <li>the ability to select and apply applicable pedagogical strategies to create meaningful musical experiences for learners in the Intermediate phase;</li> <li>basic knowledge and informed understanding of Piaget's theory of cognitive development;</li> <li>capacity for self-reflection and self-discovery that supports continuing personal and professional development, based on a clear understanding of personal strengths and weaknesses.</li> </ul>		
Method of delivery: Full-time		



Assessment methods: Tests, practical sessions and assignments — weight: 60% Practical assessments, Semester exam 1X3 hour — weight: 40%		
<b>Module code:</b> <a href="#">MUME123</a>	<b>Semester 2</b>	<b>NQF Level: 5</b>
Title: Music Education		
Module outcomes: On completion of this module the student should demonstrate		
<ul style="list-style-type: none"> <li>• basic knowledge and informed understanding of Gordon's theory of musical learning;</li> <li>• the ability to select appropriate pedagogical strategies within the field of music education, with a view to provide inclusive music educational experiences to differently abled learners;</li> <li>• the ability to create, plan and present a musical games night to participants of differing abilities;</li> <li>• the ability to interact and collaborate effectively with others, and to work as part of a team to present a musical learning experience;</li> <li>• the ability to apply musical skills and knowledge to diverse educational settings within the South African context.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Practical sessions and written tests and assignments — weight: 60% Practical assessment, Semester exam 1X3 hour — weight: 40%		
<b>Module code:</b> <a href="#">MUME213</a>	<b>Semester 1</b>	<b>NQF Level: 6</b>
Title: Music Education		
Module outcomes: On completion of this module the student should demonstrate		
<ul style="list-style-type: none"> <li>• ability to effectively apply knowledge of musical play with a view to create meaningful music educational experiences for preschool learners;</li> <li>• the ability to take informed action that contributes to the development of music education in South Africa by means of critical engagement with multicultural approaches to music education;</li> <li>• insight into the origin and development of the Orff approach to music education, and critical reflection upon contemporary applications thereof;</li> <li>• detailed knowledge and clear understanding of Vygotsky's theory of human cultural development;</li> <li>• the ability to gather, analyse, process and present integrated literature on the role of music education in early childhood development.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests, practical sessions and assignments — weight: 60% Practical assessments, Semester exam 1X3 hour — weight: 40%		
<b>Module code:</b> <a href="#">MUME223</a>	<b>Semester 2</b>	<b>NQF Level: 6</b>
Title: Music Education		
Module outcomes: On completion of this module the student should demonstrate		
<ul style="list-style-type: none"> <li>• ability to effectively apply knowledge of musical play with a view to create meaningful music educational experiences for foundation phase learners;</li> <li>• the ability to take informed action that contributes to the development of music education in South Africa by means of active and reflective teaching and learning approaches;</li> <li>• insight into the origin and development of the Kodály approach to music education, and critical reflection upon contemporary applications thereof;</li> </ul>		

<ul style="list-style-type: none"> <li>the ability to operate as part of a group and make appropriate contributions to successfully plan, create and present a puppet theatre production for foundation phase learners.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Practical sessions and written tests and assignments — weight: 60% Practical assessment, Semester exam 1X3 hour — weight: 40%		
<b>Module code:</b> <a href="#">MUME313</a>	<b>Semester 1</b>	<b>NQF Level: 7</b>
Title: Music education		
Module outcomes: On completion of this module the student should demonstrate		
<ul style="list-style-type: none"> <li>understanding of contested theories and pedagogical strategies within the field of music education in order to formulate an individual music education philosophy,</li> <li>advanced ability to effectively implement knowledge of active listening techniques to facilitate a musical experience,</li> <li>the ability to operate as part of a team and make appropriate contributions to successfully organise and present a musical matinée, taking co-responsibility for learning progress and outcome realization of the team,</li> <li>integrated knowledge and critical understanding of, as well as an ability to correctly evaluate and apply Swanwick's concept of arts integration to diverse musical contexts,</li> <li>advanced ability to effectively implement pedagogical strategies in Creative Arts in the Senior phase,</li> <li>understanding of their social, civic and environmental responsibilities within the context of their role as music educators, and commitment to social justice, democracy, human rights and the integrity of the environment, manifested in conduct that respects and upholds the rights of individuals, groups, and communities.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests, practical sessions and assignments — weight: 60% Practical assessments, Semester exam 1X3 hour — weight: 40%		
<b>Module code:</b> <a href="#">MUME323</a>	<b>Semester 2</b>	<b>NQF Level: 7</b>
Title: Music education		
Module outcomes: On completion of this module the student should demonstrate		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply musical skills (including songwriting and piano accompaniment) to the production of a Summer Musical within the field of Music education and an understanding of how that knowledge relates to other fields or practices such as Drama, Dance and Visual Arts within other disciplines with a view to apply Arts integration in an interdisciplinary Arts project;</li> <li>understanding of contested knowledge of a Child audience within the field of Music education and a critical evaluation of the applicability of aforementioned principles and knowledge to the field of Musical theatre;</li> <li>ability to select, evaluate and apply a range of different but appropriate procedures and scientific methods of qualitative enquiry to do focused research and resolve problems that will effect change within practice of Musical entrepreneurship;</li> <li>ability to identify, analyse, critically reflect on and address complex discipline-related problems such as careers in music and apply practice-driven solutions</li> </ul>		

<p>with theory-driven arguments by compiling a curriculum vitae and applying for a job;</p> <ul style="list-style-type: none"> <li>• reflection of all values, ethical conduct and justifiable decision making as a Community of practice appropriate to the practice of Music education;</li> <li>• accurate and coherent written and verbal communication of tasks/projects/reflective portfolio with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism;</li> <li>• management of a group in an unfamiliar context in order to solve a contextual problem (producing a Summer musical), monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate; and</li> <li>• take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Practical sessions and written tests and assignments — weight: 60% Practical assessment, Semester exam 1X3 hour — weight: 40%		
<b>Module code:</b> <a href="#">MUSB317</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Arts Management		
Module outcomes: After successful completion of the module, a student should be able to demonstrate: <ul style="list-style-type: none"> <li>• a clear understanding of, and be able to motivate why good management is essential for the health of the arts globally;</li> <li>• Integrated knowledge and a clear understanding of what arts and culture are about, as well as the different ways in which art are expressed;</li> <li>• The ability to differentiate between the types of facilities that the arts are practised in, in general, and the types of theatres that are in use, in particular;</li> <li>• Critical thinking on why business principles and practise should have an integral place in the arts, and what business's role relative to an artistic endeavour should be;</li> <li>• the ability to manage any arts related project theoretically and practically;</li> <li>• integrated knowledge and a clear understanding of what an arts manager is and in what spheres of society you find him/her;</li> <li>• the ability to defend the notion that human society needs the arts;</li> <li>• critical thinking about the nature of the arts and artists;</li> <li>• the ability to apply his/her knowledge on fundraising and marketing for the arts, theoretically and practically;</li> <li>• the ability to apply the basic principles of copyright in music.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUSB327</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Arts Management		
Module outcomes: After successful completion of the module, a student should be able to demonstrate: <ul style="list-style-type: none"> <li>• the ability to apply the basic principles in drawing up a budget for an arts organisation or arts project,</li> <li>• integrated knowledge and clear understanding of what an arts entrepreneur is and how the entrepreneurial ingredients are also applicable to an arts entrepreneur.</li> </ul>		

<ul style="list-style-type: none"> <li>critical thinking in differentiating between the mainly used business tools in the arts by demonstrating his/her knowledge of the applicable business documents,</li> <li>the ability to apply his/her knowledge of a business plan for the arts or an arts project theoretically and practically;</li> <li>the capacity to differentiate between the vast and mainly used types of arts terminologies that are in practice in general,</li> <li>the ability to apply the basic principles of meeting procedures and demonstrate his/her knowledge of the tasks of main office bearers in arts societies, organisations and boards,</li> <li>critical thinking in defending the notion that arts endeavours can be an ingredient for community work and upliftment;</li> <li>the ability to apply his/her knowledge on the music production process with regard to contemporary music.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUSC217</a>	<b>Semester 1</b>	<b>NQF Level: 6</b>
Title: Music Technology		
Module outcomes: After completing this module students ought to		
<ul style="list-style-type: none"> <li>have a fundamental knowledge and understanding of and insight into the field of Music Technology;</li> <li>have a fundamental skill, knowledge and understanding in basic music typography, utilising dedicated software in this field;</li> <li>have a fundamental skill, knowledge and understanding in basic MIDI and digital sound recording.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hour — weight: 40%		
<b>Module code:</b> <a href="#">MUSD119</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Ensemble studies		
Module outcomes: On completion of this module the student should demonstrate:		
<ul style="list-style-type: none"> <li>Basic knowledge of and involvement in Ensemble Studies;</li> <li>Ability to comply with the appropriate protocol and specified performance principles;</li> <li>Ability to function as part of an ensemble in order to successfully perform an ensemble work.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code:</b> <a href="#">MUSD129</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Ensemble studies		
Module outcomes: On completion of this module the student should demonstrate:		
<ul style="list-style-type: none"> <li>Basic knowledge of and involvement in Ensemble Studies;</li> <li>Ability to comply with the appropriate protocol and specified performance principles;</li> <li>Ability to function as part of an ensemble in order to successfully perform an ensemble work.</li> </ul>		

Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code:</b> <a href="#">MUSD219</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Ensemble studies		
Module outcomes: On completion of this module the student should demonstrate: <ul style="list-style-type: none"> <li>• clear knowledge of and engagement in Ensemble Studies;</li> <li>• the ability to apply organizational skills relating to Ensemble Studies;</li> <li>• the ability to operate as part of an ensemble and take co-responsibility for the learning process with the view to successfully perform an ensemble work.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code:</b> <a href="#">MUSD229</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Ensemble studies		
Module outcomes: On completion of this module the student should demonstrate: <ul style="list-style-type: none"> <li>• clear knowledge of and engagement in Ensemble Studies;</li> <li>• the ability to apply organizational skills relating to Ensemble Studies;</li> <li>• the ability to operate as part of an ensemble and take co-responsibility for the learning process with the view to successfully perform an ensemble work.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code:</b> <a href="#">MUSD319</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Ensemble studies		
Module outcomes: On completion of this module the student should demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge of and involvement in Ensemble Studies;</li> <li>• leadership in the organization of ensemble groups and activities of ensemble groups;</li> <li>• the ability to operate as part of an ensemble, as well as to monitor and take full responsibility for own learning with the view to contribute to the successful performance of an ensemble work.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code:</b> <a href="#">MUSD329</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Ensemble studies		
Module outcomes: On completion of this module the student should demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge of and involvement in Ensemble Studies;</li> <li>• leadership in the organization of ensemble groups and activities of ensemble groups;</li> <li>• the ability to operate as part of an ensemble, as well as to monitor and take full responsibility for own learning with the view to contribute to the successful performance of an ensemble work.</li> </ul>		

Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code:</b> <a href="#">MUSJ113</a>	<b>Semester 1</b>	<b>NQR level: 5</b>
Title: Community Music		
Module outcomes: On completion of this module the student should be able to demonstrate <ul style="list-style-type: none"> <li>• basic knowledge and informed understanding of community arts and community cultural practices within the South African context;</li> <li>• the ability to select and apply knowledge of the musics of Nguni, Tswana and Venda peoples in order to create meaningful community music experiences;</li> <li>• the ability to select from a range of possible options the best solution to a problem within the field of community music and to apply the solution to support progress in the development of project management skills;</li> <li>• willingness to take responsibility for their judgements, decisions and actions based on a strong value system, and an awareness and understanding of moral, ethical, social, cultural and environmental issues as they relate to community music practices.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Practical sessions, written tests and assignments – weight: 60% Practical assessment and semester examination 1X3 hours – weight: 40%		
<b>Module code:</b> <a href="#">MUSJ123</a>	<b>Semester 2</b>	<b>NQR level: 5</b>
Title: Community Music		
Module outcomes: On completion of this module the student should be able to demonstrate <ul style="list-style-type: none"> <li>• knowledge of the ways in which communities are built and sustained relevant to understand the context of community music practices in South Africa;</li> <li>• the ability to select and apply knowledge of polyrhythmic structures in African musics in order to facilitate meaningful community music experiences;</li> <li>• the ability to select from a range of possible options the best solution to address challenges in project management within community music practices;</li> <li>• the ability to take informed action that contributes to sustainable development of community music practices by means of critical engagement with contemporary societal challenges within a local, national and global context.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Practical sessions, written tests and assignments – weight: 60% Practical assessment and semester examination 1X3 hours – weight: 40%		
<b>Module code:</b> <a href="#">MUSJ213</a>	<b>Semester 1</b>	<b>NQR level: 6</b>
Title: Community Music		
Module outcomes: On completion of this module the student should be able to demonstrate <ul style="list-style-type: none"> <li>• detailed knowledge and clear understanding of the intersections between social wellbeing and community music practices;</li> <li>• ability to effectively apply theoretical knowledge to lead community music experiences,</li> <li>• analyse the nature and scope of a contextual challenge and select the best possible solution to address such challenge with a view to support development in the practice of community music,</li> <li>• understanding of their social, civic and environmental responsibilities as community music practitioners, and commitment to social justice, democracy,</li> </ul>		

<p>human rights and the integrity of the environment, manifested in conduct that respects and upholds the rights of individuals, groups, and communities,</p> <ul style="list-style-type: none"> <li>• the ability to operate as part of a community music programme and make appropriate contributions to successfully complete a community music event, taking co-responsibility for the outcome of the event.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment methods:  Practical sessions, written tests and assignments – weight: 60%  Practical assessment and semester examination 1X3 hours – weight: 40%</p>		
<b>Module code:</b> <a href="#">MUSJ223</a>	<b>Semester 2</b>	<b>NQR level: 6</b>
Title: Community Music		
<p>Module outcomes:  On completion of this module the student should be able to demonstrate</p> <ul style="list-style-type: none"> <li>• detailed knowledge and clear understanding of the intersections between social justice and community music practices;</li> <li>• ability to effectively apply theoretical knowledge to lead community music experiences,</li> <li>• analyse the nature and scope of a contextual challenge and select the best possible solution to address such challenge with a view to support development in the practice of community music,</li> <li>• understanding of their social, civic and environmental responsibilities as community music practitioners, and commitment to social justice, democracy, human rights and the integrity of the environment, manifested in conduct that respects and upholds the rights of individuals, groups, and communities,</li> <li>• the ability to operate as part of a community music programme and make appropriate contributions to successfully complete a community music event, taking co-responsibility for the outcome of the event.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment methods:  Practical sessions, written tests and assignments – weight: 60%  Practical assessment and semester examination 1X3 hours – weight: 40%</p>		
<b>Module code:</b> <a href="#">MUSJ313</a>	<b>Semester 1</b>	<b>NQR level: 7</b>
Title: Community Music		
<p>Module outcomes:  On completion of this module the student should be able to demonstrate</p> <ul style="list-style-type: none"> <li>• integrated knowledge and critical understanding of, as well as an ability to correctly evaluate and apply key concepts relating to community music therapy to different areas of specialization within the field of community music,</li> <li>• advanced ability to effectively apply educational leadership and administrative skills to co-facilitate a community music programme,</li> <li>• the ability to reflect on the values, ethical conduct and justifiability of decisions appropriate to the practice of community music,</li> <li>• willingness to take responsibility for their judgements, decisions and actions based on a strong value system, and an awareness and understanding of moral, ethical, social, and cultural issues as they relate to the practice of community music,</li> <li>• advanced ability to organise and present a community music event.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment methods:  Practical sessions, written test and assignments – weight: 60%  Practical assessment and semester examination 1X3 hours – weight: 40%</p>		
<b>Module code:</b> <a href="#">MUSJ323</a>	<b>Semester 2</b>	<b>NQR level: 7</b>
Title: Community Music		

<p>Module outcomes: On completion of this module the student should be able to demonstrate</p> <ul style="list-style-type: none"> <li>integrated knowledge and critical understanding of, as well as an ability to correctly evaluate and apply key concepts relating to case study research in community music,</li> <li>advanced ability to effectively apply educational leadership and administrative skills to co-facilitate a community music programme,</li> <li>the ability to reflect on the values, ethical conduct and justifiability of decisions appropriate to the practice of community music,</li> <li>willingness to take responsibility for their judgements, decisions and actions based on a strong value system, and an awareness and understanding of moral, ethical, social, and cultural issues as they relate to the practice of community music,</li> <li>advanced ability to organise and present a community music event.</li> </ul>		
<p>Method of delivery: Full-time</p>		
<p>Assessment methods: Practical sessions, written tests and assignments – weight: 60% Practical assessment and semester examination 1X3 hours – weight: 40%</p>		
<b>Module code:</b> MUSL177	<b>Year module</b>	<b>NQF level: 5</b>
<p>Title: Introduction to Music Research</p>		
<p>Module outcomes: On completion of this module the student should demonstrate the following:</p> <ul style="list-style-type: none"> <li>a basic knowledge and informed understanding of the structures, principles and concepts relating to basic research in music;</li> <li>the ability to read and write English in order to interpret and produce academic texts based on research in music, implementing an appropriate style of writing;</li> <li>identify and adhere to acceptable behaviour within the academic environment, inclusive of adherence to rules on plagiarism and copyright principles;</li> <li>the ability to monitor and take responsibility for own learning progress with a view to improve learning and to manage textual resources effectively in order to successfully conduct research in music;</li> <li>an ability to access and process information from different sources with a view to summarise scientific information on concepts relating to research in music.</li> </ul>		
<p>Method of delivery: Full-time</p>		
<p>Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%</p>		
<b>Module code:</b> MUSP179	<b>Year module</b>	<b>NQF Level: 5</b>
<p>Title: Keyboard Skills</p>		
<p>Module outcomes: On completion of this module the student should demonstrate</p> <ul style="list-style-type: none"> <li>Basic knowledge and informed understanding of the relationship between the self and the keyboard instrument, the correct positioning at the keyboard instrument, and the basic playing actions,</li> <li>The ability to identify, organise and implement standard piano/keyboard techniques through five-finger exercises and sight-reading, as well as through the performance of musical games and of short pieces in various meters with a view to develop the ability to perform alone and in ensembles,</li> <li>The ability to select and apply insights into piano/keyboard technique and music rudiments in order to improvise accompaniment to multicultural songs (also while singing), to design educational games that develop technique and can serve as part of teaching, and to create games and group compositions in any style together with other students,</li> </ul>		



<ul style="list-style-type: none"> <li>• The ability to communicate effectively in a variety of performing and teaching formats to diverse audiences and for various purposes, specifically in order to function as a keyboard player in real-life musical contexts,</li> <li>• The ability to take informed action that contributes to sustainable development of musical culture in South Africa by means of critical engagement with contemporary societal challenges within a local, national and global context,</li> <li>• The ability to operate as part of an ensemble and of a teaching team and make appropriate contributions to successfully complete performances of music, and teaching events related to the playing of keyboard instruments, as well as taking co-responsibility for learning progress and outcome realisation of the group of musicians in this module, and later any group of musicians in a professional practice.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hour — weight: 40%		
<b>Module code:</b> <a href="#">MUSP277</a>	<b>Year module</b>	<b>NQF Level: 6</b>
Title: Practical music		
Module outcomes: On completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a solid knowledge base and sound understanding of the underlying principles of the more advanced technical work as well as the more advanced repertoire prescribed for the instrument of choice;</li> <li>• critically analyse repertoire to be performed and synthesise accumulated information during preparation and performance of a programme consisting of more advanced repertoire that is representative of a variety of genres, tempo's and musical styles;</li> <li>• demonstrate an ability to solve well-defined, but unfamiliar problems, while preparing a quick study and/or self-study, as well as performing more advanced sight-reading on the instrument of choice;</li> <li>• compare worldviews in relation to his/her own worldview based on a sound understanding of the performer's more advanced responsibility as a performing artist.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Practicals, tests and assignments — weight: 50% Semester exam 1X2 hour — weight: 50%		
<b>Module code:</b> <a href="#">MUSP377</a>	<b>Year module</b>	<b>NQF Level: 7</b>
Title: Music Performance		
Module outcomes: On completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a well-rounded and systematic knowledge base, a coherent and a critical understanding of the underlying principles of advanced technical work and advanced repertoire prescribed for the instrument of choice;</li> <li>• critically analyse, synthesise and evaluate during preparation and performance a programme consisting of advanced repertoire that is representative of a variety of genres, tempo's and musical styles;</li> <li>• demonstrate the ability to solve concrete and abstract problems and issues while preparing a quick study and/or self-study, as well as performing advanced sight-reading on the instrument of choice</li> <li>• express your own worldview while applying various practices as a responsible performing artist.</li> </ul>		
Method of delivery: Full-time		

Assessment methods: Tests and assignments — weight: 50% Semester exam 1X2 hour — weight: 50%		
<b>Module code:</b> <a href="#">MUSS218</a>	<b>Semester 1</b>	<b>NQF Level: 6</b>
Title: Musicology		
Module outcomes: After successful completion of this module the student will be able to demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge and clear understanding of the place and function of music in selected social, cultural and/or historical contexts;</li> <li>• thorough knowledge of motivations for the study of music video, the basic theory of communication, categories of music video, and musicological perspectives in music video analysis;</li> <li>• the ability to gather, analyse, process and present integrated literature on a discipline-related topic;</li> <li>• the ability to communicate verbally or in writing and via appropriate technologies and media, in an accurate and coherent manner, with understanding of copyright principles and adherence to the rules on plagiarism;</li> <li>• the ability to operate independently and take full responsibility for own work;</li> <li>• the ability to interact and collaborate effectively with others, and to work as part of a team, in diverse social and cultural contexts.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hour — weight: 40%		
<b>Module code:</b> <a href="#">MUSS228</a>	<b>Semester 2</b>	<b>NQF Level: 6</b>
Title: Musicology		
Module outcomes: After successful completion of this module the student will be able to demonstrate thorough knowledge of music in human life by defining and explaining: <ul style="list-style-type: none"> <li>• key concepts in philosophy and science;</li> <li>• key concepts in cultural analysis, the humanities and social sciences;</li> <li>• the basic nature and functions of music, with specific reference to the musical negotiation of identity.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hour — weight: 40%		
<b>Module code:</b> <a href="#">MUST119</a>	<b>Semester 1</b>	<b>NQF Level: 5</b>
Title: Music Theory		
Module outcomes: On completion of this module the student should demonstrate <ul style="list-style-type: none"> <li>• Basic knowledge and informed understanding of standard rhythmic patterns and melodic phrases;</li> <li>• The ability to identify, analyse and discuss how the conventions of music notation are realised in prescribed works;</li> <li>• The ability to identify, organise and demonstrate standard rhythmic patterns and melodic phrases;</li> <li>• The ability to identify, distinguish and implement basic harmonic structures as found in musical contexts;</li> <li>• The ability to create a simple composition for a solo instrument;</li> <li>• The ability to implement knowledge and respect of existing musical styles, while creating their own compositions;</li> </ul>		

<ul style="list-style-type: none"> <li>The ability to interact and collaborate effectively with others, and to work as part of a team, in creating and improvising standard rhythmic patterns and melodic phrases.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 2X3 hour — weight: 40%		
<b>Module code:</b> <a href="#">MUST129</a>	<b>Semester 2</b>	<b>NQF Level: 5</b>
Title: Music Theory		
Module outcomes: On completion of this module the student should demonstrate		
<ul style="list-style-type: none"> <li>Basic knowledge and informed understanding of standard harmonic structures;</li> <li>Basic knowledge and clear understanding of how the conventions of music notation are realised in practice;</li> <li>The ability to identify, analyse and discuss how the conventions of music notation are realised in prescribed works;</li> <li>The ability to identify, distinguish and implement standard harmonic structures as found in musical contexts;</li> <li>The ability to create a composition for two instruments (melodic and percussion);</li> <li>The ability to implement knowledge and respect of existing musical styles, while creating their own compositions;</li> <li>The ability to interact and collaborate effectively with others, and to work as part of a team, in creating and improvising standard harmonic structures.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 2X3 hour — weight: 40%		
<b>Module code:</b> <a href="#">MUST219</a>	<b>Semester 1</b>	<b>NQF Level: 6</b>
Title: Music Theory		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge and clear understanding of musical elements (rhythmic, melodic, harmonic and structural) in context and basic skills needed for the analysis of the opening segments of compositions in order to determine ways in which keys are established and thematic material utilized;</li> <li>ability to identify (visually and aurally), implement and evaluate combinations of all musical elements in context and correctly apply basic skills needed for the analysis of opening segments of compositions;</li> <li>ability to effectively apply basic harmonic and counterpoint procedures in musical contexts;</li> <li>an awareness and adherence to existing notational conventions during the creating of his/her own music; ability to communicate effectively in a variety of formats (oral, written and electronic) to diverse audiences and for various purposes in explaining and discussing different aspects of the elements of music.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 2X3 hour — weight: 40%		
<b>Module code:</b> <a href="#">MUSF229</a>	<b>Semester 2</b>	<b>NQF Level: 6</b>
Title: Music Theory		
Module outcomes:		

<p>After the successful completion of this module, the student must be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• detailed knowledge and clear understanding of the tonal and thematic processes of simple compositions;</li> <li>• the ability to identify and analyse the tonal and thematic processes of simple compositions correctly and meaningfully;</li> <li>• the ability to create and perform short independent compositions in more than one voice, within a meaningful context;</li> <li>• ability to effectively apply basic harmonic and counterpoint procedures in “pastiche” works;</li> <li>• an awareness and adherence to the diversity of compositional styles and techniques utilized in the compositions he/she analyses;</li> <li>• ability to communicate effectively in a variety of formats (oral, written and electronic) to diverse audiences and for various purposes in explaining and discussing different aspects of the elements of music.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment methods:          Tests and assignments — weight: 60%          Semester exam 2X3 hour — weight: 40%</p>		
<b>Module code:</b> <a href="#">MUSF319</a>	<b>Semester 1</b>	<b>NQF Level: 7</b>
Title: Music Theory		
<p>Module outcomes:          After the successful completion of this module, the student must be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• insight into the ways Western and/or non-Western composers applied harmonic procedures, through the analysis of compositions,</li> <li>• the ability to analyse compositions in Western and/or non-Western forms,</li> <li>• an understanding of, and the ability to evaluate the traditional Western viewpoint of form,</li> <li>• knowledge of instrumentation practices for selected instruments, and the application thereof in partial arrangements of a limited scope.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment methods:          Tests and assignments — weight: 60%          Semester exam 1X3 hour — weight: 40%</p>		
<b>Module code:</b> <a href="#">MUSF329</a>	<b>Semester 2</b>	<b>NQF Level: 7</b>
Title: Music Theory		
<p>Module outcomes:          After the successful completion of this module, the student must be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• the ability to critically evaluate the relation between music analysis and music educational practices, and to apply this knowledge in analyses,</li> <li>• the ability to analyse compositions in Western and/or non-Western forms not studied in the first semester,</li> <li>• the ability to effectively apply selected Western and/or non-Western contrapuntal procedures in pastiche works.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment methods:          Tests and assignments — weight: 60%          Semester exam 1X3 hour — weight: 40%</p>		
<b>Module code:</b> <a href="#">MUSU177</a>	<b>Year module</b>	<b>NQF Level: 5</b>
Title: Practical music		
Module outcomes:		

<p>On completion of this module the student should demonstrate</p> <ul style="list-style-type: none"> <li>• Basic knowledge of and engagement in music performance regarding technique, genres, styles and repertoire;</li> <li>• The ability to apply the correct techniques and skills relevant to the chosen instrument with the view to perform the required repertoire with the necessary technical proficiency;</li> <li>• The ability to access and process information from suggested sources with a view to summarise trustworthy information on principles of performance practice relevant to the chosen repertoire;</li> <li>• The ability to identify, analyse and define basic problems during the preparation of a self-study, as well as to perform basic sight-reading on the chosen instrument;</li> <li>• The ability to operate as part of an ensemble and take co-responsibility for the learning process with the view to successfully perform an ensemble work on the chosen instrument.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment methods:  Practicals, tests and assignments — weight: 50%  Semester exam 1X2 hour — weight: 50%</p>		
<b>Module code:</b> <a href="#">MUSY117</a>	<b>Semester 1</b>	<b>NQF Level: 5</b>
Title: African Music		
<p>Module outcomes:  On completion of this module the student should demonstrate</p> <ul style="list-style-type: none"> <li>• Fundamental and informed understanding of the key elements of the role of music in African society and the concepts and basic structural characteristics of the significance of African music within the context of world music;</li> <li>• Ability to apply techniques to demonstrate African music performance practice;</li> <li>• Ability to solve well-defined problems in the application of criteria used to recruit and train musicians and</li> <li>• Ethically responsible behaviour while participating in performing groups.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment methods:  Class Tests, discussions, debates, practicals and assignments — weight: 60%  Semester exam 1X2 hour — weight: 40%</p>		
<b>Module code:</b> <a href="#">MUSY217</a>	<b>Semester 2</b>	<b>NQF Level: 5</b>
Title: African Music		
<p>Module outcomes:  On completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate fundamental and informed understanding on the role of music in Tswana and Sotho cultures;</li> <li>• apply techniques to use the tonal shift principle in Nguni; Tswana and Venda music;</li> <li>• demonstrate an ability to solve well-defined problems while using methods to craft the uhadi bow and</li> <li>• demonstrate culturally sensitive and responsible behaviour while using the uhadi bow within musical ensembles.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment methods:  Class Tests, discussions, debates, practicals and assignments — weight: 60%  Semester exam 1X2 hour — weight: 40%</p>		
<b>Module code:</b> <a href="#">MUSY227</a>	<b>Semester 2</b>	<b>NQF Level: 6</b>
Title: African Music		
Module outcomes:		

<p>On completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a solid knowledge base and sound understanding of the processes involved in the production of scholarly reports on fieldwork experiences;</li> <li>• critically analyse and synthesise information on Zimbabwean choral dance genres and their use of lamellaphones;</li> <li>• demonstrate an ability to solve well-defined but unfamiliar problems in examples for further study in African music; and</li> <li>• compare worldviews and demonstrate his/her own worldview while reflecting on ethical behaviour in group performance.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment methods:          Tests, reports, fieldwork, practical performance and assignments — weight: 60%          Semester exam 1X2 hour — weight: 40%</p>		
<b>Module code:</b> <a href="#">MUSY317</a>	<b>Semester 1</b>	<b>NQF Level: 7</b>
Title: African Music		
<p>Module outcomes:          On completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a well-rounded and systematic knowledge base and a coherent and a critical understanding of further key trends and tendencies in the history of African music research</li> <li>• critically analyse, synthesise, evaluate and present information on the contributions of a selection of researchers into African music;</li> <li>• demonstrate an ability to solve concrete and abstract problems and issues while applying fieldwork activities in the creation of new knowledge in African music and</li> <li>• express his/her own worldview while acknowledging the individuals and groups for sharing their skills.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment methods:          Tests, fieldwork and assignments — weight: 60%          Semester exam 1X2 hour — weight: 40%</p>		
<b>Module code:</b> <a href="#">MUSY327</a>	<b>Semester 2</b>	<b>NQF Level: 7</b>
Title: African Music		
<p>Module outcomes:          On completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a well-rounded and systematic knowledge base and a coherent and a critical understanding of how to scientifically describe fieldwork activity in the form of a report;</li> <li>• critically analyse, synthesise, evaluate and present information on the importance of African music in Zimbabwe, with a particular focus on choral dance and</li> <li>• lamellaphone genres and present information on the links between indigenous and emergent genres of African music;</li> <li>• demonstrate an ability to solve concrete and abstract problems and issues in applying key theoretical principles through practical music-making and dance activities and</li> <li>• express his/her own worldview while applying ethical behaviour within African ensemble music making situations.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment methods:          Tests, practicals, reports and assignments — weight: 60%          Semester exam 1X2 hour — weight: 40%</p>		

## HUM.16.19 MUSIC (DIPLOMA IN MUSIC)

Module code: <b>MZME119</b>	Semester 1	NQF level: 5
Title: Music Education		
Module outcomes: After the completion of this module you should be able to demonstrate:		
<ul style="list-style-type: none"><li>• An informed understanding of</li><li>• the core concepts of music education: instruction, education and learning</li><li>• reflection as a critical skill for a teacher</li><li>• rhythm in the young child's life and the development of rhythmic competence</li><li>• lesson planning</li><li>• playing the guitar as accompaniment to group singing</li><li>• reading of guitar lead sheets</li><li>• Accessing, processing and managing information, in respect of which you are able to demonstrate the ability to gather information from a range of sources, including oral, written or symbolic texts, to select information appropriate to the task, and to apply basic processes of analysis, synthesis and evaluation on that information. This includes an informed understanding of plagiarism and appropriate citation practices.</li><li>• Producing and communicating information, in respect of which you are able to demonstrate the ability to communicate information reliably, accurately and coherently, using conventions appropriate to the context. This applies particularly to practical music making.</li><li>• Management of learning, in respect of which you are able to demonstrate the ability to evaluate your performance or the performance of others, and to take appropriate action where necessary; to take responsibility for your learning within a structured learning process; and to promote the learning of others.</li></ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
Module code: <b>MZME129</b>	Semester 2	NQF level: 5
Title: Music Education		
Module outcomes: After the completion of this module you should be able to demonstrate:		
<ul style="list-style-type: none"><li>• An informed understanding of:</li><li>• social learning and reinforcement theories;</li><li>• learning style and personality theories;</li><li>• designing the classroom environment for a foundation phase class;</li><li>• child-centred foundation phase curriculum;</li><li>• instructional strategies for foundation phase;</li><li>• development of the child's voice;</li><li>• selecting and teaching songs to children in various contexts;</li><li>• playing the guitar as accompaniment to group singing;</li><li>• reading of guitar lead sheets.</li><li>• Accessing, processing and managing information, in respect of which you are able to demonstrate the ability to gather information from a range of sources, including oral, written or symbolic texts, to select information appropriate to the task, and to apply basic processes of analysis, synthesis and evaluation on that information. This includes an informed understanding of plagiarism and appropriate citation practices.</li><li>• Producing and communicating information, in respect of which you are able to demonstrate the ability to communicate information reliably, accurately and</li></ul>		

<p>coherently, using conventions appropriate to the context. This applies particularly to practical music making</p> <ul style="list-style-type: none"> <li>• Management of learning, in respect of which you are able to demonstrate the ability to evaluate your performance or the performance of others, and to take appropriate action where necessary; to take responsibility for your learning within a structured learning process; and to promote the learning of others.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code:</b> <a href="#">MZME219</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Music Education		
<p>Module outcomes:</p> <p>After the completion of this module you should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• An informed understanding of music education for the Intermediate Phase learner;</li> <li>• An informed understanding of the moving and the playing child;</li> <li>• The ability to select, apply and create Dalcroze-inspired activities when teaching beat, rhythm, tempo, metre, melody, form, texture and timbre to the Intermediate Phase learner;</li> <li>• The ability to identify, evaluate and solve problems when learning and teaching music education activities;</li> <li>• The ability to act like a professional music educator;</li> <li>• Musicing skills on non-melodic and melodic percussion instruments as well as on the descant recorder.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code:</b> <a href="#">MZME229</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Music Education		
<p>Module outcomes:</p> <p>After the completion of this module you should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• An informed understanding of music education curriculum design for the Intermediate Phase;</li> <li>• An informed understanding of pitch and the Intermediate Phase learner;</li> <li>• The ability to motivate the Intermediate Phase learner in the music class;</li> <li>• The ability to identify, evaluate and solve problems when learning and teaching music education activities;</li> <li>• The ability to act like a professional music educator;</li> <li>• Musicing skills on non-melodic and melodic percussion instruments as well as on the descant recorder.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code:</b> <a href="#">MZME319</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Music Education		
<p>Module outcomes:</p> <p>After the completion of this module you should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply basic recorder, singing and conducting skills to teaching within the field of music education and an understanding of how that knowledge</li> </ul>		



relates to other fields or practices within other disciplines with a view to teach music in the Senior Phase.

- understanding of contested knowledge (positive learning environments) within the field of music education and a critical evaluation of the applicability of aforementioned principles and knowledge to the field of music education.
- ability to select, evaluate and apply a range of different but appropriate music education research methods to do focused research and resolve problems that will effect change within practice related to music education and well-being;
- ability to identify, analyse, critically reflect on and address complex discipline related problems and apply practice-driven solutions with theory-driven (music education and well-being) arguments;
- reflection of all values, ethical conduct and justifiable decision making (conducting a singing ensemble/teaching a recorder ensemble) appropriate to the practice of organizing a mini showcase.
- accurate and coherent written and verbal communication of tasks and projects related to the practice-requirements of music education – how will the student be expected to communicate in the real world - with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism;
- management of a musical ensemble in a multicultural context in order to solve a contextual problem (organizing a mini ensemble showcase), monitoring the progress of the ensemble and taking responsibility for task outcomes and
- application of appropriate resources where appropriate;
- take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources (including self-made and found instruments) to successfully realize all outcomes of this module.

Method of delivery: Full-time

Assessment methods:

Tests and assignments – weight: 60%

Semester examination 1X2 hours – weight: 40%

**Module code:** **MZME329**

**Semester 2**

**NQF level: 6**

Title: Music Education

Module outcomes:

After the completion of this module you should be able to demonstrate:

- integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply therapeutic music education to facilitating drumming to adolescents with special needs within the field of music education and an understanding of how that knowledge relates to other fields or practices (specify if applicable) within other disciplines with a view to contribute to their general wellbeing.
- understanding of contested knowledge within the field of music education and a critical evaluation of the applicability of aforementioned theories and principles to the field of special needs education
- ability to select, evaluate and apply a range of different but appropriate procedures and scientific methods of qualitative enquiry through action research to do focused research and resolve problems that will effect change within practice;
- ability to identify, analyse, critically reflect on and address complex problems in the production of a Comic opera and apply practice-driven solutions with theory-driven arguments in regards to preparation and repetition of this project;
- reflection of all values, ethical conduct and justifiable decision making (identify and specify where applicable) appropriate to the practice of producing a Comic opera as pedagogical praxis;

<ul style="list-style-type: none"> <li>• accurate and coherent written and verbal communication of reflections on projects with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism;</li> <li>• management of a team in an unfamiliar context in order to solve a contextual problem (producing a Comic opera), monitoring the progress of the team and taking responsibility for task outcomes and application of appropriate resources where appropriate; and</li> <li>• take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources (service learning, community of practice, project-based learning, Authentic arts-based pedagogy) to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code: MZSD119</b>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Ensemble studies		
Module outcomes: On completion of this module the student should demonstrate: <ul style="list-style-type: none"> <li>• Basic knowledge of and involvement in Ensemble Studies;</li> <li>• Ability to comply with the appropriate protocol and specified performance principles;</li> <li>• Ability to function as part of an ensemble in order to successfully perform an ensemble work.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code: MZSD129</b>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Ensemble studies		
Module outcomes: On completion of this module the student should demonstrate: <ul style="list-style-type: none"> <li>• Basic knowledge of and involvement in Ensemble Studies;</li> <li>• Ability to comply with the appropriate protocol and specified performance principles;</li> <li>• Ability to function as part of an ensemble in order to successfully perform an ensemble work.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code: MZSD219</b>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Ensemble studies		
Module outcomes: On completion of this module the student should demonstrate: <ul style="list-style-type: none"> <li>• clear knowledge of and engagement in Ensemble Studies;</li> <li>• the ability to apply organizational skills relating to Ensemble Studies;</li> <li>• the ability to operate as part of an ensemble and take co-responsibility for the learning process with the view to successfully perform an ensemble work.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60%		

Semester examination 1X2 hours – weight: 40%		
<b>Module code:</b> <a href="#">MZSD229</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Ensemble studies		
Module outcomes: On completion of this module the student should demonstrate: <ul style="list-style-type: none"> <li>• clear knowledge of and engagement in Ensemble Studies;</li> <li>• the ability to apply organizational skills relating to Ensemble Studies;</li> <li>• the ability to operate as part of an ensemble and take co-responsibility for the learning process with the view to successfully perform an ensemble work.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code:</b> <a href="#">MZSD319</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Ensemble studies		
Module outcomes: On completion of this module the student should demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge of and involvement in Ensemble Studies;</li> <li>• leadership in the organization of ensemble groups and activities of ensemble groups;</li> <li>• the ability to operate as part of an ensemble, as well as to monitor and take full responsibility for own learning with the view to contribute to the successful performance of an ensemble work.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code:</b> <a href="#">MZSD329</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Ensemble studies		
Module outcomes: On completion of this module the student should demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge of and involvement in Ensemble Studies;</li> <li>• leadership in the organization of ensemble groups and activities of ensemble groups;</li> <li>• the ability to operate as part of an ensemble, as well as to monitor and take full responsibility for own learning with the view to contribute to the successful performance of an ensemble work.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code:</b> <a href="#">MZSJ129</a>	<b>Year module</b>	<b>NQF level: 5</b>
Title: Community Music		
Module outcomes: On completion of this module the student should demonstrate the following: <ul style="list-style-type: none"> <li>• Basic knowledge and informed understanding of the field of community music;</li> <li>• Knowledge of African music as social praxis relevant to map the field of community music within the South African context;</li> <li>• An ability to access and process information from different sources with a view to summarise scientific information on the field of community music practices in South Africa;</li> </ul>		

<ul style="list-style-type: none"> <li>The ability to take informed action that contributes to sustainable development of community music practices by means of critical engagement with contemporary societal challenges within a local, national and global context.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code: MZSJ219</b>	<b>Year module</b>	<b>NQF level: 6</b>
Title: Community Music		
Module outcomes: On completion of this module the student should demonstrate the following: <ul style="list-style-type: none"> <li>commitment to the development of multi-lingual skills in order to promote respect and understanding within the social, cultural and linguistic diversity of South African society;;</li> <li>the ability to communicate the importance of community music practices, verbally and in writing using, appropriate technologies, such as PowerPoint Google Slides and Prezi, in an accurate and coherent manner, with understanding of copyright principles and adherence to the rules on plagiarism;;</li> <li>knowledge of community music case studies relevant to map the field of community music in the South African context,</li> <li>the ability to take informed action that contributes to sustainable development of a community music programme by means of critical engagement with contemporary societal challenges within a local and national context.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code: MZSJ229</b>	<b>Year module</b>	<b>NQF level: 6</b>
Title: Community Music		
Module outcomes: On completion of this module the student should demonstrate the following: <ul style="list-style-type: none"> <li>commitment to the development of community music facilitation skills;</li> <li>detailed knowledge and clear understanding of critical multiculturalism as it applies to community music;</li> <li>knowledge of community music case studies relevant to understanding local music cultures in the JB Marks municipality</li> <li>the ability to communicate the importance of local music cultures, verbally and in writing using, appropriate technologies, such as PowerPoint Google Slides and Prezi, in an accurate and coherent manner, with understanding of copyright principles and adherence to the rules on plagiarism;</li> <li>the ability to take informed action that contributes to sustainable development of a community music programme by means of critical engagement with contemporary societal challenges within a local and national context.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code: MZSJ319</b>	<b>Year module</b>	<b>NQF level: 7</b>
Title: Community Music		
Module outcomes: On completion of this module the student should demonstrate the following: <ul style="list-style-type: none"> <li>advanced knowledge and informed understanding of community arts and community cultural development,</li> </ul>		

<ul style="list-style-type: none"> <li>• the ability to select and implement different approaches to community music practice,</li> <li>• capacity for self-reflection and self-discovery that supports continuing professional development in the discipline of community music,</li> <li>• the ability to cultivate beneficial relationships with others in a community music programme,</li> <li>• capacity to engage in informed argument and reasoning, based on a principled defence of personal values, beliefs and practices as applied to community music and community music education.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code: <a href="#">MZSJ329</a></b>	<b>Year module</b>	<b>NQF level: 7</b>
Title: Community Music		
Module outcomes: On completion of this module the student should demonstrate the following: <ul style="list-style-type: none"> <li>• Advanced knowledge of the ways in which communities are built and sustained relevant to understanding the context of community music practices in South Africa;</li> <li>• The ability to select and apply knowledge of polyrhythmic structures in African musics in order to facilitate meaningful community music experiences;</li> <li>• The ability to select from a range of possible options the best solution to address challenges in project management within community music practices;</li> <li>• The ability to take informed action that contributes to sustainable development of community music practices by means of critical engagement with contemporary societal challenges within a local, national and global context.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code: <a href="#">MZSL177</a></b>	<b>Year module</b>	<b>NQF level: 5</b>
Title: Introduction to music research		
Module outcomes: On completion of this module the student should demonstrate: <ul style="list-style-type: none"> <li>• Basic knowledge and informed understanding of the structure, principles and concepts relevant to basic research in music;</li> <li>• The skill to read and write in English and thus to interpret and write academic texts based on research in music;</li> <li>• Identify and comply with acceptable conduct in the academic environment, including compliance with rules regarding plagiarism and copyright.</li> <li>• The skill to monitor and take responsibility for own learning process;</li> <li>• Basic knowledge and informed understanding of the structures, principles and concepts regarding basic research in music.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code: <a href="#">MZSN119</a></b>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Music Notation		
Module outcomes: On completion of this module the student should demonstrate		

<ul style="list-style-type: none"> <li>• Basic knowledge and informed understanding of basic experiences and concepts regarding the ways in which music from various cultures are created, performed and experienced;</li> <li>• Basic experiences and concepts regarding the ways in which experiences of music from various cultures are notated;</li> <li>• The ability to produce and reproduce rhythmic and melodic patterns in musical actions and in notation;</li> <li>• The ability to identify, analyse and define basic problems in the understanding and the communication of one's understanding of the structure of compositions from various parts of the world, and in various styles;</li> <li>• The ability to communicate effectively in a variety of formats (oral, written, visual and electronic) to diverse audiences and for various purposes related to the learning and teaching of music rudiments related to meter and tonality;</li> <li>• The ability to operate as part of a group that presents practical sessions on music rudiments and to make appropriate contributions to successfully present events in a variety of formats related to musicianship skills, taking co-responsibility for learning progress and outcome realisation of the group.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X3 hour — weight: 40%		
<b>Module code:</b> <b>MZSN129</b>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Music Notation		
Module outcomes: On completion of this module the student should demonstrate: <ul style="list-style-type: none"> <li>• Basic knowledge and informed understanding of experiences and concepts regarding the ways in which music from various cultures are created, performed and experienced;</li> <li>• Basic experiences and concepts regarding the ways in which experiences of music from various cultures are notated and how these forms of notation can be taught and learned;</li> <li>• The ability to produce and reproduce rhythmic and melodic patterns in musical actions and in notation, individually and in groups;</li> <li>• The ability to identify, analyse and define basic problems in the understanding, and the communication of one's understanding of the structure of compositions from various parts of the world, and in various styles;</li> <li>• The ability to communicate effectively in a variety of formats (oral, written, visual and electronic) to diverse audiences and for various purposes related to the learning and teaching of music rudiments related to meter and tonality;</li> <li>• The ability to operate effectively as part of a group that presents practical sessions on music rudiments and to make appropriate contributions to successfully present events in a variety of formats related to musicianship skills, taking co-responsibility as leader and as follower in the learning progress and outcome realisation of the group.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X3 hour — weight: 40%		
<b>Module code:</b> <b>MZSP179</b>	<b>Year module</b>	<b>NQF level: 5</b>
Title: Keyboard Skills		
Module outcomes: After the completion of this module you should be able to demonstrate:		

- Know and understand the relationship between the self and the keyboard instrument, the correct positioning at the piano, and the basic playing actions, including improvised accompaniment of multicultural songs, and the difference between major and minor keys;
- The ability to identify, organise and implement standard piano/keyboard techniques through five-finger exercises and sight-reading skills as well as the performance of short pieces in various meters with the view to develop the ability to perform alone and in ensembles;
- The ability to implement and apply the basic practical skill of creating and performing a group composition, in any style, of a minimum length of two minutes for self-study involving instrumental composition, together with fellow students;
- A basic awareness of the diversity of style and compositions learned in this module.

Method of delivery: Full-time

Assessment methods:

Tests and assignments – weight: 60%

Semester examination 1X2 hours – weight: 40%

**Module code:** [MZSP279](#)

**Year module**

**NQF level: 6**

Title: Keyboard skills

Module outcomes:

After the completion of this module you should be able to demonstrate:

- Have a basic knowledge and informed understanding of the relationship between the self and the piano/keyboard instrument, the correct positioning at the keyboard instrument, and the basic playing actions;
- The ability to identify, organise and implement standard piano/keyboard techniques through five-finger exercises and sight-reading, as well as through the performance of musical games and of short pieces in various meters with a view to develop the ability to perform alone and in ensembles;
- The ability to select and apply insights into piano/keyboard technique and music rudiments in order to improvise accompaniment to multicultural songs (also while singing), to design educational games that develop technique and can serve as part of teaching, and to create games and group compositions in any style together with other students;
- The ability to communicate effectively in a variety of performing and teaching formats to diverse audiences and for various purposes, specifically in order to function as a keyboard player in real-life musical contexts;
- The ability to take informed action that contributes to sustainable development of musical culture in South Africa by means of critical engagement with contemporary societal challenges within a local, national and global context;
- The ability to operate as part of an ensemble and of a teaching team and make appropriate contributions to successfully complete performances of music, and teaching events related to the playing of keyboard instruments, as well as taking co-responsibility for learning progress and outcome realization of the group of musicians in this module, and later any group of musicians in a professional practice.

Method of delivery: Full-time

Assessment methods:

Tests and assignments – weight: 60%

Semester examination 1X2 hours – weight: 40%

**Module code:** [MZSP379](#)

**Year module**

**NQF level: 6**

Title: Keyboard Skills

Module outcomes:

After the completion of this module you should be able to demonstrate:

<ul style="list-style-type: none"> <li>• Have a detailed knowledge and clear understanding of the relationship between the self and the piano/keyboard instrument, the correct positioning at the piano, and be able to demonstrate advanced actions of playing the piano, including improvised accompaniment of multicultural songs, different styles of articulation and the difference between major and minor keys;</li> <li>• Develop and demonstrate more advanced finger technique effectively through five-finger exercises, scales and sight-reading skills, with a view to develop the ability to perform alone and in ensembles;</li> <li>• Ability to select and apply insights into piano/keyboard technique and music rudiments in order to improvise accompaniment to multicultural songs, whilst singing, and to create group compositions in any style together with other students;</li> <li>• Ability to communicate effectively in a variety of performing and teaching formats to diverse audiences and for various purposes, specifically in order to function as a keyboard player in real-life musical contexts;</li> <li>• The ability to operate as part of an ensemble and of a teaching team and make appropriate contributions to successfully complete performances of music, and teaching events related to the playing of keyboard instruments, as well as taking co-responsibility for learning progress and outcome realization of the group of musicians in this module, and later any group of musicians in a professional practice.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code: MZSS218</b>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Musicology		
Module outcomes: After successful completion of this module the student will be able to demonstrate: <ul style="list-style-type: none"> <li>• basic knowledge and informed understanding of music as a field of practice and study;</li> <li>• thorough knowledge of motivations for the study of music video, the basic theory of communication, categories of music video, and musicological perspectives in music video analysis;</li> <li>• the ability to communicate effectively in a variety of formats (oral, written, visual and electronic) to diverse audiences and for various purposes;</li> <li>• the ability to operate independently and take full responsibility for own work;</li> <li>• the ability to interact and collaborate effectively with others, and to work as part of a team, in diverse social and cultural contexts.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hour — weight: 40%		
<b>Module code: MZSS228</b>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Musicology		
Module outcomes: After successful completion of this module the student will be able to demonstrate: <ul style="list-style-type: none"> <li>• basic knowledge and informed understanding of the place and function of music in selected social, cultural and/or historical contexts;</li> <li>• the ability to communicate effectively in a variety of formats (oral, written, visual and electronic) to diverse audiences and for various purposes;</li> <li>• the ability to operate independently and take full responsibility for own work;</li> </ul>		



<ul style="list-style-type: none"> <li>the ability to interact and collaborate effectively with others, and to work as part of a team, in diverse social and cultural contexts.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hour — weight: 40%		
<b>Module code:</b> <a href="#">MZST219</a>	<b>Semester 1</b>	<b>NQF level: 5/6</b>
Title: Music Theory		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate: <ul style="list-style-type: none"> <li>basic knowledge and informed understanding of advanced rhythmic patterns and melodic phrases;</li> <li>ability to identify, analyse and discuss how the conventions of music notation are realized in prescribed works.;</li> <li>the ability to identify, organise and effectively demonstrate advanced rhythmic patterns and melodic phrases;</li> <li>the ability to identify, distinguish and implement basic harmonic structures as found in musical contexts;</li> <li>the ability to create a simple composition for a solo instrument;</li> <li>the ability to implement knowledge and respect of existing musical styles, while creating their own compositions;</li> <li>ability to interact and collaborate effectively with others, and to work as part of a team, in creating and improvising standard rhythmic patterns and melodic phrases.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 2X3 hour — weight: 40%		
<b>Module code:</b> <a href="#">MZST229</a>	<b>Semester 2</b>	<b>NQF level: 5/6</b>
Title: Music Theory		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate: <ul style="list-style-type: none"> <li>basic knowledge and informed understanding of advanced harmonic structures;</li> <li>detailed knowledge and clear understanding of how the conventions of music notation are realized in practice;</li> <li>ability to identify, analyse and discuss how the conventions of music notation are realized in prescribed works;</li> <li>the ability to identify, distinguish and implement advanced harmonic structures as found in musical contexts;</li> <li>the ability to create an advanced composition for two instruments (melodic and percussion);</li> <li>the ability to implement knowledge and respect of existing musical styles, while creating their own compositions;</li> <li>ability to interact and collaborate effectively with others, and to work as part of a team, in creating and improvising standard harmonic structures.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 2X3 hour — weight: 40%		
<b>Module code:</b> <a href="#">MZST319</a>	<b>Semester 1</b>	<b>NQF Level: 6</b>
Title: Music Theory		

Module outcomes:

After the successful completion of this module, the student must be able to demonstrate:

- detailed knowledge and clear understanding of musical elements (rhythmic, melodic, harmonic and structural) in context and basic skills needed for the analysis of the opening segments of compositions in order to determine ways in which keys are established and thematic material utilized;
- ability to identify (visually and aurally), implement and evaluate combinations of all musical elements in context and correctly apply basic skills needed for the analysis of opening segments of compositions;
- ability to effectively apply basic harmonic and counterpoint procedures in musical contexts;
- an awareness and adherence to existing notational conventions during the creating of his/her own music;
- ability to communicate effectively in a variety of formats (oral, written and electronic) to diverse audiences and for various purposes in explaining and discussing different aspects of the elements of music.

Method of delivery: Full-time

Assessment methods:

Tests and assignments — weight: 60%

Semester exam 2X3 hour — weight: 40%

**Module code:** [MZST329](#)

**Semester 2**

**NQF Level: 6**

Title: Music Theory

Module outcomes:

After the successful completion of this module, the student must be able to demonstrate:

- detailed knowledge and clear understanding of the tonal and thematic processes of simple compositions;
- the ability to identify and analyse the tonal and thematic processes of simple compositions correctly and meaningfully;
- the ability to create and perform short independent compositions in more than one voice, within a meaningful context;
- ability to effectively apply basic harmonic and counterpoint procedures in "pastiche" works;
- an awareness and adherence to the diversity of compositional styles and techniques utilized in the compositions he/she analyses;
- ability to communicate effectively in a variety of formats (oral, written and electronic) to diverse audiences and for various purposes in explaining and discussing different aspects of the elements of music.

Method of delivery: Full-time

Assessment methods:

Tests and assignments — weight: 60%

Semester exam 2X3 hour — weight: 40%

**Module code:** [MZSU177](#)

**Year module**

**NQF Level: 5**

Title: Music Performance

Module outcomes:

On completion of this module the student should demonstrate

- Basic knowledge of and engagement in practical music as relating to technique, genres, styles and repertoire;
- The ability to apply the correct techniques and skills relevant to the chosen instrument with the view to perform the required repertoire with the necessary technical proficiency;

<ul style="list-style-type: none"> <li>• The ability to access and process information from a suggested source with a view to provide a summary of trustworthy information on principles of performance practice relevant to the chosen repertoire;</li> <li>• The ability to operate as part of an ensemble and take co-responsibility for the learning process with the view to successfully perform an ensemble work on the chosen instrument.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1X2 hour — weight: 50%		
<b>Module code:</b> <a href="#">MZSU277</a>	<b>Year module</b>	<b>NQF Level: 6</b>
Title: Music Performance		
Module outcomes: On completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a solid knowledge base and sound understanding of the underlying principles of the more advanced technical work as well as the more advanced repertoire prescribed for the instrument of choice;</li> <li>• critically analyse repertoire to be performed and synthesise accumulated information during preparation and performance of a programme consisting of more advanced repertoire that is representative of a variety of genres, tempo's and musical styles;</li> <li>• demonstrate an ability to solve well-defined, but unfamiliar problems, while preparing a quick study and/or self-study, as well as performing more advanced sight-reading on the instrument of choice;</li> <li>• compare worldviews in relation to his/her own worldview based on a sound understanding of the performer's more advanced responsibility as a performing artist.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1X2 hour — weight: 50%		
<b>Module code:</b> <a href="#">MZSU377</a>	<b>Year module</b>	<b>NQF Level: 7</b>
Title: Music Performance		
Module outcomes: On completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a well-rounded and systematic knowledge base, a coherent and a critical understanding of the underlying principles of advanced technical work and advanced repertoire prescribed for the instrument of choice;</li> <li>• critically analyse, synthesise and evaluate during preparation and performance a programme consisting of advanced repertoire that is representative of a variety of genres, tempo's and musical styles;</li> <li>• demonstrate the ability to solve concrete and abstract problems and issues while preparing a quick study and/or self-study, as well as performing advanced sight-reading on the instrument of choice;</li> <li>• express your own worldview while applying various practices as a responsible performing artist.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1X2 hour — weight: 50%		
<b>Module code:</b> <a href="#">MZSY317</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: African Music		
Module outcomes:		

After successful completion of this module the student will be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and clear understanding of West African musics and musical instruments;</li> <li>• clear understanding of prevalent schools of thought that determined progress within African music studies, performance and research;</li> <li>• proficient skills in the performance of selected African instruments;</li> <li>• the ability to communicate concepts related to African sonic culture and heritage verbally or in writing and via appropriate media, in an accurate and coherent manner, with understanding of copyright principles and adherence to the rules on plagiarism.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hour — weight: 40%		
<b>Module code:</b> <a href="#">MZY327</a>	<b>Semester 2</b>	<b>NQF Level: 6</b>
Title: African Music		
Module outcomes: On completion of this module the student will be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and clear understanding of East and Central African musical structures, instruments and genres;</li> <li>• clear understanding of prevalent schools of thought that determined progress within African music studies;</li> <li>• practical proficiency on the selected instruments and forms studied;</li> <li>• the ability to distinguish discipline-specific methods and techniques of scientific enquiry appropriate for implementation in African music research and ethno/musicology;</li> <li>• the ability to communicate effectively in a variety of formats (oral, written, visual and electronic) to diverse audiences and for various purposes;</li> <li>• the ability to function as knowledge creator in the world of work through scholarly approach to task completion.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hour — weight: 40%		

## HUM.16.20 [MUSIC](#) (BMUS)

<b>Module code:</b> <a href="#">MUSB312</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Arts Management		
Module outcomes: After successful completion of the module, a student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• a clear understanding of, and be able to motivate why good management is essential for the health of the arts globally;</li> <li>• Integrated knowledge and a clear understanding of what arts and culture are about, as well as the different ways in which art are expressed;</li> <li>• The ability to differentiate between the types of facilities that the arts are practised in, in general, and the types of theatres that are in use, in particular;</li> <li>• Critical thinking on why business principles and practise should have an integral place in the arts, and what business's role relative to an artistic endeavour should be;</li> <li>• the ability to manage any arts related project theoretically and practically;</li> <li>• integrated knowledge and a clear understanding of what an arts manager is and in what spheres of society you find him/her;</li> </ul>		

<ul style="list-style-type: none"> <li>• the ability to defend the notion that human society needs the arts;</li> <li>• critical thinking about the nature of the arts and artists;</li> <li>• the ability to apply his/her knowledge on fundraising and marketing for the arts, theoretically and practically;</li> <li>• the ability to apply the basic principles of copyright in music.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUSB322</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Arts Management		
Module outcomes: After successful completion of the module, a student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• the ability to apply the basic principles in drawing up a budget for an arts organisation or arts project,</li> <li>• integrated knowledge and clear understanding of what an arts entrepreneur is and how the entrepreneurial ingredients are also applicable to an arts entrepreneur.</li> <li>• critical thinking in differentiating between the mainly used business tools in the arts by demonstrating his/her knowledge of the applicable business documents,</li> <li>• the ability to apply his/her knowledge of a business plan for the arts or an arts project theoretically and practically;</li> <li>• the capacity to differentiate between the vast and mainly used types of arts terminologies that are in practice in general,</li> <li>• the ability to apply the basic principles of meeting procedures and demonstrate his/her knowledge of the tasks of main office bearers in arts societies, organisations and boards,</li> <li>• critical thinking in defending the notion that arts endeavours can be an ingredient for community work and upliftment;</li> <li>• the ability to apply his/her knowledge on the music production process with regard to contemporary music.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUSC311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Music Technology		
Module outcomes: After successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• advanced skills in using successfully the Sibelius OR Finale music notation programs in the preparation and printing of scores for a variety of instrumental and vocal setups.</li> <li>• the ability to use meaningfully selected software programs in music educational contexts,</li> <li>• the ability to find, analyse and evaluate in given critical contexts recent articles about music technology,</li> <li>• integrated knowledge and a clear understanding of, as well the ability to correctly apply basic theoretical principles of digital audio and MIDI recording.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X3 hours — weight: 40%		

<b>Module code:</b> <a href="#">MUSC321</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Music Technology		
Module outcomes: After successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• the ability to analyse and evaluate academic literature in the field of music aesthetics, and to consider aesthetic issues in creative music technology projects.</li> <li>• basic skills in the use of Pro Tools digital audio workstation software in the recording and editing of digital audio and MIDI projects of limited scope</li> <li>• basic skills in the use of software programs for video editing and audio-video synchronization</li> <li>• basic knowledge and understanding of selected literature about audio-video synchronization</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X3 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUSC411</a>	<b>Semester 1</b>	<b>NQF level: 8</b>
Title: Music Technology		
Module outcomes: After successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• integrated knowledge of advanced theoretical principles of music technology pertaining to sound production,</li> <li>• the ability to effectively use hard- and software in the setup and making of audio recordings.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X3 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUSC421</a>	<b>Semester 2</b>	<b>NQF level: 8</b>
Title: Music Technology		
Module outcomes: After successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• the ability to critically evaluate their knowledge of theoretical principles of music technology gained in the first semester,</li> <li>• the advanced ability to apply this knowledge in the making and recording of complex sound recordings; this should include the student's own creative work.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X3 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUSD111</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Ensemble studies		
Module outcomes: On completion of this module the student should demonstrate <ul style="list-style-type: none"> <li>• Basic knowledge of and engagement in Ensemble Studies;</li> <li>• The ability to adhere to the appropriate ensemble protocol and specified performance practice;</li> <li>• The ability to operate as part of an ensemble with the view to successfully perform an ensemble work.</li> </ul>		
Method of delivery: Full-time		
Assessment methods:		

Tests and assignments – weight: 50%		
Semester examination 1X2 hours – weight: 50%		
<b>Module code:</b> <a href="#">MUSD121</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Ensemble Studies		
Module outcomes: On completion of this module the student should demonstrate: <ul style="list-style-type: none"> <li>• Basic knowledge of and engagement in Ensemble Studies;</li> <li>• The ability to adhere to the appropriate ensemble protocol and specified performance practice;</li> <li>• The ability to operate as part of an ensemble with the view to successfully perform an ensemble work.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 50%		
Semester examination 1X2 hours – weight: 50%		
<b>Module code:</b> <a href="#">MUSD211</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Ensemble studies		
Module outcomes: On completion of this module the student should demonstrate: <ul style="list-style-type: none"> <li>• clear knowledge of and engagement in Ensemble Studies;</li> <li>• the ability to apply organizational skills relating to Ensemble Studies;</li> <li>• the ability to operate as part of an ensemble and take co-responsibility for the learning process with the view to successfully perform an ensemble work.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60%		
Semester examination 1X2 hours – weight: 40%		
<b>Module code:</b> <a href="#">MUSD221</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Ensemble studies		
Module outcomes: On completion of this module the student should demonstrate: <ul style="list-style-type: none"> <li>• clear knowledge of and engagement in Ensemble Studies;</li> <li>• the ability to apply organizational skills relating to Ensemble Studies;</li> <li>• the ability to operate as part of an ensemble and take co-responsibility for the learning process with the view to successfully perform an ensemble work.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60%		
Semester examination 1X2 hours – weight: 40%		
<b>Module code:</b> <a href="#">MUSD311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Ensemble studies		
Module outcomes: On completion of this module the student should demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge of and involvement in Ensemble Studies;</li> <li>• leadership in the organization of ensemble groups and activities of ensemble groups;</li> <li>• the ability to operate as part of an ensemble, as well as to monitor and take full responsibility for own learning with the view to contribute to the successful performance of an ensemble work.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60%		

Semester examination 1X2 hours – weight: 40%		
<b>Module code:</b> <a href="#">MUSD321</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Ensemble studies		
Module outcomes: On completion of this module the student should demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge of and involvement in Ensemble Studies;</li> <li>• leadership in the organization of ensemble groups and activities of ensemble groups;</li> <li>• the ability to operate as part of an ensemble, as well as to monitor and take full responsibility for own learning with the view to contribute to the successful performance of an ensemble work.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester examination 1X2 hours – weight: 40%		
<b>Module code:</b> <a href="#">MUSE211</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Methodology of main instrument		
Module outcomes: Vocal studies (classical): After the successful completion of this module, the student must be able to demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge, insight and clear understanding of the principles of Italian lyric diction and the international phonetic alphabet (IPA), as well as prescribed Italian repertoire and interpretation of such repertoire;</li> <li>• ability to effectively apply the knowledge and insight gained with the view to successfully function within new contexts;</li> <li>• the ability to gather, analyse, process and present integrated literature on Italian vocal styles;</li> <li>• ability to interact and collaborate effectively with others, and to work as part of a team, in diverse social, cultural and linguistic contexts.</li> </ul> Woodwind instruments: After the successful completion of this module, the student must be able to demonstrate: insight into the origin and development of woodwind instruments; <ul style="list-style-type: none"> <li>• detailed knowledge and clear understanding of the construction of woodwind instruments;</li> <li>• the ability to integrate literature on the different types of woodwind instruments;</li> <li>• the ability to solve complex and unfamiliar problems when practising woodwind instruments; and</li> <li>• the ability to gather and present information about the different manufacturers of woodwind instruments.</li> </ul> Contemporary commercial music (CCM) vocal studies: After the successful completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• Detailed knowledge, insight and clear understanding of the laryngeal mechanism and the relationship between the laryngeal mechanism and successful phonation;</li> <li>• Integrated knowledge and a clear, critical understanding of recent research on the respiratory processes for singing;</li> <li>• The ability to gather, analyse, process and present integrated literature on CCM;</li> </ul>		



- An integrated, clear and critical understanding as well as interpretation of the prescribed repertoire;
- The ability to interact and collaborate effectively with others and to work as part of a team in diverse social, cultural and linguistic contexts within CCM

#### Brass instruments:

After the successful completion of this module, the student must be able to demonstrate:

- detailed knowledge and clear understanding of the history and development of the family of brass instruments.
- clear understanding of prevalent schools of thought that determined progress and development of various valve systems
- detailed knowledge and clear understanding of the structure and function of the facial musculature with regard to brass playing, and embouchure formation.
- clear understanding of prevalent schools of thought with regard to breathing for brass playing.

#### Piano:

After the successful completion of this module, the student must be able to:

- describe and apply in practice a meaningful practise programme
- systematically outline the fundamentals of good piano technique
- prescribe suitable repertoire from all style periods for beginners
- detailed knowledge and a clear understanding of the UNISA grade 1 and 2 piano syllabi

#### Violin:

After the successful completion of this module the student should be able to demonstrate:

- detailed knowledge and clear understanding of the principles of outcome formulation, violin playing technique, style and standards, learning and practicing;
- the ability to effectively apply the knowledge and insight gained with the view to successfully function within new contexts;
- the ability to interact and collaborate effectively with others, and to works as part of a team, in diverse social, cultural and linguistic contexts.

#### Cello:

After successfully completing this module, the student should be able to demonstrate:

- detailed historical knowledge of, and a perspective on the early development of the cello;
- detailed knowledge of, and insight into the cello repertoire of the 17th and 18th centuries;
- detailed historical knowledge and an understanding of basic technique in relation to posture, bow grip and left-hand position;
- the basic principles (posture, bow grip, left-hand position) to a beginner student.

#### Guitar:

After successfully completing this module, the student should be able to demonstrate the following:

- detailed knowledge of the construction, origin and evolution of the guitar;
- detailed knowledge of the fundamentals of good guitar technique and how to systematically expound this;
- detailed knowledge and understanding of nail shaping on the timbre, articulation and dynamics of the guitar;

- detailed knowledge of specific practise methods and how to effectively apply these;
- detailed knowledge and understanding of the repertoire for beginners to that of the Unisa and Trinity Grade 4 syllabuses.

Method of delivery: Full-time

Assessment methods:

Tests and assignments — weight: 50%

Semester exam 1X2 hours — weight: 50%

**Module code:** **MUSE221**

**Semester 2**

**NQF level: 6**

Title: Methodology of main instrument

Module outcomes:

Vocal studies (classical):

After the successful completion of this module, the student must be able to demonstrate:

- detailed knowledge, insight and clear understanding of the principles of French lyric diction and the international phonetic alphabet (IPA), as well as prescribed French repertoire and interpretation of such repertoire;
- ability to effectively apply the knowledge and insight gained with the view to successfully function within new contexts;
- the ability to gather, analyse, process and present integrated literature on French vocal styles;
- ability to interact and collaborate effectively with others, and to work as part of a team, in diverse social, cultural and linguistic contexts.

Woodwind instruments:

After the successful completion of this module, the student must be able to demonstrate:

- the ability to access and present information about the acoustics of woodwind instruments;
- the ability to understand and demonstrate practical skills such as breathing, embouchure, intonation and tone control, effectively;
- the ability to solve complex and unfamiliar problems when maintaining and repairing woodwind instruments;
- the ability to communicate effectively, when teaching beginner woodwind students.

Contemporary commercial music (CCM) vocal studies:

After the successful completion of this module, the student should be able to demonstrate:

- Detailed knowledge and clear understanding of vocal concepts;
- Insight into the origin and development of knowledge and theories of CCM;
- The ability to identify, analyse and select the most appropriate method to address defined challenges in CCM;
- the ability to gather, analyse, process and present integrated literature on CCM;
- The ability to interact and collaborate effectively with others, and to work as part of a team in diverse social, cultural and linguistic contexts in CCM

Brass instruments:

After the successful completion of this module, the student must be able to demonstrate:

- detailed knowledge and clear understanding of resonance with regard to brass instruments.
- a clear understanding of the harmonic series and its function in brass instruments.

- the ability to identify, analyse and select the appropriate procedure to address available fingering in various transposing instruments.
- the ability to critically analyse alternative approaches to valve fingering and the ability to offer value-driven and logical arguments for judgements.

**Piano:**

After the successful completion of this module the student should be able to demonstrate:

- detailed knowledge of the different aspects of piano teaching as a profession, which should lead to following this profession with confidence;
- the ability to successfully convey the basics of good piano technique in teaching;
- prescribe repertoire from given style periods for students at grade 3 to 4 level;
- detailed knowledge and a clear understanding of the UNISA grade 3 and 4 piano syllabi

**Violin:**

After the successful completion of this module the student should be able to demonstrate:

- detailed knowledge, insight and clear understanding of the principles of effective learning and teaching, of
- methods for teaching beginners, of different schools of violin playing and teaching, and of
- practice methods;
- the ability to identify master works from the canon of standard violin repertoire;
- the ability to assess the standard of violin playing in any given performance.

**Cello:**

After successfully completing this module, the student should be able to demonstrate:

- detailed knowledge of, and a perspective on the Italian cello repertoire of the 17th and 18th centuries;
- detailed historical knowledge and understanding of the bow;
- detailed historical knowledge of, and analytical skills in the study of the left-hand position;
- effective practical skills in approaching and applying technique in their study program;
- the ability to effectively demonstrate the basic principles (posture, bow-grip, left hand position) to a beginner student.

**Guitar:**

After successfully completing this module, the student should be able to demonstrate:

- the ability to effectively explain the fundamentals of guitar teaching
- detailed knowledge of phrasing and articulation in guitar playing, and the ability to effectively demonstrate this in practice;
- the ability to explain the role of memorising and effectively demonstrate the different ways of memorisation;
- the ability to effectively demonstrate and apply advanced techniques such as tremolo, harmonics, different types of vibratos, pizzicato and muting;
- the ability to recognise repertoire from different style periods through listening assignments, and to prescribe appropriate repertoire for beginner students;
- detailed knowledge and an understanding of the repertoire for guitar up to the Unisa and Trinity Grade 6 syllabuses.

Method of delivery: Full-time

Assessment methods:

Tests and assignments — weight: 50%

Semester exam 1X2 hours — weight: 50%		
<b>Module code:</b> <a href="#">MUSE311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Methodology of main instrument		
<p>Module outcomes:</p> <p>Vocal studies (classical):</p> <p>After the successful completion of this module, the student must be able to demonstrate:</p> <ul style="list-style-type: none"> <li>integrated knowledge and a clear and critical understanding of prescribed German repertoire, as well as interpretation of such repertoire; the principles of German lyric diction; the physical and theoretical concepts relating to the vocal tract, and the theories relating to the breathing processes for singing and resonance,</li> <li>the implementation, as well as the ability to evaluate the effect of the implementation of appropriate methods to effectively identify and discuss German repertoire and the interpretation thereof, as well as to achieve the correct pronunciation of German lyric diction; the physical and theoretical concepts relating to the vocal tract and the theories relating to the breathing processes for singing and resonance;</li> <li>access, analyse and evaluate current research on breathing processes for singing and offer conclusions within the field of vocal pedagogy;</li> <li>the ability to identify, analyse, critically reflect on and address complex challenges related to German lyric diction, breathing processes for singing and resonance, and to apply practice-driven solutions with theory-driven arguments with the view to overcome such challenges;</li> <li>the capacity to engage in informed argument and reasoning, based on a principled defence of personal values, beliefs and practices within the context of vocal pedagogy</li> </ul> <p>Woodwind instruments:</p> <p>After the successful completion of this module, the student must be able to demonstrate:</p> <ul style="list-style-type: none"> <li>an advanced ability to implement and apply knowledge about tonguing, articulation, finger technique, vibrato and phrasing effectively when teaching woodwind instruments;</li> <li>a coherent understanding of the different schools of woodwind playing and teaching;</li> <li>the ability to analyse and evaluate academic literature by prominent woodwind pedagogues; and</li> <li>the ability to employ innovative and critical thinking when teaching advanced woodwind students.</li> </ul> <p>Contemporary commercial music (CCM) vocal studies:</p> <p>After the successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>Integrated knowledge and a clear and critical understanding of prescribed repertoire as well as the interpretation of such repertoire;</li> <li>The ability to implement, as well to evaluate the effect of the implementation of appropriate methods to effectively identify and discuss the repertoire and the interpretation thereof;</li> <li>The ability to access, analyse and evaluate current research on CCM and offer conclusions within this field;</li> <li>The ability to identify, analyse, critically reflect on and address complex challenges related to CCM and to apply practice-driven solutions with theory-driven arguments with the view to overcome such challenges;</li> </ul>		

- The capacity to engage in informed argument and reasoning based on a principled defence of personal values, beliefs and practices within the context of CCM

#### Brass instruments:

After the successful completion of this module, the student must be able to demonstrate:

- access, analyse and evaluate current research on breathing and offer conclusions within a given context in the field of brass playing.
- understanding of contested theories of Jacobs, Gordon, Pilafian and Sheridan, within the field of breathing, in order to inform one's own, or others playing.
- the ability to employ innovative and critical thinking regarding the use of breathing in a teaching and performing context.
- ability to communicate effectively in a variety of formats (individual lesson, workshop, or masterclass) to diverse audiences.

#### Piano:

After completion of this module the student must be able to demonstrate:

- Piano Studies: integrated knowledge and a critical understanding of
  - i) the history and the development of piano pedagogy schools of thought,
  - ii) a scientific model for piano teaching,
  - iii) the role of the modern piano teacher,
  - iv) the development, characteristics and mechanics of the modern grand piano, as well as a
  - v) procedure for editing a music score;
- a personal opinion and well-formulated arguments with regard to listening and to articulate these in academic and professional discourse;
- Practical: the implementation and critical evaluation of the theoretical knowledge during lessons to a test piano pupil;
- an integrated knowledge of the piano repertoire from the Romantic period by recognising listening- and/or notation examples.

#### Violin:

After successful completion of this module the student must be able to demonstrate:

- integrated knowledge and a clear and critical understanding of the principles of the Meta Model, musical interpretation, effective practice strategies, and Sorting Styles (Meta Programs);
- access, analyse and evaluate current research on the principles of the Meta Model;
- to apply practice-driven solutions with theory-driven arguments with the view to overcome challenges relating to practice strategies;
- the expansion of familiarity with the standard repertoire for the instrument;
- the refinement of the ability to assess the standard of violin playing in any given performance.

#### Cello:

After successfully completing this module, the student should be able to demonstrate:

- integrated historical knowledge of, and a perspective on the German and Russian Cello Schools of the 18th and 19th centuries;
- insight into the different bowing techniques and how to apply those techniques;
- integrated knowledge and coherent understanding of shifting and the advanced ability to apply it practically;
- insight into the effective use of fingering and bowings in musical contexts;

- advanced and applicable use of skills and goals by focusing on sense perception as mentioned in “The Inner Game of Music” (1987);
- insight into, and coherent understanding of teaching the basic musical and technical principles (for example pieces in first position and one-octave scales) to a beginner student.

**Guitar:**

After successfully completing this module, the student should be able to demonstrate the following:

- integrated historical knowledge of the guitar;
- integrated knowledge of good guitar technique at third-year level and how to systematically expound this;
- detailed knowledge and coherent understanding of the repertoire for students at intermediate level.

Method of delivery: Full-time

Assessment methods:

Tests and assignments — weight: 60%

Semester exam 1X3 hours — weight: 40%

<b>Module code:</b> <a href="#">MUSE321</a>	<b>Semester</b> 2	<b>NQF level:</b> 7
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Title: Methodology of main instrument

Module outcomes:

Vocal studies (classical):

After the successful completion of this module, the student must be able to demonstrate:

- critical understanding of the adolescent voice, as well as suitable repertoire for such voices; the concept of register unification, and vocal faults and remediation;
- the implementation, as well as the ability to evaluate the effect of the implementation of appropriate methods to effectively develop an adolescent voice, as well as to suggest suitable repertoire for such a voice; the ability to implement and evaluate appropriate methods to facilitate register unification; the ability to implement and evaluate appropriate methods to identify vocal faults, as well as to remediate such faults;
- access, analyse and evaluate current research on the adolescent voice within the field of vocal pedagogy;
- the ability to identify, analyse, critically reflect on and address complex challenges related to vocal faults and the remediation thereof;
- the capacity to engage in informed argument and reasoning, based on a principled defence of personal values, beliefs and practices within the context of vocal pedagogy.

Woodwind instruments:

After the successful completion of this module, the student must be able to demonstrate:

- the ability to reflect on ethical conduct when playing in orchestras and ensembles;
- an integrated knowledge about minimum woodwind audition requirements for national and international orchestras;
- the ability to interact and collaborate effectively when playing with other instruments; and
- the ability to analyse and evaluate chamber music repertoire to be used for teaching woodwind instruments.

Contemporary commercial music (CCM) vocal studies:

After the successful completion of this module, the student should be able to demonstrate:

- Integrated knowledge and a clear and critical understanding of the CCM voice, as well as suitable repertoire, the concept of register unification and vocal faults and remediation;
- The ability to implement, as well as to evaluate the effect of the implementation of appropriate methods to effectively develop a CCM voice, as well as to suggest suitable repertoire for such a voice;
- the ability to implement and evaluate appropriate methods to facilitate register unification;
- the ability to implement and evaluate appropriate methods to identify vocal faults as well as to remediate such faults;
- the ability to access, analyse and evaluate current research on the voice within the field of CCM vocal pedagogy;
- the ability to identify, analyse and critically reflect on and address complex challenges related to vocal faults and the remediation thereof;
- The capacity to engage in informed argument and reasoning, based on a principled defence of personal values, beliefs and practices within the context of CCM vocal pedagogy

Brass instruments:

After the successful completion of this module, the student must be able to demonstrate:

- understanding of their social, and civic responsibilities within the context of teaching children, and commitment to the integrity of the environment, manifested in conduct that respects, nurtures and encourages interaction.
- advanced ability to plan lessons effectively with a view to encourage further exploration between lessons.
- the ability to operate as part of a team and make appropriate contributions to successfully complete a concert and demonstration related to the recruitment of new students, taking co-responsibility for learning progress and outcome realization of the group.

Piano

After completion of this module the student must be able to demonstrate:

- Piano Studies: integrated knowledge and a critical understanding of
  - i) the principles with regard to a scientific method of piano teaching,
  - ii) the problems and requirements associated with teaching piano to beginners and
  - iii) teaching strategies for time, rhythm, tempo and rubato;
  - iv) gaining access to, analysing and evaluating current research on respectively
    - (i) listening skills and
    - (ii) relaxation during piano playing within the context of piano pedagogy;
- Practical: the implementation and critical evaluation of theoretical knowledge during lessons to a test piano pupil;
- an integrated knowledge of the piano concerti from the Classical, Romantic and Modern period by recognising listening examples.

Violin:

After successful completion of this module the student must be able to demonstrate:

- integrated knowledge and a clear and critical understanding of the principles of the basic teaching strategy of master violin pedagogue, Dorothy DeLay, and of pre-suppositional language patterns; in the Milton Model, and of the model of value systems developed by Graves
- access, analyse and evaluate current research on the principles of the basic teaching strategy of master violin pedagogue, Dorothy DeLay, as well as of the pre-suppositional language patterns;
- continued development of the ability to apply principles of learning for practicing effectively, and to assess the standard of violin performance; □ increased familiarity with standard violin repertoire.

**Cello:**

After successfully completing this module, the student should be able to demonstrate:

- integrated historical knowledge of, and a perspective on the German and Russian Cello Schools of the 18th and 19th centuries;
- insight into the different bowing techniques and how to apply those techniques;
- integrated knowledge and coherent understanding of shifting and the advanced ability to apply it practically;
- insight into the effective use of fingering and bowings in musical contexts;
- advanced and applicable use of skills and goals by focusing on sense perception as mentioned in "The Inner Game of Music" (1987);
- insight into, and coherent understanding of teaching the basic musical and technical principles (for example pieces in first position and one-octave scales) to a beginner student.

**Guitar:**

After successfully completing this module, the student should be able to demonstrate:

- the ability to effectively explain principles of teaching guitar to intermediate students;
- integrated knowledge of phrasing and articulation in guitar playing, and the ability to effectively demonstrate this in practice;
- the ability to recognise repertoire from prescribed style periods through listening assignments, and to prescribe appropriate repertoire for students at intermediate level;
- integrated knowledge and a coherent understanding of the repertoire up to the Unisa and Trinity Grade 7 syllabuses.

Full-time

Assessment methods:

Tests and assignments — weight: 60%

Semester exam 1X3 hours — weight: 40%

**Module code:** MUSE411

**Semester** 1

**NQF level:** 8

**Title:** Methodology of main instrument

Module outcomes:

Vocal studies (classical):

After the successful completion of this module, the student must be able to demonstrate

- integrated knowledge of and engagement in the pedagogy of the main instrument and critical understanding and application of teaching strategies relevant to voice pedagogy;
- advanced ability to effectively apply remedial teaching strategies with a view to improve faults that a learner might make while playing an instrument;
- the ability to select, apply and critically judge the effectiveness of the implementation of a range of relevant/appropriate teaching strategies, methods



and procedures in with a view to guide a learner towards successful performance on the chosen instrument;

- flexibility and adaptability to apply their specialized knowledge and professional skills within the context of voice pedagogy;
- personal effectiveness in terms of collaborative and leadership skills within the context of voice pedagogy;
- willingness to take responsibility for their judgements, decisions and actions based on a strong value system, and an awareness and understanding of moral, ethical, social and cultural issues within the context of voice pedagogy.

Woodwind instruments:

After the successful completion of this module, the student must be able to demonstrate:

- an integrated knowledge and engagement with musicians' health;
- a coherent understanding of performance physiology and psychology when playing woodwind instruments;
- an ability to critically interrogate multiple sources of knowledge about physiology and psychology as it relates to woodwind performance; and
- an ability to prevent occupation-related disorders.

Contemporary commercial music (CCM) vocal studies:

After the successful completion of this module, the student should be able to demonstrate:

- Integrated knowledge of and engagement in the pedagogy of the main instrument and critical understanding and application of teaching strategies relevant to CCM;
- The advanced ability to effectively apply remedial teaching strategies with a view to improve faults that a learner might make while singing;
- The ability to select, apply and critically judge the effectiveness of the implementation of a range of relevant/appropriate teaching strategies, methods and procedures with the view to guide the learner towards successful performance when singing;
- Flexibility and adaptability to apply their specialised knowledge and professional skills within the context of CCM voice pedagogy

Brass instruments:

After the successful completion of this module, the student must be able to demonstrate:

- an ability to critically interrogate multiple sources of knowledge, Hickman, Arban, Clarke, Gane and Crees, Farkas, Wekre, Reinhardt, and Jacobs within the field brass of pedagogy, and critically evaluate and review that knowledge and the manner in which the knowledge was produced with a view to create a holistic method of teaching with a focus on the individual rather than the method.
- advanced ability to effectively apply remedial teaching strategies with a view to improve faults that a learner might make while playing an instrument,
- the ability to select, apply and critically judge the effectiveness of the implementation of a range of relevant/appropriate teaching strategies, methods and
- procedures in with a view to guide a learner towards successful performance on the chosen instrument.

Piano:

After completion of this module the student must be able to demonstrate:

- Piano Studies: advanced and integrated knowledge as well as a critical understanding of

- i) the methods and theories of piano pedagogy by McKinnon, Smith and Lhevinne,
  - ii) piano performance with regard to preparation and the management of stage fright,
  - iii) the complexities of tone colour as a primary concept in piano performance,
  - iv) the specialised performance practice of piano repertoire from the Baroque period, and
  - v) the concepts of 'body mapping' and kinaesthesia in piano performance;
- Practical: a critical evaluation of the theoretical knowledge and to implement this knowledge by utilising specialised skills in lessons to a test piano pupil;
  - an integrated knowledge of the piano repertoire from the Baroque period (GF Händel and JS Bach) by recognising notation and listening examples.
  - Violin:
  - After the successful completion of this module the student must be able to demonstrate:
  - integrated knowledge and engagement in the principles of the Milton Model of language patterns, and of the Sleight of Mouth model of language patterns for changing beliefs;
  - increased ability to practice effectively and to assess standards of violin playing;
  - greater familiarity with standard violin repertoire.

**Cello:**

After successfully completing this module, the student should be able to demonstrate:

- integrated knowledge of important cellists of the 19th and 20th centuries and their contributions;
- the advanced ability to use different awareness-techniques to block interferences of Self 1 and give access to the consciousness of uncritical Self 2 as mentioned in "The Inner Game of Music" (1987);
- the ability to distinguish between 'do it' instructions and awareness-instructions and to apply it during teaching lessons;
- a coherent understanding of, and the advanced ability to use the facets of form in music, like tone-colours fingering, dynamics, characterising of music and incorporate it into musical interpretation
- insight into discussions of Maria Kliegel in "Master Class" (2006), like the geography of the fingerboard and the function of thumb-position, and to make applications;
- the ability to analyse interpretations of cellists according to certain criteria and to compare those interpretations;
- insight into, and a coherent understanding of teaching the basic musical and technical principles (for example extended position).

**Guitar:**

After successfully completing this module, the student should be able to demonstrate the following:

- integrated knowledge of good guitar technique at fourth-year level and how to systematically expound this;
- detailed knowledge and coherent understanding of the repertoire for advanced students.

Method of delivery: Full-time

Assessment methods:

Tests and assignments — weight: 60%

Semester exam 1X3 hours — weight: 40%

**Module code:** [MUSE421](#)

**Semester 2**

**NQF level: 8**

Title: Methodology of main instrument

**Module outcomes:**

**Vocal studies (classical):**

After the successful completion of this module, the student must be able to demonstrate:

- integrated knowledge of and engagement in the pedagogy of the main instrument and critical understanding and application of teaching strategies relevant to voice pedagogy;
- advanced ability to effectively apply remedial teaching strategies with a view to improve faults that a learner might make while playing an instrument;
- the ability to select, apply and critically judge the effectiveness of the implementation of a range of relevant/appropriate teaching strategies, methods and procedures in with a view to guide a learner towards successful performance on the chosen instrument;
- flexibility and adaptability to apply their specialized knowledge and professional skills within the context of voice pedagogy;
- personal effectiveness in terms of collaborative and leadership skills within the context of voice pedagogy;
- willingness to take responsibility for their judgements, decisions and actions based on a strong value system, and an awareness and understanding of moral, ethical, social and cultural issues within the context of voice pedagogy.

**Woodwind instruments:**

After the successful completion of this module, the student must be able to demonstrate:

- an integrated knowledge and coherent understanding of performance practice when teaching woodwind repertoire from various time periods;
- critical understanding of the complex nature of extended woodwind technique; and
- the ability to create a graded syllabus for woodwind instruments.

**Contemporary commercial music (CCM) vocal studies:**

After the successful completion of this module, the student should be able to demonstrate:

- Integrated knowledge of and engagement in the pedagogy of the main instrument and critical understanding and application of teaching strategies relevant to CCM voice pedagogy;
- Advanced ability to effectively apply remedial teaching strategies with a view to improve faults that a learner might make while singing;
- The ability to select, apply and critically judge the effectiveness of the implementation of a range of relevant / appropriate teaching strategies, methods and procedures with a view to guide the learner towards successful performance in CCM singing;
- Flexibility and adaptability to apply their specialised knowledge and professional skills within the context of CCM voice pedagogy;
- Personal effectiveness in terms of collaborative and leadership skills within the context of CCM voice pedagogy

**Brass instruments:**

After the successful completion of this module, the student must be able to demonstrate:

- ability to solve complex and unfamiliar problems through the creation of new knowledge and understanding within the field of brass teaching for various stages of development.

- critical analysis of alternative approaches to range development and the ability to offer value-driven and logical arguments for judgements.
- capacity to engage in informed argument and reasoning, based on a principled defence of personal values, beliefs and practices.
- advanced ability to effectively design a daily practise routine for a student appropriate to their development and aspirations.

Piano:

After completion of this module the student must be able to demonstrate:

- Piano Studies: advanced and integrated knowledge as well as a critical understanding of
  - i) the methods and theories of piano pedagogy by critically evaluating Joseph Hoffmann's methodology
  - ii) the complexities of interpretation as primary concept in piano performance and hermeneutics as a school of thought,
  - iii) the specialised performance practice of piano repertoire by Debussy and Ravel with special reference to the use of pedal;
- gaining access to, analysing and evaluating current research on learning theories and styles within the context of piano pedagogy;
- Practical: a critical evaluation of the theoretical knowledge and to implement this knowledge by utilising specialised skills during lessons to a test piano pupil;
- an integrated knowledge of the prescribed piano repertoire by C.A. Debussy and M. Ravel and other composers from the Modern period by recognising notation and listening examples.

Violin:

After the successful completion of this module the student must be able to demonstrate:

- the advanced ability to effectively apply the Meta Model, Milton Model, and Sleight of Mouth language patterns in an integrated manner to enhance the learning process;
- the advanced ability to apply and demonstrate advanced methods for effective practicing, and to teach lessons that demonstrate development as a violin teacher;
- enhanced familiarity with standard repertoire for the instrument;
- the advanced ability to make fine distinctions about the standard of violin playing in any given performance.

Cello:

After successfully completing this module, the student should be able to demonstrate:

- integrated knowledge of important cellists, especially from the 20th and 21st centuries;
- a coherent understanding of the relation between teacher and learner as mentioned in "The Inner Game of Music" (1987);
- insight into the balancing of dominance between the right and left- brain hemispheres and the advanced ability to apply it in practice;
- insight into the role and function of skill-techniques in relation to ensemble-playing according to "The Inner Game of Music" (1987);
- integrated knowledge of the role and function of ensemble-playing in general, as well as in combination with piano-accompaniment, and the advanced ability to apply this knowledge practically;
- a coherent understanding of, and the advanced ability to incorporate facets of form in music, like vibrato, tempo, rhythm in musical interpretation;

- insight into the fundamental principles of performance practice in the Baroque era, with special reference to the JS Bach cello suites
- the ability to analyse interpretations of cellists according to certain criteria and to compare those interpretations;
- insight into discussions of Maria Kliegel in “Master Class” (2006), like vibrato and position-shifts, and to make applications;
- insight into, and a coherent understanding of teaching the basic musical and technical principles (for example position-shifts) to a beginner student.

Guitar:

After successfully completing this module, the student should be able to demonstrate:

- the ability to effectively explain principles of teaching guitar to advanced students;
- the ability to recognise repertoire from prescribed style periods through listening assignments, and to prescribe appropriate repertoire for advanced students
- integrated knowledge and a coherent understanding of the repertoire up to the Unisa and Trinity Grade 8 syllabuses.

Method of delivery: Full-time

Assessment methods:

Tests and assignments — weight: 60%

Semester exam 1X3 hours — weight: 40%

<b>Module code:</b> MUSH171	<b>Year module</b>	<b>NQF level: 5</b>
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Title: Aural Training

Module outcomes:

After successful completion of this module students should be able to demonstrate the following:

- basic knowledge and informed understanding of music theory concepts such as metres, rhythms, scales, intervals, triads and basic harmonic progressions and their processing into sound,
- the ability to use pitch discrimination strategies to: verbally reproduce a written melody in non-modulatory major or minor mode; write down a melody in non-modulatory major or minor mode being listened to; identify intervals between heard notes; identify types and inversions of triads; and identify basic harmonic progressions,
- the ability to form a basic sense of pulse in music, as well as of the basic subdivisions and combinations of the pulse, to reproduce the pulse verbally or physically in a written rhythm and to write down a rhythm that is heard; and to be fully aware of the role of metre and hypermetre in such rhythms,
- the ability to apply discriminating aural skills to identify differences in texture, timbre, compass, range, density, dynamics, articulation, placement in space and music structures between performances of given work

Method of delivery: Full-time

Assessment methods:

Tests and assignments — weight: 60%

Semester exam 1X2 hours — weight: 40%

<b>Module code:</b> MUSH271	<b>Year module</b>	<b>NQF level: 6</b>
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Title: Aural Training

Module outcomes:

After successful completion of this module students should be able to demonstrate the following:

- detailed knowledge and informed understanding of music theory concepts such as metres, rhythms, scales, intervals, triads and basic harmonic progressions and their processing into sound,

<ul style="list-style-type: none"> <li>the ability to use pitch discrimination strategies to: verbally reproduce a written melody in non-modulatory major or minor mode; write down a melody in non-modulatory major or minor mode being listened to; identify intervals between heard notes; identify types and inversions of triads; and identify basic harmonic progressions,</li> <li>the ability to form a detailed sense of pulse in music, as well as of the basic subdivisions and combinations of the pulse, to reproduce the pulse verbally or physically in a written rhythm and to write down a rhythm that is heard; and to be fully aware of the role of metre and hypermetre in such rhythms,</li> <li>the ability to apply discriminating aural skills to identify differences in texture, timbre, compass, range, density, dynamics, articulation, placement in space and music structures between performances of given work</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUSH371</a>	<b>Year module</b>	<b>NQF level: 7</b>
Title: Aural Training		
Module outcomes: After successful completion of this module students should be able to demonstrate the following: <ul style="list-style-type: none"> <li>integrated knowledge and informed understanding of music theory concepts such as metres, rhythms, scales, intervals, triads and basic harmonic progressions and their processing into sound,</li> <li>the ability to use pitch discrimination strategies to: verbally reproduce a written melody in non-modulatory major or minor mode; write down a melody in non-modulatory major or minor mode being listened to; identify intervals between heard notes; identify types and inversions of triads; and identify basic harmonic progressions,</li> <li>the ability to form an integrated sense of pulse in music, as well as of the integrated subdivisions and combinations of the pulse, to reproduce the pulse verbally or physically in a written rhythm and to write down a rhythm that is heard; and to be fully aware of the role of metre and hypermetre in such rhythms,</li> <li>the ability to apply discriminating aural skills to identify differences in texture, timbre, compass, range, density, dynamics, articulation, placement in space and music structures between performances of given work..</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUSJ311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Community music		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate: <ul style="list-style-type: none"> <li>integrated knowledge and critical understanding of, as well as an ability to correctly evaluate and apply key concepts relating to community music therapy to different areas of specialization within the field of community music,</li> <li>advanced ability to effectively apply educational leadership and administrative skills to co-facilitate a community music programme,</li> <li>the ability to reflect on the values, ethical conduct and justifiability of decisions appropriate to the practice of community music,</li> </ul>		

<ul style="list-style-type: none"> <li>advanced ability to carry out asset analyses interviews with community stakeholders,</li> <li>the advanced ability to transcribe and analyse asset interviews to create asset analyses</li> <li>willingness to take responsibility for their judgements, decisions and actions based on a strong value system, and an awareness and understanding of moral, ethical, social, and cultural issues as they relate to the practice of community music,</li> <li>advanced ability to organise and present a community music event.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Practical sessions and written tests and assignments — weight: 60% Practical assessment, semester exam 1X3 hour — weight: 40%		
<b>Module code:</b> <a href="#">MUSJ321</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Community music		
Module outcomes: After the successful completion of this module the student must be able to demonstrate: <ul style="list-style-type: none"> <li>integrated knowledge and critical understanding of, as well as an ability to correctly evaluate and apply key concepts relating to case study research in community music,</li> <li>advanced ability to effectively apply educational leadership and administrative skills to co-facilitate a community music programme,</li> <li>the ability to reflect on the values, ethical conduct and justifiability of decisions appropriate to the practice of community music,</li> <li>the advanced ability to employ various existing evaluation frameworks to evaluate community music practices,</li> <li>the ability to create case study reports and practitioner reports,</li> <li>willingness to take responsibility for their judgements, decisions and actions based on a strong value system, and an awareness and understanding of moral, ethical, social, and cultural issues as they relate to the practice of community music,</li> <li>advanced ability to organise and present a community music event.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Practical sessions and written tests and assignments — weight: 60% Practical assessment, semester exam 1X3 hour — weight: 40%		
<b>Module code:</b> <a href="#">MUSJ411</a>	<b>Semester 1</b>	<b>NQF level: 8</b>
Title: Community music		
Module outcomes: After the successful completion of this module the student must be able to demonstrate: <ul style="list-style-type: none"> <li>ability to apply and evaluate the key concepts and theories of community music,</li> <li>ability to select and apply appropriate strategies to solve problems in community music programmes within the South African context,</li> <li>ability to communicate theoretical and practical knowledge of the discipline of community music through a written report,</li> <li>the advanced ability to collect and analyse data while completing fieldwork as a participant observer in community music</li> <li>willingness to take full responsibility for decisions taken within a specific community music context.</li> </ul>		
Method of delivery: Full-time		

Assessment methods: Practical sessions and written tests and assignments — weight: 60% Practical assessment, semester exam 1X3 hour — weight: 40%		
<b>Module code:</b> <a href="#">MUSJ421</a>	<b>Semester 2</b>	<b>NQF level: 8</b>
Title: Community music		
Module outcomes: After the successful completion of this module the student must be able to demonstrate: <ul style="list-style-type: none"> <li>• ability to critically evaluate community music practices in the South African context,</li> <li>• capacity to justify ethical decisions made in practice by referring to philosophies and theories in the discipline of community music,</li> <li>• ability to communicate theoretical and practical knowledge of the discipline of community music through a written report,</li> <li>• the advanced ability to analyse and compile data gathered into a case study or an ethnography,</li> <li>• willingness to take full responsibility for decisions taken within a specific community music context.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Practical sessions and written tests and assignments — weight: 60% Practical assessment, semester exam 1X3 hour — weight: 40%		
<b>Module code:</b> <a href="#">MUSK311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Composition		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate: <ul style="list-style-type: none"> <li>• integrated knowledge and clear /critical understanding of, as well as an ability to correctly evaluate and apply a variety of general composition techniques at entry level individually and in groups within the field of composing, arranging and orchestration, □ how knowledge and theories within music analysis and the literature on twentieth and twenty-first century music relate to knowledge within practices of composition with a view to explain / critically evaluate / understand the potential of application of this knowledge in composition,</li> <li>• integrated knowledge and clear /critical understanding of, as well as an ability to correctly evaluate and apply a variety of general composition techniques at entry level individually and in groups within the field of composing, arranging and orchestration,</li> <li>• how knowledge and theories within music analysis and the literature on twentieth and twenty-first century music relate to knowledge within practices of composition with a view to explain / critically evaluate / understand the potential of application of this knowledge in composition,</li> <li>• the implementation of appropriate composition techniques and to judge the measure of effectiveness of their implementation in a portfolio of works that include compositions, arrangements and instrumentations/orchestrations,</li> <li>• advanced ability to effectively implement composition skills with a view to create the portfolio of works to be submitted for examination,</li> <li>• the ability to analyse and critically reflect on own works created for the portfolio and apply practice-driven solutions with theory-driven arguments,</li> <li>• ability to position own knowledge and understanding within the context of broader societal trends and developments, for example working with performers from different cultural backgrounds in the production of own works,</li> </ul>		



<ul style="list-style-type: none"> <li>ability to interact and collaborate effectively with others, and to work as part of a team, in diverse social, cultural and linguistic contexts when discussing own compositions and preparing for performances.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Assignments, discussions, written reflections and works in progress — weight: 40% Portfolio — weight: 60%		
<b>Module code:</b> <a href="#">MUSK321</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Composition		
<p>Module outcomes: After the successful completion of this module, the student must be able to demonstrate:</p> <ul style="list-style-type: none"> <li>integrated knowledge and clear / critical understanding of, as well as an ability to correctly evaluate and apply a variety of general composition techniques individually and in groups within the field of composing, arranging and orchestrating,</li> <li>how knowledge and theories related to Compositional Designs and Aural Sonology relate to knowledge within practices of composition with a view to explain and critically evaluate the potential of application of this knowledge in composition,</li> <li>the implementation of appropriate composition techniques and to judge the measure of effectiveness of their implementation in a portfolio of works that include mainly compositions, and possibly also arrangements and orchestrations,</li> <li>advanced ability to effectively implement composition skills with a view to create the portfolio of works to be submitted for examination,</li> <li>the ability to analyse and critically reflect on own works created for the portfolio and apply practice-driven solutions with theory-driven arguments,</li> <li>ability to position own knowledge and understanding within the context of broader societal trends and developments, for example when working with performers from different cultural backgrounds in the production of own works,</li> <li>ability to interact and collaborate effectively with others, and to work as part of a team, in diverse social, cultural and linguistic contexts when discussing own compositions and preparing for performances of own works and those of other composers.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Assignments, discussions, written reflections and works in progress — weight: 40% Portfolio — weight: 60%		
<b>Module code:</b> <a href="#">MUSK411</a>	<b>Semester 1</b>	<b>NQF level: 8</b>
Title: Composition		
<p>Module outcomes: After the successful completion of this module, the student must be able to demonstrate:</p> <ul style="list-style-type: none"> <li>integrated knowledge of and engagement in composition and critical understanding and application of suitable, effective composition techniques relevant to the creation of works that can become part of the performance repertoire of South African music,</li> <li>critical understanding of the complex nature of knowledge transfer from psychoacoustics or another chosen knowledge field to composition,</li> <li>the ability to select, apply and critically judge the effectiveness of the implementation of a range of relevant aspects of Set Theory with a view to develop own composition technique,</li> </ul>		

- advanced ability to effectively implement appropriate composition techniques and to judge the measure of effectiveness of their implementation in a portfolio of compositions for various groups and contexts,
- the ability to analyse and critically reflect on and effectively solve complex challenges related to the creation of the portfolio of compositions and apply and explain practice-driven solutions with theory-driven arguments,
- ability to use appropriate communication technologies for the publication of own works, and of material on own works,
- ability to position own knowledge and understanding within the context of broader societal trends and developments, for example when working with performers from different cultural backgrounds in the production and publication of own works,
- capacity for self-reflection and self-discovery that supports continuing personal and professional development, based on a clear understanding of personal strengths and weaknesses as creative artist,
- ability to interact and collaborate effectively with others, and to work as part of a team, in diverse social, cultural and linguistic contexts when discussing own compositions and preparing for performances and publication of own works and those of other composers.

Method of delivery: Full-time

Assessment methods:

Assignments, discussions, written reflections and works in progress — weight: 40%

Portfolio — weight: 60%

**Module code:** [MUSK421](#)

**Semester 2**

**NQF level: 8**

**Title:** Composition

Module outcomes:

After the successful completion of this module, the student must be able to demonstrate:

- integrated knowledge of and engagement in composition and critical understanding and application of suitable, effective composition techniques relevant to the creation of works that can become part of the performance repertoire of South African music,
- critical understanding of the complex nature of knowledge transfer from Algorithmic Composition, and/or Music Technology and/or Electroacoustic and/or another chosen knowledge field to composition,
- the ability to select, apply and critically judge the effectiveness of the implementation of a range of relevant technical ideas discovered in literature with a view to develop own composition technique,
- advanced ability to effectively implement appropriate composition techniques and to judge the measure of effectiveness of their implementation in a portfolio of compositions for various groups and contexts,
- the ability to analyse and critically reflect on and effectively solve complex challenges related to the creation of the portfolio of compositions and apply and explain practice-driven solutions with theory-driven arguments,
- ability to use appropriate communication technologies for the publication of own works, and of material on own works,
- ability to position own knowledge and understanding within the context of broader societal trends and developments, for example when working with performers from different cultural backgrounds in the production and publication of own works,
- capacity for self-reflection and self-discovery that supports continuing personal and professional development, based on a clear understanding of personal strengths and weaknesses as creative artist in individual work and team set-ups,

<ul style="list-style-type: none"> <li>ability to interact and collaborate effectively with others, and to work as part of a team, in diverse social, cultural and linguistic contexts when discussing own compositions and preparing for performances and publication of own works and those of other composers.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Assignments, discussions, written reflections and works in progress — weight: 40% Portfolio — weight: 60%		
<b>Module code:</b> <a href="#">MUSM411</a>	<b>Semester 1</b>	<b>NQF level: 8</b>
Title: Research methodology		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate: <ul style="list-style-type: none"> <li>Integrated knowledge and coherent understanding of applicable qualitative, quantitative and mixed-method research designs for research in music,</li> <li>Integrated knowledge of and engagement in music research and critical understanding, explanation, application and evaluation of research designs, approaches and methods relevant to writing a well-conceptualized research proposal,</li> <li>Ability to interact and collaborate effectively with others, and to work as part of a team, in diverse social and cultural music research contexts,</li> <li>An ability to operate independently and take full responsibility for planning and writing own research proposal, and, to account for research procedures while ensuring good data management,</li> <li>The ability to operate as part of a group and make appropriate contributions towards the conceptualization of peers' research proposals,</li> <li>Advanced ability to effectively present and defend a research proposal at a symposium.</li> <li>Appropriate ethical and professional behaviour in planning and presenting a research proposal.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 40% Semester exam 1X2 hours — weight: 60%		
<b>Module code:</b> <a href="#">MUSO111</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Music Education		
Module outcomes: On completion of this module the student should demonstrate <ul style="list-style-type: none"> <li>Basic knowledge and informed understanding of music education,</li> <li>Informed understanding of brain dominance and learning styles in music education,</li> <li>Knowledge of Gordon's music learning theory relevant to understand the development of musical learning,</li> <li>Fundamental knowledge literacy on Howard Gardner's multiple intelligence theory,</li> <li>The ability to identify, select and implement standard musical skills including listening skills, improvisation and ensemble skills within the field of music education, with a view to organise a popular music concert/musical funfest,</li> <li>An ability to access and process information from different sources with a view to summarise scientific information on the musical development of learners in the intermediate phase (Grade 4-6).</li> </ul>		
Method of delivery: Full-time		
Assessment methods:		

Tests and assignments — weight: 50%		
Semester exam 1X2 hours — weight: 50%		
<b>Module code:</b> <a href="#">MUSO211</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Music Education		
<p>Module outcomes:</p> <p>After the successful completion of this module, the student must be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• detailed knowledge and clear understanding of musical development of the young child and the relationship between knowledge, child development and music education,</li> <li>• insight into the origin and development theories regarding early childhood musical development,</li> <li>• ability to identify, analyse and select the most appropriate method, procedure and/or skill to stage a musical production for pre-schoolers,</li> <li>• ability to effectively develop inner hearing and to learn basic guitar and soprano recorder skills,</li> <li>• the ability to gather, analyse, process and present integrated literature on early childhood musical development,</li> <li>• the ability to distinguish discipline-specific methods and techniques appropriate for instrumental and vocal performing practices and teaching skills,</li> <li>• ability to demarcate/ define/ outline / describe problems relevant to the creation, preparation and performance of a musical play for pre-schoolers,</li> <li>• analyse and determine the nature and scope of contextual problems and challenge and select the best possible solutions to address such challenges with a view to support development in the practice of early childhood music education practices,</li> <li>• coherent understanding of the ethical implications of decisions, actions and practices specifically relevant to early childhood music education through the staging of a musical play for pre-schoolers.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment methods:</p> <p>Tests and assignments — weight: 60%</p> <p>Semester exam 1X2 hours — weight: 40%</p>		
<b>Module code:</b> <a href="#">MUSO221</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Music Education		
<p>Module outcomes:</p> <p>After the successful completion of this module, the student must be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• Scope of knowledge, in respect of which a learner is able to demonstrate: detailed knowledge of the music education, including an understanding of and the ability to apply the principles of musical play and indigenous knowledge to the foundation phase; and knowledge of integrating play to nurture musical learning.</li> <li>• Knowledge literacy, in respect of which a learner is able to demonstrate an understanding of the Kodály approach within foundation phase music education, and awareness of applying the method in early childhood music education.</li> <li>• Method and procedure, in respect of which a learner is able to demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques to create, rehearse and perform a Christmas Musical with pre-schoolers in an early childhood context.</li> <li>• Problem solving, in respect of which a student is able to demonstrate the ability to identify, analyse and solve problems related to music education, gathering</li> </ul>		

evidence and applying solutions based on evidence and procedures appropriate to early childhood music education through MED talks while hosting a mini conference during Music Education week.

- Ethics and professional practice, in respect of which a learner is able to demonstrate an understanding of the ethical implications of decisions and actions within a music education context, based on an awareness of the complexity of ethical dilemmas in an early childhood context.
- Accountability, in respect of which a learner is able to demonstrate the ability to work effectively in a team or group, and to take responsibility for his or her decisions and actions and the decisions and actions of others within well-defined contexts, including the responsibility for the use of resources where appropriate.
- Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to evaluate different sources of information, to select information appropriate to music notation, and to apply well-developed processes of analysis, synthesis and evaluation to creative and graphic music notation in the foundation phase.
- Producing and communicating information, in respect of which a student is able to demonstrate the ability to present and communicate complex information related to child centred learning reliably and coherently using musical conventions, formats and technologies for the foundation phase learner.
- Context and systems, in respect of which a learner is able to demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between learning, practising and mastering group singing, basic conducting and piano accompaniment and of how actions, ideas or developments in one system impact on other systems.
- Management of learning, in respect of which a learner is able to demonstrate the ability to evaluate instrumental and singing performances against given criteria, and accurately identify and address his or her task-specific learning needs for foundation phase music education, and to provide support to the learning needs of others where appropriate.

Method of delivery: Full-time

Assessment methods:

Tests and assignments — weight: 60%

Semester exam 1X2 hours — weight: 40%

**Module code:** [MUSO311](#)

**Semester 1**

**NQF level: 7**

Title: Music Education

Module outcomes:

After the successful completion of this module, the student must be able to demonstrate:

- integrated knowledge and clear / coherent / logical / critical understanding of, as well as an ability to correctly evaluate and apply music education to different areas of specialization including music in multicultural contexts through play, movement and singing; music teaching models, community music education, how adults and older people learn music,
- understanding of contested knowledge/theories/procedures etc. (specify) within the field of music education in order to apply creative musicking (Oehrle),
- the implementation of an appropriate qualitative method in music education to evaluate the measure of effectiveness for specific investigations,
- an ability to evaluate the effect of implementing relevant music education theories and qualitative research methods to solve problems or change through community music education,

<ul style="list-style-type: none"> <li>• advanced ability to effectively present an interactive musical listening guide for adults and the organisation of a musical gathering with live music performances,</li> <li>• Learn a new musical instrument and reflect upon the learning process,</li> <li>• identify specific qualitative research methods in Music education and select appropriate methodologies that can be used effectively within the context of Music education in the Senior phase through the South African CAPS and adult education in music,</li> <li>• the ability to analyse and evaluate academic literature to demarcate a researchable problem within the field of Music education and specify an appropriate scientific method that can be used to address the identified problem,</li> <li>• the ability to identify, analyze, critically reflect on and address complex challenges related to Music education and apply practice-driven solutions with theory-driven arguments when organizing a musical concert to present an interactive listening guide for adults,</li> <li>• the ability to reflect on the values, ethical conduct and justifiability of decisions appropriate to the practice of community music education.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X3 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUSO321</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Music Education		
<p>Module outcomes: After the successful completion of this module, the student must be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• integrated knowledge and clear / coherent / logical / critical understanding of, as well as an ability to correctly evaluate and apply constructivism that form the knowledge component of music education to different areas of specialization (social constructivism (Vygotsky) within the field of Music education in the Senior phase,</li> <li>• how knowledge and knowledge theories within music education relate to knowledge within learning in the Senior phase with a view to critically evaluate the interrelatedness thereof,</li> <li>• the implementation of music lesson planning according to the South African CAPS for the Senior phase and to evaluate/ judge the measure of effectiveness of the implementation,</li> <li>• the ability to identify, analyze, critically reflect on and address complex problems/issues/challenges related to classroom management and apply practice driven solutions with theory-driven arguments through music education,</li> <li>• the ability to reflect on the values, ethical conduct and justifiability of decisions appropriate to the practice of observing and/or facilitating a music lesson for learners in the Senior phase,</li> <li>• access, analyze and evaluate current research on the development of the undergraduate music teacher and offer conclusions within a given context in the field of music education,</li> <li>• advanced ability to effectively apply alto recorder technique and teaching singing to small groups with a view to develop teaching skills and musical improvisation.</li> <li>• access, analyze and evaluate current research on music careers and offer conclusions within a given context in the field of music education through a music</li> </ul>		
Method of delivery: Full-time		

Assessment methods: Tests and assignments — weight: 60% Semester exam 1X3 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUSO411</a>	<b>Semester 1</b>	<b>NQF level: 8</b>
Title: Music Education		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge of and involvement in music education practices at the cutting edge of music education. Also demonstrates critical understanding of theories, research methods and techniques in music education; as well as how to apply such knowledge in music teaching.</li> <li>• demonstrate the ability to critically investigate various knowledge sources in music education and to evaluate knowledge and knowledge generating processes with the focus on world music.</li> <li>• critical understanding of the complex nature of knowledge transfer of known contexts to unknown contexts in aesthetic as opposed to praxial music education.</li> <li>• Methods and procedures: demonstrate the skill to judge the effectiveness of the implementation of a variety of relevant/appropriate music education methods in order to create and perform a cabaret.</li> <li>• Demonstrate advanced practical skills to apply practical music skills effectively to produce an original cabaret.</li> <li>• to analyse, select and effectively apply the skill to conduct specific scientific qualitative research methods in Music education to reflect on it and address complex or abstract problems and thereby render a creative contribution to positive changes in Music education practices.</li> <li>• To select and implement the utilisation of research skills by qualitative methods to investigate praxial (Regelski) and aesthetic (Reimer) teaching and the ability to present findings effectively to various audiences and to communicated in an acceptable academic manner with creative insights, accurate interpretations and solutions to problems and issues.</li> <li>• the ability to use various specialised skills to identify, delimit, analyse and critically reflect on complex and abstract problems related to the performance of a cabaret in order to address the challenges by using practice-driven solutions supported by theory-driven arguments.</li> <li>• Judge and adapt aesthetic and professional practices of others: the ability to critically judge the aesthetic/professional conduct of others in different cultural/social/professional/academic environments/contexts and bring about changes by means of Orff and/or Marimba ensemble performance.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X3 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUSO421</a>	<b>Semester 2</b>	<b>NQF level: 8</b>
Title: Music Education		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge of and engagement in inclusive music education to children and adults with special needs and critical understanding and application of teaching and learning strategies, research methodologies and techniques relevant to inclusive music education,</li> </ul>		

<ul style="list-style-type: none"> <li>• an ability to critically interrogate multiple sources of knowledge in education within the field/discipline/area of music, and critically evaluate and review that knowledge and the manner in which the knowledge was produced with a view to David Elliott's philosophy of music education,</li> <li>• the ability to select, apply and critically judge the effectiveness of the implementation of a range of relevant/appropriate methods appropriate to classroom management in inclusive music education,</li> <li>• the ability to identify, demarcate, analyse, critically reflect on and effectively solve/address complex problems/issues/challenges related to a music festival, the</li> <li>• Potchefstroom mmimo-festival and apply practice-driven with theory-driven arguments,</li> <li>• the ability to critically judge the ethical/professional conduct of others within different cultural/ social/ professional/ academic environments/ contexts (in this module focusing on special needs music education), and to effect change in conduct where necessary,</li> <li>• supervised research skill by selecting and implementing research methods to effectively execute a planned research design, report research findings and produce conclusions in an acceptable academic format focusing on music therapy,</li> <li>• advanced ability to effectively implement organisational skills to organise a music festival in Potchefstroom, the mmimo festival.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X3 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUSP174</a>	<b>Year module</b>	<b>NQF level: 5</b>
Title: Music performance		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate: <ul style="list-style-type: none"> <li>• basic knowledge and an informed understanding of Practical Music as relating to technique, genres, styles and repertoire;</li> <li>• the ability to apply the correct techniques and skills relevant to the chosen instrument with the view to perform the required repertoire with the necessary technical proficiency;</li> <li>• an ability to access and process information from different sources with a view to summarize trustworthy information on principles of performance practice relevant to the chosen repertoire;</li> <li>• the ability to identify, analyse and define basic problems during the preparation of self-studies and/or quick studies, as well as to perform basic sight-reading on the chosen instrument;</li> <li>• the ability to operate as part of an ensemble and take co-responsibility for the learning process with the view to successfully perform an ensemble work on the chosen instrument.</li> </ul>		
Mode of delivery: Full-time		
Assessment methods: Formative practical assessments — weight: 50% Practical exam — weight: 50%		
<b>Module code:</b> <a href="#">MUSP274</a>	<b>Year module</b>	<b>NQF level: 6</b>
Title: Music performance		
Module outcomes:		



<p>After the successful completion of this module, the student must be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• detailed knowledge and clear understanding of Practical Music as relating to technique, genres, styles and repertoire;</li> <li>• the ability to effectively implement apply the correct techniques relevant to the chosen instrument with a view to perform the required repertoire with the necessary technical proficiency;</li> <li>• the ability to gather, analyse, process and present integrated literature on performance practices relevant to the chosen repertoire;</li> <li>• the ability to identify, analyse and define practical problems during the preparation of self-studies and/or quick studies and sight-reading, as well as to select the best possible solutions to address such problems.</li> <li>• the ability to operate as part of an ensemble and make appropriate contributions to successfully an ensemble work on the chosen instrument.</li> </ul>		
<p>Mode of delivery: Full-time</p>		
<p>Assessment methods: Formative practical assessments — weight: 50% Practical exam — weight: 50%</p>		
<b>Module code:</b> <a href="#">MUSS214</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
<p>Title: Musicology</p>		
<p>Module outcomes: After successful completion of this module, the student will be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• detailed knowledge and clear understanding of the place and function of music in selected social, cultural and/or historical contexts;</li> <li>• thorough knowledge of motivations for the study of music video, the basic theory of communication, categories of music video, and musicological perspectives in music video analysis;</li> <li>• the ability to gather, analyse, process and present integrated literature on a discipline-related topic;</li> <li>• the ability to communicate verbally or in writing and via appropriate technologies and media, in an accurate and coherent manner, with understanding of copyright principles and adherence to the rules on plagiarism;</li> <li>• the ability to operate independently and take full responsibility for own work;</li> <li>• the ability to interact and collaborate effectively with others, and to work as part of a team, in diverse social and cultural contexts.</li> </ul>		
<p>Method of delivery: Full-time</p>		
<p>Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hours — weight: 40%</p>		
<b>Module code:</b> <a href="#">MUSS224</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
<p>Title: Musicology</p>		
<p>Module outcomes: After successful completion of this module, the student will be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• detailed knowledge and clear understanding of the place and function of music in selected social, cultural and/or historical contexts;</li> <li>• the ability to gather, analyse, process and present integrated literature on a discipline-related topic;</li> <li>• the ability to communicate verbally or in writing and via appropriate technologies and media, in an accurate and coherent manner, with understanding of copyright principles and adherence to the rules on plagiarism;</li> <li>• the ability to operate independently and take full responsibility for own work;</li> <li>• the ability to interact and collaborate effectively with others, and to work as part of a team, in diverse social and cultural contexts.</li> </ul>		

Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUST111</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Music Theory		
Module outcomes: On completion of this module the student should demonstrate		
<ul style="list-style-type: none"> <li>• Basic knowledge and informed understanding of basic experiences and concepts regarding the ways in which music from various cultures are created, performed and experienced;</li> <li>• The ability to select and implement basic skills in analysing compositions and in applying rhythmic, harmonic and contrapuntal procedures, with a specific focus on music from the baroque period, in order to understand experiences of music, and to create simple pastiche compositions;</li> <li>• The ability to identify, analyse and define basic problems in the understanding, and the communication of one's understanding of the structure of compositions from various parts of the world, and in various styles;</li> <li>• Ability to communicate effectively in a variety of formats (oral, written, visual and electronic) to diverse audiences and for various purposes related to the learning and teaching of music theory;</li> <li>• The ability to operate as part of a group that presents practical sessions on selected aspects of music theory and to make appropriate contributions to successfully present events in a variety of formats related to musicianship skills, taking co-responsibility for learning progress and outcome realisation of the group.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1X3 hours — weight: 50%		
<b>Module code:</b> <a href="#">MUST121</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Music Theory		
Module outcomes: On completion of this module the student should demonstrate		
<ul style="list-style-type: none"> <li>• Basic knowledge and informed understanding of basic experiences and concepts regarding the ways in which music that the student is preparing as performer, composer or teacher are created, performed and experienced;</li> <li>• The ability to select and implement basic skills in analysing compositions and in applying rhythmic, harmonic and contrapuntal procedures, and to create pastiche compositions;</li> <li>• The ability to identify, analyse and define basic problems in the understanding, and the communication of one's understanding of the structure of selected compositions that the student is studying as performer, composer or teacher;</li> <li>• Ability to communicate effectively in a variety of formats (oral, written, visual and electronic) to diverse audiences and for various purposes related to the learning and teaching of music theory;</li> <li>• The ability to operate as part of a group that presents practical sessions on selected aspects of music theory and to make appropriate contributions to successfully present events in a variety of formats related to musicianship skills, taking co-responsibility for learning progress and outcome realisation of the group.</li> </ul>		
Method of delivery: Full-time		
Assessment methods:		

Tests and assignments — weight: 50%		
Semester exam 1X2 hours — weight: 50%		
<b>Module code:</b> <a href="#">MUST211</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Music Theory		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate:		
<ul style="list-style-type: none"> <li>insight into the ways Western and/or non-Western composers applied harmonic and contrapuntal procedures, through the analysis of compositions,</li> <li>the ability to analyse compositions in Western and/or non-Western forms,</li> <li>an understanding of, and the ability to evaluate the traditional Western viewpoint of form,</li> <li>knowledge of instrumentation practices for selected instruments, and the application thereof in arrangements of a limited scope.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60%		
Semester exam 1X3 hours— weight: 40%		
<b>Module code:</b> <a href="#">MUST221</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Music Theory		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate:		
<ul style="list-style-type: none"> <li>the ability to critically evaluate the relations between music analysis and music educational/musicological practices, and to apply this knowledge in analyses,</li> <li>the ability to analyse compositions in Western and/or non-Western forms not studied in the first semester,</li> <li>the ability to effectively apply selected Western and/or non-Western harmonic procedures in pastiche works.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60%		
Semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUST311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Music Theory		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and clear understanding of the ways composers worked and evaluate the processes within musical structures, through analysis of compositions from the romantic period as well as polyphonic works from the sixteenth and eighteenth centuries;</li> <li>advanced ability to effectively apply harmonic and contrapuntal procedures in creating short romantic compositions and polyphonic compositions from the sixteenth and eighteenth centuries;</li> <li>access, analyse and evaluate current research on time, timbre, register and texture as aspects of musical structures;</li> <li>the ability to identify, analyse, critically reflect on and address complex problems related to the analysis of romantic compositions and analysis and creating of polyphonic compositions.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60%		

Semester exam 1X3 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUST321</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Music Theory		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate: <ul style="list-style-type: none"> <li>• the ability to meaningfully analyse compositions by South African and/or other composers from Africa with a view to understand the compositional procedures followed in these works,</li> <li>• advanced knowledge of instrumentation practices for selected instruments, and the application thereof in arrangements or compositions of a limited scope,</li> <li>• the ability to analyse melodic, harmonic and textural components of Western and/or non-Western compositions, and apply these in pastiche works,</li> <li>• the ability to effectively apply advanced Western and/or non-Western contrapuntal procedures in pastiche works.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X3 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUST411</a>	<b>Semester 1</b>	<b>NQF level: 8</b>
Title: Music Theory		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate: <ul style="list-style-type: none"> <li>• an integrated knowledge of a selected formalist analytical technique, and to use it in the analysis of selected compositions,</li> <li>• the ability to analyse Western and/or non-Western systematic approaches to composition, and to apply these in pastiche works of a limited scope,</li> <li>• the ability to critically reflect on music analysis as a discipline through the study of selected literature.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X3 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUST421</a>	<b>Semester 2</b>	<b>NQF level: 8</b>
Title: Music Theory		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate: <ul style="list-style-type: none"> <li>• integrated knowledge and critical understanding of the ways in which musical structures can be created from non-tonal textures through analysis and discussions of compositions from the twentieth century;</li> <li>• ability to communicate effectively in a variety of formats (oral and written) about twentieth century music with understanding of terminology and theories, after critically evaluating books, journals and other electronic sources on twentieth century music;</li> <li>• the ability to independently analyse twentieth century compositions and critically reflect on theoretical opinions of these compositions.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X3 hours — weight: 40%		

<b>Module code:</b> <a href="#">MUSU374</a>	<b>Year module</b>	<b>NQF level: 7</b>
Title: Music performance		
<p>Module outcomes:</p> <p>After the successful completion of this module, the student must be able to demonstrate:</p> <ul style="list-style-type: none"> <li>integrated knowledge and a clear understanding of, as well as engagement in Practical Music as relating to technique, genres, styles and repertoire;</li> <li>the advanced ability to implement the correct techniques and skills relevant to the chosen instrument with the view to perform the required repertoire with the necessary technical proficiency;</li> <li>an ability to analyse and evaluate academic literature to demarcate a researchable problem within the field of Practical Music;</li> <li>the ability to identify, analyse and critically reflect on and address complex issues related to Practical Music;</li> <li>the ability to operate as part of an ensemble and take co-responsibility for the learning process with the view to successfully perform an ensemble work on the chosen instrument;</li> <li>the ability to monitor and take full responsibility for his/her own work within the context of Practical Music.</li> </ul>		
Mode of delivery: Full-time		
<p>Assessment methods:</p> <p>Formative practical assessments — weight: 50%</p> <p>Practical exam — weight: 50%</p>		
<b>Module code:</b> <a href="#">MUSU376</a>	<b>Year module</b>	<b>NQF level: 7</b>
Title: Music performance		
<p>Module outcomes:</p> <p>After the successful completion of this module, the student must be able to demonstrate:</p> <ul style="list-style-type: none"> <li>integrated knowledge and a clear understanding of, as well as engagement in Practical Music as relating to technique, genres, styles and repertoire;</li> <li>the advanced ability to implement the correct techniques and skills relevant to the chosen instrument with the view to perform the required repertoire with the necessary technical proficiency;</li> <li>an ability to analyse and evaluate academic literature to demarcate a researchable problem within the field of Practical Music;</li> <li>the ability to identify, analyse and critically reflect on and address complex issues related to Practical Music;</li> <li>the ability to operate as part of an ensemble and take co-responsibility for the learning process with the view to successfully perform an ensemble work on the chosen instrument;</li> <li>the ability to monitor and take full responsibility for his/her own work within the context of Practical Music.</li> </ul>		
Mode of delivery: Full-time		
<p>Assessment methods:</p> <p>Formative practical assessments — weight: 50%</p> <p>Practical exam — weight: 50%</p>		
<b>Module code:</b> <a href="#">MUSU474</a>	<b>Year module</b>	<b>NQF level: 8</b>
Title: Music performance		
<p>Module outcomes:</p> <p>After the successful completion of this module, the student must be able to demonstrate:</p>		

<ul style="list-style-type: none"> <li>integrated knowledge of and engagement in Practical Music Studies and critical understanding and application of performance practices relevant to the chosen repertoire and instrument;</li> <li>the ability to select, apply and critically judge the effectiveness of the implementation of a range of relevant/appropriate technical and interpretative skills with a view to successfully perform a well-balanced programme;</li> <li>the ability to identify, demarcate, analyze, critically reflect on and effectively address complex issues related to artistic performance and performance practice and apply evidence-based and practice-driven solutions with theory-driven pedagogical principles relevant to the chosen instrument and repertoire;</li> <li>the ability to apply specialized knowledge and/or professional skills within the context of music performance in the workplace environment;</li> <li>an ability to operate independently and take full responsibility for own work within the context of Practical Music Studies;</li> <li>the ability to take co-responsibility for the learning process, make appropriate contributions and to operate as part of an ensemble with the view to successfully study and perform an ensemble work on the chosen instrument.</li> </ul>		
Mode of delivery: Full-time		
Assessment methods: Formative practical assessments — weight: 50% Practical exam — weight: 50% Semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUSU476</a>	<b>Year module</b>	<b>NQF level: 8</b>
Title: Music performance		
Module outcomes: After the successful completion of this module, the student must be able to demonstrate: <ul style="list-style-type: none"> <li>integrated knowledge of and engagement in Practical Music Studies and critical understanding and application of performance practices relevant to the chosen repertoire and instrument;</li> <li>the ability to select, apply and critically judge the effectiveness of the implementation of a range of relevant/appropriate technical and interpretative skills with a view to successfully perform a well-balanced programme;</li> <li>the ability to identify, demarcate, analyze, critically reflect on and effectively address complex issues related to artistic performance and performance practice and apply evidence-based and practice-driven solutions with theory-driven pedagogical principles relevant to the chosen instrument and repertoire;</li> <li>the ability to apply specialized knowledge and/or professional skills within the context of music performance in the workplace environment;</li> <li>an ability to operate independently and take full responsibility for own work within the context of Practical Music Studies;</li> <li>the ability to take co-responsibility for the learning process, make appropriate contributions and to operate as part of an ensemble with the view to successfully study and perform an ensemble work on the chosen instrument.</li> </ul>		
Mode of delivery: Full-time		
Assessment methods: Formative practical assessments — weight: 50% Practical exam — weight: 50%		
<b>Module code:</b> <a href="#">MUSW474</a>	<b>Year module</b>	<b>NQF level: 8</b>
Title: Research essay		
Module outcomes: After successful completion of this module the student should be able to demonstrate:		

<ul style="list-style-type: none"> <li>• identify and formulate a relevant scientific problem and to gather data in order to study it,</li> <li>• interpret data and present them in a logical structure,</li> <li>• make conclusions and report them in a technically rounded-off scientific document.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Evaluation of work in progress — weight: 40% Research essay — weight: 60%		
<b>Module code:</b> <a href="#">MUSX111</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Musicology		
Module outcomes: After successful completion of this module the student must be able to demonstrate: <ul style="list-style-type: none"> <li>• basic knowledge of the following areas of knowledge, concepts and techniques: philosophy, music philosophy, science, the social sciences, scientific research, musicology, scientific referencing;</li> <li>• a historical overview of musicology, with specific reference to the basic integration of product and process-centred approaches;</li> <li>• verbally and in writing the integrated nature of their philosophy of life and their philosophy of music;</li> <li>• the capacity to identify their own examples of objects and behavioural forms relevant to the areas of knowledge and concepts concerned;</li> <li>• a basic understanding of the social objectives of science, with reference to social transformation in South Africa;</li> <li>• the ability to communicate their knowledge of the relevant areas of knowledge and concepts verbally and in writing.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUSX121</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Musicology		
Module outcomes: After successful completion of this module the student will be able to: <ul style="list-style-type: none"> <li>• demonstrate fundamental and informed understanding of the musics of a selection of the world's peoples;</li> <li>• recognize trends and tendencies apparent in the musics of a selection of the world's peoples;</li> <li>• demonstrate fundamental and informed understanding of the South African music industry.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUSX122</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Musicology		
Module outcomes: On completion of this module the student should demonstrate: <ul style="list-style-type: none"> <li>• Basic knowledge of the concepts 'culture' and 'musical culture';</li> <li>• Basic knowledge of approaches in cultural analysis;</li> <li>• The ability to discuss key concepts, establish logical relations between phenomena, and present coherent arguments;</li> </ul>		

<ul style="list-style-type: none"> <li>Apply their knowledge and skills in basic analyses of case studies as well as a practical investigation of an active musical culture of their own choice;</li> <li>Professional ethical behaviour in conducting their practical investigation.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1X2 hours — weight: 50%		
<b>Module code:</b> <a href="#">MUSX311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Musicology		
Module outcomes: After successful completion of this module, the student will be able to: <ul style="list-style-type: none"> <li>show thorough and systematic knowledge on the selected composer/s;</li> <li>demonstrate a critical understanding of the style and works of the selected composer/s, and relate new knowledge as well as manage various answers critically;</li> <li>select and apply the required procedures and techniques of musicology;</li> <li>show an understanding for methods of inquiry and research in musicology and knowledge of the research method in at least one other discipline;</li> <li>handle unknown concrete and abstract problems and other questions through knowledge-based solutions, and to apply theory-driven arguments in class presentations and essays;</li> <li>show well-developed information skills and critically analyse and synthesise quantitative and qualitative data, as well as the presentation skills to complete the prescribed formats through effective use of IT skills and resources;</li> <li>present information as well as his/her own ideas and opinions in well-structured arguments, keeping the audience in mind and by using academic and professional arguments.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X3 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUSX321</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Musicology		
Module outcomes: After successful completion of this module, the student will be able to: <ul style="list-style-type: none"> <li>demonstrate detailed knowledge of the theory of the cultural analysis of music;</li> <li>display the following skills: link theory to data, synthesise eclectic data, analyse critically, apply diverse techniques of data gathering, present coherent, convincing and well-formulated arguments, and carry out literature-based research;</li> <li>apply knowledge and skills in discussions of case studies during class sessions as well as in writing the extended module essay;</li> <li>link perspectives and procedures in musicology with social challenges and the promotion of the quality of life.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUSX322</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Musicology		
Module outcomes: After successful completion of this module, the student will be able to:		



<ul style="list-style-type: none"> <li>explain the following: the human innate capacity for dance, the manifestation of this capacity in specific dance styles, and how these styles accordingly structure social interaction;</li> <li>demonstrate the following skills: link theory to data, synthesise eclectic data from literature and performance practice, analyse critically, apply diverse techniques of data gathering including participant observation, present coherent, convincing and well-formulated arguments, and carry out basic practical research;</li> <li>display the theoretical underpinning as well as practical experience required to carry out a basic investigation of dance in any culture;</li> <li>apply their knowledge of the anthropology of dance in formulating cultural policy and curricula aimed at socially relevant arts administration and teaching-learning on all levels.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUSX411</a>	<b>Semester 1</b>	<b>NQF level: 8</b>
Title: Musicology		
Module outcomes: After successful completion of this module, the student will be able to: <ul style="list-style-type: none"> <li>thoroughly explain the existence of music in/and conflict through the ages and analyse each situation;</li> <li>come to conclusions regarding the role of music in society, specifically in conflict situations;</li> <li>analyse and evaluate relevant music examples in context;</li> <li>report and defend any results in a scientific way.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUSX421</a>	<b>Semester 2</b>	<b>NQF level: 8</b>
Title: Musicology		
Module outcomes: After successful completion of this module, the student will be able to demonstrate: <ul style="list-style-type: none"> <li>comprehensive and systematic knowledge regarding the selected genres;</li> <li>the ability to criticise current research on the selected genres;</li> <li>the ability to identify and analyse complex problems regarding selected genres, and to solve it through musically based and theory-driven arguments;</li> <li>the ability to present academic work in an applicable manner before an audience;</li> <li>the ability to complete assignments autonomously, professionally and ethically, and continue with further academic and professional development.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X3 hours — weight: 40%		
<b>Module code:</b> <a href="#">MUSY222</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: African Music		
Module outcomes: After successful completion of this module, the student will be able to demonstrate: <ul style="list-style-type: none"> <li>detailed knowledge and clear understanding of the study and performance of diverse African musics;</li> </ul>		

<ul style="list-style-type: none"> <li>• clear understanding of prevalent schools of thought that determined progress within African music studies;</li> <li>• an introductory level of proficiency in playing selected African instruments;</li> <li>• the ability to gather, analyse, process and present integrated literature relating to African music, decoloniality, performance and artistic expression;</li> <li>• coherent understanding of the ethical implications of decisions, actions and practices specifically relevant to musical creation in Africa.</li> </ul>
Method of delivery: Full-time
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X3 hours — weight: 40%

## HUM.16.21 PHILOSOPHY

<b>Module code:</b> <a href="#">PHIL112</a>	<b>Semester 1</b>	<b>NQF Level: 5</b>
Title: Introduction to Philosophy		
Module outcomes: After the completion of this module, the student will be able to: <ul style="list-style-type: none"> <li>• have an informed knowledge of ideas, sub-disciplines, trends and thinkers in philosophy.</li> <li>• analyse and crucially judge logical structures, philosophical assumptions, fallacies and argumentation</li> <li>• demonstrate logical thinking skills;</li> <li>• use appropriate forms of philosophical investigation, interpretation, evaluation and argumentation in order to</li> <li>• form a coherent own point of view and application of new knowledge.</li> <li>• give a reproduction of new knowledge and own point of view.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1X2 hours — weight: 50%		
<b>Module code:</b> <a href="#">PHIL122</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Introduction to African Philosophy and Ethics		
Module outcomes: After the completion of this module, the student will have an informed knowledge of the history, ideas, arguments, trends and thinkers in African philosophy and ethics; and be able to: <ul style="list-style-type: none"> <li>• use appropriate forms of philosophical investigation, interpretation, evaluation and argumentation in order to</li> <li>• form a coherent own point of view and application of new knowledge.</li> <li>• give a reproduction of new knowledge and own point of view.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1X2 hours — weight: 50%		
<b>Module code:</b> <a href="#">PHIL213</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Ethics		
Module outcomes: After the completion of this module, the student will have a detailed knowledge of the: <ul style="list-style-type: none"> <li>• ideas, theories, arguments, thinkers and trends in the history of thinking about ethics;</li> <li>• and be able to: <ul style="list-style-type: none"> <li>• use appropriate forms of philosophical-ethical investigation, interpretation,</li> </ul> </li> </ul>		

<ul style="list-style-type: none"> <li>• evaluation and argumentation in order to</li> <li>• form a coherent own point of view and application of new knowledge.</li> <li>• give a reproduction of new knowledge and own point of view.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam: 1X2 hours — weight: 50%		
<b>Module code:</b> <a href="#">PHIL223</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: History of Philosophy		
Module outcomes: After the completion of this module, the student will have a detailed knowledge of the ideas, themes, arguments, thinkers and trends in the history of philosophy; and be able to: <ul style="list-style-type: none"> <li>• use appropriate forms of philosophical investigation, interpretation, evaluation and argumentation in order to</li> <li>• form a coherent own point of view and application of new knowledge.</li> <li>• give a reproduction of new knowledge and own point of view.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam: 1X2 hours — weight: 50%		
<b>Module code:</b> <a href="#">PHIL312</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Culture and Art		
Module outcomes: On completion of this module, students should be able to portray: <ul style="list-style-type: none"> <li>• a comprehensive knowledge of one or two of the following philosophical sub disciplines:</li> <li>• the philosophy of culture and/or philosophical aesthetics.</li> </ul> Furthermore, students should be able to implement various forms of philosophical investigation and argumentation in order to: <ul style="list-style-type: none"> <li>• evaluate these themes and to formulate an individual opinion about the themes which</li> <li>• would provide evidence of an independent world view;</li> <li>• apply their individual viewpoints on various issues in our current world; and</li> <li>• to write an evidence-based report about the results in a philosophically-oriented style.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam (take-home question paper) 1X24 hours, or (closed-book question paper) 1x2 hours — weight: 50%		
<b>Module code:</b> <a href="#">PHIL315</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Applied African Philosophy		
Module outcomes: After the completion of this module, the student will have an integrated, applied and coherent knowledge of the ideas, theories, arguments, trends, history and thinkers in a theme or combination of related themes in African philosophy; and should be able to: <ul style="list-style-type: none"> <li>• use appropriate forms of philosophical investigation, interpretation, evaluation and argumentation in order to</li> <li>• form a coherent own point of view and application of new knowledge.</li> <li>• to give a reproduction of new knowledge and own point of view.</li> </ul>		
Method of delivery: Full-time		
Assessment methods:		

Tests and assignments — weight: 50% Semester exam (take-home question paper) 1X24 hours, or (closed-book question paper) 1x2 hours — weight: 50%		
<b>Module code:</b> <a href="#">PHIL325</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Applied Ethics		
Module outcomes: After the completion of this module, the student will have an integrated, applied and coherent knowledge of the ideas, theories, arguments, trends, history and thinkers in a theme or combination of related themes in environmental and/or business ethics (e.g. discrimination, freedom, equality, justice, development, poverty etc.) and/or business and work ethics (ethics of service delivery, the ethics of professionalism, occupational and work ethics, management ethics, business ethic); and should be able to: <ul style="list-style-type: none"> <li>• use appropriate forms of philosophical-ethical investigation, interpretation, evaluation and argumentation in order to</li> <li>• form a coherent own point of view and application of new knowledge.</li> <li>• to give a reproduction of new knowledge and own point of view.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam (take-home question paper) 1X24 hours, or (closed-book question paper) 1x2 hours — weight: 50%		
<b>Module code:</b> <a href="#">PHIL326</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Research Methodology		
Module outcomes: After the completion of this module, students will have an integrated, applied and coherent knowledge of a philosophical text; and be able to: <ul style="list-style-type: none"> <li>• build a knowledge of and distinguish between different methods used in philosophical investigation;</li> <li>• assess methods of philosophy and describe the advantages and limitations of each method;</li> <li>• use and apply appropriate forms of philosophical investigation, interpretation, evaluation and argumentation.</li> <li>• form a coherent own point of view and application about the text that is studied.</li> <li>• give a reconstruction and own point of view of the text.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Formative assessment: – weight: 50% Assignments that analyses, apply and evaluate a philosophical text Summative assessment: – weight: 50%		

## HUM.16.22 [POLITICAL STUDIES](#)

<b>Module code:</b> <a href="#">POL112</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Introduction to Political Studies		
Module outcomes: On successful completion of this module, students should be able to <ul style="list-style-type: none"> <li>• demonstrate a basic knowledge of introductory politics and related concepts; and</li> <li>• identify and discuss the foundational concepts of political studies.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">POL113</a>	<b>Semester 1/2</b>	<b>NQF level: 5</b>
Title: Introduction to Political Studies		

Module outcomes: On successful completion of this module, students should be able to		
<ul style="list-style-type: none"> <li>demonstrate a basic knowledge of introductory politics and related concepts; and</li> <li>identify and discuss the foundational concepts of political studies.</li> </ul>		
Method of delivery: Limited contact		
Assessment methods: Individual assignment and group work – weight 50% Semester exam 1x3 hours – weight 50%		
<b>Module code:</b> <a href="#">POL1123</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: The South African political system		
Module outcomes: On successful completion of this module, students should be able to		
<ul style="list-style-type: none"> <li>demonstrate a basic knowledge of the context of contemporary South African politics, the structure and components of the South African political system as well as identify and interpret their mutual relations; and</li> <li>use basic information collection skills to identify contemporary South African political issues.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">POL1213</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Comparative politics		
Module outcomes: On successful completion of this module, students should be able to		
<ul style="list-style-type: none"> <li>show a grounded knowledge of comparative politics and apply the basic methods of comparison; and</li> <li>demonstrate analytical thought by solving well-defined, unfamiliar problems in comparative politics.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">POL1233</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: African politics		
Module outcomes: On successful completion of this module, students should be able to		
<ul style="list-style-type: none"> <li>have grounded knowledge of the subject field of International Relations as well as the international relations of Africa; and</li> <li>demonstrate analytical thought by solving well-defined, unfamiliar contemporary problems regarding Africa's international relations.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">POL1313</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Political Theory		
Module outcomes: On successful completion of this module, students should be able to		
<ul style="list-style-type: none"> <li>demonstrate integrated knowledge and understanding of political theory, philosophy and ideology to be able to apply and evaluate concepts, facts, principles, rules and theories within the subject field; and</li> </ul>		

<ul style="list-style-type: none"> <li>demonstrate the ability to analyse and evaluate research and formulate grounded critical opinions.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">POLI314</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Theories of International Relations		
Module outcomes: On successful completion of this module, students should be able to		
<ul style="list-style-type: none"> <li>demonstrate integrated knowledge and understanding of identified theoretical schools of thought within international relations; to be able to apply and evaluate concepts, facts, principles, rules and theories within the subject field; and</li> <li>demonstrate the ability to analyse and evaluate research on popular discussions of contemporary phenomena in international relations as well as debates within the discipline of International Relations and formulate grounded critical opinions.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">POLI323</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Political Economy		
Module outcomes: On successful completion of this module, students should be able to		
<ul style="list-style-type: none"> <li>demonstrate integrated knowledge and understanding of the phenomenon of political economy within the global context whilst considering the South African dimension, to be able;</li> <li>to identify and analyse unknown reality based problems and issues pertaining to political economy and apply evidence based solutions and theory driven arguments.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">POLI324</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Issues in South African Politics		
Module outcomes: On successful completion of this module, students should be able to		
<ul style="list-style-type: none"> <li>demonstrate integrated knowledge and understanding of identified contemporary issues in South African politics to be able;</li> <li>to identify and analyse unknown reality based problems and issues pertaining to South African politics and apply evidence based solutions and theory driven arguments.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">POLI327</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Political Participation and Interaction		
Module outcomes: On successful completion of this module, students should be able to		
<ul style="list-style-type: none"> <li></li> </ul>		
Method of delivery: Full-time		

Assessment methods: Tests and assignments — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">POLI329</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Local Government		
Module outcomes: On successful completion of this module, students should be able to		
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Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">POLY311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Political Dynamics		
Module outcomes: On successful completion of this module, students should be able to		
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Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1x3 hours — weight: 50%		

## HUM.16.23 [POPULATION STUDIES](#)

<b>Module code:</b> <a href="#">HPOP111</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Introduction to Population Studies and Demography		
Module outcomes: Upon completion of this module, students will be able to:		
<ul style="list-style-type: none"> <li>• Have a clear understanding and appreciation of the origin and concepts of Demography and Population Studies in the entire spectrum of Social and Economic Development and global population concerns.</li> <li>• Demonstrate knowledge of the basic concepts in Demography and Population Studies.</li> <li>• Show understanding of the World and Regional Population Trends as well as awareness of the consequences of Population change.</li> <li>• Be able to communicate effectively how demography and Population studies is related to other disciplines such as Sociology, Economics, Statistics, geography, Mathematics, Biology, History, Anthropology, Medicine etc.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Evidence( in the form of written assignments, tests and examinations) must show that the learner:		
<ul style="list-style-type: none"> <li>• Has acquired knowledge on concepts of demography and population studies</li> <li>• Demonstrates understanding of World and Regional Population Trends</li> <li>• Can communicate effectively how demography/population studies is related to other disciplines.</li> </ul>		
<b>Module code:</b> <a href="#">HPOP121</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Basic Demographic Measures and Composition		
Module outcomes: On successful completion the student should be able to:		
<ul style="list-style-type: none"> <li>• List, define and interpret the various measures used to describe the age-sex composition of the population.</li> </ul>		

<ul style="list-style-type: none"> <li>• Be able to use the techniques to arrange raw population data into meaningful and comprehensible frequency distribution of population characteristics for informed policy design and formulation of development planning.</li> <li>• Interpreted population pyramids</li> <li>• Compare and contrast the age-sex composition and structures of more developed and less developed countries</li> </ul>
Method of delivery: Full-time
Assessment modes: <ul style="list-style-type: none"> <li>• Calculate and explain different measures used to describe age sex composition.</li> <li>• Recognize and explain pyramids belonging to different regions of the world</li> </ul>
<b>Module code: HPOP212</b> <b>Semester 1</b> <b>NQF level: 6</b>
Title: Introduction to Population and Development Theories
Module outcomes: On successful completion the student should be able to: <ul style="list-style-type: none"> <li>• Have a better understanding of analytical frameworks examining complex interactions between population and development.</li> <li>• Describe and critique the existing theories on population and development interactions</li> </ul>
Method of delivery: Full-time
Assessment methods: <ul style="list-style-type: none"> <li>• Demonstrate adequate grasp of the key issues that explain the complex interactions between population factors and development factors.</li> <li>• Critique with ease the fundamentals of each existing theories explaining the relationship between population and development.</li> </ul>
<b>Module code: HPOP213</b> <b>Semester 1</b> <b>NQF level: 6</b>
Title: Basic Research Methods in Population Studies
Module outcomes: On successful completion the student should be able to: <ul style="list-style-type: none"> <li>• Identify and formulate a research topic, problem and specific research objectives;</li> <li>• Compare quantitative and qualitative research approaches according to their feasibility for a given research problem;</li> <li>• Develop research instruments and procedures in data collection;</li> <li>• Apply data analysis techniques;</li> <li>• Conduct data interpretation;</li> <li>• Write a research report; and</li> <li>• Conduct a research project according to scientific principles and following the research process.</li> </ul>
Method of delivery: Full-time
Assessment methods: <ul style="list-style-type: none"> <li>• Tests and assignments — weight: 50%</li> <li>• Semester exam 1x3 hours — weight: 50%</li> </ul>
<b>Module code: HPOP221</b> <b>Semester 2</b> <b>NQF level: 6</b>
Title: Introduction to Demographic techniques
Module outcomes: On successful completion the student should be able to: <ul style="list-style-type: none"> <li>• Identify different sources of data for measuring fertility, mortality and migration;</li> <li>• Calculate and interpret indicators of fertility, mortality and migration rates as well as rates of population change;</li> <li>• Compare and contrast adequately fertility, mortality and migration trends and differentials in developed and developing regions;</li> <li>• Show understanding of the basics of stable population model and life table analysis,</li> </ul>



<ul style="list-style-type: none"> <li>Formulate clearly basic assumptions for population projections; and</li> <li>Apply simple techniques of mathematical and component models of population estimation and projections.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">HPOP223</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Sources, Evaluation and Adjustment of Demographic Data		
Module outcomes: On successful completion the student should be able to: <ul style="list-style-type: none"> <li>Detect errors in population data, such as census, sample survey and vital and civil registration systems etc.</li> <li>Adjust the data for computing plausible demographic parameters for the formulation of development plans.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: <ul style="list-style-type: none"> <li>Display ability to use simple tools for evaluating population data.</li> <li>Display skills in using simple tools to adjust population and demographic data. Such simple tools may include digit preference techniques, graduation and smoothing of data etc.</li> </ul>		
<b>Module code:</b> <a href="#">HPOP311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Demography of South Africa		
Module outcomes: On successful completion the student should be able to: <ul style="list-style-type: none"> <li>Demonstrate knowledge of the demographic characteristics of the population of South Africa.</li> <li>Examine systematically the past, present and future population trends and assess their implications for social and economic development</li> </ul>		
Method of delivery: Full-time		
Assessment modes: <ul style="list-style-type: none"> <li>Describe clearly the demographic characteristics of South Africa in comparison.</li> <li>Analyse the social, economic and demographic implications of South Africa's population change.</li> <li>Evaluate the South Africa's population policy</li> </ul>		
<b>Module code:</b> <a href="#">HPOP312</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Introduction to Population Policies and Programmes		
Module outcomes: On successful completion the student should be able to: <ul style="list-style-type: none"> <li>Understand the steps and processes of developing, implementing, monitoring and evaluating population policies and programmes</li> </ul>		
Method of delivery: Full-time		
Assessment modes: <ul style="list-style-type: none"> <li>Demonstrate a clear understanding of the importance of population policy in creating viable population and development programmes and projects.</li> <li>Assess family planning and reproductive health issues in Africa and South Africa;</li> <li>Evaluation and monitoring.</li> </ul>		
<b>Module code:</b> <a href="#">HPOP321</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Population and Development Interrelationships		
Module outcomes: On successful completion the student should be able to:		

<ul style="list-style-type: none"> <li>Understand the importance of the reciprocal relationship between the two systems for policy recommendations</li> <li>Appreciate the need to substantially integrate population data into development planning processes, evaluation and monitoring.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: <ul style="list-style-type: none"> <li>Analyse critically and accurately the relations between population and development.</li> <li>Integrate successfully population data into development factors.</li> </ul>		
<b>Module code:</b> <a href="#">HPOP322</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Research Essay		
Module outcomes: On successful completion the student should be able to: <ul style="list-style-type: none"> <li>Acquisition of hands-on experience of the logic of social science research, data analysis and reporting.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: <ul style="list-style-type: none"> <li>Demonstrate a mastering of crafting a research proposal, collection and organization of data, construction of meaningful tables and graphs; application of demographic and statistical techniques for data analysis and report writing.</li> </ul>		

## HUM.16.24 [PUBLIC ADMINISTRATION](#)

<b>Module code:</b> <a href="#">PADM111</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Introduction to Public Administration		
Module outcomes: On successful completion of this module, students should be able to demonstrate: <ul style="list-style-type: none"> <li>fundamental knowledge and understanding of the theoretical grounding and development of Public Administration as discipline and of public administration concepts, principles, structures, procedures and developments in practice</li> <li>an ability to access and process information from different academic sources and legislation with a view to distinguish and summarise scientific information on Public Administration as academic discipline and public administration in the governmental and organisational context</li> <li>the ability to take informed action that contributes to sustainable development in the South African context by means of critical engagement with contemporary societal challenges within a local, national and global context</li> <li>willingness to take responsibility for their decisions and actions based on a strong value system, and an awareness and understanding of ethical, social, cultural, economic, political and environmental issues in the South African context</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">PADM121</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Locus and focus of Public Administration		
Module outcomes: On successful completion of this module, students should be able to demonstrate: <ul style="list-style-type: none"> <li>basic knowledge and informed understanding of public administration and management functions and organisational theories and approaches, relevant to understand the development, structures and functioning of public sector organisations in all spheres of government (national, provincial and local)</li> </ul>		

<ul style="list-style-type: none"> <li>the ability to identify and select standard procedures, regulations, techniques and technologies within the field of public administration, with a view to generate possible solutions for service delivery and policy implementation challenges</li> <li>ability to communicate effectively in a variety of formats (oral, written, visual and electronic) to diverse audiences and apply appropriate technologies for various purposes in the public sector context</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">PADM211</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Public Financial Management		
Module outcomes: On successful completion of this module, students should be able to demonstrate: <ul style="list-style-type: none"> <li>detailed knowledge and clear understanding of concepts, principles, theories, procedures, regulations and legislative framework of public financial management in the public sector context</li> <li>ability to compile a budget, monitor its implementation and perform resource allocation functions in a public sector organisation</li> <li>ability to identify, analyse and select the most appropriate methods to promote accountability and uphold ethical conduct for the effective and efficient management of public funds</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">PADM221</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Public Human Resource Management		
Module outcomes: On successful completion of this module, students should be able to demonstrate: <ul style="list-style-type: none"> <li>detailed knowledge and clear understanding of Human Resource Management theories, concepts, principles, procedures, legislation, policies and practices in the South African public sector</li> <li>ability to analyse the nature and scope of contextual human resource management challenges and select the best possible solutions to solve such challenges with a view to support progress and development in the practice of human resource management in the public sector</li> <li>an ability to critically engage in public human resource management issues, in consideration of their social, civic and developmental responsibilities and commitment to social justice, democracy, human rights and socio-economic development, and communicate these by means of appropriate formats within an ethical context that respects and upholds the rights of individuals, groups, and communities</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">PADM311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Organisational Theory		
Module outcomes: On successful completion of this module, students should be able to demonstrate: <ul style="list-style-type: none"> <li>understanding of contested knowledge and theories within the field of Organisation Studies in order to argue the relevance of organisational theories, structures and behaviour within the contemporary public organisation</li> </ul>		

<ul style="list-style-type: none"> <li>integrated knowledge and critical understanding of, as well as an ability to correctly evaluate and apply organisational principles and practices within the context of public organisations</li> <li>an ability to act as innovative thinkers, capable of critical analysis, creative solving of complex problems and the generation of ideas and concepts related to contemporary organisational theory and public practice</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">PADM312</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Research methods in Public Administration		
Module outcomes: On successful completion of this module, students should be able to demonstrate: <ul style="list-style-type: none"> <li>integrated knowledge and critical understanding of, as well as an ability to correctly evaluate and apply different types of research methods within Public Administration</li> <li>an ability to effectively apply critical understanding of steps in the research process within Public Administration with a view to produce a research proposal</li> <li>the ability to analyse and evaluate academic literature to demarcate a researchable problem or issue within the field of Public Administration and specify an appropriate scientific method that can be used to address the identified problem or issue</li> <li>the ability to reflect on the values, ethical conduct and justifiability of decisions appropriate to the research practice in Public Administration</li> <li>the ability to operate, individually or as part of a group and make appropriate contributions to successfully complete a research proposal related to a problem or issue within Public Administration</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">PADM321</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Public Policy		
Module outcomes: On successful completion of this module, students should be able to demonstrate: <ul style="list-style-type: none"> <li>integrated theoretical and empirical knowledge, and a critical understanding of public policy in a developing state, as such knowledge and understanding is applied to different areas of specialisation within this field of study</li> <li>the ability to identify, analyse and critically reflect on socio-economic phenomena in a developing state to address complex challenges through the development of practice-driven public policy solutions that are strengthened by theory-driven arguments</li> <li>the ability to analyse and evaluate academic as well as statutory, legislative and regulatory literature, to demarcate a researchable socio-economic phenomenon and specify an appropriate theoretical and empirical public policy solution that can be used to address the identified problem</li> <li>a presentation of the findings on the abovementioned problem in an acceptable research format in an ethically responsible way, in consideration of their commitment to social justice, democracy, and socio-economic development</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1x3 hours — weight: 50%		

<b>Module code:</b> <a href="#">PADM322</a>	<b>Semester 2</b>	<b>NQF level:</b> 7
Title: Comparative and International Public Administration		
Module outcomes: On successful completion of this module, students should be able to demonstrate: <ul style="list-style-type: none"> <li>integrated knowledge and clear understanding of the comparative study of Public Administration across national boundaries, as well as an ability to correctly evaluate and apply principles and best practices from international and supra-national organisations to different areas of specialisation within the field of Public Administration</li> <li>the ability to identify, analyse, critically reflect on and address complex challenges related to local public administration and apply evidence-based best practice from international and supra-national organisations</li> <li>critical analysis of the ecology of public administration in Africa within the context of administrative reform</li> <li>the ability to conduct a comparative and functional analysis of public administration among various international organisations</li> <li>critical analysis of alternative approaches to public administration and the ability to offer value-driven and logical arguments for judgements</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 50% Semester exam 1x3 hours — weight: 50%		

## HUM.16.25 [SA SIGN LANGUAGE](#)

<b>Module code:</b> <a href="#">SASL111</a>	<b>Semester 1</b>	<b>NQF level:</b> 5
Title: South African Sign Language and Cultural Studies for the Deaf I		
Module outcomes: On the successful completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>demonstrate a basic knowledge of the South African Sign Language vocabulary, including finger language/manual alphabet;</li> <li>use the correct South African Sign Language sentence constructions to conduct a basic conversation; and</li> <li>socialize with deaf people within the framework of a socio-cultural model for disability, as recommended by the government policy for the disabled.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 70% Semester exam 1x2 hours — weight: 30%		
<b>Module code:</b> <a href="#">SASL121</a>	<b>Semester 2</b>	<b>NQF level:</b> 5
Title: South African Sign Language and Cultural Studies for the Deaf II		
Module outcomes: On the successful completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>engage in a basic conversation with a deaf person and to use suitable conversation strategies;</li> <li>demonstrate an understanding of the basic cultural rules and designation practices of the deaf community; and</li> <li>demonstrate a basic understanding of the differences and correspondences between sign language and spoken language</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 70% Semester exam 1x3 hours — weight: 30%		

<b>Module code:</b> <a href="#">SASL211</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Intermediate South African Sign Language and Deaf culture 1		
Module outcomes: On the successful completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>critically discuss the concept of 'community' and apply it to the Deaf community of South Africa</li> <li>discuss the history of education for Deaf learners in South Africa, as well as in other countries and examine the impact of this history on SASL</li> <li>demonstrate basic principles of SASL linguistics, focusing on phonology, morphology and syntax</li> <li>critically discuss the implications of language planning and policy in different spheres of South African society, and how this impacts on education and everyday life for Deaf South Africans.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments: - weight: 60 % Semester examination 1x3 hours - weight: 40%		
<b>Module code:</b> <a href="#">SASL221</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Intermediate South African Sign Language and Deaf culture 2		
Module outcomes: On the successful completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>demonstrate productive and receptive SASL skills and shift the focus to conversations including abstract concepts and linguistic terminology</li> <li>demonstrate understanding and use of more advanced vocabulary and use and understand the complex language functions of SASL in various social contexts</li> <li>explain the importance of non-manual features in terms of sentence construction, and have a broad understanding of the classifier system in SASL</li> <li>critically discuss language usage and linguistic phenomena</li> <li>discuss policies and legislation impacting on South African Deaf people in relation to empowerment, social justice and equality</li> <li>demonstrate understanding of language planning and policy and the role it plays in the protection of linguistic and cultural minority groups in South Africa</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments: weight: 60 % Semester examination 1x3 hours - weight: 40%		
<b>Module code:</b> <a href="#">SASL311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: South African Sign Language linguistics and advanced signing		
Module outcomes: On the successful completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>explain and discuss the fundamental areas of linguistic enquiry – phonology, morphology, syntax and semantics</li> <li>demonstrate a critical understanding of visual material illustrating these concepts also applying the theoretical component based on research findings</li> <li>demonstrate the structure of SASL to the level of discourse and pragmatics with comprehension and production of SASL on an advanced level</li> <li>cope with sociolinguistic variation, including regional and social registers</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments: weight: 60 % Semester examination 1x 3 hours - weight: 40%		
<b>Module code:</b> <a href="#">SASL321</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Sociolinguistics, SASL lexicography, poetry and discourse analysis		

<p>Module outcomes:</p> <p>On the successful completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• compare South African Sign Language with other signed languages, both natural and artificial, on the levels of the linguistic system already covered</li> <li>• compare signed and spoken languages, including historical and typological relationships between SASL and other languages</li> <li>• demonstrate continuing acquisition of advanced vocabulary and grammar, including cross-cultural communication between various segments of the community</li> <li>• critically discuss and apply South African Deaf community norms for situational appropriate and persuasive use of language (i.e. register variation)</li> </ul>
Method of delivery: Full-time
<p>Assessment methods:</p> <p>Tests and assignments: weight: 60 %</p> <p>Semester examination 1x 3 hours - weight: 40%</p>

## HUM.16.26 SESOTHO

<b>Module code:</b> <u>SSCO111</u>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Basic language proficiency: Sesotho		
<p>Module outcomes:</p> <p>On completion of this module students should be able to</p> <ul style="list-style-type: none"> <li>• understand basic Sesotho grammar</li> <li>• speak and write simple Sesotho sentences</li> <li>• read and write common Sesotho words</li> <li>• demonstrate basic knowledge of Sesotho sound systems</li> <li>• demonstrate knowledge of Sesotho greetings.</li> </ul>		
Method of delivery: Contact, full-time		
<p>Assessment Methods - Formal Formative:</p> <p>Tests and assignments</p> <p>Assessment Methods - Summative:</p> <p>Examination</p> <p>Assessment Plan:</p> <p>Formative and summative assessments make up the final module mark.</p>		
<p>Assessment Criteria:</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• understand basic Sesotho grammar</li> <li>• speak and write simple Sesotho sentence</li> <li>• read and write common Sesotho words</li> <li>• demonstrate basic knowledge of Sesotho sound systems</li> <li>• demonstrate knowledge of Sesotho greetings:</li> </ul>		
<b>Module code:</b> <u>SSCO121</u>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Advanced language proficiency: Sesotho		
<p>Module outcomes:</p> <p>On completion of this module students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate an intermediate proficiency for receiving and executing instructions in Sesotho</li> <li>• show the ability to engage in a sustained conversation</li> <li>• demonstrate the ability to use Sesotho tenses correctly</li> <li>• demonstrate the ability to write Sesotho sentences</li> <li>• demonstrate language skills (reading, listening, speaking, writing) through a study of language action.</li> </ul>		
Method of delivery: Contact, full-time		

<p>Assessment Methods - Formal Formative: Tests and assignments</p> <p>Assessment Methods - Summative: Examination</p> <p>Assessment Plan: The final module mark is made up of formative and summative assessments.</p>		
<p>Assessment Criteria: Students master the outcomes of this module when they can:</p> <ul style="list-style-type: none"> <li>• demonstrate an intermediate proficiency for receiving and executing instructions in Sesotho</li> <li>• show the ability to engage in a sustained conversation</li> <li>• demonstrate the ability to use Sesotho tenses correctly.</li> <li>• demonstrate the ability to write Sesotho sentences</li> <li>• demonstrate language skills (reading, listening, speaking, writing) through a study of language action</li> </ul>		
<b>Module code:</b> <a href="#">SLL112</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Introduction to linguistics, phonology and business language		
<p>Module outcomes: On completion of this module students should be able to:</p> <ul style="list-style-type: none"> <li>• identify, analyse and describe the nature and development of language as a system</li> <li>• identify, analyse and describe dialects and levels of language usage, e.g. home, local, regional and national</li> <li>• define and explain phonological and morphological concepts</li> <li>• demonstrate knowledge of syntax and semantics in various contexts</li> <li>• name and explain essential grammatical structures of Sesotho</li> <li>• demonstrate the ability of reading and writing skills in Sesotho</li> <li>• demonstrate knowledge of the principles of business writing</li> <li>• use textual features and conventions specific to business texts for effective writing.</li> </ul>		
Method of delivery: Contact, full-time		
<p>Assessment Methods - Formal Formative: Tests and assignments</p> <p>Assessment Methods - Summative: Examination</p> <p>Assessment Plan: The final module mark is made up of both formative and summative assessments.</p>		
<p>Assessment Criteria: Students should be able to:</p> <ul style="list-style-type: none"> <li>• identify, analyse and describe the nature and development of language as a system</li> <li>• identify, analyse and describe dialects and levels of language usage, e.g. home, local, regional and national</li> <li>• define and explain phonological and morphological concepts</li> <li>• demonstrate knowledge of syntax and semantics in various contexts</li> <li>• name and explain essential grammatical structures of Sesotho</li> <li>• demonstrate the ability of reading and writing skills in Sesotho</li> <li>• demonstrate knowledge of the principles of business writing</li> <li>• use textual features and conventions specific to business texts for effective writing.</li> </ul>		
<b>Module code:</b> <a href="#">SLL122</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Linguistic functions in relation to grammatical, literary and business spheres		
Module outcomes:		



<p>On completion of this module students should be able to:</p> <ul style="list-style-type: none"> <li>• identify, analyse and describe institutionalised language contexts (e.g. in initiation processes, among women, in religious contexts, in relationships)</li> <li>• demonstrate and understanding of and be able to apply pragmatics and idiomatic language usage functionally</li> <li>• discuss and recognise gender typology</li> <li>• describe and analyse linguistics, in particular phonology and morphology</li> <li>• illustrate a basic knowledge of the language used in the literary texts</li> <li>• distinguish the different genres and describe the differences between prose, drama and poetry</li> <li>• understand the development of literature: pre-colonial, missionary/school and contemporary themes.</li> </ul>		
<p>Method of delivery: Contact, full-time</p>		
<p>Assessment Methods - Formal Formative: Tests and assignments Assessment Methods - Summative: Examination Assessment Plan: The final module mark is made up of formative and summative assessments.</p>		
<p>Assessment Criteria: Students master the outcomes if they are be able to:</p> <ul style="list-style-type: none"> <li>• identify, analyse and describe institutionalised language contexts (e.g. in initiation processes, among women, in religious contexts, in relationships)</li> <li>• demonstrate and understanding of and be able to apply pragmatics and idiomatic language usage functionally</li> <li>• discuss and recognise gender typology</li> <li>• describe and analyse linguistics, in particular phonology and morphology</li> <li>• illustrate a basic knowledge of the language used in the literary texts</li> <li>• distinguish the different genres and describe the differences between prose, drama and poetry.</li> <li>• Understand the development of literature: pre-colonial, missionary/school and contemporary themes</li> </ul>		
<p><b>Module code:</b> <a href="#">SSLL212</a></p>	<p><b>Semester</b> 1</p>	<p><b>NQF level:</b> 6</p>
<p>Title: Advanced study of linguistics, literary and business language features</p>		
<p>Module outcomes: On completion of this module students should be able to:</p> <ul style="list-style-type: none"> <li>• identify groups of languages in South Africa</li> <li>• describe and analyse the African language family with all its dialects</li> <li>• demonstrate and understanding of the language dynamics in South Africa</li> <li>• describe and apply texts linguistics (coherence and cohesion) as a sub-discipline within linguistics</li> <li>• demonstrate knowledge of the most significant literary periods</li> <li>• identify, analyse and describe trends in the origins of literatures of speech communities</li> <li>• demonstrate knowledge about Negritude, Pan-Africanism and Black Consciousness literatures</li> <li>• apply, interpret, translate business text, write business letters, minutes and agendas.</li> </ul>		
<p>Method of delivery: Contact, full-time</p>		
<p>Assessment Methods - Formal Formative: Tests and assignments Assessment Methods - Summative: Examination</p>		

<p>Assessment Plan The final module mark is made up of formative and summative assessments.</p>		
<p>Assessment Criteria: Students should be able to:</p> <ul style="list-style-type: none"> <li>• identify groups of languages in South Africa</li> <li>• describe and analyse the African language family with all its dialects</li> <li>• demonstrate understanding of the language dynamics in South Africa</li> <li>• describe and apply texts linguistics (coherence and cohesion) as a sub-discipline within linguistics.</li> <li>• demonstrate knowledge of the most significant literary periods</li> <li>• identify, analyse and describe trends in the origins of literatures of speech communities</li> <li>• demonstrate knowledge about Negritude, Pan-Africanism and Black Consciousness literatures.</li> <li>• apply, interpret, translate business text, write business letters, minutes and agendas.</li> </ul>		
<b>Module code:</b> <a href="#">SLL222</a>	<b>Semester</b> 2	<b>NQF level:</b> 6
<p>Title: Factors contributing to language development, classification and usage</p>		
<p>Module outcomes: On completion of this module students should be able to:</p> <ul style="list-style-type: none"> <li>• indicate, recognise and compare the relationship of Sesotho with other African languages</li> <li>• demonstrate knowledge of language planning and language policy of South Africa</li> <li>• identify and describe and apply the cognitive and social determinants of language usage</li> <li>• name and discuss value systems within language establishment</li> <li>• identify and describe language establishment against the background of value systems, ideologies and social factors</li> <li>• demonstrate the ability to review business related texts</li> <li>• illustrate application of language (Sesotho) in interviews, presentations and events communications.</li> </ul>		
<p>Method of delivery: Contact, full-time</p>		
<p>Assessment Methods - Formal Formative: Tests and assignments Assessment Methods - Summative: Examination Assessment Plan: The final module mark is made up of formative and summative assessments.</p>		
<p>Assessment Criteria: Students master the outcomes when they are able to:</p> <ul style="list-style-type: none"> <li>• indicate, recognise and compare the relationship of Sesotho with other African languages</li> <li>• demonstrate knowledge of language planning and language policy of South Africa</li> <li>• identify and describe and apply the cognitive and social determinants of language usage</li> <li>• name and discuss value systems within language establishment</li> <li>• identify and describe language establishment against the background of value systems, ideologies and social factors</li> <li>• demonstrate the ability to review business related texts</li> <li>• illustrate application of language (Sesotho) in interviews, presentations and events communications</li> </ul>		

<b>Module code:</b> <a href="#">SLL312</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Literary historiography: micro and macro literary tendencies		
Module outcomes: On completion of this module students should be able to: <ul style="list-style-type: none"> <li>• identify, analyse and describe literatures in indigenous languages and African literature in colonial languages</li> <li>• comment on and compare the development of literature from oral to written</li> <li>• apply the theoretical perspectives that exerted an influence on the establishment of Pan-Africanism, African nationalism and Black Consciousness</li> <li>• analyse and discuss protest literature (e.g. the Staffrider series and the African Writers series in comparison to protest literature in the indigenous languages)</li> <li>• identify, analyse and describe similar themes in popular literature</li> <li>• engage with the method of discourse analysis in literary studies</li> <li>• develop sustained arguments from texts, contextual and critical sources</li> <li>• design a business portfolio (collect, organize and critically evaluate information from a variety of business texts)</li> </ul>		
Method of delivery: Contact, full-time		
Assessment Methods - Formal Formative: Tests and assignments Assessment Methods - Summative: Examination Assessment Plan: The final module mark is made up of formative and summative assessments.		
Assessment Criteria: Students should be able to: <ul style="list-style-type: none"> <li>• identify, analyse and describe literatures in indigenous languages and African literature in colonial languages</li> <li>• comment on and compare the development of literature from oral to written</li> <li>• apply the theoretical perspectives that exerted an influence on the establishment of Pan-Africanism, African nationalism and Black Consciousness</li> <li>• analyse and discuss protest literature (e.g. the Staffrider series and the African Writers series in comparison to protest literature in the indigenous languages)</li> <li>• identify, analyse and describe similar themes in popular literature</li> <li>• engage with the method of discourse analysis in literary studies</li> <li>• develop sustained arguments from texts, contextual and critical sources</li> <li>• design a business portfolio (collect, organize and critically evaluate information from a variety of business texts)</li> </ul>		
<b>Module code:</b> <a href="#">SLL322</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Features of language ecology: contemporary practices, perspectives and trends		
Module outcomes: On completion of this module students should be able to: <ul style="list-style-type: none"> <li>• demonstrate knowledge by means of identifying, analysing, describing and applying contemporary perspectives on the development of African languages</li> <li>• evaluate critically the marketing of linguistic human rights and language as an economic resource</li> <li>• identify, analyse and describe obvious language challenges in South Africa and Africa including the origins of the bodies e.g. PanSALP, the Asmara Declaration</li> <li>• demonstrate an understanding of the multilingual foundation in South Africa</li> <li>• compare and distinguish the language dynamics in education, the publishing industry and the media, with particular attention to the standardisation processes of African languages</li> </ul>		

<ul style="list-style-type: none"> <li>demonstrate knowledge of the language dynamics in education, the industries and the media, with particular attention to the standardisation processes of language</li> <li>design and develop a business portfolio by collecting, organise and critically evaluate information from a variety of business texts.</li> </ul>
Method of delivery: Contact, full-time
Assessment Methods - Formal Formative: Tests and assignments Assessment Methods - Summative: Exam 2x3 hours Assessment Plan The final module mark is made up of formative and summative assessments.
Assessment Criteria: Students should be able to: <ul style="list-style-type: none"> <li>Demonstrate knowledge by means of identifying, analysing, describing and applying contemporary perspectives on the development of African languages.</li> <li>Evaluate critically the marketing of linguistic human rights and language as an economic resource.</li> <li>Identify, analyse and describe obvious language challenges in South Africa and Africa including the origins of the bodies e.g. PanSALP, the Asmara Declaration.</li> <li>Demonstrate an understanding of the multilingual foundation in South Africa.</li> <li>Compare and distinguish the language dynamics in education, the publishing industry and the media, with particular attention to the standardisation processes of African languages.</li> <li>Demonstrate knowledge of the language dynamics in education, the industries and the media, with particular attention to the standardisation processes of language.</li> <li>Design and develop a business portfolio by collecting, organise and critically evaluate information from a variety of business texts.</li> </ul>

## HUM.16.27 **SETSWANA (FIRST LANGUAGE)**

<b>Module code:</b> <b>SETM111</b>	<b>Semester 1</b>	<b>NQF level:</b> <b>5</b>
Title: History of the Setswana orthography and communication skills / <i>Hisetori ya mokwalo wa Setswana le magonego a tlaheletsano</i>		
Module outcomes: On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>demonstrate a fundamental knowledge of the history of Setswana orthography, spelling and the basic linguistic concepts of Setswana; and</li> <li>demonstrate fundamental knowledge of different forms of communication.</li> </ul> <i>Dipolelothuto tsa mojulu: Fa moithuti a sena go fetsa mojulu o o tshwanetse go kgona go:</i> <ul style="list-style-type: none"> <li>Kaela kitso ya motheo ka ga hisetori ya mokwalo wa Setswana;</li> <li>Kaela kitso ya motheo ka ga magonego a a farologaneng a tlaheletsano.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments: — weight: 60% Semester exam 1X3 hours — weight: 40%		
<b>Module code:</b> <b>SETM121</b>	<b>Semester 1</b>	<b>NQF level:</b> <b>5</b>
Title: Introduction to Setswana grammar, morphology; and traditional literature / <i>Matseno mo thutapuong, ya Setswana le Ditlangwa tsa setso tsa Setswana</i>		
Module outcomes: On completion of this module, students should be able to:		

<ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge of the Setswana word classes, their morphological components and syntactical applications;</li> <li>• demonstrate a fundamental knowledge of the origin and background of traditional literature as a basis of Ubuntu; and</li> <li>• demonstrate a fundamental knowledge of the features of the different types of traditional literature.</li> </ul> <p><i>Dipolelothuto tsa mojulu: Fa moithuti a sena go fetsa mojulu o o tshwanetse go kgona go:</i></p> <ul style="list-style-type: none"> <li>• Kaela kitso ya motheo ka ga dikarolopuo tsa Setswana.</li> <li>• Kaela kitso ya motheo ka ga botso le lemorago la ditlhangwa tsa Setso</li> <li>• Kaela kitso ya motheo ka ga diponagalo tsa ditlhangwa tse di farologaneng tsa setso.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X3 hours — weight: 40%		
<b>Module code:</b> <a href="#">SETM211</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Setswana: Phonetics and Setswana modern literature / <i>Fonetiki ya Setswana le Ditlhangwa tsa sešweng tsa Setswana</i>		
<p>Module outcomes:</p> <p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a sound knowledge and understanding of Setswana phonetics;</li> <li>• demonstrate a sound knowledge and understanding of the origin and the background of modern literature in the development of Ubuntu; and</li> <li>• demonstrate a sound knowledge and understanding of the features of the genres of modern Setswana literature.</li> </ul> <p><i>Dipolelothuto tsa mojulu: Fa moithuti a sena go fetsa mojulu o o tshwanetse go kgona go:</i></p> <ul style="list-style-type: none"> <li>• Kaela kitso ya maemo a a rileng ka ga fonetiki ya Setswana.</li> <li>• Kaela kitso ya maemo a a rileng ka ga lemorago la ditlhangwa tsa sešweng tse di tswelatsang kago ya botho (Ubuntu) ba Motswana.</li> <li>• <i>Kaela kitso ya maemo a a rileng ka ga diponagalo tsa ditlhangwa tse di farologaneng tsa sešweng ka nepagalo.</i></li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 2X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">SETM221</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Setswana: Phonology and prose / <i>Fonoloji ya Setswan le Tshekatsheko ya Porosa</i>		
<p>Module outcomes:</p> <p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a sound knowledge and understanding of Setswana phonology; and</li> <li>• demonstrate a sound knowledge and understanding of different types of prose in accordance with their features in prescribed works.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 2X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">SETM311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Setswana: Syntax and poetry / <i>Popapolelo ya Setswana le Tshekatsheko ya poko</i>		
<p>Module outcomes:</p> <p>On completion of this module, students should be able to:</p>		

<ul style="list-style-type: none"> <li>• demonstrate a sound knowledge and understanding of Setswana syntax; and</li> <li>• demonstrate a sound knowledge and understanding of Setswana poetry.</li> </ul> <p><i>Dipeloethuto tsa mojulu: Mo bokhutlong ba mojulu o moithuti o solofelwa go:</i></p> <ul style="list-style-type: none"> <li>• Kaela kitso ya maemo a a rileng ka ga fonoloji ya Setswana.</li> <li>• Kaela kitso ya maemo a a rileng ka ga diteori tse di farologaneng tsa bosekaseki ba porosa.</li> <li>• Kaela kitso ya maemo a a rileng ka ga mefuta e e farologaneng ya porosa go ya ka diponagalo tsa yona mo dikwalong tse di tlaotsweng.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">SETM321</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Setswana morphology and drama / <i>Popegopuo ya Setswana le Tshekatsheko ya terama</i>		
Module outcomes: On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate a sound knowledge and understanding of Setswana morphology; and</li> <li>• demonstrate a sound knowledge and understanding of Setswana drama.</li> </ul> <p><i>Dipeloethuto tsa mojulu: Mo bokhutlong ba mojulu o moithuti o solofelwa go:</i></p> <ul style="list-style-type: none"> <li>• Kaela kitso e e tletseng ka ga popegopuo ya Setswana.</li> <li>• Kaela kitso e e tletseng ka ga terama ya Setswana.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 2X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">SETM322</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Botlhamamareo a Setswana, Phetolelo le Tshekatsheko ya terama/ <i>Development of Setswana terminology development,translation, and drama.</i>		
Module outcomes: On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate in-depth knowledge and understanding of the development of terminology.</li> <li>• explain and demonstrate the background and origin of translation and interpreting in Setswana.</li> <li>• discuss in detail about the features os drama, and</li> <li>• critically analyse Setswana drama</li> </ul> <p><i>Dipeloethuto tsa mojulu: Fa moithuti a sena go fetsa mojulu o o tshwanetse go kgona go:</i></p> <ul style="list-style-type: none"> <li>• supa kitso e e tseneletseng ka ga botlhamamareo mo Setswaneng.</li> <li>• tlhalosa le go bontsha kitso ya motheo ka ga phetolelo le botshomolodi mo Setswaneng.</li> <li>• tlotla ka ga diponagalo tsa terama ka kakaretso.</li> <li>• sekaseka terama ka tselelelo.</li> </ul>		
Method of delivery: Full-time and only on Mahikeng Campus		
Assessment methods: Tests and assignments — weight: 60% Semester exam 2X2 hours — weight: 40%		

## HUM.16.28 SETSWANA (THIRD LANGUAGE)

<b>Module code:</b> <a href="#">ATSN111</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Setswana: Introduction to grammar and language proficiency		
Module outcomes: On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge on the formation of the essential functional grammatical structures of Setswana;</li> <li>• demonstrate a basic proficiency in Setswana; individually as well as within groups;</li> <li>• demonstrate elementary Setswana listening skills individually; and</li> <li>• demonstrate reading skills in Setswana individually.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">ATSN121</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Setswana: Grammar and language proficiency		
Module outcomes: On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge of the formation of essential functional grammatical structures of Setswana;</li> <li>• demonstrate a basic proficiency in Setswana individually as well as within groups;</li> <li>• demonstrate elementary Setswana listening skills individually;</li> <li>• demonstrate reading skills in Setswana individually; and</li> <li>• demonstrate writing skills in Setswana individually</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">ATSN211</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Setswana: Grammar, phonetics and language proficiency		
Module outcomes: On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate a profound knowledge and understanding of the formation of more advanced functional grammatical structures of Setswana;</li> <li>• demonstrate a profound knowledge and understanding of Setswana phonetics as scientific discipline as well as the phonetic features of the Setswana consonants and vowels;</li> <li>• demonstrate basic proficiency in Setswana individually as well as within groups;</li> <li>• demonstrate elementary Setswana listening skills individually;</li> <li>• demonstrate reading skills in Setswana individually; and</li> <li>• demonstrate writing skills in Setswana individually</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">ATSN221</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Setswana: Grammar, traditional literature and language proficiency		
Module outcomes: On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate a profound knowledge and understanding of the formation of more advanced functional grammatical structures of Setswana;</li> </ul>		

<ul style="list-style-type: none"> <li>• demonstrate a profound knowledge and understanding on various aspects of selected Setswana folktales, proverbs and idioms from a cultural perspective;</li> <li>• demonstrate basic proficiency in Setswana individually as well as within groups;</li> <li>• demonstrate elementary Setswana listening skills individually;</li> <li>• demonstrate reading skills in Setswana individually;</li> <li>• demonstrate writing skills in Setswana individually; and</li> <li>• demonstrate skills regarding the translation of selected Setswana texts.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">ATSN311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Setswana: Morphology, syntax, poetry and language proficiency		
Module outcomes: On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate a sound knowledge and understanding of Setswana morphology and syntax as linguistic disciplines;</li> <li>• demonstrate a sound knowledge and understanding of the morphological structure of Setswana nouns, pronouns and verbs;</li> <li>• demonstrate a sound knowledge and understanding of the syntactic structures of simple and compound sentences in Setswana;</li> <li>• demonstrate a sound knowledge and understanding of selected traditional poetry, written poetry and riddles from a cultural perspective;</li> <li>• demonstrate proficient Setswana communicative skills, individually as well as in group context;</li> <li>• demonstrate Setswana language proficiency skills in the writing of Setswana compositions, and</li> <li>• demonstrate skills regarding the translation of selected Setswana texts.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hours — weight: 40%		
<b>Module code:</b> <a href="#">ATSN321</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Setswana: Phonology, prose, drama and language proficiency		
Module outcomes: On completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate a sound knowledge and understanding of Setswana phonology as linguistic discipline;</li> <li>• demonstrate a sound knowledge and understanding of the cause for sound changes to occur in Setswana, the conditions within which they occur, the framework within which they occur and the aspects involved in the process of sound changes;</li> <li>• demonstrate a sound knowledge and understanding of the phonetic processes that occur with regard to Setswana vowels and consonants;</li> <li>• demonstrate a sound knowledge and understanding of the sound changes that occur in Setswana words;</li> <li>• demonstrate a sound knowledge and understanding of Setswana short stories and one act plays from a cultural perspective;</li> <li>• demonstrate proficient Setswana communicative skills individually as well as in groups;</li> <li>• demonstrate effective Setswana language proficiency skills in the writing of Setswana compositions, and</li> <li>• demonstrate skills regarding the translation of selected Setswana texts.</li> </ul>		



Method of delivery: Full-time
Assessment methods: Tests and assignments — weight: 60% Semester exam 1X2 hours — weight: 40%

## HUM.16.29 [SOCIAL ANTHROPOLOGY](#)

<b>Module code:</b> <a href="#">SANL112</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Introduction to key concepts of Social Anthropology		
Module outcomes: On successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Have a basic knowledge and an informed understanding of key concepts in Social Anthropology; and</li> <li>• Demonstrate basic qualitative research skills to identify, analyse and reliably communicate, according to the academic conventions of the discipline, the complexity surrounding research questions in Social anthropology.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1x3 hours — weight: 40%		
<b>Module code:</b> <a href="#">SANL122</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Introduction to themes in Social Anthropological research		
Module outcomes: On successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Have a basic knowledge and an informed understanding of themes in Social Anthropological research; and</li> <li>• Demonstrate basic qualitative research skills to identify, analyse and reliably communicate, according to the academic conventions of the discipline, the complexity surrounding research questions in Social anthropology.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1x3 hours — weight: 40%		
<b>Module code:</b> <a href="#">SANL213</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Medical Anthropology		
Module outcomes: On successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Have a grounded knowledge and a comprehensive understanding of key concepts and themes in Medical Anthropology; and</li> <li>• Demonstrate effective qualitative research skills to analyse, evaluate, synthesise and reliably communicate, according to the academic conventions of the discipline, the complexity surrounding research questions in Medical Anthropology.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1x3 hours — weight: 40%		
<b>Module code:</b> <a href="#">SANL223</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: The Anthropology of film and media		
Module outcomes: On successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Have a grounded knowledge and a comprehensive understanding of key concepts and themes in the anthropology of film and media; and</li> </ul>		

<ul style="list-style-type: none"> <li>Demonstrate effective qualitative research skills to analyse, evaluate, synthesise and reliably communicate, according to the academic conventions of the discipline, the complexity surrounding anthropological research questions in the field of film and media.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments — weight: 60% Semester exam 1x3 hours — weight: 40%		
<b>Module code:</b> SANL225	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Urban Anthropology		
Module outcomes: On successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Have a grounded knowledge and a comprehensive understanding of key concepts in Urban Anthropology; and</li> <li>Demonstrate effective qualitative research skills to analyse, evaluate, synthesise and reliably communicate, according to the academic conventions of the discipline, the complexity surrounding anthropological research questions related to urban contexts and urban social phenomena.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Semester exam 1x3 hours – weight: 40%		
<b>Module code:</b> SANL315	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Theory, Ethnography and Representation		
Module outcomes: On successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Have a rounded and systematic knowledge and a comprehensive critical understanding of central theoretical, ethnographic and methodological approaches and changes in Social Anthropology; and</li> <li>Demonstrate well-developed qualitative research skills to critically analyse, evaluate, synthesise and reliably communicate, according to the academic conventions of the discipline, the complex political, analytical and representational problems in Anthropology's theoretical canon.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Learning portfolio – weight: 40%		
<b>Module code:</b> SANL323	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Globalisation and the power dynamics of exchange and belonging		
Module outcomes: On successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>Have a rounded and systematic knowledge and a comprehensive critical understanding of contemporary global topics of importance in Social Anthropology; and</li> <li>Demonstrate well-developed qualitative research skills to critically analyse, evaluate, synthesise and reliably communicate, according to the academic conventions of the discipline, the complexity surrounding contemporary global topics of importance in Social anthropology.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 60% Learning portfolio – weight: 40%		

## HUM.16.30 SOCIOLOGY

<b>Module code:</b> <a href="#">SOCY111</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Introduction to Sociology: Concepts, Themes and Methods		
Module outcomes: On successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate a basic knowledge about sociological concepts and themes and an informed understanding of key concepts and principles of sociological research methodology;</li> <li>• demonstrate a basic knowledge of key theoretical approaches associated with sociology;</li> <li>• collect information for a basic analysis, synthesis and evaluation and communicate the results according to academic conventions; and</li> <li>• use technology to communicate individually or within groups within an ethically acceptable framework.</li> </ul>		
Method of delivery: Full-time (Mahikeng, Potchefstroom and Vanderbijlpark) and part-time (Vanderbijlpark only)		
Assessment methods: Tests and assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code:</b> <a href="#">SOCY121</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Introduction to Sociology: Social Institutions		
Module outcomes: On successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate a basic knowledge and an informed understanding of different social institutions within society;</li> <li>• apply theoretical perspectives on different social institutions and argue defined problems in view of those perspectives;</li> <li>• collect information for a basic analysis, synthesis and evaluation and communicate the results according to academic conventions; and</li> <li>• use technology to communicate individually or within groups within an ethically acceptable framework.</li> </ul>		
Method of delivery: Full-time time (Mahikeng, Potchefstroom and Vanderbijlpark) and part-time (Vanderbijlpark only)		
Assessment methods: Tests and assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code:</b> <a href="#">SOCY211</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Sociology of Development, Environment and Social Problems		
Module outcomes: On successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate a detailed knowledge and understanding of the concepts and contemporary theory of both development and environmental sociology;</li> <li>• demonstrate an understanding of the interactions between development and the environment and how these relate to challenges that may occur in various social settings;</li> <li>• demonstrate a clear understanding of development and the social dynamics of social and environmental impact in society;</li> <li>• identify complex and relevant problems in this regard, make comparisons, propose solutions and communicate these according to academic conventions; and</li> <li>• use technology to communicate individually or within groups within an ethically acceptable framework.</li> </ul>		

Method of delivery: Full-time time (Mahikeng, Potchefstroom and Vanderbijlpark) and part-time (Vanderbijlpark only)		
Assessment methods: Tests and assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code:</b> <a href="#">SOCY221</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Social Dynamics of Work, Family and Gender		
Module outcomes: On successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate a detailed knowledge and a clear understanding of the social and group dynamics associated with the sociology of work, family and gender in society;</li> <li>• demonstrate an integrated and critical understanding of the concepts and theory of each field;</li> <li>• demonstrate a clear understanding of how the three areas intersect, the dynamics underpinning this intersection and what some of the debates are around issues arising from the interplay between work, family and gender;</li> <li>• identify complex and relevant problems in this regard, make comparisons, critically discuss, propose solutions and communicate these according to academic conventions; and</li> <li>• use technology to communicate individually or within groups within an ethically acceptable framework.</li> </ul>		
Method of delivery: Full-time time (Mahikeng, Potchefstroom and Vanderbijlpark) and part-time (Vanderbijlpark only)		
Assessment methods: Tests and assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code:</b> <a href="#">SOCY314</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Social Theory		
Module outcomes: On successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate an integrated knowledge and critical understanding of social theory and its history;</li> <li>• critically theorise, evaluate and analyse concepts of social theory through effective source selection;</li> <li>• compare views of social theory and communicate it in an ethically accepted way individually and by means of group discussions;</li> <li>• apply social theories to the South African, African and international contexts;</li> <li>• demonstrate an ability to correctly identify and apply specific social theories within the field of sociology in order to analyse, evaluate and solve undefined and often complex problems in society in the South African, African and international contexts; and use technology to communicate individually or within groups within an ethically acceptable framework.</li> </ul>		
Method of delivery: Full-time time (Mahikeng, Potchefstroom and Vanderbijlpark) and part-time (Vanderbijlpark only)		
Assessment methods: Tests and assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code:</b> <a href="#">SOCY315</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Group Dynamics		
Module outcomes: On successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate a well-rounded, integrated knowledge and in-depth understanding of relevant theories and concepts within the field of Group Dynamics;</li> </ul>		

<ul style="list-style-type: none"> <li>• collect information relevant to the field of Group Dynamics and its application through advanced research skills, and analyse, synthesise and evaluate this information;</li> <li>• create and propose solutions to hypothetical complex and unfamiliar problems through the creation of new knowledge and understanding via the application of Group Dynamics theories, concepts and strategies, and to communicate these solutions in a variety of formats according to academic conventions.</li> </ul>		
Method of delivery: Full-time time (Mahikeng, Potchefstroom and Vanderbijlpark) and part-time (Vanderbijlpark only)		
Assessment methods: Tests and assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code:</b> <a href="#">SOCY316</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Inequality and Social Justice in Contemporary South Africa		
Module outcomes: On successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate a well-rounded knowledge and in-depth understanding of contemporary local and international debates pertaining to inequality and social justice;</li> <li>• collect information through advanced research skills and analyse, synthesise and evaluate this information;</li> <li>• propose solutions through theoretically driven arguments and communicate these solutions according to academic conventions.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code:</b> <a href="#">SOCY317</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Social Policy		
Module outcomes: After completion of this module a student will be able to: <ul style="list-style-type: none"> <li>• Demonstrate a well-rounded, integrated knowledge and in-depth understanding of relevant theories and concepts within the field of Social Policy;</li> <li>• Collect information relevant to the field of Social Policy and its application through advanced research skills, and analyse, synthesise and evaluate this information;</li> <li>• Create and propose solutions to hypothetical and real complex and unfamiliar problems through the creation of new knowledge and understanding via the application of Social Policy theories, concepts and strategies, and to communicate these solutions in a variety of formats according to academic conventions.</li> <li>• Debate on the contexts of development and sustainability both globally and locally.</li> <li>• Seek to provide innovative solutions to complex social problems in country settings.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code:</b> <a href="#">SOCY323</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Social research methodology		
Module outcomes: On successful completion of this module, students should be able to:		

<ul style="list-style-type: none"> <li>• demonstrate a well-rounded, integrated knowledge and in-depth understanding of the principles, concepts, theoretical underpinnings and methods associated with social research methodology;</li> <li>• to draw on and synthesise their knowledge and understanding of social research theories, techniques, processes and methods to create and propose a research design to investigate hypothetical complex and unfamiliar problems, and to communicate these solutions in a variety of formats according to academic conventions.</li> </ul>		
Method of delivery: Full-time time (Mahikeng, Potchefstroom and Vanderbijlpark) and part-time (Vanderbijlpark only)		
Assessment methods: Tests and assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code:</b> <a href="#">SOCY324</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Clinical Sociology		
Module outcomes: On successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate a well-rounded, integrated knowledge and in-depth understanding of relevant theories and concepts within the field of Clinical Sociology;</li> <li>• collect information relevant to the field of Clinical Sociology and its application through advanced research skills, and analyse, synthesise and evaluate this information;</li> <li>• create and propose solutions and/or interventions related to hypothetical complex and unfamiliar social problems through the application of Clinical Sociology theories, concepts and strategies, and to communicate these solutions in a variety of formats according to academic conventions.</li> </ul>		
Method of delivery: Full-time time (Mahikeng, Potchefstroom and Vanderbijlpark) and part-time (Vanderbijlpark only)		
Assessment methods: Tests and assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code:</b> <a href="#">SOCY325</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Applying the Sociological Imagination in Contemporary Society		
Module outcomes: After completion of this module a student will be able to: <ul style="list-style-type: none"> <li>• demonstrate a well-rounded knowledge and in-depth understanding of the utility of applying the sociological imagination to contemporary challenges in society;</li> <li>• develop theoretically driven arguments to demonstrate an understanding of the relationship between manifestations of social challenges at individual, collective and societal levels;</li> <li>• collect information through advanced research skills and analyse, synthesise and evaluate this information;</li> <li>• propose solutions through theoretically driven arguments and communicate these solutions according to academic conventions.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Tests and assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code:</b> <a href="#">SOCY326</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Gender studies		
Module outcomes: After completion of this module a student will be able to: <ul style="list-style-type: none"> <li>• Develop a critical and reflective understanding of the relationship between gender, race, class and sexuality</li> </ul>		

<ul style="list-style-type: none"> <li>• Demonstrate an in-depth understanding in theoretical debates and perspectives on gender Locate gender in relation to other social relations</li> <li>• Identify and assess the merits of different theoretical perspectives and concepts across a range of topics within contemporary feminism.</li> <li>• Apply the conceptual and theoretical perspectives which have been developed within contemporary feminist theory to analyse academic, social and cultural texts and practices</li> <li>• Consider the usefulness of theories of gender in relation to examples of Contemporary social issues.</li> </ul>
Method of delivery: Full-time
Assessment methods: Tests and assignments – weight: 50% Semester exam 1x3 hours – weight: 50%

## HUM.16.31 UNDERSTANDING THE WORLD

<b>Module code: WVES222</b>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Understanding the World of Economic Management Science		
Module outcomes: On completing this module, students should: <ul style="list-style-type: none"> <li>• Have a fundamental knowledge base of a variety of worldviews and ideologies and show their critical understanding by being able to compare the nature and function, as well as various contemporary manifestations, of these worldviews and ideologies</li> <li>• Have the ability to understand the mutual relation between phenomena, such as those appearing in natural and social systems, and from this favourable position analyse and evaluate real-life problems or case studies based on key issues of our time –things like poverty, continual/ongoing change, human rights, HIV/Aids, abuse of power, corruption, racism, xenophobia, etc.</li> <li>• Be able to clearly express their personal worldview and to use it as a point of departure/premise for deliberating on and communicating workable solutions for key issues and the problems of our time in a typically academic manner.</li> </ul>		
Method of delivery: Full-time		
Tests and class attendance — weight: 50% Semester exam 1X2 hours — weight: 50%		
<b>Module code: WVCS223</b>	<b>Semester 1/2</b>	<b>NQF level: 6</b>
Title: Understanding the Cultural World		
Module outcomes: After the completion of this module, the student will be able to: <ul style="list-style-type: none"> <li>• have detailed knowledge of a selection of world views and ideologies relevant to South Africa, and</li> <li>• demonstrate their understanding through an application of the nature and function of these world views and ideologies in an identification, analysis and evaluation of core issues of our time, such as poverty, change, human rights, HIV-AIDS, power abuse, corruption, etc.;</li> <li>• articulate their personal world view and use it as a point of departure for arguing and communicating feasible solutions to core issues and problems of our time in a typical academic manner.</li> </ul>		
Method of delivery: Full-time		
Assessment methods - Assessment will be done as follows: Formative assessment: – weight: 50% Summative assessment: – weight: 50%		
<b>Module code: WVLS317</b>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Understanding the human being in the world		

Module outcomes:

After the completion of this module, the student will be able to:

- have an integrated, applied and coherent knowledge of important foundational issues and philosophical ideas in current culture, and
- demonstrate an understanding of this knowledge as contested and thus as something to be evaluated;
- demonstrate the ability to analyse, synthesise and criticise the philosophical assumptions in a chosen theme or issue,
- formulate a personal opinion about the theme or issue that gives evidence of a coherent paradigm, and
- communicate the findings in an applicable academic way.

Method of delivery: Full-time

Assessment methods:

Tests and assignments — weight: 50%

Semester exam 1X2 hours — weight: 50%



## HUM.16.32 DISTANCE PROGRAM MODULES

<b>Module code:</b> <a href="#">ALLE221</a>	<b>Semester 2</b>	<b>NQF level:</b> 6
Title: Administrative Law in law enforcement		
<p>Module outcomes:</p> <p>On successful completion of this module, students should be able to</p> <ul style="list-style-type: none"> <li>• a well-rounded and systematic knowledge base and a coherent and critical understanding of the principles and theories of Administrative Law with special reference to: <ul style="list-style-type: none"> <li>o the constitutional right to administrative justice;</li> <li>o sources of Administrative Law;</li> <li>o substantive and procedural Administrative Law, including the definition and concept of administrative action, grounds of review of administrative action, means of controlling administrative action, procedure of and remedies on judicial review;</li> <li>o state liability and</li> <li>o the interaction between Administrative Law and other fields of law;</li> </ul> </li> <li>• the ability to analyse and criticise approaches to, or problematic, Administrative Law issues and propose creative solutions based on a sound value system and legal principles;</li> <li>• the ability to identify, analyse and solve unfamiliar complex real-life problems, utilising the knowledge of the field of study and theory-driven arguments to reach evidence-based solutions;</li> <li>• the ability to effectively, efficiently and independently retrieve information identified as necessary in order to solve a problem or to analyse or evaluate issues or topics in this field of study, both individually and as member of a learning group;</li> <li>• the appropriate communications skills required to communicate their solutions or analysis effectively in writing or orally, using appropriate IT skills.</li> </ul>		
Method of delivery: Open Distance Learning		
<p>Assessment methods:</p> <p>Assignments – weight: 50%</p> <p>Semester exam 1x3 hours – weight: 50%</p>		
<b>Module code:</b> <a href="#">CLLE211</a>	<b>Semester 1</b>	<b>NQF level:</b> 6
Title: Constitutional Law in law enforcement		
<p>Module outcomes:</p> <p>On successful completion of this module, students should have:</p> <ul style="list-style-type: none"> <li>• detailed knowledge and informed understanding of facts, principles and theories related to the field of Public Law, and understanding of its relevance to the practice of law in general and Constitutional Law in particular;</li> <li>• understanding of the origin and development of knowledge within the field of Constitutional Law, and critical understanding of different approaches and practices in the production of such knowledge and why this is relevant to current Constitutional Law practices;</li> <li>• ability to identify, analyse and solve fundamental problems in an unfamiliar context of Constitutional Law, by gathering evidence and applying logical solutions while providing theoretical proof of the appropriateness of such solutions;</li> <li>• awareness and understanding of the ethical implications of decisions, actions and practices specifically relevant to the field of Constitutional Law;</li> <li>• ability to present and communicate complex interpretations of legal issues related to the field of Constitutional Law in accurate and coherent written and verbal format, with understanding of and respect for intellectual property conventions, copyright and rules of plagiarism;</li> </ul>		

<ul style="list-style-type: none"> <li>the ability to contribute valuable and appropriate information or skill towards the successful completion of a project related to the practice of Constitutional Law, and to act as a group leader during certain stages of project completion, measuring the success of the group's task completion against given criteria, taking co-responsibility for learning progress and outcome realization of the group; and</li> <li>an ability to monitor own learning progress and apply relevant reasoning and interpretative strategies when mastering legal content in known and new resources to successfully realize all outcomes of the module Constitutional Law.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment methods: Assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code:</b> <a href="#">COMS121</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Communication skills in the workplace		
Module outcomes: On completion of this module, a student should be able to <ul style="list-style-type: none"> <li>Show an understanding of the basic elements and processes of everyday communicative interactions, with a specific focus on displaying active listening skills;</li> <li>Employ basic negotiation principles in the context of facilitated interactions between the SAPS and stakeholders;</li> <li>Conduct interviews with witnesses or victims of crime in a logical, planned manner;</li> <li>Compile reports in accordance to SAPS guidelines, specifically affidavits, internal letters, e-mails and memos, reports to supervisors, and crime reports to the media; and</li> <li>Follow basic guidelines when interacting with the media at crime scenes.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment methods: Assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code:</b> <a href="#">FORP214</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Forensic Legal Aspects		
Module outcomes: On successful completion of this module, students should be able to <ul style="list-style-type: none"> <li>To demonstrate a solid knowledge base of South African law relevant to the South African forensic environment; specifically as it relates to the investigation of crime;</li> <li>To be able to solve problems through the analysing of sets of facts and or source documentation relating to legal aspects of the forensic environment and to formulate arguments in an orderly fashion with reference to statutory requirements and applicable case law;</li> <li>To demonstrate an ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information relating to legal aspects falling within the ambit of the legal forensic environment; specifically as it relates to the investigation of crime;</li> <li>To demonstrate an ability to present and communicate complex information reliably and coherently using appropriate academic and professional or occupational conventions, formats and technologies falling within the ambit of the legal forensic environment, specifically as it relates to the combating of crime</li> </ul>		

Method of delivery: Open Distance Learning		
Assessment methods: Assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code:</b> <a href="#">FORP225</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Forensic Investigation Management		
Module outcomes: On successful completion of this module, students should be able to <ul style="list-style-type: none"> <li>• The use of information and intelligence to enhance crime detection;</li> <li>• The management of crime detection;</li> <li>• The collection and preservation of evidence in the crime detection process;</li> <li>• The planning and control of case dockets;</li> <li>• The composition and legal requirements of statements;</li> <li>• The role of INTERPOL in the crime detection process;</li> <li>• The international investigation process;</li> <li>• The protection and safeguarding of the crime scene during the preliminary investigation phase.</li> <li>• The role of SARPCCO in the crime detection process</li> <li>• Cross-border crime investigation initiatives and operations</li> <li>• Joint and inter-disciplinary crime investigation initiatives at South Africa's ports and borders of entry.</li> <li>• The value and contribution of the different forensic departments and units (governmental and private) who could be of assistance in the effective investigation and presentation of criminal cases in a court of law.</li> <li>• Function effectively in groups; and</li> <li>• Act in accordance with legislation and policies to any given crime detection situation</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment methods: Assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code:</b> <a href="#">PADM111</a>	<b>Semester 1/2</b>	<b>NQF level: 5</b>
Title: Introduction to Public Administration		
Module outcomes: On successful completion of this module, students should be able to demonstrate: <ul style="list-style-type: none"> <li>• fundamental knowledge and understanding of the theoretical grounding and development of Public Administration as discipline and of public administration concepts, principles, structures, procedures and developments in practice</li> <li>• an ability to access and process information from different academic sources and legislation with a view to distinguish and summarise scientific information on Public Administration as academic discipline and public administration in the governmental and organisational context</li> <li>• the ability to take informed action that contributes to sustainable development in the South African context by means of critical engagement with contemporary societal challenges within a local, national and global context</li> <li>• willingness to take responsibility for their decisions and actions based on a strong value system, and an awareness and understanding of ethical, social, cultural, economic, political and environmental issues in the South African context</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment methods: Individual assignment & group work — weight: 50% Semester exam 1x3 hours — weight: 50%		

<b>Module code:</b> <a href="#">PADM121</a>	<b>Semester 2/1</b>	<b>NQF level: 5</b>
Title: Locus and focus of Public Management		
Module outcomes: On successful completion of this module, students should be able to demonstrate: <ul style="list-style-type: none"> <li>• basic knowledge and informed understanding of public administration and management functions and organisational theories and approaches, relevant to understand the development, structures and functioning of public sector organisations in all spheres of government (national, provincial and local)</li> <li>• the ability to identify and select standard procedures, regulations, techniques and technologies within the field of public administration, with a view to generate possible solutions for service delivery and policy implementation challenges</li> <li>• ability to communicate effectively in a variety of formats (oral, written, visual and electronic) to diverse audiences and apply appropriate technologies for various purposes in the public sector context</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment methods: Individual assignment & group work — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">PADM211</a>	<b>Semester 1/2</b>	<b>NQF level: 6</b>
Title: Public Financial Management		
Module outcomes: On successful completion of this module, students should be able to demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge and clear understanding of concepts, principles, theories, procedures, regulations and legislative framework of public financial management in the public sector context</li> <li>• ability to compile a budget, monitor its implementation and perform resource allocation functions in a public sector organisation</li> <li>• ability to identify, analyse and select the most appropriate methods to promote accountability and uphold ethical conduct for the effective and efficient management of public funds</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment methods: Individual assignment & group work — weight: 50% Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">PADM221</a>	<b>Semester 2/1</b>	<b>NQF level: 6</b>
Title: Public Human Resource Management		
Module outcomes: On successful completion of this module, students should be able to demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge and clear understanding of Human Resource Management theories, concepts, principles, procedures, legislation, policies and practices in the South African public sector</li> <li>• ability to analyse the nature and scope of contextual human resource management challenges and select the best possible solutions to solve such challenges with a view to support progress and development in the practice of human resource management in the public sector</li> <li>• an ability to critically engage in public human resource management issues, in consideration of their social, civic and developmental responsibilities and commitment to social justice, democracy, human rights and socio-economic development, and communicate these by means of appropriate formats within an ethical context that respects and upholds the rights of individuals, groups, and communities service delivery as individuals or within a group in an ethically appropriate manner.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment methods:		

Individual assignment & group work — weight: 50%		
Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">PADM311</a>	<b>Semester 1/2</b>	<b>NQF level: 7</b>
Title: Organisational Theory		
Module outcomes:		
On successful completion of this module, students should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• understanding of contested knowledge and theories within the field of Organisation Studies in order to argue the relevance of organisational theories, structures and behaviour within the contemporary public organisation</li> <li>• integrated knowledge and critical understanding of, as well as an ability to correctly evaluate and apply organisational principles and practices within the context of public organisations</li> <li>• an ability to act as innovative thinkers, capable of critical analysis, creative solving of complex problems and the generation of ideas and concepts related to contemporary organisational theory and public practice</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment methods:		
Individual assignment & group work — weight: 50%		
Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">PADM312</a>	<b>Semester 1/2</b>	<b>NQF level: 7</b>
Title: Research methods in Public Administration		
Module outcomes:		
On successful completion of this module, students should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and critical understanding of, as well as an ability to correctly evaluate and apply different types of research methods within Public Administration</li> <li>• an ability to effectively apply critical understanding of steps in the research process within Public Administration with a view to produce a research proposal</li> <li>• the ability to analyse and evaluate academic literature to demarcate a researchable problem or issue within the field of Public Administration and specify an appropriate scientific method that can be used to address the identified problem or issue</li> <li>• the ability to reflect on the values, ethical conduct and justifiability of decisions appropriate to the research practice in Public Administration</li> <li>• the ability to operate, individually or as part of a group and make appropriate contributions to successfully complete a research proposal related to a problem or issue within Public Administration</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment methods:		
Individual assignment & group work — weight: 50%		
Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">PADM321</a>	<b>Semester 2/1</b>	<b>NQF level: 7</b>
Title: Public Policy		
Module outcomes:		
On successful completion of this module, students should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated theoretical and empirical knowledge, and a critical understanding of public policy in a developing state, as such knowledge and understanding is applied to different areas of specialisation within this field of study</li> <li>• the ability to identify, analyse and critically reflect on socio-economic phenomena in a developing state to address complex challenges through the development of practice-driven public policy solutions that are strengthened by theory-driven arguments</li> <li>• the ability to analyse and evaluate academic as well as statutory, legislative and regulatory literature, to demarcate a researchable socio-economic phenomenon</li> </ul>		

<p>and specify an appropriate theoretical and empirical public policy solution that can be used to address the identified problem</p> <ul style="list-style-type: none"> <li>• present the findings on the abovementioned problem in an acceptable research format in an ethically responsible way, in consideration of their commitment to social justice, democracy, and socio-economic development</li> </ul>		
Method of delivery: Open Distance Learning		
<p>Assessment methods:          Individual assignment &amp; group work — weight: 50%          Semester exam 1x3 hours — weight: 50%</p>		
<b>Module code:</b> <a href="#">PADM322</a>	<b>Semester 2/1</b>	<b>NQF level: 7</b>
Title: Comparative and International Public Administration		
<p>Module outcomes:          On successful completion of this module, students should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• integrated knowledge and clear understanding of the comparative study of Public Administration across national boundaries, as well as an ability to correctly evaluate and apply principles and best practices from international and supra-national organisations to different areas of specialisation within the field of Public Administration</li> <li>• the ability to identify, analyse, critically reflect on and address complex challenges related to local public administration and apply evidence-based best practice from international and supra-national organisations</li> <li>• critical analysis of the ecology of public administration in Africa within the context of administrative reform</li> <li>• the ability to conduct a comparative and functional analysis of public administration among various international organisations</li> <li>• critical analysis of alternative approaches to public administration and the ability to offer value-driven and logical arguments for judgements</li> </ul>		
Method of delivery: Open Distance Learning		
<p>Assessment methods:          Individual assignment &amp; group work — weight: 50%          Semester exam 1x3 hours — weight: 50%</p>		
<b>Module code:</b> <a href="#">PHIL315</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Applied African Philosophy		
<p>Module outcomes:          After the completion of this module, the student will have an integrated, applied and coherent knowledge of the ideas, theories, arguments, trends, history and thinkers in a theme or combination of related themes in African philosophy; and should be able to:</p> <ul style="list-style-type: none"> <li>• use appropriate forms of philosophical investigation, interpretation, evaluation and argumentation in order to</li> <li>• form a coherent own point of view and application of new knowledge.</li> <li>• to give a reproduction of new knowledge and own point of view.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment methods:          Tests and assignments — weight: 50% Semester exam (take-home question paper) 1X24 hours, or (closed-book question paper) 1x2 hours — weight: 50%</p>		
<b>Module code:</b> <a href="#">POMA113</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Policing Management: The statutory and regulatory framework		
<p>Module outcomes:          On completion of this module, a student should be able to</p> <ul style="list-style-type: none"> <li>• knowledge and informed understanding of the regulatory and statutory framework within which government in general, and the policing sector specifically, finds application;</li> </ul>		

<ul style="list-style-type: none"> <li>the ability to analyse and interpret the impact of the legislative framework on the policing sector with a view to address relevant contextual issues;</li> <li>the ability to apply the broad managerial and administrative framework with specific reference to the structures and systems within which the policing sector functions and integrate it into the overall policing governance functions; and</li> <li>application of sound ethical behaviour in the interpretation and application of the law in the policing sector.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment methods: Assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code:</b> <a href="#">POMA114</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Policing Management: Service excellence in the police		
Module outcomes: On completion of this module, a student should be able to		
<ul style="list-style-type: none"> <li>knowledge and sound understanding of the concept of public value and application of <i>Batho Pele</i> principles to own work role and professional context;</li> <li>an ability to select and effectively apply client service strategies and techniques to improve service delivery;</li> <li>knowledge and insightful application of ethical principles, standards and professional conduct in public sector management and administration;</li> <li>the ability to support the development of appropriate institutional capacity in integrated development planning processes and leverage coordination;</li> <li>the ability to formulate, design and implement customer service delivery systems and processes as part of a team.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment methods: Assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code:</b> <a href="#">POMA115</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Police Management: Crime Prevention		
Module outcomes: On completion of this module, a student should be able to possess:		
<ul style="list-style-type: none"> <li>knowledge and informed understanding of relevant concepts and approaches to crime prevention;</li> <li>knowledge and insight of crime information systems, technological aids such as criminal and crime profiling, as well as human and physical resources that are utilized for purposes of crime prevention;</li> <li>an ability to use knowledge and insight to compile, execute and evaluate crime prevention plans;</li> <li>an ability to manage crime prevention by utilising specialised management skills in order to function strategically and effectively in a range of situations encompassing security and protection interventions as well as crowd control and management interventions;</li> <li>the effective implementation of short, medium and long term crime prevention strategies;</li> <li>management of joint crime prevention operations and strategies between the SAPS and the community;</li> <li>participation in inter-disciplinary and inter departmental crime prevention strategies;</li> <li>coordination of cross-border crime prevention operations;</li> </ul>		

<ul style="list-style-type: none"> <li>the ability to utilize INTERPOL and SARPCCO (Southern African Regional Police Commissioners Coordinating Organization) as information source in the prevention of crime; and</li> <li>the ability to uphold and maintain national and international crime preventive liaison and relationships.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment methods: Assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code:</b> POMA124	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Police Management: Community Service Centre Management		
Module outcomes: On completion of this module, a student should have: <ul style="list-style-type: none"> <li>basic knowledge and informed understanding of a <i>capita selecta</i> of various relevant sections of the Criminal Procedure Act, 1977 (as amended);</li> <li>the ability to utilise specialised management skills in order for Community Service Centres (CSC) to function strategically and effectively within a range of situations.</li> <li>knowledge of and the ability to evaluate the control systems in Community Service Centres (CSC) by the various processes of inspection and discipline;</li> <li>knowledge of and the ability to identify and evaluate the various primary and secondary administrative functions in Community Service Centres (CSC);</li> <li>the ability to identify, analyse and evaluate the management of specific incidences such as domestic violence, hostage situations, missing persons and reports of shooting incidents by SAPS members;</li> <li>knowledge of and the ability to evaluate the management of a) the police patrol function and sector policing, b) the management of the various verbal communications functions; c) diplomatic immunities and privileges; and d) media liaison;</li> <li>informed understanding and the ability to evaluate the management of the various incidental communications functions such as the taking down of statements, the completion of dockets and maintaining the Crime Administration System (CAS); and</li> <li>the ability to identify and evaluate the legal and administrative principles of custody management regarding arrest, admission, detention, release, transport and deaths of detainees.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment methods: Assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code:</b> POMA212	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Police Management: Leadership and Management		
Module outcomes: On successful completion of this module, students should be able to <ul style="list-style-type: none"> <li>Demonstrate knowledge of the principles, theories, and strategies for effective political and managerial leadership.</li> <li>Apply managerial and leadership competencies and functions in a local government setting.</li> <li>Apply aspects of change management to act as change agent to continuously transform municipalities</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment methods: Assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		



<b>Module code:</b> <a href="#">POMA224</a>	<b>Semester 2</b>	<b>NQF level:</b> 6
Title: Police Management: Cooperative governance		
Module outcomes: On successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Interpret and analyse the principles of co-operative governance and intergovernmental relations</li> <li>• Evaluate the role of provinces in cooperative governance and fiscal relations</li> <li>• Demonstrate knowledge of the various mechanisms to facilitate cooperative governance such as MINMECs, etc.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment methods: Assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code:</b> <a href="#">POMA317</a>	<b>Semester 1</b>	<b>NQF level:</b> 7
Title: Police management: Performance Management		
Module outcomes: On successful completion of this module, students should be able to <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the Government-wide Monitoring and Evaluation System</li> <li>• Demonstrate knowledge of the design and implementation of Performance Management Systems</li> <li>• Apply appropriate organisational performance management models, tools and techniques such as 3E's, KPAs, PIs, Municipal Scorecards for continuous municipal process improvement</li> <li>• Demonstrate knowledge in the critical interface between organisational performance and human resource performance contracts and appraisals.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment methods: Assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code:</b> <a href="#">POMA323</a>	<b>Semester 2</b>	<b>NQF level:</b> 7
Title: Police Management: Project Management		
Module outcomes: On successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Apply the principles of PMBOK in policing projects</li> <li>• Unpack the life cycle of project and apply it to policing projects with specific emphasis on project planning</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment methods: Assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code:</b> <a href="#">POL1123</a>	<b>Semester 2/1</b>	<b>NQF level:</b> 5
Title: The South African political system		
Module outcomes: On successful completion of this module, students should be able to <ul style="list-style-type: none"> <li>• demonstrate a basic knowledge of the context of contemporary South African politics, the structure and components of the South African political system as well as identify and interpret their mutual relations;</li> <li>• use basic information collection skills to identify contemporary South African political problems and suggest solutions;</li> </ul>		
Method of delivery: Open Distance Learning		

Assessment methods: Assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code: PSDT111</b>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Professional skills development		
Module outcomes: On successful completion of this module, students should be able to <ul style="list-style-type: none"> <li>• management, the acceptance of responsibility and self-motivation</li> <li>• the role of group dynamics (working in a group, guiding a group and the management of diversity)</li> <li>• the management of change</li> <li>• occupational planning and understanding the occupational environment you have chosen</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment methods: Assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code: SANL214</b>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Anthropology for non-Anthropologists		
Module outcomes: On successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• Have a basic knowledge and a comprehensive understanding of key concepts in Urban Anthropology; and</li> <li>• Demonstrate effective qualitative research skills to analyse, evaluate, synthesise and reliably communicate, according to the academic conventions of the discipline, the complexity surrounding anthropological research questions related to urban contexts and urban social phenomena.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment methods: Assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code: SOCY121</b>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Introduction to Sociology – Social Institutions		
Module outcomes: On successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge about different social institutions within society;</li> <li>• apply theoretical perspectives on different social institutions and argue defined problems in view of those perspectives;</li> <li>• collect information for a basic analysis, synthesis and evaluation and communicate the results according to academic conventions.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment methods: Assignments – weight: 50% Semester exam 1x3 hours – weight: 50%		
<b>Module code: WVCS223</b>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Understanding the Cultural World		
Module outcomes: After the completion of this module, the student will be able to: <ul style="list-style-type: none"> <li>• have detailed knowledge of a selection of world views and ideologies relevant to South Africa, and</li> <li>• demonstrate their understanding through an application of the nature and function of these world views and ideologies in an identification, analysis and</li> </ul>		

evaluation of core issues of our time, such as poverty, change, human rights, HIV-AIDS, power abuse, corruption, etc.;

- articulate their personal world view and use it as a point of departure for arguing and communicating feasible solutions to core issues and problems of our time in a typical academic manner.

Method of delivery: Full-time

Assessment methods - Assessment will be done as follows:

Formative assessment: – weight: 50%

Summative assessment: – weight: 50%

## HUM.16.33 MODULES FROM OTHER FACULTIES

<b>Module code:</b> <a href="#">AKLR113</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Old Near East and Greece		
Module outcomes: On successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>demonstrate basic knowledge and informed understanding of the developmental stages that civilisations in the ancient cultures of the Old Near East underwent, as well as of the culture and political development of ancient Greece and the history and daily life in classical Greece; and</li> <li>demonstrate skills as an individual or as part of a group by collecting information, analysing, evaluating and integrating this information and communicate it in an ethical way by means of appropriate technology.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Formative assessment: Tests and assignments — weight: 50% Summative assessment: Semester exam 1x3 hours — weight: 50%		
<b>Module code:</b> <a href="#">AKLR123</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Ancient Rome and other cultures		
Module outcomes: On successful completion of this module, students should be able to: <ul style="list-style-type: none"> <li>demonstrate a fundamental knowledge and an informed understanding of Roman social history, the development of the Roman judiciary system and the constitutional development of Rome;</li> <li>identify the practical influence Latin exerted on the everyday lives of people at that time and show translation skills regarding basic Latin terminology;</li> <li>demonstrate a fundamental knowledge of the cultures of Byzantium, Islam and Africa;</li> <li>function ethically responsible as individuals and within groups.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: Formative assessment: Tests and assignments — weight: 50% Summative assessment: Semester exam 1x3 hours — weight: 50%		
Method of delivery: Full-time		
Assessment methods: Formative assessment: Tests and assignments — weight: 50% Summative assessment: Semester exam 1x3 hours — weight: 50%		
<b>Module Code:</b> <a href="#">BMAN111</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Introduction to Business Management		
Module Outcomes: On completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>Demonstrate knowledge of the systematic nature of business management and the issues associated with the establishment of new businesses.</li> <li>Demonstrate comprehensive knowledge of the different business functions.</li> <li>Demonstrate ability to execute a SWOT analysis and draw up a business plan.</li> <li>Prepare and present written and oral reports individually or as part of a team to audiences.</li> </ul>		
Method of delivery: Full-time		
Assessment: Continuous Assessment and Formal Examination		

<b>Module Code:</b> <a href="#">BMAN121</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: General Management		
Module Outcomes: On completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• Demonstrate comprehension of the role of managers in organisations while appreciating human resource and change management issues.</li> <li>• Demonstrate that organisations operate as systems.</li> <li>• Analyse information and make informed decisions.</li> <li>• Demonstrate leadership and motivational skills.</li> </ul>		
Method of delivery: Full-time		
Assessment: Continuous Assessment and Formal Examination		
<b>Module code:</b> <a href="#">ECON112</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Basic Micro-economics		
Module Outcomes: On completion of the module, the student should: <ul style="list-style-type: none"> <li>• demonstrate a sound knowledge of the concept micro-economics with reference to individual demand, individual supply, consumption and production, the relevant price elasticities and micro-economic equilibrium;</li> <li>• identify different market structures;</li> <li>• analyse and apply the theory of production;</li> <li>• demonstrate an understanding of the economic problem and how different economic systems try to solve it; and</li> <li>• participate effectively in groups.</li> </ul>		
Method of delivery: Full-time		
Assessment modes: Continuous Assessment and Formal Examination		
<b>Module Code:</b> <a href="#">ECON122</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Basic Macro-economics		
Module Outcomes: On completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate integrated knowledge of ways that fiscal and monetary policy measures are implemented to achieve specific economic objectives;</li> <li>• apply the above outcome to the South African situation;</li> <li>• demonstrate a sound knowledge of the concept macro-economics, with regard to macro-economic supply, macro-economic demand and macro-economic equilibrium;</li> <li>• show an understanding about how the government, through its economic policy, can influence major economic problems;</li> <li>• explain the causes and suggest policy with regard to inflation, unemployment and economic growth;</li> <li>• possess knowledge of the simple macro-economic model; and</li> <li>• participate effectively in groups.</li> </ul>		
Method of delivery: Full-time		
Assessment: Continuous Assessment and Formal Examination		
<b>Module Code:</b> <a href="#">ECON211</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Macroeconomics		
Module Outcomes: On completion of the module, the student should be able to: <ul style="list-style-type: none"> <li>• Demonstrate a solid knowledge of macroeconomics with special reference to the five main concerns regarding macroeconomics namely; economic growth, price stability, high and stable level of employment (full employment) stability on the balance of payments (equilibrium) and the equality of the distribution of income and insight into the interrelationship between different economic variables in an open economy;</li> </ul>		

<ul style="list-style-type: none"> <li>Apply knowledge of theories, rules, mathematical processes and principles in macroeconomics to analyse and evaluate policy issues in the South African context, specifically, the current growth and development strategy ASGI-SA, of fiscal rules, the Reserve Bank's inflation targeting regime, exchange rate management and the mix of fiscal and monetary policy; and</li> <li>Identify and investigate real world problems in macroeconomics as individual and/or in groups and communicate theoretical and ethical based solutions/arguments using appropriate knowledge of techniques and technology.</li> </ul>		
Method of delivery: Full-time		
Assessment: Continuous Assessment and Formal Examination		
<b>Module Code:</b> <a href="#">ECON221</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title : Microeconomics		
Module Outcomes:		
On completion of the module, the student should be able to:		
<ul style="list-style-type: none"> <li>Sound knowledge and understanding of relevant terms, rules, concepts, principles and theories to describe microeconomics and its application in the real world;</li> <li>Use theory driven arguments and IT skills to collect, organise, analyse and interpret as individual and/or group, information regarding microeconomic issues;</li> <li>Demonstrate problem solving abilities regarding consumer demand and choices, market structures and the behaviour of competitors, equilibrium analyses, micro policy, and government intervention in the economy in the form of taxation/subsidisation; and</li> <li>Effectively communicate findings and/or solutions, coherently and reliable to an audience of peers and academics, using individual and/or group methods.</li> </ul>		
Method of delivery: Full-time		
Assessment: Continuous Assessment and Formal Examination		
<b>Module Code:</b> <a href="#">ECON313</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Monetary Economics		
Module Outcomes:		
On completion of the module, the student should demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge of the role of money, interest rates, exchange rates and inflation in the economy, with specific focus on the mandate of the Reserve Bank in South African context;</li> <li>an ability to evaluate monetary decisions undertaken by the South African Reserve Bank;</li> <li>an ability to identify potential risk factors for inflation in case studies and propose appropriate monetary policy actions;</li> <li>an ability to communicate information reliably, accurately and coherently; and</li> <li>acceptable behaviour within the academic environment, inclusive of adherence to rules on plagiarism and copyright principles, and the ability to interact and collaborate effectively with others whilst taking co-responsibility for his/her own learning progress.</li> </ul>		
Method of delivery: Full-time		
Assessment: Continuous Assessment and Formal Examination		
<b>Module Code:</b> <a href="#">ECON314</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Public Economics		
Module Outcomes:		
On completion of the module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge of market failures and the role of the state in the economy;</li> </ul>		

<ul style="list-style-type: none"> <li>• an ability to identify instances of market failure in case studies and propose appropriate forms of government intervention;</li> <li>• an ability to evaluate different forms of government intervention in the economy;</li> <li>• the ability to engage critically with current debates surrounding the state in South Africa;</li> <li>• the ability to critically analyse issues surrounding taxation and government spending;</li> <li>• an ability to communicate information reliably, accurately and coherently ; and</li> <li>• acceptable behaviour within the academic environment, inclusive of adherence to rules on plagiarism and copyright principles, and the ability to interact and collaborate effectively with others while taking co-responsibility for his/her own learning progress.</li> </ul>
Method of delivery: Full-time
Assessment: Continuous Assessment and Formal Examination
<b>Module Code:</b> <a href="#">ECON322</a>   <b>Semester 2</b>   <b>NQF level: 6</b>
Title: Development Economics
<p>Module Outcomes:</p> <p>On completion of the module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate well-rounded and systematic knowledge of economic conditions in low and middle income economics and the structural characteristics of Least Developed Countries' economies;</li> <li>• Apply critical understanding of terms, rules, principles and theories to analyse, interpret and evaluate, as an individual or in groups, economic performance, in low and middle income economies, and other economic development issues in order to take part in norm based arguments;</li> <li>• Demonstrate well-developed information retrieval skills, analyse, interpret and evaluate the information to ethically deal with unfamiliar concrete and abstract problems in Development Economics;</li> <li>• Communicate information in well-structured arguments in written assignments and oral presentations following prescribed formats while using appropriate technology.</li> </ul>
Method of delivery: Full-time
Assessment: Continuous Assessment and Formal Examination
<b>Module Code:</b> <a href="#">ECON325</a>   <b>Semester 2</b>   <b>NQF level: 7</b>
Title: Econometrics
<p>Module Outcomes:</p> <p>On completion of the module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• integrated theoretical knowledge of classical linear regression models and specification testing of regression results;</li> <li>• the practical ability to estimate and test a regression model with E-Views software, undertake specification testing, and formulate solutions to practical problems in the field of economic analysis;</li> <li>• the competence to identify a research question in the field of economics, risk management or international trade, retrieve relevant information, apply basic statistics and econometric methods to analyse data, interpret research results and communicate the findings reliably, accurately and coherently; and</li> <li>• acceptable behaviour within the academic environment, inclusive of adherence to rules on plagiarism and copyright.</li> </ul>
Method of delivery: Full-time
Assessment: Continuous Assessment and Formal Examination
<b>Module code:</b> <a href="#">GEOG111</a>   <b>Semester 1</b>   <b>NQF level: 5</b>
Title: Introduction Physical Geography
Module outcomes:

On completing the module the student should be able to demonstrate fundamental knowledge and insight into:

- the macro morphology of the earth, bio geographical regions, climatological aspects and processes, soils, as well as the human impact on the mentioned earth systems;
- the ability to carry out cartographic operations, such as mapping of direction, scale, distance, surface area, reference system, contours and the interpretation of contours;
- to draw diagrammatic representations of data; to identify geographical problems at a higher cognitive levels and to present the holistic image of the earth in proposed solutions to problems;
- to appreciate and apply the integrated nature of environmental management;
- to embrace an attitude of conservation towards creation and be intent on sustainable management of the earth.

Method of delivery: Contact, full-time

Assessment modes:

<b>Module code:</b> <b>GEOG121</b>	<b>Semester 2</b>	<b>NQF level:</b> <b>5</b>
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Title: Introduction Human Geography

Module outcomes:

On completing the module the student should be able to demonstrate fundamental knowledge and insight into:

- different political systems, the economic-geographical relations between the RSA and its neighbouring countries,
- aspects of demography, amongst others population growth, the South African population situation,
- the influence of population distribution on economic development,
- economic activities and systems,
- spatial interaction (potential model and gravitation model),
- types of transport;
- world urbanization tendencies,
- the factors that influence the growth and location of urban settlements and different models of urban structure;
- to demonstrate skills by carrying out statistical operations with geographical data and presenting the results diagrammatically, as well as by interpreting them spatially;
- the ability to identify problems at higher cognitive levels and to present a holistic image of the earth in proposed solutions to problems,
- to appreciate and apply the integrated nature of environmental management and to embrace an attitude of conservation towards creation.

Method of delivery: Contact, full-time

Assessment modes:

<b>Module code:</b> <b>GEOG211</b>	<b>Semester 1</b>	<b>NQF level:</b> <b>6</b>
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Title: Economic Geography and Applied Climatology

Module outcomes:

On completing the module the student should be able to demonstrate fundamental knowledge and insight into:

- South African stratigraphy,
- the theory of diffusion,
- different classes of economic activities and theories thereof,
- an adiabatic map,
- the role of climate in agriculture, tourism and housing,
- weather and climatic modification,
- weather patterns and the relationship between climate and pollution;



<ul style="list-style-type: none"> <li>• demonstrate skills by carrying out weather measurements and processing and evaluating the data;</li> <li>• by constructing and interpreting tephigrams and performing and interpreting computer-assisted statistical operations;</li> <li>• demonstrate the ability to undertake literature searches, to analyse, interpret and synthesise information for use in solving and evaluating problems in a known context.</li> </ul>		
Method of delivery: Contact, full-time		
Assessment modes:		
<b>Module code:</b> <a href="#">GEOG221</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Applied Geomorphology and Climate Change		
<ul style="list-style-type: none"> <li>• Module outcomes:</li> <li>• On completing the module the student should be able to demonstrate fundamental knowledge and insight into:</li> <li>• soils (clay minerals) that are subject to expansion and contraction,</li> <li>• the process of mass landslides of weathering waste and rock material and the factors that control slope stability;</li> <li>• the ability to identify, conduct research into and communicate possible written and oral solutions to the dangers of the process of mass movement of weathering waste and rock material, and investigate the factors that control slope stability as well;</li> <li>• to demonstrate skills in identifying and evaluating climatic modification and disturbances, and in carrying out measurements of slope profiles, current channels and profiles, as well as current flow, and in giving a description of the soil profile;</li> <li>• to demonstrate the ability to read and interpret single photos and stereo photos;</li> <li>• to demonstrate the ability to present a holistic image of the earth in all assessments;</li> <li>• to appreciate and apply the integrated nature of environmental management in all projects, to embrace an attitude of conservation towards the earth and</li> <li>• to be intent on sustainable management of creation.</li> </ul>		
Method of delivery: Contact, full-time		
Assessment modes:		
<b>Module code:</b> <a href="#">GEOG311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Geographical Information Systems and Remote Sensing		
<p>Module outcomes:</p> <p>On completing the module the student should be able to demonstrate fundamental knowledge and insight into:</p> <ul style="list-style-type: none"> <li>• the different data entities found in GIS, and to relate them to spatial issues in geography and other subject groups;</li> <li>• demonstrate skills in collecting, managing and applying basic analyses to geographical data by making use of appropriate GIS software;</li> <li>• demonstrate the ability to generate high quality and meaningful maps and reports;</li> <li>• the ability to identify and characterise spatial problems and conduct research into relevant literature; and</li> <li>• as an individual or as a member of a group, the ability to communicate possible solutions in writing and orally in an ethical and responsible way.</li> </ul>		
Method of delivery: Contact, full-time		
Assessment modes:		
<b>Module code:</b> <a href="#">GEOG321</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Applied Geography		
Module outcomes:		

<p>On completing the module the student should be able to demonstrate fundamental knowledge and insight into:</p> <ul style="list-style-type: none"> <li>• different water quality parameters, quartz aquifers and the influence of mining activities on them;</li> <li>• 'Condition of the Earth';</li> <li>• environmental influences associated with cities, industries, power supply, mining, agriculture and recreation;</li> <li>• to demonstrate skills in taking water samples, making field assessments of water quality and interpreting results, determining instrument-specific margins of error and designing monitoring programs;</li> <li>• the ability to identify problems in the field of geography and environmental management;</li> <li>• the ability to undertake appropriate literature searches, collect and interpret data, analyse, evaluate and synthesise information and come to a meaningful conclusion;</li> <li>• the ability to write a research proposal that complies with all scientific requirements, conduct research under strong guidance and to present results in a research project report.</li> </ul>		
Method of delivery: Contact, full-time		
Assessment modes:		
<b>Module code:</b> <a href="#">HRMA122</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: The Functions of Human Resource Management		
<p>Module outcomes:</p> <p>The student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• know and understand the nature, value, functions and challenges to human resource management;</li> <li>• develop an informed understanding of and insight into job analysis, human resource planning, recruitment selection, compensation, managing compensation and benefits, training and development, performance management and the application of skills in utilising programmes in all these aspects in organisations;</li> <li>• apply knowledge and skills to compile and evaluate functions in human resource management; and</li> <li>• distinguish between the human resource functions and SABBP functions with regard to HR functions.</li> </ul>		
Method of delivery: Full-time		
Methods of assessment:		
Continuous assessment and formal examination		
<b>Module code:</b> <a href="#">IOPS111</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Introduction to Industrial Psychology		
<p>Module Outcomes:</p> <p>On completion of the module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the fundamentals of Industrial Psychology</li> <li>• Interpret the basic psychological principles</li> <li>• Define the role of Industrial Psychology</li> <li>• Use principles of Industrial Psychology I.e. Motivation</li> <li>• Identify basic theories in Industrial Psychology</li> </ul>		
Method of delivery: Full-time		
Assessment: Continuous Assessment and Formal Examination		
<b>Module Code:</b> <a href="#">IOPS121</a>	<b>Semester 2</b>	<b>NQF level: 5</b>
Title: Basic Concepts of Organisational Behaviour		
<p>Module Outcomes:</p> <p>On completion of the module, the student should be able to:</p>		

<ul style="list-style-type: none"> <li>• demonstrate knowledge of the nature and importance of a safe and healthy work environment that enhances the quality of the work life of employees;</li> <li>• show insight into the problems that workers experience regarding safety, health, quality of work life and the human-technology interaction;</li> <li>• demonstrate knowledge of the application of ergonomics by designing models to fit body posture, the office/work environment, designing for special populations and the practical application of the models by means of the ergonomics checklist;</li> <li>• demonstrate knowledge of the connection between work and psychological well-being (e.g. Psychological adjustment);</li> <li>• know the determinants and causes of work maladjustment and the implications thereof for safety;</li> <li>• demonstrate knowledge of the types of work dysfunctions and other work-related and organisational maladjustments;</li> <li>• demonstrate knowledge of the ways in which organisations should go about to ensure a safe and healthy work environment conducive to improving the quality of work life; and</li> <li>• demonstrate knowledge of the most important provisions of the Occupational Health and Safety Act (Act 85 of 1993) in maintaining safe and healthy work environments.</li> </ul>		
Method of delivery: Full-time		
Assessment: Continuous Assessment and Formal Examination		
<b>Module Code:</b> <a href="#">IOPS211</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Personnel Psychology		
<p>Module Outcomes:</p> <p>On completion of the module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• have detailed knowledge of all aspects of the theory of psychology applied to understanding differences between individuals and their job performance in work settings, including applying scientific decision-making methods of measuring and predicting such differences and performance.</li> <li>• make the connection between psychological theory, human resource management activities, and their application in work settings.</li> <li>• have the ability to evaluate, select and apply appropriate methods, procedures and techniques in processes of investigation or application within all aspects of applied personnel psychology.</li> <li>• have an ability to ethically and appropriately handle the application of individual differences in any given situation and to practically apply your knowledge to form an opinion.</li> <li>• have an ability to evaluate different sources of information, to select information appropriate to the task, and to apply welldeveloped processes of analysis, synthesis and evaluation on personnel psychology.</li> </ul>		
Method of delivery: Full-time		
Assessment: Continuous Assessment and Formal Examination		
<b>Module Code:</b> <a href="#">IOPS221</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Career Psychology		
<p>Module Outcomes:</p> <p>On completion of the module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the importance of Career Management</li> <li>• Demonstrate the relevance of life cycles to career stages</li> <li>• Apply the different theories of career choice.</li> <li>• Investigate and advise individuals on the different strategies used for career management.</li> </ul>		

<ul style="list-style-type: none"> <li>Determine implications for careers when organisations experience change, e.g. restructuring.</li> </ul>		
Method of delivery: Full-time		
Assessment: Continuous Assessment and Formal Examination		
<b>Module Code:</b> <a href="#">IOPS311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Organisational Psychology		
Module Outcomes:		
On completion of the module, the student should be able to:		
<ul style="list-style-type: none"> <li>Explain the influence of individual, group and organisational structure variables on satisfaction, absenteeism, labour turnover and productivity</li> <li>Apply theories of organisational behaviour (OB)</li> <li>Compare and contrast theories (OB) from different schools of thought</li> <li>Identify the implications of individual and group behaviour to management</li> <li>Suggest ways of explaining, predicting and controlling behaviour of employees in organisations</li> </ul>		
Method of delivery: Full-time		
Assessment: Continuous Assessment and Formal Examination		
<b>Module Code:</b> <a href="#">IOPS321</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Psychometrics and Research Methodology		
Module Outcomes:		
On completion of the module, the student should be able to:		
<ul style="list-style-type: none"> <li>Understand the history of psychological testing</li> <li>Understand the various types of testing</li> <li>Understand the measurement concepts of central tendency, variability, distribution and correlation</li> <li>Understand the concepts of reliability and validity and apply this knowledge in evaluating test and interpreting assessments</li> <li>Understand the principles of test construction and standardization</li> <li>Develop the ability to select test for specific purposes</li> <li>Understand how aspects of individual and group differences influence testing and scores</li> <li>Develop the ability to administer, score and interpret psychological tests</li> <li>Analyse various research methods, their strengths, weaknesses and limitations and write a research proposal.</li> </ul>		
Method of delivery: Full-time		
Assessment: Continuous Assessment and Formal Examination		
<b>Module code:</b> <a href="#">LARM112</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Introduction To The International Labour Organisation		
Module outcomes:		
The student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>basic knowledge and an informed understanding of the key terms, concepts, facts, general principles, rules and practices of the International Labour Organisation (ILO);</li> <li>elementary knowledge of how theories in the field of ILO developed and evolved within the workplace and broader society;</li> <li>the ability to select and apply relevant methods, procedures or techniques within the ILO context, and implement these practically in a supported environment;</li> <li>the ability to identify, evaluate and solve problems within the ILO context, and apply solutions based on relevant evidence and procedures related to the South African labour relations environment;</li> <li>acceptable ethical and professional practices in accordance with prescribed International Labour Standards and professional ethical codes of conduct, values and practices;</li> </ul>		

<ul style="list-style-type: none"> <li>the ability to gather information from a range of sources in a reliable, accurate and coherent manner, in writing, orally or by means of practical demonstrations with due consideration of copyright, plagiarism and associated legal implications;</li> <li>basic knowledge of different kinds of Core Conventions of the ILO, their constituent parts and the relationship between these parts as well as an understanding of how these Core Conventions of the ILO affect the South African Labour Relations system;</li> <li>elementary knowledge and an informed understanding of the ILO Constitution and the Declaration of Philadelphia and Declaration on Fundamental Principles and Rights at Work; and</li> <li>the ability to evaluate his or her performance or the performance of others, and also the ability to account for his or her individual actions or within a group context.</li> </ul>		
Method of delivery: Full-time		
Methods of assessment: Assessment weights: Formative 50%; Summative 50% Assessment method: See study guide		
<b>Module code:</b> <a href="#">LARM212</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Diversity Management		
Module outcomes: The student should be able to: <ul style="list-style-type: none"> <li>demonstrate an informed comprehension of the challenges in occupations, motivation to work, conflict between occupations and role theory;</li> <li>display a fundamental knowledge of how an organisation structure can influence a business;</li> <li>analyse, interpret and relay unknown problems related to mobility;</li> <li>understand stratification and the working of the organisation on different levels; and</li> <li>evaluate socio-demographic and economic trends which can affect work wellness.</li> </ul>		
Method of delivery: Full-time		
Methods of assessment: Assessment weights: Formative 50%; Summative 50% Assessment method: See study guide		
<b>Module code:</b> <a href="#">LARM221</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Group Dynamics		
Module outcomes: The student should be able to: <ul style="list-style-type: none"> <li>demonstrate knowledge of, and insight into the terminology, core principles and theories, and background of work-group dynamics as it is applied in groups within the workplace;</li> <li>display an in-depth knowledge and understanding of the structure, significance and functions of different groups as sub-systems in interaction within the workplace; and</li> <li>to work in groups-addressing and analysing problems in well-defined groups situations and reporting the findings in an assignment conforming to the prescribed Labour Relations Management format.</li> </ul>		
Method of delivery: Full-time		
Methods of assessment: Assessment weights: Formative 50%; Summative 50% Assessment method: See study guide		

<b>Module code:</b> <a href="#">LARM311</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Theory and Practice of Labour Relations		
Module outcomes: The student should be able to: <ul style="list-style-type: none"> <li>• Show insight into and knowledge of labour relations concepts; modalities that influence the regulation of labour relations</li> <li>• Learners will be assessed on: <ul style="list-style-type: none"> <li>• Their ability to replicate information regarding employment relations, modalities that influence the regulation of labour relations; tripartite relationships; industrial democracy, participation and representation, and the development of labour relations in South Africa.</li> <li>• This will be assessed by means of knowledge based evaluations, including class tests and an examination. Knowledge based assessment will be associated with the evaluation of this objective and recalling of knowledge will be the main assessment (“define”, “name”, “identify”, etc.).</li> </ul> </li> <li>• Display an in-depth knowledge and understanding of various aspects Learners will be assessed on: <ul style="list-style-type: none"> <li>• The interpretation and understanding of legislation, labour unions, collective bargaining and the way all of these aspects influence the labour environment, the interpretation and understanding of labour economics, South African labour market, and some future patterns and predictions - Labour relations in South Africa Comprehension comprises that study material must be understood in order to enable the learner to reproduce, summarise, explain or interpret in his own words without necessarily having to apply it. Therefore assignments and class tests will be successful assessment methods.</li> </ul> </li> <li>• Know and understand the dynamics of labour relations. Their combination of the abilities to apply, analyse and synthesise the aspects of labour relation management that need to be implemented in workplaces will be the assessment criteria of this outcome. Apply ethical principles in labour relations; to reveal knowledge on managing labour relations effectively in the business / organization and ethics in labour relations. Therefore, assignments and class tests will be successful assessment methods.</li> </ul>		
Method of delivery: Full-time		
Methods of assessment: Assessment weights: Formative 50%; Summative 50% Assessment method: See study guide		
<b>Module code:</b> <a href="#">LARM321</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Management of Labour Relations		
Module outcomes: The student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a sound and systematic knowledge of labour relations management;</li> <li>• display comprehension of the various aspects of the law of contract that applies to the contract of employment;</li> <li>• demonstrate knowledge of labour legislation and the enforcement thereof;</li> <li>• master the implementation and management of labour relations in the workplace;</li> <li>• relay and criticise the South African mechanism for the settlement of labour disputes</li> <li>• function effectively in groups; and</li> <li>• apply ethical principles in labour relations.</li> </ul>		
Method of delivery: Full-time		
Methods of assessment: Assessment weights: Formative 50%; Summative 50%		

Assessment method: See study guide		
<b>Module code:</b> <a href="#">LARM322</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Conflict Management		
Module outcomes: The student should be able to: <ul style="list-style-type: none"> <li>• demonstrate knowledge of, and insight into the terminology, core principles and theories, and background of conflict as it is applicable to groups within the workplace;</li> <li>• display an in-depth knowledge and understanding the importance of utilising appropriate management skills to deal with conflict within the workplace; and</li> <li>• evaluate conflict participants, address and analyse conflict in well-defined situations and report the findings and suggest ways of solving/managing the conflict in an assignment conforming to Labour Relations Management formats.</li> </ul>		
Method of delivery: Full-time		
Methods of assessment: Assessment weights: Formative 50%; Summative 50% Assessment method: See study guide		
<b>Module code:</b> <a href="#">PSYC111</a>	<b>Semester 1</b>	<b>NQF level:5</b>
Title: Introduction to Psychology		
Module outcomes: After completing this module the student should: <ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge of basic human functioning, including biological, cognitive, emotional and motivational processes and how they are linked, human and personality development and how they manifest themselves in abnormal behaviour as well as optimal human development.</li> <li>• be able to demonstrate an understanding of the basic aspects of human functioning in the self and others in well-defined situations in the teaching context.</li> <li>• demonstrate a greater awareness of and sensitivity for basic human functioning in the self and others in a multi-cultural context by means of a reflective diary, as well as by applying relevant literature in an integrated manner in an individual, written assignment and oral poster presentation.</li> </ul>		
Method of delivery: Full-time		
Assessment modes: <ul style="list-style-type: none"> <li>• Proof of achieving the outcomes will be provided when the student:</li> <li>• can use and apply concepts relating to basic biological and psychological human functioning in the self;</li> <li>• can discuss the relationship between basic biological aspects of human functioning and cognitive, emotional and motivational processes;</li> <li>• can analyse case studies to identify optimal as well as pathological human functioning;</li> <li>• can identify the correct definitions of specific terms that relate to basic human functioning</li> </ul>		
<b>Module code:</b> <a href="#">PSYC121</a>	<b>Semester 2</b>	<b>NQF level:5</b>
Title: Social and Community Psychology		
Module outcomes: After completing this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge of, and insight into, the perspectives and theories on which social and community psychology are based, as well as demonstrate an informed understanding of the concepts and terminologies in order to be able to apply them to well-defined problems or case studies like poverty, constant change, human rights, abuse of power, corruption, racism, xenophobia, etc. within a multicultural context, and an understanding of the way they are linked;</li> </ul>		

<ul style="list-style-type: none"> <li>• demonstrate information-gathering and processing skills for writing assignments within the context of the social and community psychology individually or as part of a group;</li> <li>• analyse and evaluate case studies, examples of problem situations and solutions, individually or as part of a group, and be able to produce them verbally or in writing in the form of a report or assignment within the prescribed conventions and formats; and demonstrate an established attitude and ethical system towards people in all forms of communication and interaction.</li> </ul>		
Method of delivery:		
Assessment modes: <ul style="list-style-type: none"> <li>• Proof of achieving the outcomes will be provided when the student:</li> <li>• can show understanding of the basic theories of the Social and Community Psychology;</li> <li>• can apply the principles and theories in case studies and problem situations like poverty, constant change, human rights, abuse of power, corruption, racism, xenophobia, etc.</li> <li>• can complete written assignments by analysing case studies and problem situations in individual and group assignments in Social and Community Psychology, and suggest solutions for problems;</li> <li>• can express the outcomes mentioned in a multicultural context.</li> </ul>		
<b>Module code:</b> PSYC211	<b>Semester 1</b>	<b>NQF level:6</b>
Title: Developmental Psychology		
Module outcomes: After completing this module the student should be able to: <ul style="list-style-type: none"> <li>• form a thorough knowledge base of the physical, cognitive, social, moral and personality development of people at every stage of the life cycle;</li> <li>• demonstrate a thorough understanding of points of view on the nature of man, concepts, theories and core terminologies being used in Developmental Psychology to be able to communicate information reliably, coherently and in an ethically correct manner in assessment assignments;</li> <li>• critically evaluate, analyse and synthesise information on human development to be able to solve simulated problems individually or in groups;</li> <li>• acquire a thorough understanding of academic discourse on the impact that diverse contexts, like poverty, malnutrition, over-population, geographical circumstances, discrimination and inadequate social and physical stimulation has on human development.</li> </ul>		
Method of delivery: Full-time		
Assessment modes: <ul style="list-style-type: none"> <li>• Proof of achieving the outcomes will be provided when the student:</li> <li>• can explain/discuss discipline-specific or generic terminology and apply knowledge of core elements and phases of human development in class activities and assessment assignments;</li> <li>• demonstrate a thorough understanding of different perspectives on human nature as they manifest in developmental psychology;</li> <li>• can express premises and theoretical knowledge creatively, reliably, in an ethically correct manner and coherently in formal and informal assessment assignments;</li> <li>• can identify, find and collect relevant and appropriate information in order to evaluate, analyse and synthesise the information for application in assignments, case studies and simulated practical problems;</li> <li>• identify the risk and/or protective factors for the individual in his/her physical and social environment that could promote or prevent optimum development;</li> <li>• is an active participant in group and teamwork exercises;</li> </ul>		



<ul style="list-style-type: none"> <li>• where necessary correctly apply the reference style of the American Psychological Association in written presentations;</li> <li>• can demonstrate his/her knowledge and understanding of the influence of diverse contexts in which human development takes place;</li> <li>• can effectively communicate feedback on his/her own learning processes and the facilitation process;</li> </ul>		
<b>Module code:</b> <a href="#">PSYC212</a>	<b>Semester 1</b>	<b>NQF level:6</b>
Title: Personality Psychology		
Module outcomes:		
After completing this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate a thorough knowledge base with appropriate insight</li> <li>• into different meta-theoretical realities and philosophies that are relevant to human functioning, and thoughts on personality, for example in psychodynamics, humanistic and exosystemic functioning;</li> <li>• explain, debate and substantiate on the basis of appropriate literature the content and application possibilities of personality theories and personality psychology and communicate this in writing as well as orally through the integration of scientific methods and ethical principles;</li> <li>• analyse well-defined real-life problems, situations and case studies by using the most appropriate procedures and techniques unique to personality psychology to explain, compare and debate possible solutions for behaviour in the context of personality theories, and communicate that in a cohesive/logical and reliable report.</li> </ul>		
Method of delivery: Full-time		
Assessment modes:		
<ul style="list-style-type: none"> <li>• Proof of the achieving the outcomes will be provided when the student:</li> <li>• can describe different meta-theoretical views on life and philosophies relevant to human functioning and describe their connection with schools of thought on personality functioning, like the psychodynamic, humanistic and systemic perspectives;</li> <li>• can create and evaluate a case study with true life issues from a personal ethical framework in order to display knowledge and insight into the philosophy underlying the different personality theories;</li> <li>• can identify the key terminologies, rules, concepts, basic principles, premises and thought frameworks of the different personality theories;</li> <li>• can explain and compare the structure, dynamics and development of personality from various theoretical frameworks using appropriate literature;</li> <li>• can identify the developmental processes and cultural circumstances that lead to the development of certain personality theories in certain moments in history;</li> <li>• use the different theoretical frameworks of personality theories to explain optimum development and psychopathology and apply this acquired knowledge to evaluate his/her own personal development and indicate how his/her own humanness can be optimised;</li> <li>• reflect critically from a personal perspective by formulating a personal opinion on how certain life circumstances influenced the theories of the various theorists;</li> <li>• can speculate on the basis of a case study about a person's personality development and the status of his/her mental health and can make suggestions for optimising his/her functioning while showing sensitivity and compassion towards people in the way in which ideas are communicated verbally and in writing</li> </ul>		
<b>Module code:</b> <a href="#">PSYC221</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Positive Psychology		
Module outcomes:		

After completing this module the student should be able to:

- have an established knowledge based on:
- the movement of the traditional pathogenic paradigm to the salutogenic perspectives of human functioning and from there to a balanced perspective on the wellness of pathology to “flourishing”, as well as the implications thereof for public health
- Positive Psychology/Psychofortology as movement within the field of Psychology, as well as demonstrate a good understanding of the important concepts, rules, principles and theories relating to psychological health in order to apply them to the identification and facilitation of own and others’ functioning in a multicultural context;
- demonstrate the ability to solve well-defined, but unknown problems relating to psychological and psychosocial health, by using appropriate procedures and proof from a critical analysis of different theories within Positive Psychology/Psychofortology, as well as communicate the information in a reliable and coherent way, both verbally and in writing, to be able to prove effective and critical reasoning;
- apply knowledge of and insight into Positive Psychology/Psychofortology in a morally ethical way at both individual and social levels with a sensitivity for among other things the collectivistic and individualistic value systems.

Method of delivery: Full-time

Assessment modes:

- Proof of the achieving the outcomes will be provided when the student:
- can demonstrate verbally and in writing the difference between a pathogenic, salutogenic and balanced perspective on the continuum of human functioning from pathology to optimality, and the implications thereof for interventions on the empirical level;
- can use concepts, rules, principles and theory to describe/explain human functioning in a multicultural context;
- can compare and critically discuss different theories within Positive Psychology/Psychofortology;
- can analyse case studies/problems relating to psychological and psychosocial health, and Select and apply the relevant theory for identifying the nature of the problem and the suggested solution;
- can write a report/assignment that is proof of logical reasoning and the appropriate use of concepts that fit the case and the theory;
- can make an oral presentation on the basis of the analysis of a case study, individually and as part of a group, to provide proof of the appropriate use of information technology;
- can compare two or more case studies in terms of optimum psychological functioning, link the causes to environmental, social and individual factors in a multicultural context, and provide guidelines for the promotion of psychological wellness;
- can evaluate a counselling session in order to identify ethical versus unethical conduct from a cultural perspective.

**Module code:** [PSYC311](#)

**Semester** 1

**NQF level:** 7

Title: Psychopathology

Module outcomes:

After completing this module the student should be able to:

- demonstrate a well-rounded and systematic knowledge of psychological disorders in the context of a biopsychosocial model in a multicultural context;
- show a coherent and critical understanding of the relevant concepts and terminologies, theories, processes and techniques of psychopathology

<p>applicable within the professional context in order to apply them in undefined and more complex problem situations as seen in case studies;</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of pathology and interventions in the context of primary, secondary and tertiary healthcare;</li> <li>• demonstrate skills for obtaining and processing information in order to complete written assignments;</li> <li>• critically analyse case studies or examples, individually or as part of a group, and give an own, integrated opinion based on theoretical grounds in order to communicate that in a report according to the prescribed conventions of the subject;</li> <li>• demonstrate an established value system and ethical code of conduct in all forms of communication and interaction.</li> </ul>		
<p>Method of delivery: Full-time</p>		
<p>Assessment modes:</p> <ul style="list-style-type: none"> <li>• Proof of achieving the outcomes will be provided when the student:</li> <li>• can appropriately describe, discuss, analyse and apply the relevant concepts and terminologies, theories, processes and techniques of psychopathology within the professional context against the background of the biopsychosocial perspective;</li> <li>• demonstrate verbally and in writing an understanding of pathology and interventions in the context of primary, secondary and tertiary healthcare;</li> <li>• demonstrate skills for obtaining and processing information by completing written assignments;</li> <li>• can analyse case studies or examples critically, and render an own opinion based on theoretical grounds and communicate that in a report according to the prescribed conventions of the subject;</li> <li>• can demonstrate an established value and ethical system in all forms of communication and interaction.</li> </ul>		
<p><b>Module code:</b> <a href="#">PSYC312</a></p>	<p><b>Semester 1</b></p>	<p><b>NQF level: 7</b></p>
<p>Title: Research and Psychometry</p>		
<p>Module outcomes:</p> <p>After completing this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• explain the nature and processes of psychological evaluation as embedded in different perspectives on reality and human functioning;</li> <li>• know, explain and evaluate the basic properties and technical requirements of psychological tests (verbally and in writing) how tests and test norms are developed;</li> <li>• evaluate the usefulness of psychological tests according to their psychometric properties, taking the ethical aspects into account;</li> <li>• explain the control and use of assessment measuring instruments in diverse populations by using suitable standards and norms;</li> <li>• demonstrate a coherent and informed understanding of the research process for both quantitative and qualitative research against the background of perspectives on reality;</li> <li>• independently acquire and synthesise information from both virtual and other sources for completing tasks like assignments and projects;</li> <li>• critically analyse and evaluate research articles, formulate an independent opinion on the basis of supporting theories, and write a report on the basis of the APA conventions.</li> </ul>		
<p>Method of delivery: Full-time</p>		
<p>Assessment modes:</p> <ul style="list-style-type: none"> <li>• Proof of the achieving the outcomes will be provided when the student:</li> </ul>		

<ul style="list-style-type: none"> <li>• can describe the relationship between the nature and processes of psychological evaluation on the one hand and perspectives on reality and human functioning on the other hand;</li> <li>• can describe and distinguish different core concepts in psychometrics;</li> <li>• can evaluate the usefulness of different psychological tests in terms of their appearance, content and psychometric properties, taking ethical aspects into account;</li> <li>• can evaluate the ethical norms in question for the control of test usage with reference to case studies;</li> <li>• can critically discuss the qualitative and quantitative research processes against the background of different philosophies;</li> <li>• can indicate the relevance of theory and empirical proof in the research process;</li> <li>• can use the internet and other electronic media independently to obtain, synthesise and use peer-reviewed literature to formulate an own opinion on a research problem;</li> <li>• can critically analyse a qualitative or quantitative research article and then write a report on it using the correct APA style and compilation of the bibliography;</li> <li>• can demonstrate the art of argumentation using empirical proof in assignments and other brief reports.</li> </ul>		
<b>Module code:</b> <a href="#">PSYC321</a>	<b>Semester 2</b>	<b>NQF level:7</b>
Title: Basic aid and ethical conduct		
<p>Module outcomes:</p> <p>After completing this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a sound knowledge of a general model, the therapeutic process and typical skills for giving aid, a few selected application fields (e.g. AIDS and post-traumatic stress counselling), and the ethical code for giving aid, showing a coherent and critical understanding of the relevant concepts, principles and theories of the field, in order to apply these to undefined, complex problem situations and ethical issues as presented in case studies ;</li> <li>• critically analyse case studies or examples, individually or as part of a group, and render an own opinion based on theoretical grounds and communicate that in a report according to the prescribed conventions of the subject;</li> <li>• demonstrate in all forms of communication and interaction an established value system and ethical code of conduct, with an awareness of human rights issues.</li> </ul>		
Method of delivery:		
<p>Assessment modes:</p> <ul style="list-style-type: none"> <li>• Proof of the achieving the outcomes will be provided when the student:</li> <li>• can describe, discuss and apply a model, the therapeutic process, typical skills for rendering assistance, a few selected application fields (e.g. AIDS and post-traumatic stress counselling) and the ethical code for giving aid, and apply the relevant concepts, principles and theories to unknown case studies and ethical dilemmas;</li> <li>• can critically analyse case studies or examples, and render an own opinion based on theoretical grounds and communicate that in a report according to the prescribed conventions of the subject;</li> <li>• can demonstrate, in all forms of communication and interaction, a clear value system and ethical code of conduct, with a sensitivity to human rights issues.</li> </ul>		
<b>Module code:</b> <a href="#">PSYC322</a>	<b>Semester 1</b>	<b>NQF level:7</b>
Title: Applied Psychology		
<p>Module outcomes:</p> <p>After completing this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a well-rounded and systematic knowledge base on human functioning at all levels of human development in a multicultural context, and facilitate that on an integrated level in practice or simulated situations;</li> </ul>		

<ul style="list-style-type: none"> <li>• demonstrate a critical understanding of perspectives on human functioning from a coherent world view;</li> <li>• demonstrate effective selection and application procedures for collecting qualitative and quantitative information, and integrate that to illustrate the ability to solve unknown, concrete and/or abstract problems by using evidence-based solutions and theory-driven arguments.</li> <li>• demonstrate a sound value system and ethical conduct in all forms of communication and interaction;</li> <li>• show the ability to demonstrate the prescribed format, applicable in Psychology, in all forms of communication.</li> </ul>		
Method of delivery: Full-time		
Assessment modes: <ul style="list-style-type: none"> <li>• Proof of the achieving the outcomes will be provided when the student:</li> <li>• can analyse, use, apply and correctly integrate perspectives and concepts regarding different theoretical and practical contents of social psychology, basic biological and psychological human functioning, developmental psychology, personality theories, positive psychology, psychopathology, research and psychometrics, basic aid and community psychology;</li> <li>• can make a critical analysis of different meta-theoretical perspectives on human functioning from a coherent reality concept, and show the implications for theory and practice;</li> <li>• can present and integrate a case study, research report or a presentation to illustrate that he/she possesses the correct knowledge and can integrate different sub-disciplines of psychology;</li> <li>• can apply the correct definitions of specific terms that relate to the specific topic of the study.</li> </ul>		
<b>Module code:</b> <a href="#">TMBP111</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Introduction to Tourism Management		
Module Outcomes: After completion of the module the learners would be able to: <ul style="list-style-type: none"> <li>• Demonstrate a fundamental knowledge base of the tourism, which includes an informed understanding of the functions and development thereof in a wider context and in relation to society;</li> <li>• Demonstrate fundamental knowledge of the various components of the tourism industry as well as the individual's role in the industry and well defined situations;</li> <li>• Demonstrate awareness and sensitivity for the economic, social and environmental impacts of tourism as well as be able to identify and analyse these impacts and provide solutions for well-defined problems; and</li> <li>• Understand the value of tourism for the economy of South Africa.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: The following formative assessment methods are applied: <ul style="list-style-type: none"> <li>• assessments;</li> <li>• class tests;</li> <li>• class presentations.</li> </ul> The following summative assessment method is applied: <ul style="list-style-type: none"> <li>• written examination.</li> </ul>		
<b>Module code:</b> <a href="#">TMBP122</a>	<b>Semester 1</b>	<b>NQF level: 5</b>
Title: Lodging Management		
Module Outcomes: After completion of this module the student would be able to:		

<ul style="list-style-type: none"> <li>• Demonstrate fundamental knowledge and insight into the principles and management of the guesthouse industry and conference tourism in South Africa as well as apply these to well-defined problems and case studies;</li> <li>• Show insight into development, planning and management of a guesthouse and/or conferences;</li> <li>• Analyse and evaluate case studies or problem situations concerning the guesthouse industry and conferences and be able to report the solutions or findings by means of a report, which must be presented either verbally or in writing according to specific guidelines and a well-defined ethical framework; and</li> <li>• Demonstrate efficient information-gathering, analysis, synthesis and evaluation skills in the writing of assignments.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: The following formative assessment methods are applied: <ul style="list-style-type: none"> <li>• class assessments (class tests; class attendance assessments);</li> <li>• assignments.</li> </ul> The following summative assessment method is applied: <ul style="list-style-type: none"> <li>• integrated assessment;</li> <li>• written examination.</li> </ul>		
<b>Module code:</b> <a href="#">TMBP211</a>	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Applied tourism Management		
Module outcomes: After completion of this module the student will be able to: <ul style="list-style-type: none"> <li>• Demonstrate a sound knowledge and understanding of the concepts, components and theories of entrepreneurship and tourism management (facility management, financial management and casino management) in the South African context;</li> <li>• Implement certain techniques and procedures to select entrepreneurial opportunities in the tourism industry by implementing certain techniques and procedures after critical analysis and synthesis of the relevant information;</li> <li>• Solve well-defined but unfamiliar problems with specific reference to the development of business plans for any type of tourism business;</li> <li>• Demonstrate risk-management skills based on case studies;</li> <li>• Make responsible decisions within an ethical framework regarding the development and management of a tourism organization; and</li> <li>• Present and communicate information reliably and coherently, either verbally or non-verbally, using the appropriate information technology.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: The following formative assessment methods are applied: <ul style="list-style-type: none"> <li>• class assessments (class tests; class attendance assessments);</li> <li>• assignments.</li> </ul> The following summative assessment method is applied: <ul style="list-style-type: none"> <li>• integrated assessment;</li> <li>• written examination.</li> </ul>		
<b>Module code:</b> <a href="#">TMBP221</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Tourism Marketing		
Module outcomes: After completion of this module the student will be able to: <ul style="list-style-type: none"> <li>• detailed knowledge and a holistic understanding of the concepts, components and theories of tourism marketing;</li> </ul>		

<ul style="list-style-type: none"> <li>• the ability to compile the different components of a marketing plan for any tourism product while adhering to specific methods and procedures;</li> <li>• the ability to critically evaluate and synthesise marketing information as an individual and team member in order to communicate solutions or proposals, verbally or non-verbally, by means of the appropriate information technology; and</li> <li>• the ability to solve well-defined but unfamiliar problems within the tourism-marketing context by applying the correct methods based on a strong value system of specific norms and values.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: The following formative assessment methods are applied: <ul style="list-style-type: none"> <li>• class assessments (class tests; class attendance assessments);</li> <li>• assignments.</li> </ul> The following summative assessment method is applied: <ul style="list-style-type: none"> <li>• integrated assessment;</li> <li>• written examination.</li> </ul>		
<b>Module code:</b> <a href="#">TMBP222</a>	<b>Semester 2</b>	<b>NQF level: 6</b>
Title: Food and Beverage Management		
Module outcomes: After completion of this module the student will be able to: <ul style="list-style-type: none"> <li>• detailed knowledge and holistic understanding of the concepts, components and theories of food and beverage management;</li> <li>• the ability to critically evaluate the restaurant and catering sectors as an individual and team member to communicate solutions or proposals, verbally or non-verbally, using the appropriate information technology;</li> <li>• the ability to compile a menu for any food and beverage operation while adhering to specific methods and procedures; and</li> <li>• the ability to solve well-defined but unfamiliar problems with regards to purchasing, storage, production and services within the food and beverage sector based on a strong ethical perspective.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: The following formative assessment methods are applied: <ul style="list-style-type: none"> <li>• class assessments (class tests; class attendance assessments);</li> <li>• Group assignments.</li> </ul> The following summative assessment method is applied: <ul style="list-style-type: none"> <li>• integrated assessment;</li> <li>• written examination.</li> </ul>		
<b>Module code:</b> <a href="#">TMBP312</a>	<b>Semester 1</b>	<b>NQF level: 7</b>
Title: Introduction to Event Management		
Module outcomes: After completion of this module the student will be able to: <ul style="list-style-type: none"> <li>• an integrated knowledge of event management in South Africa;</li> <li>• an ability to apply the principles of event management to the development, planning and management thereof;</li> <li>• above-average communication skills and logical thinking;</li> <li>• the application of problem-solving techniques;</li> <li>• successful participation in group work; and</li> <li>• a strong value system.</li> </ul>		
Method of delivery: Full-time		
Assessment methods: The following formative assessment methods are applied:		

- class assessments (class tests; class attendance assessments);
- assignments.

The following summative assessment method is applied:

- integrated assessment;
- written examination.

**Module code:** **TMBP313**

**Semester 1**

**NQF level: 7**

**Title:** Nature Tourism

Module outcomes:

After completion of this module the student will demonstrate:

- Integrated knowledge and logical understanding of natural area tourism in a global and South African context;
- Integrated knowledge and a clear understanding of the ecological perspective, as well as an ability to correctly evaluate and apply ecological knowledge to different areas of specialization within the field of natural area tourism;
- The ability to identify and address complex problems challenges related to environmental impacts caused by tourism activities and apply practice-driven/proven solutions with theory-driven applicable arguments;
- The ability to solve complex and unfamiliar problems through the creation of new knowledge and understanding of visitor planning within the field of natural area tourism;
- Evaluate the effect of implementing management strategies and actions on tourism in natural areas;
- A coherent understanding of the different ways of interpretation for nature tourism; and
- The advanced ability to effectively implement monitoring strategies to manage tourism-related impacts on natural areas.

Assesment criteria:

The student will prove that he/she has attained the outcomes of the module when he/she can:

- Analyse and understand natural area tourism in a global and South African context;
- Analyse, apply and evaluate informed knowledge in terms of the key terms, concepts, facts, and principles to different areas within the South African fauna and flora, sustainable and responsible tourism and culture and heritage; and an understanding of how that knowledge relates to natural area tourism management;
- Identify, analyse, apply solutions for environmental impacts caused by tourism activities and apply practice-driven/proven solutions with theory-driven applicable arguments;
- The creation of new knowledge and understanding of visitor planning within the field of natural area tourism;
- Develop and create accurate and coherent management strategies and actions for tourism in natural areas;
- Identify, analyse, apply different ways of interpretation for nature tourism; and
- Assemble, manage and develop a programme in an unfamiliar context to solve tourism problems, by monitoring environmental impacts with planned outcomes and application of appropriate resources.

**Method of delivery:** Full-time

Assessment methods:

The following formative assessment methods are applied:

- class assessments (class tests; class attendance assessments);
- assignments.

The following summative assessment method is applied:



<ul style="list-style-type: none"> <li>integrated assessment;</li> <li>written examination.</li> </ul>		
<b>Module code:</b> <a href="#">TMBP321</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Game Farm Management		
<p>Module outcomes:</p> <p>After completion of this module the student will be able to:</p> <ul style="list-style-type: none"> <li>integrated knowledge and understanding of the concepts, components and theories of the game farm industry in South Africa;</li> <li>the ability to identify, analyse and critically reflect on the principles of game farming while developing, planning and managing it;</li> <li>the ability to access, process and manage information regarding the development of sustainable game farms in the tourism industry; and</li> <li>the ability to make responsible decisions within an ethical framework regarding the development and management of a sustainable game farm.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment methods:</p> <p>The following formative assessment methods are applied:</p> <ul style="list-style-type: none"> <li>class assessments (class tests; class attendance assessments);</li> <li>assignments.</li> </ul> <p>The following summative assessment method is applied:</p> <ul style="list-style-type: none"> <li>integrated assessment;</li> <li>written examination.</li> </ul>		
<b>Module code:</b> <a href="#">TMBP322</a>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Applied Event Management		
<p>Module outcomes:</p> <p>After completion of this module the student will be able to:</p> <ul style="list-style-type: none"> <li>integrated knowledge of event management globally;</li> <li>the ability to apply the principles of event management while developing, planning and managing a variety of events;</li> <li>above-average communication skills and logical thinking;</li> <li>the application of problem-solving techniques;</li> <li>successful participation in group work; and</li> <li>a sound system of values and norms.</li> </ul>		
Method of delivery: Full-time		
<p>Assessment methods:</p> <p>The following formative assessment methods are applied:</p> <ul style="list-style-type: none"> <li>class assessments (class tests; class attendance assessments);</li> <li>assignments.</li> </ul> <p>The following summative assessment method is applied:</p> <ul style="list-style-type: none"> <li>integrated assessment;</li> <li>written examination.</li> </ul>		